Rock Island-Milan School District 41

Educator Evaluation Plan Appendix: Forms & Resource Guides

Phase-In Process

Status	2012-2013	2013-2014	2014-2015 **PILOT year for Student Growth Measures**
Newly hired for 2012-13 (Non-tenured Year 1)	Use Non-Tenure Year 1 process chart (see Section 9)	Use Non-Tenure 2-3 process chart (see Section 10)	Use Non-Tenure 2-3 process chart (see Section 10)
Non-tenured Year 2	Use Non-Tenure Year 2-3 process chart (see Section 10)	Use Non-Tenure Year 2-3 process chart (see Section 10)	Use Non-Tenure Year 4 process chart (see Section 11)
Non-tenured Year 3	Use Non-Tenure Year 2-3 process chart (see Section 10)	Use Non-Tenure 4 process chart (see Section 11)	Use appropriate process chart as determined by summative rating. (see Section 12 or 13)
Non-tenured Year 4	Use Non-Tenure 4 process chart (see Section 11)	Use appropriate process chart as determined by summative rating. (see Section 12 or 13)	
Tenured, received summative evaluation in 2011-2012, next summative due 2013-2014	Use Section 12 or 13 process chart		Use appropriate process chart as determined by summative rating. (see Section 12 or 13)
Tenured, received summative evaluation in 2010-2011, due for summative evaluation in 2012-2013	Two or more Informal Observations and one or more Formal Observation by April 15, 2013 Summative evaluation by the end of the school year	Use appropriate process chart as determined by summative rating. (see Section 12 or 13)	

*2015-2016: Fully implemented throughout the district
2013 Framework for Teaching incorporated

RIMSD 41 Observation Documentation and Conference Steps

Informal Observation Steps:

- Evaluators will use **RIMSD Observation Documentation Form B** for the purpose of documenting observed practices in all four domains.
- The Educator will receive a written copy of the RIMSD Observation Documentation Form B about what was observed from the evaluator.
- Reflective conversations will follow observations for first year educators. For all other educators, a Reflective Conversation shall occur if requested, by either party.
- The data obtained from the informal observation will be used to guide educators towards effective professional practices.
- The data from the informal observations will be gathered by the Evaluator and used in part for the summative evaluations.
- Observed practices that are harmful will be immediately addressed and corrected.

Formal Observation Steps:

Planning Conversation Steps:

Based on mutually agreed upon dates for both the Planning Conversation and the formal observation the Educator will complete the following steps:

- Complete **RIMSD Planning Conversation Form A**.
- Submit this completed form to the Evaluator no later than a day before the Planning Conversation.
- Bring a copy of this completed form to the Planning Conversation & the completed Lesson Plan Form. (Lesson Plan Form is agreed upon between Educator and Evaluator.)

Formal Observation Steps:

- Evaluator will document the observation of teaching.
- The duration of the formal observation will be the length of the lesson.
- Evaluator will complete and submit **RIMSD Observation Documentation Form B (Actions and Statements Section only)** to the Educator at least one day prior to the mutually agreed upon Reflective Conversation, but not to exceed seven school days.
- Educator will complete and submit to evaluator the **RIMSD Reflective Conversation Form C** at least one day prior to the mutually agreed upon Reflective Conversation, but not to exceed seven school days.

Reflective Conversation Steps:

- A Reflective Conversation will be held within seven school days of each formal observation at a mutually agreeable time.
- **RIMSD Observation Documentation Form B** and **RIMSD Reflective Conversation Form C** will be reviewed during the Reflective Conversation.
- Educator will bring any additional relevant artifacts pertaining to the observed lesson.
- The Educator and Evaluator will collaboratively determine and document Domain What's Working, Areas For Growth/Reflection Opportunities, and Next Steps section on **RIMSD Observation Documentation Form B.**

Form A: Planning Conversation Form
(To be submitted to evaluator at least 1 day prior to the planning conversation meeting)

