
Teacher Evaluation Document

REVISED June 2016



TOWNSHIP HIGH SCHOOL DISTRICT 211

UNITED STATES DEPARTMENT OF EDUCATION BLUE RIBBON SCHOOLS OF EXCELLENCE

James B. Conant High School

William Fremd High School

Hoffman Estates High School

Palatine High School

Schaumburg High School

ALTERNATIVE SCHOOLS

District 211 North Campus

Higgins Education Center

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Board of Education**

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“The Board and the Union recognize that the basic purpose of evaluation is to improve instruction and the effective operation of the total school. The evaluator’s major concern shall be in, but not limited to, the following areas of instruction: subject matter, class preparation, methods of instruction, knowledge of individual nature of learning, pupil participation and reaction, pupil-teacher relationships, effectiveness and cooperation in department and school activities, and self-improvement, initiative and growth. It is, therefore, understood that a formal classroom evaluation is but a part of the total evaluation process. To this end, the process and criteria will consist only of the latest revision of the evaluation document as mutually approved by the Union and the Board...”

(Master Contract)

Revised by the Teacher Evaluation Joint Committee
2007, 2010, 2012, 2015, 2016

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The terms he, his, she, hers, and similar pronouns used in this document are used in their universal sense and are not intended to imply discrimination.

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Definitions

Formal Observation: an observation allowing the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time, or an observation during a complete lesson, or an observation during an entire class period. Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher. Following a formal observation, the qualified evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The qualified evaluator shall provide feedback following a formal evaluation to the teacher in writing (electronic or paper).

Informal Observation: an observation of the teacher during a teaching activity. Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper) and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator.

Evaluation: the written summative evaluation rating given to a teacher. The rating can be "unsatisfactory," "needs improvement," "proficient," or "excellent." This rating is calculated based on the following percentage breakdown: 70% Professional Practice Rating, 20% Type III Student Growth Rating, 10% Type II Student Growth Rating.

Clarifications

1. Unlike the non-tenured process, the sharing of teacher artifacts will not include reflections for tenured teachers.
 2. Ideally the “Non-Tenured Formal Observation Form” would include feedback on as many domains as are relevant to the classroom observation. It is expected that at least one domain will be relevant in the observation.
 3. All formal and informal classroom observation requirements expressed in this document represent the minimum number of classroom observations required in each evaluation cycle. Additional classroom observations may be conducted at the department chair or administration’s discretion.
 4. All teachers receiving an “excellent” or “proficient” rating on their previous summative evaluation will, in most circumstances, receive only one summative evaluation at the end of their two-year goal cycle. Administration may choose to issue summative evaluations in the first year of the two-year goal cycle at the principal’s discretion.
 5. All part-time teachers should be involved in a New Teacher Mentoring program and will work through the portfolio as they are hired each year. Once a teacher develops a full portfolio over four years and still has part-time status or has transitioned into full-time status, the teacher is to set one professional practice goal for the year and fulfill the student growth requirements. All part-time teachers are released at the end of each year. To support our part-time teachers in professional growth and development, it is recommended that part-time teachers be evaluated as follows (by the home school if the part-time teacher travels):
 - .5 or greater: one formal or informal observation by **both** the department chair and administrator = 2 total formal or informal observations
 - less than .5: one formal or informal observation by **either** the department chair or administrator = 1 total formal or informal observation
- Note: A summative evaluation is not required for part-time teachers. A teacher who is hired for a full-time assignment after being employed for a part-time assignment will be observed based on the requirements of a non-tenured first year teacher.
6. Reduced load teachers will be expected to meet the same evaluation requirements as full-time teachers.
 7. Tenured teachers may only use two separate Type III Assessment series when approved by the PERA committee in conjunction with the Curriculum Committee.
 8. The following groups are exempt from the Student Growth requirement and will have their evaluation computed from 100% Professional Practice: counselors, certified Media Center personnel, technology coordinators, nurses, psychologists, social workers, therapeutic specialists (speech and language pathologists, occupational therapists, physical therapists, teachers specifically certified to teach deaf, hard of hearing, blind, and visually-impaired students).

PERA Overview

The following information was found online at <http://www.isbe.net/pera/>

The Performance Evaluation Reform Act (PERA) (Senate Bill 315; Public Act 96-0861) was passed by the Illinois General Assembly and signed by the Governor in January 2010. In summary, PERA requires, among other things, that:

- Upon the implementation date applicable to a school district or other covered entity, performance evaluations of the principals/assistant principals and teachers of that school district or other covered entity must include data and indicators of student growth as a “significant factor”.
- By September 1, 2012, principals, assistant principals, teachers in contractual continued service (i.e., tenured teachers) and probationary teachers (i.e., non-tenured teachers) be evaluated using a four rating category system (Excellent, Proficient, Needs Improvement, and Unsatisfactory).
- Anyone undertaking an evaluation after September 1, 2012 must first complete a pre-qualification program provided or approved by the Illinois State Board of Education (ISBE).

PERA established the Performance Evaluation Advisory Council (PEAC) comprised of teachers, principals, superintendents and other interested stakeholders to advise ISBE on the development and implementation of improved performance evaluation systems and supports. The PEAC has been meeting monthly in Bloomington, Illinois and will continue to do so through 2017. The PEAC web page, which includes a substantial amount of helpful information, can be found at: <http://www.isbe.net/peac/>. Recently, the PEAC has provided ISBE with recommendations for minimum standards for principal/assistant principal and teacher evaluations as well as “model” principal/assistant principal and teacher evaluations. At its November 19, 2011 meeting, and based on the recommendations of the PEAC, the ISBE approved administrative rules to be published for public comment (the “PERA Administrative Rules”). ISBE expects that the PERA Administrative Rules would take effect, with any revisions based on public comment, around February or March of 2011.

Meanwhile, from late 2010 through April 2011, education stakeholders negotiated an education reform bill that stemmed in part from PERA. The bill was Senate Bill 7 and was signed into law by the Governor on June 13, 2011. Senate Bill 7 addresses, among other things:

- A standard upon which the State Superintendent may initiate certificate/license action against an educator for incompetency;
- Requirements for the filling of new and vacant positions;
- Acquisition of tenure;
- Reductions in force/layoffs and recall rights;
- The system for the dismissal of tenured teachers;
- Required school board member training; and,
- Processes related to collective bargaining and the right to strike.

Evaluation Program Timeline: Tenured Teacher – Year One

Beginning of year	<p>Teacher completes the “Teacher Evaluation Acknowledgement.”</p> <p>Teacher reads “Rationale and Explanation” statements for each domain in this “Teacher Evaluation Document” to begin to develop a plan for Professional Practice goals. Teacher should choose one even-numbered and one odd-numbered domain in which to write their Professional Practice goals. Each domain, however, must be covered over a 4-year span.</p> <p>Teacher reads “Preparation Sheet for Goal Setting and Assessment Meeting” as a guideline for what information to bring to the conference with the evaluator.</p>
Before Sep. 15	Teacher completes “Tenured Teacher Goal Setting Form.”
Before Oct. 15	Teacher and evaluator conference about and finalize teacher’s Professional Practice Goals and plans for Type II and Type III assessment series. For more information on assessment series, see “Assessment Series Guidelines.”
Before Mar. 15	Teacher completes “Tenured Teacher – March 15, Year 1 Reflection.”
Before Apr. 15	Teacher and evaluator meet to review and approve “Tenured Teacher – March 15, Year 1 Reflection.”
Before End of Year	Teacher attaches Type II pre- and post-test data reports from Tableau to “Tenured Teacher Assessment Reporting Form.” Teacher records Type III Assessment Series data in a manner that is reportable.

Evaluation Program Timeline: Tenured Teacher – Year Two

Before Sep. 15	Teacher completes “Tenured Teacher – September 15, Year 2 Reflection.”
Before Oct. 15	Teacher and evaluator meet to review and approve “Tenured Teacher – September 15, Year 2 Reflection.”
Before Mar. 15	Teacher completes “Tenured Teacher Assessment Reporting Form.” Teacher completes “Tenured Teacher – March 15, Year 2 Reflection.”
Before Apr. 15	Teacher and evaluator meet to review and approve “Tenured Teacher – March 15, Year 2 Reflection.”
Before Apr. 15	Evaluator completes a minimum of one formal observation and completes “Tenured Teacher Formal Observation Form.” Evaluator completes a minimum of one informal observation and completes “Tenured Teacher Informal Observation Form.” <i>(Additional observations may be conducted at the administration’s discretion.)</i>
Before May 15	Administrator completes “Tenured Teacher – Summative Evaluation Form” with the department chair. Teacher and evaluator meet to review “Tenured Teacher – Summative Evaluation Form.”

Preparation Sheet for Goal Setting and Assessment Meeting For Tenured Teachers in Year One of the Evaluation Process

The following pages prepare teachers for their “Goal Setting and Assessment Meeting” with their evaluators.

PROFESSIONAL PRACTICE GOALS (70% of Summative Evaluation Rating)

Before writing a draft of your Professional Practice goals in the “Tenured Teacher Goal Setting Form”:

- Read the “Rationale and Explanation” for the each component within a domain. Choose a specific component within a single domain on which to focus your goal setting.
- Highlight the most relevant words, phrases, or critical concepts found within the “Rationale and Explanation” for that specific component.
- Examine each “Element” listed on the “Level of Performance” rubric. Start with “Excellent”, and work backward. Identify the key elements that differentiate one level of performance from the next.
- Choose an element that you would like to focus on.

When writing a draft of your Professional Practice goals:

- Start with a sentence that captures your goal. Use language from the “Rationale and Explanation” that you have identified as important in your goal.
- Once your goal is written, review it to see if it is **Specific, Measurable, Attainable, Results-oriented and Time-bound**.
- Keep in mind that in order for a goal to be “measurable,” it needs to include a concrete means of measuring your progress. A Professional Practice Goal need not produce data related to student growth in order for it to be “measurable.”
- Create a list of specific pieces of evidence and artifacts that you can commit to producing to support the completion and attainment of your goal. To determine what types of evidence and artifacts to choose, consider this question: “What items will best document progress made toward this goal?”

Repeat the steps listed above to write a second Professional Practice Goal in a different domain. Over a 2-year cycle, one even- and one odd-numbered domain must be chosen. Each domain, however, must be covered over a 4-year span.

TYPE II ASSESSMENT SERIES (10% of Summative Evaluation Rating)

- In what PLT are you participating this year?
- Which course will generate your Type II student growth data? How many sections of this course are you teaching during Year 1 of your evaluation cycle?
- Which CLS will your Type II assessment series track?
- What proficiency level did the Curriculum Committee set for this Type II?
- What is the 2-week window set by Curriculum Committee for administering the pre- and post-test?
- What is your plan for a Type II midpoint assessment? Will it be teacher-generated or PLT-generated? When do you plan to give this midpoint assessment?

TYPE III ASSESSMENT SERIES (20% of Summative Evaluation Rating)

- Which course will generate your Type III student growth data? How many sections of this course are you teaching during Year 1 of your evaluation cycle? This may or may not be connected to the PLT on which you are serving.
- Which CLS does that Type III assessment series track?
- What is the format of your Type III assessment series: multiple choice, short answer, performance, etc.? If your Type III Assessment Series is a performance event, what rubric will you use? Does the post-test “mirror” the pre-test in form, skill, and level of complexity?
- If you are not using Mastery Manager for your data collection, what method will you use to ensure that your Type III data is “reportable”?
- What are the testing windows for the pre- and post-test?
- What proficiency level will you establish for this assessment series? Why do you feel this level appropriate?
- What is your plan for your Type III midpoint assessment? Will it be teacher-generated or PLT-generated? When do you plan to give this midpoint assessment?

Assessment Series Guidelines

To be compliant with PERA legislation, teachers need to generate data on student growth to be used in their evaluation. Most teachers will collect this data from assessment series that are Type II (district-wide) and Type III (teacher-specific or PLT-created). Whether they are Type II or Type III, each assessment series consists of a pre- and post-test to measure student growth, as well as a non-evaluative midpoint assessment.