Educator: School:
Department/Grade Level(s):   Subject(s):
Evaluator: Date:

Conversation Components		*Observable Components*	
Domain 1 *Planning and Preparation*	*Domain 4* *Professional Responsibilities*	*Domain 2* *Environment*	*Domain 3* *Instruction*
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources **1e - Designing Coherent Instruction*** 1f - Designing Student Assessments	4a - Reflection on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families **4d - Participating in a Professional Community*** 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport **2b - Establishing a Culture for Learning*** 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques **3c - Engaging Students in Learning*** 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

<u>Guiding</u> Questions for Discussion between Educator and Evaluator:
(Additional questions may arise during the planning conference.)

1. Briefly describe the students in your class. What have you learned about your students this year that has gone into planning for this lesson? (1b)
2. Discuss how you planned and prepared for this lesson. What are the specific learning targets of the lesson (explain link to the district curriculum guide), and how will you communicate these to students? (1a & 1c)
3. Discuss how you have organized the overall structure, pacing, and materials within this lesson to engage students in the learning process? (1d, links to 3b)
4. How have you organized the classroom to promote a respectful learning environment to help students be successful in your classroom? (Links to 2a, 2c, and 2d)
5. During the observation, I will be collecting evidence about your teaching directions, procedures, explanations, discussion process and learning expectations, transitions and closure. What specific information would you like me to collect about your instructional communication? (Links to 3a, 3c)
6. How have you differentiated and adjusted your teaching through questions, discussion, and activities? (Links to 3d)
7. How do you plan to assess and document evidence of your students' progress towards mastery of the identified learning targets? (1e, Links to 3c)
8. How has this lesson been influenced by collaboration with other teachers? How has involvement in different professional activities helped you to develop this lesson? (Links to 4d and 4e)
9. Thinking beyond the classroom, how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your classroom management and instructional decisions with individual students? (Links to 1b, 4b, and 4c)
10. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing? (Links to all Domains)

Rock Island-Milan School District 41 Educator Evaluation Plan

Form B: Observation Documentation Form

☐ Formal	
☐ Informal	

Educator: School:
Department/Grade Level(s):   Subject(s):
Evaluator: Date:

Domain 2: Environment	Domain 3: Instruction/Service Delivery
2a – Creating an Environment of Respect and Rapport **2b – Establishing a Culture for Learning*** 2c – Managing Classroom Procedures 2d – Managing Student Behavior 2e – Organizing Physical Space	3a – Communicating with Students 3b – Using Questioning and Discussion Techniques **3c – Engaging Students in Learning*** 3d – Using Assessment in Instruction 3e – Demonstrating Flexibility and Responsiveness

Time	Actions & Statements/Questions by Educator & Students	Component

All four boxes below must be filled out upon completion.

What's Working:	Areas For Growth/Reflection Opportunities:
Educator's Next Steps:	Evaluator's Next Steps:

Evaluator Signature: _____ Date: _____

Educator Signature: _____ Date: _____

Form C: Reflective Conversation Form
(To be submitted to evaluator at least 1 day prior to the reflective conversation meeting)

Educator: School:
Department/Grade Level(s):   Subject(s):
Evaluator: Date:

Conversation Components		*Observable Components*	
Domain 1 *Planning and Preparation*	*Domain 4* *Professional Responsibilities*	*Domain 2* *Environment*	*Domain 3* *Instruction*
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources **1e - Designing Coherent Instruction*** 1f - Designing Student Assessments	4a - Reflection on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families **4d - Participating in a Professional Community*** 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a -Creating an Environment of Respect and Rapport **2b - Establishing a Culture for Learning*** 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques **3c - Engaging Students in Learning*** 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

<u>Guiding</u> Questions for Discussion between Educator and Evaluator:
(Additional questions may arise during the planning conference.)