		Type II Assessment Series – 10% of Summative Evaluation Rating	Type III Assessment Series – 20% of Summative Evaluation Rating
Creation Process	<i>The tests in these assessment series are created by different people depending on the type.</i>	These pre- and post-tests are created and administered at the district level.	These pre- and post-tests are created by the teacher or PLT.
Approval Process	<i>These assessment series must be approved in advance.</i>	D211 Curriculum Committee (department chairs, principals, and associate superintendent) will approve pre-test ,post- tests, and post-test proficiency levels, and two-week pre- and post-testing windows.	Building-level evaluators (department chair and administrator) will approve pre-tests, post-tests, and post-test proficiency levels.
Assessment Focus	<i>Type II and Type III assessment series will focus on at least one D211 CLS designated for that specific course.</i>	Both the pre- and post- test should focus on the same CLS(s). The building PLT and evaluators (chair and administrator) should make a data-driven decision when choosing the target course and CLS(s) to be measured.	Both the pre- and post- test should focus on the same CLS(s); however, the same CLS(s) does not need to be assessed each year of the two-year evaluation cycle. The teacher and his/her evaluators (chair and administrator) should make a data-driven decision when choosing the target course and CLS(s) to be measured. This may or may not be connected to the PLT on which you serve. If appropriate, a Type III assessment series may focus on a portion of a CLS. If the same CLS as the Type II assessment series is chosen, a different pre- and post-test must be created and administered. This may or may not be connected to the PLT on which you serve.
Midpoint Assessment	<i>Teachers will also administer a non-evaluative midpoint assessment.</i>	Non-evaluative PLT- or teacher-generated midpoint data provides feedback for the teacher on student growth. The data is not reported, but may be useful for a teacher's April 1 reflection.	Non-evaluative PLT- or teacher-generated midpoint data provides feedback for the teacher on student growth. The data is not reported, but may be useful for a teacher's April 1 reflection.

		Type II Assessment Series – 10% of Summative Evaluation Rating	Type III Assessment Series – 20% of Summative Evaluation Rating
Data Collection & Reporting	<i>Teachers will gather data from pre- and post-tests in both assessment series.</i>	<p>All sections of the targeted course are reported in Year 1 of the evaluation cycle.</p> <p>The Type II pre-test provides baseline data for all sections of the targeted course taught during Year 1 of the evaluation cycle.</p> <p>Data is collected for both student growth measurement and PLT collaboration. Data will be entered into Mastery Manager.</p> <p>Type II assessment data (pre-, mid-, and post-test) must be collected on dates, separate and distinct, from the Type III assessment collection.</p> <p>Year 1: The Type II assessment series provides data for all sections of the targeted course taught during year one of the evaluation cycle.</p> <p>Year 2: The Type II assessment series data will continue to be collected during the second year of the evaluation cycle but cannot be used to determine the student growth component of the summative evaluation.</p>	<p>A Type III assessment series must be given each year of the evaluation cycle. All sections of the targeted course are reported but teacher selects the year (Year 1 or Year 2 of evaluation cycle) to be used for the 20% of the Summative Evaluation Rating.</p> <p>Data may not necessarily be entered into Mastery Manager but must be reportable.</p> <p>Type III assessment data (pre-, mid-, and post-test) must be collected on dates, separate and distinct, from the Type II assessment collection.</p> <p>Teacher chooses appropriate timeline for Type III assessment series and explains rationale to evaluator during the goal setting conference.</p> <p>If a Type II is being used as a Type III then the Curriculum Committee approved timeline for the Type II must be followed.</p>
Student Growth	<i>The data gathered from pre- and post-tests will be used to determine student growth.</i>	<p>A student can show growth in one of two ways:</p> <ol style="list-style-type: none"> 1) Improving at least 0.1% from pre- to post-test, or 2) Scoring at or above the set proficiency level on the post-test. 	

Assessment Series Guidelines: Other Considerations for Assessments

Type II Assessment Series

- Pre- and post-tests must be **mirrored assessments**. “Mirrored assessments” are designed with the same form, skill, and level of complexity.
 - For example, a pre-test with two reading passages and 25 questions should have a post-test containing two different reading passages of a similar complexity and 25 different questions addressing similar skills.
 - “Mirrored assessments” does not mean administering the same test as a pre- and post-test.
 - If using a rubric to score a Type II assessment, the same rubric must be used on both the pre- and post-test. The performance task must be mirrored but cannot be identical.
 - Post-tests may be given as final exams.
- A Type I assessment may be approved for use (ex. MAP).
- If multiple choice assessments are used, there must be at least 7 questions per CLS to ensure validity (this is in line with ACT practices).
- Because mid-point assessments do not need to mirror pre- and post-tests, they can take a variety of forms.
- Best assessment practices, including ensuring inter-rater reliability, must be developed for common assessments.
- The pre- and post-tests must be given within a two-week window agreed upon by the department chairs.

Type III Assessment Series

- Pre- and post-tests must be **mirrored assessments**. “Mirrored assessments” are designed with the same form, skill, and level of complexity.
 - For example, a pre-test with two reading passages and 25 questions should have a post-test containing two different reading passages of a similar complexity and 25 different questions addressing similar skills.
 - “Mirrored assessments” does not mean administering the same test as a pre- and post-test.
 - If using a rubric to score a Type III assessment, the same rubric must be used on both the pre- and post-test. The performance task must be mirrored but cannot be identical.
- Type I or Type II assessments may be approved for use (ex. MAP) as a Type III assessment.
- Type III assessment data (pre-, mid-, and post-test) must be collected on dates, separate and distinct, from the Type II assessment collection. If a Type II is being utilized as a Type III, then the Curriculum Committee approved timeline for the Type II must be followed.
- If multiple choice assessments are used, there must be at least 7 questions per CLS to ensure validity (this is in line with ACT practices).

Type II Assessment Series Selection Information

The PLT/PLC and evaluators (department chair and administrators) select the target course and target CLS based on data.

Selection Options:

- 1) Every teacher in the PLC (district-wide) gives the same pre- and post-test on one CLS for the Type II assessment series.
 - 2) Every teacher in the PLC (district-wide) gives the same pre-test(s) on multiple CLS - the PLT decides which CLS to use for data collection after giving the pre-test.
 - 3) Each PLT (building-level) chooses which CLS for the Type II pre-test to administer and gives post-test at the end of the semester/year.
- NOTE: Special Education department additional option – the building PLT (could be a single teacher) chooses the CLS for the Type II assessment series.

Every teacher will administer the Type II pre- and post-test assessment series (if one exists) for each class he or she teaches, regardless of being a part of the PLT to assist with data collection. The teacher will follow the testing windows as approved by the Curriculum Committee.

Guidelines for Using Performance Tasks for the Type II Student Growth Evaluation Component

1. Similar to forced choice Type II assessments, performance tasks and corresponding rubrics must be approved via the Curriculum Committee.
 - a. Performance task descriptions should be detailed enough so the performance tasks are verbally explained or written in an identical manner for every student.
 - b. Scoring rubrics must have detailed criteria to increase scoring accuracy.
 - c. Performance tasks for the pre- and post-tests must follow department guidelines.
 - d. Identical rubrics must be used for the pre- and post-tests.
2. Calibration of scoring rubric must occur annually for all teachers using the rubric for Type II assessment scoring.
 - a. As a group, teachers will review and discuss at least one anchor performance task example for each scoring level of the rubric while discussing the details within the scoring rubric criteria. Teachers will continue to discuss scoring of example performances until there appears to be uniformity in understanding the rubric criteria.
 - b. To ensure understanding of the rubric criteria, each teacher should individually score a series of example performance tasks. This series of performance tasks should include 7 exemplars individually scored by each teacher. If a teacher(s) does not correctly score at least 6 of the 7 performance task scores correctly then steps a. and b. must be repeated with new examples until at least 6 of 7 are correctly scored by each individual.
 - c. Minimum number of examples needed:
 - i. 2 sets of anchor exemplars with each set including one example for each scoring level
 - ii. 2 sets of 7 exemplars for individual teacher evaluation
 - d. Calibration meetings will occur prior to scoring pre-test performances.
 - e. After the first year of implementation, teachers must keep appropriate files (e.g., video, audio, written or other) of the students' assessments from at least one section per course. These files must include those students' performance tasks and copies of the teacher's completed scoring rubrics. These will be used for future calibration meetings or by the department chair for scoring review.

Summative Evaluation Calculation

- Step One: Use Tableau to generate a “Student Growth/Proficiency” report for the Type II assessment series. Generate a similar report for the Type III assessment series if Type III data was entered into Mastery Manager. If the teacher did not enter Type III data into Mastery Manager, he/she will need to create a report similar in format to the one created by Tableau to verify the percent of students who demonstrate proficiency or growth.
- Step Two: On these reports, identify the percentage listed after “% of students demonstrating proficiency or growth.”
- Step Three: At the end of the first year of the evaluation cycle, use the Student Growth Levels Chart below to determine the rating that matches the percentage found on the Tableau “Student Growth/Proficiency” report for the Type II assessment series.
- Step Four: At the end of the second year of the evaluation cycle, use the Student Growth Levels Chart below to determine the rating that matches the percentage found for the Type III assessment series. NOTE: the teacher must choose Type III data from either year one or year two to use in determining his/her student growth rating for the Type III assessment series.

Student Growth Levels Chart

	Unsatisfactory	Needs Improvement	Proficient	Excellent
Percent of Students Showing Growth From the Pre- to Post-test OR Proficiency on the Post-test	0% to 39% of students in the target course demonstrated growth or proficiency on the targeted CLS.	40% to 59% of students in the target course demonstrated growth or proficiency on the targeted CLS.	60% to 79% of students in the target course demonstrated growth or proficiency on the targeted CLS.	80% to 100% of students in the target course demonstrated growth or proficiency on the targeted CLS.

- Step Five: Use the Type II and Type III assessment series ratings determined from the Student Growth Levels Chart above in the Student Growth Matrix below to determine the final student growth rating that will be used in the Summative Rating Matrix.

Student Growth Matrix

TYPE II – 10%	TYPE III – 20%				
		Unsatisfactory	Needs Improvement	Proficient	Excellent
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Needs Improvement	Proficient
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Proficient
	Proficient	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Excellent	Needs Improvement	Proficient	Proficient	Excellent

Step Six: Use the rating determined from the Student Growth Matrix above and the professional practice rating determined by the evaluator in the Summative Rating Matrix below to determine the overall summative rating.

Summative Rating Matrix

STUDENT GROWTH – 30%	PROFESSIONAL PRACTICE – 70%				
		Unsatisfactory	Needs Improvement	Proficient	Excellent
	Unsatisfactory	Unsatisfactory	Unsatisfactory	Needs Improvement *	Proficient
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Proficient	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Excellent	Unsatisfactory	Needs Improvement	Proficient	Excellent

*In a unique case when a teacher’s professional practice rating is “Proficient” and student growth rating is “Unsatisfactory” and the student growth rating does not accurately reflect students’ academic growth in the targeted course, the evaluators may pursue a change in the summative evaluation rating from “Needs Improvement” to “Proficient.” This request may be brought forward to the superintendent by the building principal.

Summative Evaluation Criteria for Tenured Teachers

Evaluation is an opportunity for growth and continuous improvement. The profession of teaching is complex and demanding. The professional practice framework within the District 211 Evaluation Document gives definition to the high expectations to the multifaceted role of a teacher. Each domain, though listed separately, is intricately interrelated within the teacher profession. These professional practices coupled with student growth data indicate the expectations for District 211 teachers.

The *excellent* summative rating is received by a teacher whose performance for the current two-year evaluation cycle is *excellent* by evidence across all four professional practice domains and shows advancement in student growth. This teacher demonstrates improvement of instruction within the department, school, district or nationally. The evidence, once approved by the school-level administration, is brought forward for Administrative Council approval for all regular and alternative schools in the District. This teacher may remain on a two-year summative evaluation cycle. If a teacher is recommended for an *excellent* summative rating for successive evaluation cycles, he/she must maintain the excellent level of performance in all four teaching domains, demonstrate continuous improvement through unique growth in at least one teaching domain each year of the evaluation cycle, and show improvement in student growth data. This rating is also brought forth for final approval by Administrative Council.

A teacher receiving a *proficient* summative rating by the evaluators is considered a high quality teacher who meets or exceeds the District 211 standards and expectations as outlined within the professional practice rubrics and evaluation documents. This teacher exhibits actions on a number of occasions when his/her performance is being evaluated, observed or reviewed as meeting the high demands of the teaching profession within all four domains of professional practice and student growth data. This teacher may remain on a two-year summative evaluation cycle.

The teacher who receives a *needs improvement* summative rating has demonstrated actions during his or her role as a District 211 teacher that require improvement. The conversations regarding the areas of improvement focus on domain(s) indicating actions that are not at the high quality expectation of a proficient teacher as indicated on the professional practice rubrics and student growth data. Prior to giving a needs improvement, every effort will be made for a meeting, including the teacher, administrator, chair and union rep upon the teacher's request, to discuss the teacher's problem area(s). A *needs improvement* summative rating is reviewed by the principal, director of human resources and the superintendent. A professional development plan is developed within 30 school days after the issuance of a *needs improvement* summative rating. The evaluator, in consultation with the teacher, will develop the plan directed to the specific areas needing improvement and document any supports the District will provide to assist in addressing these areas. In the following school year, this teacher will be evaluated at least once and receive a summative evaluation. In the rare instance that a District 211 teacher receives a *needs improvement* summative, it is expected that the teacher will make immediate changes to the professional practices that need attention. The professional development plan will be implemented per Illinois Public Act 096-0861.

An unsatisfactory teacher has exhibited unsatisfactory performance as a District 211 teacher. The *unsatisfactory* summative rating would be issued under any of the following conditions: the teacher has exhibited unsatisfactory teaching behaviors as reflected on one or more occasions in one or more domains; a suspension did not result in a change of behavior; the teacher on an official professional development plan did not show significant improvement; or the teacher's unacceptable professional practices infringe on student learning, student safety or well-being of the members of our school community. Prior to issuing an *unsatisfactory* summative rating, the teacher's actions are reviewed by the principal, director of human services and the superintendent. Within 30 days of a summative evaluation rating of *unsatisfactory*, a remediation plan will be developed and initiated by District 211 designed to correct deficiencies cited provided the deficiencies are deemed remediable. The remediation plan will be implemented per Illinois Public Act 096-0861. A midpoint and final evaluation will be completed by an evaluator during and at the end of the 90-day remediation plan. Dismissal will occur in accordance with School Code of any teacher who fails to complete any applicable remediation plan with a rating equal to or better than a *proficient* rating.

Evaluation Program Timeline: Non-Tenured Teacher – Year One & Year Two

Beginning of year	<p>Teacher completes the “Teacher Evaluation Acknowledgement.”</p> <p>Teacher and evaluator read “Portfolio Purpose,” “Portfolio Tips,” “Non-Tenure Domain Focus and Progression” and “Portfolio Reflection Prompts” in the “Non-Tenured Teacher Portfolio” portion of the “Teacher Evaluation Document” to gain understanding of portfolio format and requirements.</p> <p>Teacher and evaluator read either “Year 1 – Domain 2: The Classroom Environment” or “Year 2 – Domain 1: Planning and Preparation” in the “Teacher Evaluation Document.” At the same time, the teacher and evaluator read the “Rationale and Explanation” statements in this “Teacher Evaluation Document” for each component in the appropriate domain to understand the Standards for Professional Practice included within each.</p>
Before September 1	<p>Teacher completes “Non-Tenured Teacher Assessment Series Form” to prepare for the Non-Tenured Teacher Assessment Meeting with evaluator.</p>
Before October 1	<p>Teacher and evaluator complete Non-Tenured Teacher Assessment Meeting to conference about and finalize plans for the teacher’s two Type III assessment series. For more information on assessment series, see “Assessment Series Guidelines.”</p> <p>Teacher begins to write reflections in “Non-Tenured Year 1 Portfolio Form” or “Non-Tenured Year 2 Portfolio Form,” as well as collect and arrange artifacts that will be attached to the form.</p>
By December 1	<p>Department chair completes one formal classroom observation with pre- and post-conferences and completes one “Non-Tenured Formal Observation Form.” Department chair will review portfolio progress with teacher.</p> <p>The administrator completes one formal classroom observation with pre- and post-conferences and completes one “Non-Tenured Formal Observation Form.”</p>
By January 15	<p>Teacher uses Tableau to generate a “Student Growth/Proficiency” report for both Type III assessment series. If the teacher did not enter Type III data into Mastery Manager, he/she will need to create a report similar in format to the one created by Tableau to verify the percent of students who demonstrate proficiency or growth.</p> <p>Teacher submits “Non-Tenured Teacher Assessment Reporting Form.”</p>

- By February 1** Teacher completes and submits either “Non-Tenured Year 1 Portfolio Reflection Form” or “Non-Tenured Year 2 Portfolio Reflection Form.”
- By February 15** Department chair completes a second formal classroom observation with pre- and post-conferences and completes a second “Non-Tenured Formal Observation Form.”
- Department chair completes one informal classroom observation and completes a “Non-Tenured Teacher Informal Observation Form.”
- The administrator completes one informal classroom observation and completes a “Non-Tenured Teacher Informal Observation Form.”
- By March 1** Administrator completes “Non-Tenured Teacher – Summative Evaluation Form” with the department chair.
- Teacher and evaluator meet to review “Non-Tenured Teacher – Summative Evaluation Form.”

Evaluation Program Timeline: Non-Tenured Teacher – Year Three & Year Four

Beginning of year	<p>Teacher completes the “Teacher Evaluation Acknowledgement.”</p> <p>Teacher and evaluator read “Portfolio Purpose,” “Portfolio Tips,” “Non-Tenure Domain Focus and Progression” and “Portfolio Reflection Prompts” in the “Non-Tenured Teacher Portfolio” portion of the “Teacher Evaluation Document” to gain understanding of portfolio format and requirements.</p> <p>Teacher and evaluator read either “Year 3 – Domain 3: Instruction” or “Year 4 – Domain 4: Professional Responsibilities” in the “Teacher Evaluation Document.” At the same time, the teacher and evaluator read the “Rationale and Explanation” statements in this “Teacher Evaluation Document” for each component in the appropriate domain to understand the Standards for Professional Practice included within each.</p>
Before September 1	<p>Teacher completes “Non-Tenured Teacher Assessment Series Form” to prepare for the Non-Tenured Teacher Assessment Meeting with evaluator.</p>
Before October 1	<p>Teacher and evaluator complete Non-Tenured Teacher Assessment Meeting to conference about and finalize plans for the teacher’s two Type III assessment series. For more information on assessment series, see “Assessment Series Guidelines.”</p> <p>Teacher begins to write reflections in “Non-Tenured Year 3 Portfolio Form” or “Non-Tenured Year 4 Portfolio Form,” as well as collect and arrange artifacts that will be attached to the form.</p>
By December 1	<p>Department chair completes one formal classroom observation with pre- and post-conferences and completes one “Non-Tenured Formal Observation Form.” Department chair will review portfolio progress with teacher.</p>

By January 15 Teacher uses Tableau to generate a “Student Growth/Proficiency” report for both Type III assessment series. If the teacher did not enter Type III data into Mastery Manager, he/she will need to create a report similar in format to the one created by Tableau to verify the percent of students who demonstrate proficiency or growth.

Teacher submits “Non-Tenured Teacher Assessment Reporting Form.”

By February 1 Teacher completes and submits either “Non-Tenured Year 3 Portfolio Reflection Form” or “Non-Tenured Year 4 Portfolio Reflection Form.”

By February 15 Department chair completes an informal classroom observation and completes a “Non-Tenured Informal Observation Form.”

The administrator completes one formal classroom observation with pre- and post-conferences and completes one “Non-Tenured Formal Observation Form.”

By March 1 Administrator completes “Non-Tenured Teacher – Summative Evaluation Form” with the department chair.

Teacher and evaluator meet to review “Non-Tenured Teacher – Summative Evaluation Form

Non-Tenured Teacher Portfolio

“Reflections are important parts of portfolios and do more than describe the portfolio contents. They examine the teaching documented within the portfolio and reflect on what the teacher and student have learned. The process of looking at one’s development through a portfolio functions like a literal mirror – when one sees one’s own image or performance – the literal reflection sparks internal reflection.”

Kay Burke

Designing Professional Portfolios for Change

Portfolio Purpose

All non-tenured teachers are required to complete a portfolio as part of the evaluation process each year. There are two purposes to this:

- To develop the skill of self-reflection as a teacher. This skill, when used consistently in all aspects of the job, produces a forward thinking attitude and continuous professional growth.
- To become familiar with the evaluation process that is used for all teachers within the district. This will provide non-tenured teachers a smooth transition into the tenured evaluation document.

Portfolio Tips

- All reflections should be submitted in the “Non-Tenured Year * Portfolio Reflection Form.”
- A reflection should reference the component within the evaluation document.
- A maximum of 750 words per reflection. Quality is more important than quantity.
- A reflection should include specific examples from your practice, as well as artifacts from your planning and classroom experiences.
- A reflection should discuss plans for future improvement while referencing the evaluation document.
- The portfolio should be organized and professional.
- The Principal, Assistant Principals, Department Chair, and New Teacher Program Coordinators are great resources for portfolio questions.
- Tenured teachers and mentors are resources to assist in generating ideas for improvement.

Non-Tenured Domain Focus and Progression

Year in Progression	Domain	Focus of Domain
Year 1	Domain 2: The Classroom Environment	To improve the classroom environment including the relationships within the classroom, expectations of learning and behavior, and management of classroom procedures and space.
Year 2	Domain 1: Planning and Preparation	To improve planning and preparation skills by increasing knowledge of content, pedagogy, students, and resources. This will be used to assist in assessing students and in the selection of coherent instructional goals.
Year 3	Domain 3: Instruction	To improve communication with students (directions and feedback), develop sound questioning and discussion techniques, engage students in learning, and demonstrate flexibility and responsiveness.
Year 4	Domain 4: Professional Responsibilities	To improve professional responsibilities through reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, and growing professionally.

Portfolio Reflection Prompts

Non-tenured teachers in Year 1 will write reflections in response to prompts #1-6 below. Non-tenured teachers in Years 2, 3 and 4 will write reflections in response to prompts #1-6 below *plus* write an additional reflection in response to prompt #7 below.

Prompt #1: Reflect on one component from the domain assigned to your year that identifies an area of strength.

- Using the evaluation document, read the narrative, rubrics, and self-assess yourself for this component.
- Attach and explain evidence, examples or artifacts.
- Using the evaluation document, describe how you would reach the next level of performance.

Prompt #2: Reflect on one component from the domain assigned to your year that identifies an opportunity for growth.

- Using the evaluation document, read the narrative, rubrics, and self-assess yourself for this component.
- Attach and explain evidence, examples or artifacts.
- Using the evaluation document, describe how you would reach the next level of performance.

Prompt #3: Describe one of your Type III Assessment Series.

- Identify the CLS.
- Describe the format of the pre-test, post-test and midpoint assessment.

Prompt #4: Reflect on the Type III Assessment Series you described above.

- What information did you obtain and how did you use it to adjust or reinforce instruction?
- What conclusions can you draw from the data series?
- What instructional changes did you make during the series?
- What changes should you make to improve this assessment series? Why?
- How will the data from this assessment series impact your future instructional plans?

Prompt #5: Describe your other Type III assessment series.

- Identify the CLS.
- Describe the format of the pre-test, post-test and midpoint assessment.

Prompt #6: Reflect on the Type III Assessment Series you described above.

- What information did you obtain and how did you use it to adjust or reinforce instruction?
- What conclusions can you draw from the data series?
- What instructional changes did you make during the series?
- What changes should you make to improve this assessment series? Why?
- How will the data from this assessment series impact your future instructional plans?

Prompt #7: In your previous year's reflection, you were asked, "Reflect on one component...which identifies an opportunity for growth." Describe the progress you have made in this component since that time.

Minimum Required Number of Classroom Observations Per Evaluation Cycle*

Cycle	Administrator	Department Chair	Total
Non-Tenured Year 1	1 formal and 1 informal	2 formal and 1 informal	3 formal and 2 informal
Non-Tenured Year 2	1 formal and 1 informal	2 formal and 1 informal	3 formal and 2 informal
Non-Tenured Year 3	1 formal	1 formal and 1 informal	2 formal and 1 informal
Non-Tenured Year 4	1 formal	1 formal and 1 informal	2 formal and 1 informal
Tenured Two Year Cycle (Excellent or Proficient during last evaluation cycle)	1 formal and 1 informal		1 formal and 1 informal
Tenured Teacher on a Professional Development Plan (in response to a Needs Improvement rating in the previous year)	2 formal and 1 informal included in Professional Development Plan		2 formal and 1 informal
Tenured 90 Day Remediation Plan (required by law in response to an Unsatisfactory during last evaluation cycle)	As specified in Remediation Plan	As specified in Remediation Plan	

*minimum number of observations required, at the discretion of the department chair or administration additional observations may occur

Note: Part-time teacher evaluation details can be found in the “Clarifications” section.

District 211 Standards For Professional Practice Teachers

Acknowledgment

District 211 acknowledges the work of Charlotte Danielson of Princeton Education Associates in the development of the District 211 Standards for Professional Practice. Ms. Danielson's work, **Enhancing Professional Practice: A Framework for Teaching**, was published by the **Association for Supervision and Curriculum Development**. Reprinted by Permission. Learn more about ASCD at www.ascd.org

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STANDARDS FOR PROFESSIONAL PRACTICE

The Standards for Professional Practice represent those aspects of a teacher's responsibilities that have been documented, through empirical studies or theoretical research, to promote improved student learning. Just as curriculum frameworks and standards define what students should know and be able to do in each of the disciplines, standards for professional practice define what teachers should know and be able to do in the exercise of their profession. The Standards offer a comprehensive framework for the complex activity we call teaching. They also serve to structure the conversations of educators about exemplary practice. A standard framework allows those conversations to guide novices as well as to enhance the performance of veterans.

This document describes the 22 components of the Standards for Professional Practice within the framework of four domains. The following pages show how the components are grouped under the domains. The description for each component has three parts: Rationale and Explanation, Documentation, and a Rubric showing the elements of the component and how levels of performance apply to each element. The performance levels have four descriptions: unsatisfactory, needs improvement, proficient, and excellent.

District 211 Teacher Domains of Professional Practice

DOMAIN 1: PLANNING AND PREPARATION

- Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Component 1b: Demonstrating Knowledge of Students
- Component 1c: Selecting Instructional Goals
- Component 1d: Demonstrating Knowledge of Resources
- Component 1e: Designing Coherent Instruction
- Component 1f: Assessing Student Learning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- Component 2a: Creating an Environment of Respect and Rapport
- Component 2b: Establishing a Culture for Learning
- Component 2c: Managing Classroom Procedures
- Component 2d: Managing Student Behavior
- Component 2e: Organizing Physical Space

DOMAIN 3: INSTRUCTION

- Component 3a: Communicating Clearly and Accurately
- Component 3b: Using Questioning and Discussion Techniques
- Component 3c: Engaging Students in Learning
- Component 3d: Providing Feedback to Students
- Component 3e: Demonstrating Flexibility and Responsiveness

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- Component 4a: Reflecting on Teaching
- Component 4b: Maintaining Accurate Records
- Component 4c: Communicating with Families
- Component 4d: Contributing to the School and District
- Component 4e: Growing and Developing Professionally
- Component 4f: Showing Professionalism

In this document each of the four Domains will be described through the components listed and elements that make up each of these components. Rubrics describe levels of achievement in each domain.

Teacher Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Rationale and Explanation

"A person cannot teach what he or she does not know." This statement captures the essence of why content knowledge is important in teaching. Regardless of a teacher's instructional techniques, he or she must have sufficient command of a subject to guide student learning. This requirement is independent of a teacher's approach: Even those who embrace a constructivist or inquiry approach to instruction must understand the content to be learned, the structure of the discipline of which that content is a part, and the methods of inquiry unique to that discipline. Teachers must be aware of the connections among different divisions of the discipline (e.g., between writing and literature), among the different disciplines themselves, and to the real world.

The term "content" includes far more than factual information. It encompasses all aspects of a subject: concepts, principles, relationships, methods of inquiry, and outstanding issues. Teachers who understand their subjects know which questions are likely to interest students, yield greater understanding, and which represent conceptual dead ends.

Students look to teachers as their source of information about a subject. Although teachers may sometimes withhold information to encourage student inquiry, what they do convey should be accurate. Content must be presented so that it respects the nuances of a discipline. When engaging students in a discussion, teachers should show they understand the complexities and patterns of the content to be learned. For example, teachers of non-English languages should be able to speak with the appropriate accent. Teachers of physical education should be able to demonstrate or explain the skills they are teaching.

Although necessary for good teaching, subject knowledge is not enough. An example is the teacher who knows chemistry but cannot convey that knowledge or engage students in the subject. Teachers use pedagogical techniques particular to the different disciplines to help convey information and teach skills. Approaches used in writing, for example, may be very different from those in science. In addition, knowledgeable teachers know which concepts are central to a discipline and which are peripheral. Some disciplines, particularly mathematics, have important prerequisite relationships. For example, students must understand place value before they can understand addition and subtraction with regrouping. Other disciplines have similar internal constraints; students need to learn concepts or skills before they can tackle others. Knowledgeable teachers know where these important relationships are in the subjects they teach.

A teacher's knowledge of content and pedagogy is reflected in an awareness of common student misconceptions or likely sources of error-and how these should be handled. Teachers who are knowledgeable about subject-based pedagogy anticipate such misconceptions and work to dispel them.

Certainly, knowledge of content and pedagogy is not stagnant but evolves over time. Even when teachers specialize at the university level in the disciplines they later teach, their knowledge, unless renewed, can become dated and stale. And if teachers'

responsibilities for instruction change, they have an even greater need to become thoroughly acquainted with their new field or sub-field. Examples might include: a Biology teacher in science or a U.S History teacher in social studies. Even teachers who stay with the same content must keep apprised of developments in the field and in the accepted best methods of engaging students with it.

The balance between content and pedagogical knowledge varies from one discipline to another. In some disciplines, such as reading, the content does not change, but the pedagogy is critical. In others, such as science, both the content and the pedagogy change over time. That is, in reading, the instructional goal is for students to be able to derive meaning from written text. Although this goal has remained stable over many years, the approaches used (e.g., phonics and whole language) have been the subject of much controversy. Alternatively, science teachers must alter not only their instructional strategies over time but also the topics taught as new knowledge evolves.

Documentation

Teachers provide evidence of their evolving knowledge of content and pedagogy by developing instructional plans and participating in professional growth activities. Some examples of how teachers can demonstrate their commitment to remaining abreast of new developments follow:

- Preparing lessons based on recently accepted views of best practice (e.g., using a process approach to teach writing).
- Taking graduate-level courses in a discipline or in general teaching techniques.
- Taking an active role in adapting the new content standards and curriculum frameworks to their teaching.
- Participating in professional development opportunities either school-based or outside the school.
- Since many of these activities are not directly observable in the classroom, this component is primarily displayed through written documentation. Teachers can also display knowledge of the subjects they teach through instructional artifacts, comments on student work, and their classroom interactions with students. Content errors reflect a poor understanding of the subject, and evasive responses to students may suggest only a limited knowledge of content. Some responses are deliberately unrevealing, though, because the teacher wants to engage students in their own investigations. When in doubt, an observer should ask the teacher if such responses are deliberate.

Teacher Domain 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Knowledge of content</i>	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge.	Teacher displays solid content knowledge.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
<i>Knowledge of prerequisite relationships</i>	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
<i>Knowledge of content-related pedagogy</i>	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but still may not anticipate student misconceptions.	Teacher displays continuing search for best practice and plans to avoid or dispel student misconceptions.
<i>Knowledge of connection of content both within and outside of the discipline</i>	Inability to relate one area of content to another, to other disciplines, or to real world experiences.	Teacher shows limited ability to make connections with other parts of the discipline, with other disciplines, or with real world experiences.	Teacher makes connections between the content and other parts of the discipline, other disciplines, or real world experiences.	Teacher actively plans for opportunities for students to discover connections with other parts of the discipline, other disciplines, and or real world experiences.

Teacher Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Rationale and Explanation

To maximize learning, teachers must know not only their subject and its accompanying pedagogy, but also their students. Teachers' knowledge of their students should include the students' stage of developmental understanding.

Current research on cognition states that understanding involves students in actively constructing meaning based on their experiences. Knowledge acquired through memorizing information and procedures is not permanent and is generally retained only until it is tested or until its use is ended. And if such knowledge is not fully understood, it is easily dislodged.

Because students are actively constructing meaning, they build their understanding on what they already know. For example, their current understanding of fractions influences what else they can learn and understand about the topic. Their current skill in writing influences the next steps in their basic competency. Some students may have erroneous information. Teachers' knowledge of students includes knowing what these misunderstandings and misconceptions are.

Students vary enormously in their interests, talents, and preferred approaches to learning. Skilled teachers help students build on these strengths while developing all areas of competence.

Many classes contain students with special needs. Part of knowing one's classes is knowing which students require additional assistance in learning parts of the curriculum or which must demonstrate knowledge in unique ways. Teachers' knowledge of students should include information about such special cases, which is used in instructional planning.

Students' academic knowledge is not the only area that affects their experiences in learning. Out of school experiences provide rich material for teachers in designing learning experiences and developing analogies and metaphors for new content.

Documentation

- Call log
- Learner survey
- Learning style survey

Teacher Domain 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Knowledge of characteristics of age group</i>	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
<i>Knowledge of students' varied approaches to learning</i>	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
<i>Knowledge of students' skills and knowledge</i>	Teacher does not recognize or demonstrate knowledge of students' skills and knowledge and does not include that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays that knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and plans accordingly.	Teacher displays knowledge of students' skills and knowledge for each individual student.
<i>Knowledge of students' interests and cultural heritage</i>	Teacher does not recognize or demonstrate knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

Teacher Domain 1: Planning and Preparation

Component 1c: Selecting Instructional Goals

Rationale and Explanation

In general, it is a teacher's responsibility to establish instructional goals. In classrooms organized as a community of learners, however, teachers engage students in determining these goals. As students assume increasingly greater responsibility for their own learning, they select their own learning tasks in pursuit of shared goals.

When teachers establish instructional goals, they must take into account a number of factors: a district's curriculum, the requirements of external mandates (e.g., state-testing or voluntary programs such as Advanced Placement examinations), and community expectations.

Instructional goals must be worthwhile and represent learning central to a discipline as well as high-level learning for the students. Not all knowledge and skill in a discipline are worth learning; trivial facts, although they may be true, are of little value. In selecting instructional goals, teacher should consider the importance of what they introduce to students.

Instructional goals must be clear and stated in terms of student learning rather than student activity: "What will students learn as a result of the instructional engagement?" Not, "What will students do?" There can be many types of instructional goals, and they may reflect diverse long-range purposes of schooling. The goals may deal with knowledge and understanding or with thinking or social skills. Indeed, content and process goals are usually present simultaneously; far from being in conflict with one another, they complement and build on one another.

Instructional goals should be assessable. They must be stated in clear language that permits viable methods of evaluation and the establishment of performance standards. Verbs that define instructional goals should be unambiguous and suggest assessment techniques.

Documentation

- Teachers state their instructional goals and describe how the goals relate to district curriculum guidelines, state frameworks, content standards, and curriculum goals. They can also explain how the goals are appropriate for their students.
- Further indication of a teacher's skill in establishing instructional goals can be derived from conversations with the teacher, either before or after a lesson is observed.

Teacher Domain 1: Planning and Preparation
Component 1c: Selecting Instructional Goals

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Sequence and Alignment</i>	Learner outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Learner outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most learner outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All learner outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
<i>Clarity</i>	Goals are either not clear or are stated as student activities.	Goals are only moderately clear or include a combination of goals and activities. Goals do not permit viable methods of assessment.	Most of the goals are clear, but many include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
<i>Balance</i>	The stated goals provide for only one type of learning.	The goals provide for several types of learning, but no effort at coordination or integration.	The goals provide for several different types and opportunities for integration.	The goals provide for student initiative in establishing important learning.

Teacher Domain 1: Planning and Preparation

Component 1d: Demonstrating Knowledge of Resources

Rationale and Explanation

There are two primary types of resources: those to assist in teaching and those to help students. Although the balance between the two types varies in different settings, both should be, to some degree, evident in all contexts.

Resources for teaching include the myriad things used in any classroom; they may be simple or complex and purchased or made by the teacher-or students. Resources also include aids outside the classroom, such as museums, concert performances, and materials from local businesses. Teachers can draw from a wide variety of human resources, from experts within the classroom community (students and parents), to those from the larger business and civic world. Some resources are available from a school or district, such as texts. Most teachers extend their reach for instructional materials beyond what a school provides, thereby enhancing their students' experiences.

When teachers are knowledgeable about the range of resources to aid in their teaching, they can expand their repertoire of instructional goals, knowing that they can go to these resources for help. Awareness of these resources is the first step in using them in a classroom. Contact with the Student Services Department can help in this process.

Knowledge of resources to assist students is part of all teachers' responsibility. Students' full potential can only be realized if their teachers are aware of what is available. Resources for students include items and services available both within the school and within the community.

Documentation

- Community contact log
- Bibliography of community contacts/resources

Teacher Domain 1: Planning and Preparation
Component 1d: Demonstrating Knowledge of Resources

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Resources for teaching</i>	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
<i>Resources for students</i>	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Teacher Domain 1: Planning and Preparation

Component 1e: Designing Coherent Instruction

Rationale and Explanation

A teacher translates instructional goals into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, the teacher is in charge of organizing the environment, managing the learning process, and establishing the framework for investigations.

Since instructional goals are varied, the choice of instructional strategies is also likely to vary. For example, the methods used in helping students understand routine procedures, such as how to clean laboratory glassware, are likely to be different from those used in enabling students to engage in independent projects. Some lessons consist of presentations, while others are more like workshops, with a teacher's role correspondingly different.

A critical element in instructional design is the creation or adaptation of a series of leading activities within an instructional unit. This sequence should be logical and likely to engage students in meaningful activities. The activities should progress from easier to harder, simple to more complex, from attention to one domain of learning to integration across several. The activities should be suitable to students in terms of their age, prior knowledge and interests, and approaches to learning. The activities and grouping strategies should vary, showing many ways to engage students in the content. Small group work and reporting out may be an effective approach, but as a steady diet, they will become tedious.

Another element in instructional design is the choice of materials and resources. Teachers should select these carefully and make sure they clearly support the instructional goals. Materials and resources also need to engage students in meaningful learning; hence, directions and guidelines for a project are likely to yield higher quality student learning than a fill-in-the-blanks worksheet. Compatibility with recent research findings that are reported in professional journals and reflected in the content standards and frameworks is another important element of good instructional design. For example, with the National Council of Teachers of Mathematics standards and many state curriculum guides urging a problem-solving approach to the teaching of mathematics, coherent instruction should reflect such an orientation. Similarly, educators are urged to engage students in the "doing" of science and in investigating history topics in depth.

A coherent instructional unit has a well-defined structure. Individual activities support the whole, each activity playing an important role. Time allocations are reasonable, with opportunities for students to engage in reflection and closure. Topics from one part of the unit are connected with others; students explore a subject from many different angles and understand the relationship of the parts to the whole. Instructional groups are suitable to both the instructional goals and the students. Where appropriate, students themselves take some initiative in choosing their own work group.

Documentation

- Planning for coherent instruction is demonstrated by a unit plan encompassing several weeks. That time span enables teachers to demonstrate their skill in organizing and sequencing activities to engage students in learning, in using a variety of materials and groups appropriately, and in allocating reasonable time. This planning skill is best demonstrated through the Unit Plan.
- Support for “alternative” approaches to instruction may be provided through copies of educational research.

Teacher Domain 1: Planning and Instruction
Component 1e: Designing Coherent Instruction

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Learning activities</i>	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
<i>Instructional materials and resources</i>	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
<i>Instructional groups</i>	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
<i>Lesson unit and course structure</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

Teacher Domain 1: Planning and Preparation

Component 1f: Assessing Student Learning

Rationale and Explanation

Only through the assessment of student learning can teachers know if students have met the instructional goals of a unit or lesson. The more diverse the types of instructional goals, the more diverse the approaches to assessment must be.

One requirement of a design for assessing student learning is that each instructional goal can be assessed in some way. Moreover, the assessment methodologies must be appropriate to the different types of goals. For example, a science unit may contain seven instructional goals: one relates to factual knowledge, one to conceptual understanding, two to data analysis, two to communication of findings, and one to collaboration skills. Clearly, no single approach is suitable for all these goals. A simple factual test may be appropriate for the factual knowledge; but for conceptual understanding, data analysis, communication of findings, and collaboration skills, other approaches are necessary.

A well-designed approach is clear about how student work will be evaluated. Again, this type of evaluation is relatively easy with a test in which questions have a single right answer, student responses can be counted, and percentages calculated. For more complex instructional goals, and for assessment methods that don't yield a single correct response, part of designing an assessment is to determine a scoring system, or a rubric for evaluating student work.

Such a rubric not only identifies the criteria of an acceptable response but also establishes standards of performance. An example is an instructional goal that states, "Students will write a descriptive essay." For the goal to be meaningful, a teacher needs to define the length and organization of the essay, attention needed for the mechanics, and use of language.

Students should know the required standards of achievement. Secrecy has no role in assessment. Of course, the exact questions that will appear on an assessment should not be given to students in advance. However, students should be informed about the type of questions that will be asked and the content to be covered. Then, by studying that content and by renewing exemplary responses to sample items, students can better prepare for the assessment.

Assessment methodologies ideally should reflect authentic, real-world applications of knowledge and understanding. Although not always possible, such authenticity motivates students and provides teachers with excellent insight into student learning. Some schools collect student work in a portfolio and use that as the basis for assessment and future placement, for example, in advanced courses. Such an approach requires carefully considering what goes into the portfolio and the criteria used in evaluating each piece of work.

The full power of assessment is its use in providing feedback to students (Component 3d), reflecting on teaching (Component 4a), and planning for the future (Component 1f). When used to inform the instructional process and plans for next steps, assessment becomes integral to the act of teaching.

Documentation

- Teachers' skill in assessing student learning is demonstrated primarily through the lesson plan and the material requested in the plan.

Teacher Domain 1: Planning and Preparation
Component 1f: Assessing Student Learning

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Congruence with instructional goals</i>	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach is completely congruent with the instructional goals, both in content and process.
<i>Criteria and standards</i>	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
<i>Use for planning</i>	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

Teacher Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Rationale and Explanation

Teaching is a matter of relationships among individuals. These relationships should be grounded in rapport and mutual respect, both between a teacher and students and among students.

Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate. In a respectful environment, all students feel valued and safe. They know they will be treated with dignity, even when they take intellectual risks. High levels of respect can be demonstrated in a number of ways.

Regardless of an individual teacher's approach, the common denominator in all classrooms is the essential caring that teachers exhibit for their students and the caring that students are encouraged to exhibit for one another.

Lack of respect and rapport are demonstrated in many ways. However, a teacher never forgets his or her role as an adult in the classroom.

Appropriate ways of demonstrating respect and rapport reflect the context and depend on nonverbal as well as verbal behavior. Parts of student-teacher interaction may be influenced by the cultural traditions of students; for example, ways of showing respect in one environment may be offensive in another.

Some teachers are reluctant to have their own performance judged by an aspect of their classroom over which, they maintain, they have little control, because so many students' patterns of interactions with other students are formulated by their patterns of behavior at home and in the larger community. On the other hand, establishing ground rules for interaction is as important as establishing standards of conduct or routines for activities such as sharpening pencils—aspects of creating a learning community that no experienced teacher would overlook at the outset of a school year. Patterns of student interaction are critical to the overall tone of a class. So, although it is true that students observe many models of how people treat one another (some of them negative), promoting positive interactions among students is a critical aspect of teaching.

Documentation

- Teachers demonstrate skill in establishing an environment of respect and rapport through their words and actions in the classroom. Occasionally, interaction with a student may require that a teacher offer an explanation so that an observer can fully understand the teacher's actions. Such explanations can take place in a discussion following the class.

Teacher Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Teacher interactions with students</i>	Teacher-student interactions can be negative, demeaning, sarcastic, or inappropriate.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or lack of respect for students' individuality.	Teacher-student interactions demonstrate caring and respect for individual students.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are age and developmentally appropriate to for all students and social groups.
<i>Student interactions</i>	Student interactions demonstrate a lack of respect for one another.	Student interactions demonstrate minimal negative behavior toward one another.	Student interactions are polite and respectful.	Student interactions demonstrate genuine caring for one another as individual students and as members of social groups.

Teacher Domain 2: The Classroom Environment

Component 2b: Establishing a Culture for Learning

Rationale and Explanation

Everyone, including the teacher, is engaged in pursuits of value rather than an atmosphere of "getting by," or "punching the time clock." In classrooms with a strong culture for learning, good ideas are valued.

A culture for learning implies high expectations for all students and a safe environment for taking risks. Students know that they do not have to fear ridicule when they advance an idea and that their teachers will ensure that their ideas receive a thoughtful reception. Moreover, students know that their teacher has a high regard for their abilities, and they are strengthened in their commitment to high-quality work. These high expectations, which students internalize and convey, are at the heart of a culture for learning.

Classrooms with a healthy culture for learning are cognitively busy places, with students and teacher setting a high value on high-quality work. Student work may be displayed, and student-teacher interactions are characterized by teacher insistence on and student acceptance of the need for students to expend their best efforts. Despite factors outside the school, both students and teacher see the content and skills as important, and students take obvious pride in their work.

A healthy culture for learning should be established in every classroom. Schoolwide commitment to the culture greatly strengthens the classroom environment. Formal and informal school norms, from awards and assemblies, to recognition by the principal, to displays of student work in hallways and other public spaces, reinforce the commitment. Such a school demonstrates high levels of intellectual energy, extending beyond the specific demands of the school curriculum.

Documentation

- Evidence of a healthy culture for learning is found primarily in the classroom itself, where it is evident from the look of the room (which shows student work), nature of the interactions, and tone of the conversations.
- Teachers' instructional goals and activities also document high expectations for learning by all students.
- Conversations with students reveal that they value learning and hard work.

Teacher Domain 2: The Classroom Environment
Component 2b: Establishing a Culture for Learning

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Importance of the content</i>	Teacher conveys a negative attitude toward the content, suggesting that content is not important or is mandated by others.	Teacher conveys importance of the content but with little conviction.	Teacher conveys knowledge and enthusiasm for the subject and strives to create an environment in which high-quality work is valued.	Teacher conveys a thorough knowledge of and genuine enthusiasm for the content and creates an environment in which high quality work is expected.
<i>Expectations for learning and achievement</i>	Instructional activities, interactions, outcomes and the classroom environment convey only modest expectations for student achievement.	Instructional activities, interactions, outcomes and the classroom environment convey inconsistent expectations for student achievement.	Instructional activities, interactions, outcomes and the classroom environment convey high expectations for student achievement.	Instructional activities, interactions, outcomes and the classroom environment convey high expectations for student achievement. Students appear to have internalized these expectations.

Teacher Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Rationale and Explanation

Teaching requires good management before good instruction is possible. The best instructional techniques are ineffective in an environment of chaos. Therefore, teachers find that they must develop procedures for the smooth operation of the classroom and the efficient use of time before they can address instructional techniques. Routines are established for the movement and management of classroom groups, distribution and collection of materials, performance of non-instructional responsibilities, and supervision of volunteers and paraprofessionals. Students understand where they are to go and what they are to do, with minimal confusion.

A poorly managed classroom is easy to spot: time is wasted in non-instructional matters, students must wait for a teacher's attention, instructional groups are off-task, materials are not at hand, and transitions are confused. In a well-managed classroom, procedures and transitions are seamless, and students assume responsibility for the classroom's smooth operation. Instructional groups are engaged at all times, and students function well in those groups. Even when the teacher is not directly monitoring their activities, students working in groups maintain their momentum, seeking help when they need it.

Experienced teachers demonstrate their skill in managing smooth transitions: different activities have clear beginnings and endings, and minimal time is lost as the teacher and students move from one lesson segment to another. Materials needed for instruction are at hand, and procedures for distributing and collecting materials are well established and followed. Students assume responsibility for the care and location of materials, which are easily found.

Experienced teachers devise routine techniques for expediting the myriad non-instructional duties for which they are responsible, leaving maximum time for instruction. Little time is lost in taking attendance, collecting homework, and organizing extracurricular activities. Experienced teachers devote the necessary time to providing guidance to their assistants. As a result, they ensure that those assistants can make a substantial contribution to the class.

Documentation

- Evidence for how teachers manage classroom procedures is obtained through classroom observation.
- Teachers will also explain their procedures.

Teacher Domain 2: The Classroom Environment
Component 2c: Managing Classroom Procedures

Level of Performance

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

Teacher Domain 2: The Classroom Environment

Component 2d: Managing Student Behavior

Rationale and Explanation

A key to efficient and respectful management of student behavior lies in student engagement, agreed-upon standards of conduct and clear consequences for overstepping the bounds. Such standards may encompass appropriate language, attire, and the use of various procedures for being recognized to speak during a discussion, or for movement around the room or school.

Whatever the details of the conduct standards, approaches to managing student behavior in well-run classrooms share certain characteristics:

- Expectations are clear to everyone and may be posted in a classroom.
- The standards of behavior are appropriate to the developmental levels of the students and are consistent with the cultural norms of students in the class.
- Expectations are consistently applied-no favoritism.
- Teachers are aware of what is going on. Teachers sometimes influence students, for example, by calling on a student to redirect her attention or by moving nearer to a student.
- Teachers maintain student dignity, when disruptions occur, the focus remains on the behavior not the individual.
- Teachers encourage students to monitor their own behavior.

Documentation

- A teacher's skill in managing student behavior must be observed in the classroom. Standards of conduct, however, must frequently be inferred because in a smoothly running classroom, an observer may not witness explicit attention to those standards. Rather, student behavior indicates that a teacher has established standards and has maintained them consistently. Even though most teachers can also articulate their approach to standards of conduct, implementation is critical.

Teacher Domain 2: The Classroom Environment
Component 2d: Managing Student Behavior

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Classroom expectations</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established but student understanding is limited	Standards of conduct are apparent and clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<i>Monitoring of student behavior in classroom</i>	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<i>Response to student misbehavior in classroom</i>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior and no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate, successful, and respects the student's dignity.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs.

Teacher Domain 2: The Classroom Environment

Component 2e: Organizing Physical Space

Rationale and Explanation

Use of physical space is important in a total learning environment and varies depending on context. Organization of space sends signals to students about how teachers view learning: "centers" for exploration, desks facing forward for a presentation, chairs in a circle for a group discussion, or a science lab organized in a businesslike manner.

One element of a physical environment concerns safety and accessibility to learning. A classroom must be safe with no obstructed exits. Students, including those with special needs, must have accessibility to the board, the teacher, and other learning resources. A physical environment must also accommodate efficient traffic flow. For example, all students must be able to get to a pencil sharpener and other materials and resources.

A second element involves the arrangement of furniture. Desks should be placed or moved to accommodate the instructional goals and the type of student activity planned. If students are expected to discuss ideas with each other, they need to be able to see one another. For a class discussion, desks or chairs arranged in a circle may be best.

A final element is teachers' use of physical resources. Teaching aids, such as boards, computer projection systems, document cameras, and other video playback devices, may be skillfully or poorly used. When used well, they enhance learning and contribute to effective instruction. When used poorly, they detract from learning.

When a classroom is a true community of learners, students themselves become involved in the physical environment and take initiative in making it effective. They may, for example, plan a display of work, move furniture to facilitate a group project, or shift supplies to improve traffic flow. Naturally, such student involvement can only occur when the teacher cultivates and encourages student participation in establishing the environment. All teachers must be responsible for a safe environment, but they can only be held accountable for the parts of their work they can control.

Documentation

- Teachers' use of the physical environment must be observed.
- Teachers may be able to explain how they enhance the physical environment and use it as a resource for learning, but implementation is essential.

Teacher Domain 2: The Classroom Environment
Component 2c: Organizing Physical Space

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Safety and arrangement of furniture</i>	The classroom is unsafe.	The classroom is safe, but classroom furniture is arranged limiting the effectiveness of the lesson.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students are comfortable to adjust the furniture to advance their own learning.
<i>Accessibility and use of physical resources</i>	Physical resources are poorly used, or not accessible to all students.	Physical resources are adequately used, and accessible to all students.	Physical resources are skillfully used, and equally accessible to all students.	Physical resources are optimally used by teacher and students.

Teacher Domain 3: Instruction

Component 3a: Communicating Clearly and Accurately

Rationale and Explanation

For students to become engaged in learning, they must be exposed to clear directions and explanations. In addition, a teacher's use of vivid and expressive language can enhance a learning experience. Clear and accurate communication has two elements.

The first element is clarity of directions and procedures. When students work independently or in small groups, the information they receive must be clear. Otherwise, valuable time is lost while they are confused or are engaged in the wrong activity. Clear directions may be given orally, in writing, in a visual manner, or as a combination of these. When students are determining their own procedures or activities, for example, in an art project, a teacher should make clear any limits to their choices.

The second element is the quality of oral and written communication. Because teachers communicate to students largely through language, that language must be audible and legible. When teachers speak, students must be able to hear and understand; when teachers distribute written directions, students must be able to read and understand them. When teachers utilize other materials students must be able to interpret these materials.

Students may model their use of language on that of their teachers. Consequently, teachers' language should reflect correct usage and contain expressive vocabulary. Not all oral communication needs to be expressed formally at all times; more informal speech is sometimes appropriate. But if teachers decide to use informal speech, they should be aware that they are doing so and make their students aware of the difference. Teachers' language should also reflect a careful choice of words and a vocabulary suitable to the richness of a discipline.

Documentation

- Information about the clarity and accuracy of teacher communication is derived primarily from classroom observation.
- Information may also come from handouts, classroom materials, and other communication.

Teacher Domain 3: Instruction**Component 3a: Communicating Clearly and Accurately****Level of Performance**

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Directions and procedures</i>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after students are initially confused, or directions are excessively detailed.	Teacher directions and procedures are clear to students with minor clarification provided when requested. The directions contain an appropriate level of detail.	Teacher directions and procedures are clear to students, are provided with sufficient detail, and anticipate possible student misunderstanding.
<i>Oral and written language</i>	Teacher's spoken language is inaudible, or written language is illegible or visual demonstrations are not viewable. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds. Visual materials are present but do not enhance development of a lesson.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interest. Visual demonstrations are used and are helpful in most instances in the lesson.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. Visual demonstrations enhance the lesson.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Rationale and Explanation

Teachers' skill in questioning and in leading discussions is valuable for many instructional purposes, eliciting student reflection and challenging deeper student engagement.

Before teachers have acquired skill in questioning and discussion, they tend to pose primarily rapid-fire, short-answer, low-level questions to their students, using the questions as a vehicle for students to demonstrate their knowledge. Such questioning is better labeled "recitation" than "discussion," because the questions are not true questions but rather a form of quiz in which teachers elicit from students their knowledge on a particular topic.

Alternatively, poor questions may be those that are comprehensible to only a few students, or narrow, i.e. the teacher has a single answer in mind when choices are possible.

When teachers use skilled questioning, they engage their students in an exploration of content. Carefully framed questions enable students to reflect on their understanding and consider new possibilities. The questions rarely require a simple yes/no response and may have many possible correct answers. Master teachers allow students time to think before they must respond to a question and encourage all students to participate. Teachers often probe a student's answer, seeking clarification or elaboration through such questions as, "Could you give an example of that?" or "Would you explain further what you mean?" Teachers show students how to frame questions of high cognitive challenge and how to use the questions to extend learning.

Master teachers also cultivate their skills in facilitating discussions. As a result, class discussions are animated, engaging all students in important questions and using the discussion format as a technique to extend knowledge. As a facilitator, a teacher does not hold the center stage but rather encourages students to comment on one another's answers and request further elaboration. In classes accustomed to discussion, students assume considerable responsibility for the depth and breadth of the discussions.

In a well-facilitated discussion, all students are engaged. The dialogue is not dominated by a few "star" students, and the teacher is not simply waiting in all cases for someone to provide the expected answer. Rather, all students are drawn into the conversation; the perspectives of all students are sought; in other words, all voices are heard.

One mark of skill in guiding discussions is a teacher's response when students pursue an enjoyable but irrelevant tangent. Accomplished teachers are able to pull the group back to the topic, while demonstrating respect for the students.

In a classroom where a teacher uses questions and discussions to enhance learning, the teacher may pose a single, well-crafted question, and then wait for a thoughtful response. Follow-up questions like, "Does anyone see another possibility?" or "Who would like to comment on this idea?" may provide a focus for an entire class period. The teacher gradually moves from the center to the side of the discussion and encourages students to maintain the momentum. At times, the teacher may find it necessary to rephrase the

question to refocus group attention on the topic. But in the hands of a skilled teacher, discussion becomes a vehicle for deep exploration of content. Lastly, discussion uses questions the students pose. The formulation of questions requires that students engage in analytical thinking and motivates them more than questions the teacher presents.

Documentation

- Teachers' skill in questioning and discussion techniques is seen almost exclusively in classroom observation. The initial questions may be included in the lesson plan.
- The teacher's skill in questioning may also be found in other artifacts.

Teacher Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Quality of questions</i>	Teacher's questions are virtually all low quality, one word answer types of questions or questions that have a specific response the teacher expects.	Teacher's questions are a combination of low and high quality without an apparent or connection to the lesson.	Most of the teacher's questions are of high quality or lead to a high quality discussion. They lead the students to deeper levels of understanding through both simple and in-depth questions.	Teacher's questions are of uniformly high quality. Students formulate questions that are on-task with evolution of the educational experience.
<i>Discussion techniques</i>	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers. Little or no wait time is observed.	Teacher makes some attempt to engage students in a true discussion, with uneven results. Wait time is not sufficient for the students to process answers.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side. Adequate time is available for students to respond.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Adequate time for students to respond is provided.
<i>Student participation</i>	The teacher is unsuccessful in engaging students in discussion.	The teacher engages some, but not all of the students in the discussion.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Teacher Domain 3: Instruction

Component 3c: Engaging Students in Learning

Rationale and Explanation

Engaging students in learning is the fundamental function of education. All other components are in the service of student engagement, from planning and preparation, to establishing a supportive environment, to reflecting on classroom events. Lack of engagement is easy to spot, manifesting itself through students' doodling on their notebooks, through the passing of notes, or general inattentiveness and off-task behaviors. Occasionally, lack of engagement takes more aggressive forms, such as disruptive students.

Student engagement is not the same as "time on task," a concept that refers to student involvement in instructional activities. Students may be completing a worksheet (rather than talking or passing notes) and therefore be "on task," even if the worksheet does not engage them in significant learning. Perhaps the worksheet requires skills and knowledge that they do not yet have, or it represents concepts that, because the students learned them long ago, constitute no challenge. Mere activity, then, is inadequate for engagement. Skills, or active construction of understanding. School, in other words, is not a spectator sport. Successful instruction requires the active and invested participation of all parties.

Physical materials may enhance student engagement in learning. For example, many mathematics concepts are best explained and explored through using physical representations. When students use physical materials, they are more likely to be actively engaged in learning than if they don't use them. But physical materials are no guarantee of engagement—students can be unproductive with manipulatives, learning nothing. What is required is mental engagement, which may or may not involve physical activity. Hands-on activity is not enough; it must also be "minds-on."

Students can be engaged in different ways, making mental engagement more difficult to identify. For example, suppose a teacher is introducing the concept of symbolism in literature or explaining the difference between active and passive solar energy. The method for presenting information may be reading, followed by small-group discussion or a teacher-led mini-presentation, followed by an individual activity. If the instructional goals relate to thinking and reasoning skills (e.g., the collection and analysis of data), the preferred approach may be independent student investigations, conducted either individually or in small groups. Even if the instructional goals relate to information that eventually must be learned by rote (e.g., multiplication facts), the activities can still engage students intellectually, such as searching for patterns in the numbers or devising techniques to enhance memorization.

Student engagement consists of several distinct, though related, elements.

- **Presentation of Content.** All teachers face the challenge of helping students understand new content. The new content may consist of concepts (e.g., buoyancy and density or place value), skills (e.g., a basketball lay-up), or relationships (e.g., role of the Renaissance on the development of art in Europe). How this content is presented to students has enormous

bearing on their understanding. Skilled teachers select examples and metaphors that illuminate the new ideas or skills, connecting new content to students' knowledge, interests, and a school's culture. For example, in explaining the *Trojan Horse*, a teacher may liken it to a possible (or actual) infiltration of a high school's football team by the opposition. Presentation of content can take the form of oral description, visual representation (through some type of graphic organizer), or teacher-led discussion.

- **Activities and/or Assignments** (including homework). For students to engage deeply with content, they must participate in learning activities that challenge them to construct understanding. These activities and assignments may take many forms and depend on the context, but they tend to share certain characteristics:
 - *Emphasize problem-based learning.* Many successful, constructivist activities and/or assignments require that students solve a problem or answer an important question. For example, when high school students determine if the number of delegates to the Constitutional Convention was related to each state's population, they are engaging in problem solving. The fact that each question actually has a correct answer does not make it trivial. The students must determine an approach, interpret their findings, and possibly formulate additional questions. From their point of view, they are answering a question and engaging in problem-based learning.
 - *Permit student choice and initiative.* Many well-designed activities encourage, or even require, students to make choices and take initiative. To some degree, student choice naturally accompanies a problem-based approach. But in addition, even when activities and assignments are not problem-based (e.g., a journal entry), students are more deeply engaged in the content if they have a high degree of choice on the details of the activity. The highest level of student engagement is when students exercise initiative in formulating their own questions and designing their own investigations.
 - *Encourage depth rather than breadth.* Activities and/or assignments designed to enhance student engagement are not superficial. They challenge students to search for underlying causes, explain their thinking, and justify a position. Work designed for depth represents an appropriate cognitive challenge for students, not permitting easy answers or flippant responses. Typically, such activities engage students in generating knowledge, finding patterns, and testing hypotheses.
 - *Require active student thinking.* Activities and/or assignments that students can complete without active thinking are not engaging them. Of course, the level of thinking required must be appropriate to students' age and skill. The optimal level of thinking needed for a task stretches students-but they can still complete it successfully. Ensuring this success for large numbers of diverse students is not an easy task, which is why activities and assignments that can be

approached on several levels are particularly suitable for a diverse group.

- *Designed to be relevant and authentic.* Typically, activities and/or assignments designed for maximum student engagement represent relevant and authentic applications of knowledge. Searching for a contemporary analogy or metaphor for a historical event is an effective technique to promote deep understanding. Some content, however, is and must be abstract, such as the behavior of trigonometric functions. [Note: authentic in this context refers to material or lessons that deal in genuine situations not contrived circumstances or false data.]
- **Grouping of Students.** Students may be grouped in many different ways to enhance their level of engagement: in a single, large group, led by either the teacher or another student; in small groups, either independently or in an instructional setting with a teacher; and independently. In small groups, the ability level and skill in an area can be homogeneous or heterogeneous. Students may be empowered to choose their own grouping, with partners, in triads, or in other configurations that they or a teacher establish. Teacher decisions about student grouping are based on a number of considerations. Chief among these is suitability to the instructional goals. Most important, the type of instructional group should reflect what a teacher is trying to accomplish and serve those purposes.
- **Use of Instructional Materials and Resources.** Instructional materials can include any items that assist students in engaging with content: textbooks, readings, lab equipment, maps, charts, films, videos, and math manipulatives. Instructional materials are not, in themselves, engaging or unengaging; rather, it is a teacher's and students' use of the materials that is the determinant. For instance, students can use laboratory materials to formulate and test hypotheses about a phenomenon, or a teacher can use them to present an experiment, with students as simply observers.
- **Structure.** Related to timing, is lesson structure. A well-designed lesson has a defined structure, and students know where they are in that structure. Some lessons have a recognizable beginning, middle, and end, with a clear introduction and closure. Others consist more of a working session, for example, in an art studio. In either case, there is a structure to what happens, and that structure has been created through the teacher's design.
- **Pacing.** Pacing in the classroom is appropriate to the students and content, but suitable opportunities for closure are provided. Students do not feel rushed in their work; nor does time drag while some students are completing their work.

Documentation

- Observing a class is the best method for witnessing a teacher's skill in promoting engagement.
- Other indications include a participation log.

Teacher Domain 3: Instruction
Component 3c: Engaging Students in Learning

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Presentation of content</i>	Presentation of content is inappropriate or unclear or uses poor examples and analogies.	Presentation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Presentation of content is appropriate and links well with students' knowledge and experience.	Presentation of content takes multiple forms and is appropriate and links well with students' knowledge and experience. Students initiate connections to knowledge, experience and school culture.
<i>Activities and/or assignments</i>	Activities and/or assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and/or assignments are appropriate to students and engage them mentally, but others do not.	Most activities and/or assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and/or assignments in their exploration of content. Students also initiate or adapt activities and projects to enhance understanding.
<i>Grouping of students</i>	Instructional groups are inappropriate or unsuccessful to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.

<i>Instructional materials and resources</i>	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage the students mentally. Students contribute to or initiate the choice, adaptation, or creation of materials to enhance their own purposes.
<i>Structure</i>	The lesson has no clearly defined structure.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson.	The lesson has a clearly defined structure around which the activities are organized.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate.
<i>Pacing</i>	The pacing of the lesson is consistently too slow or rushed, or both.	Pacing of the lesson is inconsistent. Occasionally too slow, too rushed or both.	Pacing of the lesson is consistently effective.	Pacing of the lesson is appropriate for all students and adjusted spontaneously to meet educational needs of the class.

Teacher Domain 3: Instruction

Component 3d: Providing Feedback to Students

Rationale and Explanation

Feedback is information teachers provide to students about their progress in learning. In using feedback, such as comments on a piece of writing or an explanation of how the process a student used in a math problem was misguided, students advance their understanding. The process of feedback individualizes instruction. Even when instructional goals and learning activities are common to an entire class, the experience of individual students is distinct.

It is essential that teachers provide feedback equitably, that all students receive feedback on their work. It is not equitable, for example, for a few star pupils to receive detailed and constructive suggestions on their papers, while others receive negative feedback only, or the teacher gives little attention to other students' work. To provide feedback, teachers must carefully watch and listen to students. Students will reveal their level of understanding through the questions they ask, their approaches to projects and assignments, and the work they produce.

Teachers typically provide feedback to students on their learning, perhaps subtly, such as a quizzical look as a student attempts an explanation or nods of encouragement as a student works through a math problem. But there are other sources of feedback available to students in addition to teachers:

- Instructional activities, for example, when students discover from a science experiment that their understanding was incorrect.
- Materials, for example: the answers to math problems in the back of a text.
- Computer programs.
- Other students, for example, peer review of a writing assignment.

Feedback should be provided on all significant work: papers, tests, quizzes, and classwork. Some student assignments are valuable even if students receive no feedback. An example is student improvement in writing fluency through simply writing. But most student learning depends on attention to instructional goals, with teachers assisting students to meet those goals. This focus implies that opportunities for feedback should be fully exploited by means such as verbal or written comments on a student work, a teacher-student conference, or teacher feedback using an audiotape. Some feedback may be nonverbal. Teachers convey meaning in many ways, from smiles and nods, to a puzzled look, to a reassuring gesture.

To be effective, feedback should be accurate, constructive, substantive, specific, and timely. Global comments such as "very good" do not qualify as feedback, nor do comments to an entire class about the weaknesses of a few students. Peer suggestions may not be accurate or helpful; feedback that undercuts a student's sense of value does not promote learning. A teacher's responsibility is

to see that the feedback is accurate. Papers returned significantly after students handed them in-regardless of the quality of the comments-do not provide timely feedback.

The value of feedback is maximized if students use it in their learning. In most cases, such student use of feedback requires planning by the teacher.

Documentation

- Feedback occasionally can be witnessed during a classroom observation, depending on the activities planned for a lesson.
- Feedback is documented in other ways, such as in a teacher portfolio containing examples of student work with the teacher's or peer's comments.

Teacher Domain 3: Instruction
Component 3d: Providing Feedback to Students

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Quality: accurate, substantive, constructive, and specific</i>	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.	Feedback is consistently high quality. Students regularly use feedback to enhance their learning experiences.
<i>Timeliness</i>	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students are empowered to make prompt use of the feedback in their learning.

Teacher Domain 3: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Rationale and Explanation

Flexibility and responsiveness is often evident in the hundreds of decisions teachers make daily. The most difficult decisions have to do with adjusting a lesson plan as it unfolds, when it is apparent that such adjustments will improve students' experience. For example, an activity may be confusing to students or require understanding they have not yet acquired. Alternatively, a planned activity may be suitable for only some students in a class, requiring adjustments for others.

Teachers can demonstrate flexibility and responsiveness in three types of situations. One is an instructional activity that is not working. If students have never heard of a phenomenon on which a teacher is basing an entire explanation, or if an activity is not appropriate for them, the teacher may choose to abandon an entire activity or to modify it significantly. Sometimes, such adjustments involve a major change. At other times, the shift is more modest. Occasionally a change in pace is all that is required; students are lethargic when a pace is too slow, but they become reengaged when the pace picks up.

The second situation that happens occasionally is a spontaneous event that provides an opportunity for valuable learning. Events at the secondary level, such as an athletic contest or a schoolwide conflict, can divert the attention of the entire school. Handling such events is a challenge every teacher faces, offering a "teachable moment" and a springboard for an important and memorable intellectual experience. Teachers demonstrate flexibility when they seize upon a major event and adapt their lesson to it, fulfilling their instructional goals but in a way that is different from what they had originally planned.

The third manifestation of flexibility and responsiveness relate to a teacher's sense of efficacy and commitment to the learning of all students. When some students experience difficulty in learning, a teacher who is responsive and flexible persists in the search for alternative approaches, not blaming the students, the home environment, or the larger culture for the deficiency.

In general, flexibility and responsiveness are the mark of a master teacher. Novice teachers may not have the instructional repertoire nor the confidence to abandon a lesson plan as it occurs and embark in a new direction. Such a response requires both courage and confidence and is a sign of a master teacher.

Teachers demonstrate lack of flexibility and responsiveness when they stick to a plan, even when the plan is clearly not working; when they brush aside a student's comment or question or ignore the teachable moment. Teachers may stay with an approach even when it is clearly inappropriate for some students. Such decisions are tricky. Sometimes the instructional goals of the day simply cannot accommodate a dramatic shift. But when the conditions are right, flexibility can enrich students' experience. Not every episode that happens in a classroom represents a spontaneous opportunity for learning. But many do, and with experience, teachers become more skilled at utilizing them while still achieving their instructional goals.

Documentation

- Flexibility and responsiveness can best be observed when they occur in a classroom. A teacher may describe such an event, but it may be more effective instructionally when observed. However, there are many lessons in which no such opportunities arise. Their absence is not necessarily a sign of rigidity; rather, it may simply reflect a lack of opportunity or appropriateness.

Teacher Domain 3: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Level of Performance				
<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Lesson adjustment</i>	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve the lesson.	Teacher attempts to adjust a lesson, with limited success.	Teacher makes adjustments to a lesson, and the adjustment occurs smoothly.	Teacher anticipates adjustments in the lesson design and successfully makes a major adjustment to a lesson.
<i>Response to students</i>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests.	Teacher successfully accommodates students' questions or interests.	Teacher seizes unanticipated opportunities to enhance learning, building on a spontaneous event.
<i>Persistence</i>	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but displays a limited repertoire of instructional strategies.	Teacher accepts responsibility for success of all students and persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher accepts responsibility for success of all students and persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Teacher Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

Rationale and Explanation

Many educators, as well as researchers, believe that the ability to reflect on teaching is the mark of a true professional. Through reflection, real growth, and therefore, excellence is possible. By trying to understand the consequences of actions and by contemplating alternative courses of action, teachers expand their repertoire of practice.

Reflection on teaching includes the thinking that follows any instructional event. During that follow-up thinking, teachers consider if their goals were met and if a lesson "worked." Sensitivity to the engagement of students, both in quantity and quality, helps teachers know to what extent the approach used was appropriate or if an alternative approach would have been more effective. Judgments on effectiveness are related to the quality of subsequent student participation and students' success on assessments.

Beginning teachers need to cultivate the skill of accurate reflection. With experience, teachers become more discerning and can evaluate their successes as well as their errors. Accuracy in these judgments helps teachers refine their approach for the next time, which will help to improve their practice. This constant improvement is the true benefit of reflection, enabling teachers to focus on aspects of their teaching that can be strengthened as well as to help them make greater use of their current classroom strengths.

In addition to making accurate judgments, teachers must use these reflections in practice. Most teachers have an opportunity to teach the same topic another year, or even the next period. By reflecting on what went well and what could have been strengthened, teachers are able to improve their next encounter with a topic. Since many of the principles they learn from reflecting on practice apply to other instructional settings, their overall teaching generally improves.

Documentation

- Written journal
- Archived and new revisions of worksheets/plans
- Reflections of discussions with colleagues

Teacher Domain 4: Professional Responsibilities
Component 4a: Reflecting on Teaching

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Accuracy</i>	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing specific examples from the lesson and weighing the relative strength of each.
<i>Use in future teaching</i>	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Teacher Domain 4: Professional Responsibilities

Component 4b: Maintaining Accurate Records

Rationale and Explanation

One reflection of the complexity of teaching is the need for teachers to keep accurate records of routine classroom events, of student progress and of non-instructional matters.

When teachers make assignments, they must keep track of which students have completed which assignments, fully or in part. A well-designed and effective system for assignments enables the teacher, students and parents to know at all times which assignments have been completed and which are still outstanding. Students themselves can contribute to the design and implementation of such a system.

Teachers must also keep track of student learning so that they know which parts of the curriculum students have learned and which they have not. A system for monitoring student progress must align with a teacher's approach to assessment (Component 1f). For example, if performance tasks are used to evaluate student understanding, then the records must include the level of student success on those tasks and provide feedback to students (Component 3d). Similarly, records of student progress enable a teacher to provide information to families (Component 4c).

Records must also be maintained on the non-instructional activities that are essential to a school's smooth operation. Examples include attendance and/or supply inventories.

Documentation

- Information showing teachers' skills in maintaining accurate records is derived from portfolio items such as a grade book, skills worksheets, results of student assessments, records of non-instructional duties such as attendance and/or other artifacts.

Teacher Domain 4: Professional Responsibilities
Component 4b: Maintaining Accurate Records

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Instructional Records</i>	Teacher has no system for maintaining instructional records on student progress in learning, or the system is in disarray.	Teacher's system for maintaining instructional records on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining instructional records on student progress in learning is effective.	Teacher's system for maintaining instructional records on student progress in learning is fully effective. Students contribute information and participate in the interpretation of the records.
<i>Non-instructional records</i>	Teacher's records for non-instructional activities are non-existent.	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's records for maintaining information on non-instructional activities is fully effective.

Teacher Domain 4: Professional Responsibilities

Component 4c: Communicating with Families

Rationale and Explanation

Educators have long recognized that when they can enlist the participation of students' families in the educational process, student learning is enhanced. Although parents and guardians vary enormously in how active a part they can take in their children's learning, most parents care deeply about the progress of their children and appreciate meaningful participation.

Communication with families involves keeping them informed of events in a class, such as procedures and grading systems. In addition, teachers must keep parents informed about the academic and social progress of their children. Schools have formalized procedures for reporting to parents, and many teachers supplement these systems with additional information. Although sometimes difficult to achieve, communicating honestly with parents about their children's learning is essential for teachers. No one is well served when a teacher, however well intentioned, conveys to a parent that a student is "doing fine" when in fact the student is struggling.

When parents express specific concerns about their children in school, it is because they care deeply about their child's progress. Any response should be handled with empathy and respect. Communication with families about individual students must be two-way and occur at times of success as well as when a student is experiencing difficulty.

Many teachers find ways to engage parents in the actual instructional program. For example, students can be asked to interview an older relative. Most teachers find that when they can engage the families in the actual learning process, all areas of communication are improved.

Documentation

- A family contact log provides information about contacts with families of students.
- Teachers may also add other materials, such as a class newsletter, records of home visits and any required special education forms to their professional portfolio.

Teacher Domain 4: Professional Responsibilities
Component 4c: Communicating with Families

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Information about the instructional program</i>	Teacher provides no information about the instructional program to families.	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.
<i>Information about individual students</i>	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher proactively communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.

Teacher Domain 4: Professional Responsibilities

Component 4d: Contributing to the School and District

Rationale and Explanation

Most teachers' duties extend beyond their classroom doors. Educators find that their days contain such activities as committee meetings, rehearsals for the school play, and coaching sports. These individuals have extensive and highly professional relationships with their colleagues, and the fabric of the school is one of mutual support and enhancement.

Relationships with colleagues are an important element of teachers' contribution to the school and district. Professional educators are generous with their expertise and willingly share materials and insights, particularly with those less experienced than they. The focus of their work is the well-being of students, and they collaborate with colleagues to that end. For example, they participate in joint planning of thematic units or coordinate the learning experiences for students with special needs.

Professional educators make many contributions to the life of a school. They assume their share of the duties that help the school function smoothly, whether participating in committee work, working in a professional learning committee, or helping with inter-departmental collaboration; these activities also contribute to the overall successful operation of the school.

An individual school, or the District at large may undertake major projects that require teacher participation. Such projects, whether they involve serving on the discipline committee or designing new performance assessments, require a considerable investment of time. Excellent and proficient educators exemplify this commitment to the institution through collaboration, service and participation.

Documentation

- Agendas and notes from meetings
- Presentation materials
- Log of school involvement activities

Teacher Domain 4: Professional Responsibilities
Component 4d: Contributing to the School District

Level of Performance				
<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Relationships with colleagues</i>	Teacher has relationships with colleagues that are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Teacher maintains relationships with colleagues that are characterized by support and cooperation.	Teacher maintains relationships with colleagues that are characterized by support and cooperation and assumes leadership among the faculty.
<i>Service to the school</i>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
<i>Participation in school and district projects</i>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Teacher Domain 4: Professional Responsibilities

Component 4e: Growing and Developing Professionally

Rationale and Explanation

Continuing development is the mark of a true professional, an ongoing effort that is never completed. Educators committed to reaching and remaining at the top of their profession invest much energy in staying informed and increasing their skills. They are then in a position to exercise leadership among colleagues.

Content knowledge is one area where educators can grow and develop professionally. Superficial content knowledge is insufficient for good teaching; deeper understanding is essential. Teachers at the secondary level must be experts in their disciplines so they can enable their students to engage with a subject. All teachers can profit from learning more about the subjects they teach. Continuing education is needed to stay abreast of the latest developments.

Developments in pedagogy create opportunities for educators to continually improve their practice. Educational research discovers new methods to engage students in learning. Developments in related fields, for example, business management and cultural studies, can suggest promising approaches and applications. Most teachers can profit from a focus on the latest work in pedagogical research and its applications to classroom practice.

Expanding developments in information technology are yet another vehicle for intense professional development. Changes in this arena are so commonplace that it is difficult to see how the professional educator could excel without regular input in the changing field of educational and informational technology.

Joining professional organizations, reading professional journals, attending conferences and networking with local universities and state agencies are all important vehicles for informing educators. All these organizations recognize the complexity of teaching and are committed to assisting practitioners to be as effective as possible.

Many educators find ways to make a substantial contribution to the profession:

- Conducting research in their classrooms and making the results known to their colleagues through conference presentations or articles.
- Supervising student teachers and meeting periodically with the student teacher supervisors.
- Participating or taking a leadership role in study groups with their colleagues.

Documentation

- Log of meeting attendance (workshops, conferences) as a presenter or simply in attendance.

Teacher Domain 4: Professional Responsibilities
Component 4e: Growing and Developing Professionally

Level of Performance				
<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Enhancement of content knowledge and pedagogical skill</i>	Teacher engages in no professional development activities to enhance content knowledge or pedagogical skill.	Teacher participates in professional development to a limited extent. Knowledge and/or pedagogical skill to a limited extent.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and makes a systematic attempt to implement new ideas and/or research in his classroom.
<i>Service to the profession</i>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators within the school.	Teacher initiates important activities to contribute to the profession both within the school and at large, such as writing articles for publication, making presentations and teaching in-district courses.

Teacher Domain 4: Professional Responsibilities

Component 4f: Showing Professionalism

Rationale and Explanation

"Professionalism" is a concept that permeates all aspects of a teacher's work. In addition to their technical skills in planning and implementing the instructional program, accomplished teachers display certain professional qualities that help them to serve their students and their profession.

First, teachers care deeply for the well-being of their students and step in on their behalf when needed. They are aware of, and alert to, signs of neglect or abuse in their students. In instances where abuse or neglect is seen, the teacher knows the steps for reporting this and takes these steps. In instances where lesser help is appropriate, the teacher may locate a winter coat for a student or discuss a student's future plans with the student and his or her parents.

Second, educators are advocates for their students, particularly those who the educational establishment has traditionally underserved. They work diligently in the best interest of their students, whether that means convincing a colleague that a student deserves an opportunity or supporting a student's efforts at self-improvement. At times, advocating for students requires challenging long-held assumptions of students, other faculty, or administration.

Third, highly professional teachers demonstrate a commitment to professional standards in problem solving and decision making. Professional educators maintain an open mind and are willing to attempt new approaches to old problems, even if in the short run they are inconvenienced. They base their judgments and recommendations on hard information rather than on hearsay and tradition. They strive to use the best data available to support action.

Documentation

- Teachers display their professional ethics in daily interactions with students and colleagues.

Teacher Domain 4: Professional Responsibilities
Component 4f: Showing Professionalism

Level of Performance

<i>Element</i>	Unsatisfactory	Needs Improvement	Proficient	Excellent
<i>Service to students</i>	Teacher is not alert to students' needs.	Teacher is alert to student needs but attempts to serve students are inconsistent.	Teacher is alert to student needs but is moderately active in serving students.	Teacher is highly proactive in serving students, when necessary seeking out additional and/or alternative resources.
<i>Advocacy</i>	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works individually to ensure that all students receive a fair opportunity to succeed.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
<i>Decision making</i>	Teacher decisions based on his or her own interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher's decisions demonstrate an open mind and participate in team or departmental decision making.	Teacher's decisions demonstrate a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

Professional Development and Remediation Plan Procedures – Tenured Teachers

Illinois Public Act 096-0861 requires that each teacher in contractual continued service (tenured) be evaluated at least once in the course of every 2 school years. However, any teacher in contractual continued service whose performance is rated as either “needs improvement” or “unsatisfactory” must be evaluated at least once in the school year following the receipt of such a rating. The following details describe procedures that must be used in the instance of a tenured teacher receiving a rating of “needs improvement” or “unsatisfactory.”

Tenured Teachers receiving a “needs improvement” rating on the summative evaluation

1. Within 30 school days after the completion of an evaluation rating “needs improvement” the evaluator must develop, in consultation with the teacher, (and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments) a professional development plan directed to the areas that need improvement and any supports that the District will provide to address the areas identified as needing improvement.

Tenured Teachers receiving an “unsatisfactory” rating on the summative evaluation

1. Within 30 days after completion of an evaluation rating "unsatisfactory," a remediation plan will be developed and initiated by the District designed to correct deficiencies cited, provided the deficiencies are deemed remediable. The plan shall have the following characteristics:
 - a. The remediation plan for unsatisfactory, tenured teachers shall provide for 90 school days of remediation within the classroom.
 - b. Participation in the remediation plan by the teacher in contractual continued service who was rated "unsatisfactory" is mandatory.
 - c. An evaluator and consulting teacher selected by the evaluator of the teacher who was rated "unsatisfactory" will participate in the plan.
 - d. The consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least 5 years teaching experience, and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an "excellent" rating on his or her most recent evaluation.
 - e. Where no teachers who meet these criteria are available within the district, the District shall request and the State Board of Education shall supply, a consulting teacher to participate in the remediation process.
 - In a district having a population of less than 500,000 with an exclusive bargaining agent, the bargaining agent may, if it so chooses, supply a roster of qualified teachers from whom the consulting teacher is to be selected. That roster shall, however, contain the names of at least 5 teachers, each of whom meets the criteria for consulting teacher with regard to the teacher being evaluated, or the names of all teachers so qualified if that number is less than 5. In the event of a dispute as to qualification, the State Board shall determine qualification.
 - f. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the evaluator.
 - g. A “mid-point” and final evaluation will be completed by an evaluator during and at the end of the remediation period.
 - Each evaluator shall assess the teacher’s performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher’s performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendation for correction are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation.
 - h. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and

shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may, but is not required, to use the forms provided for the annual evaluation of teachers in the district's evaluation plan.

- Evaluations issued pursuant to this Section shall be issued within 10 days after the conclusion of the respective remediation plan.

However, the school board or other governing authority of the district shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 days after the conclusion of the respective remediation plan.

- i. Reinstatement to the evaluation schedule set forth in the district's evaluation plan will be done for any teacher in contractual continued service who achieves a rating equal to or better than "proficient" in the school year following a rating of "needs improvement" or "unsatisfactory."
- j. Dismissal in accordance with Section 24-12 or 34-85 of the School Code of any teacher who fails to complete any applicable remediation plan with a rating equal to or better than a "proficient" rating. Districts and teachers subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings under Section 24-12 or 34-85, either as to the rating process or for opinions of performances by teachers under remediation.



TOWNSHIP HIGH SCHOOL DISTRICT 211

Extraordinary Opportunities. Innovative Teaching. Exceptional Learning.

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