1. How do you think the lesson went? How do you feel about the lesson? Was it effective? How do you know? What evidence do you have that your lesson was successful? (artifacts of student work) (4a)

2. To what extent did your classroom procedures and environment contribute to student learning? (2a, 2b, 2c)

3. What went well in this lesson that you will incorporate in future lessons? What did not go well that you do not plan to use again? What did you learn from this lesson that will help you? (4a, 4e)

4. What would you like to share about the lesson you have taught? (1e, 3c, 3d)

Tenured Educator Individual Growth Plan (IGP) Introduction

What is the Individual Growth Plan?

The most important goal of the evaluation process is to enhance professional practice and improve student learning.

The Rock Island-Milan School District 41 Evaluation Plan process requires tenured Educators to develop an Individual Growth Plan (IGP). A goal(s) will be identified by the Educator based on the Danielson *Framework for Teaching*. Goal(s) will also be aligned to district goals and initiatives. The intent of this process is to develop meaningful self-reflection and professional growth for all Educators. Several self-reflective worksheets have been included to help guide the process for developing the IGP.

****ALL tenured educators, rated Proficient or Excellent, create/modify an IGP EVERY year.**

Tenured Educator Individual Growth Plan (IGP) Guiding Questions—relevant to Talk About Teaching (chapter 3)

This has been modified from *Talking about Teaching: Leading Professional Conversations* by Charlotte Danielson, 2009. These guiding questions are meant to help you focus your reflection on student learning and your teaching practices.

WHAT CONSTITUTES IMPORTANT LEARNING?
☐ What are the key purposes in your learning activities? (1c)
☐ Does the purpose reflect important learning and a view of content as conceptual understanding rather than rote repetition of facts and procedures? (1a,1e,2b,3c)

WHAT CAUSES LEARNING?
☐ What are students actually doing on a regular basis in your classroom activities? (1e, 2c,2a,2b,3c)
☐ What is the level of intellectual rigor? (2b)
☐ What choices do students have? (1e,3c,3d,3e)
☐ What are their opportunities for reflection and closure on their learning? (1e,3c,3d,4a)

HOW ARE STUDENTS MOTIVATED?
☐ To what extent have you succeeded in creating a learning community in class? (Domain 2)
☐ To what degree do students assume responsibility for their learning on a daily basis? (Domain 2 and Domain 3)

Conversation Components		Observable Components	
Domain 1 Planning and Preparation	Domain 4 Professional Responsibilities	Domain 2 Classroom Environment	Domain 3 Instruction
Domain 1 Planning and Preparation	Domain 4 Professional Responsibilities	Domain 2 Environment	Domain 3 Instruction
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources **1e - Designing Coherent Instruction*** 1f - Designing Student Assessments	4a - Reflection on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families **4d - Participating in a Professional Community*** 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport **2b - Establishing a Culture for Learning*** 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques **3c - Engaging Students in Learning*** 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

Tenured Educator
Guide Sheet for Developing Individual Growth Plan (IGP) Sample

An IGP will be developed related to student learning and teacher skill improvement. Professional goal(s) will represent learning for the Educator and go beyond basic implementation of district curriculum or initiatives. Each form in the IGP represents a critical component for developing pedagogy and supporting student learning. An Educator completes the **Form D: IGP Self-Assessment** to reflect on professional strengths and opportunities and to select one target area for improvement.

Form D: IGP Self-Assessment: To develop a professional goal(s), an Educator will **reflect on data regarding past professional skills and student needs,** i.e., past evaluations, self-assessment based on the *Framework for Teacher*s, School Improvement Plan (SIP) goals, District 41 goals, grade-level data, classroom assessments (both formative and summative), feedback from others, etc. **Form D: IGP Self-Assessment** will support an Educator as he/she determines an area of learning for **Form E: IGP Goal**.

The IGP should be written in a **SMART Goal format**. Example below:

		Individual Growth Plan Goal Criteria		
S	**Specific Standards-Based**	• Is the goal clearly focused on what is to be accomplished? • Why is this important? • Is it based on the *Framework for Teaching* (or *Framework for Specialist*) *Practice*?		
M	**Measurable**	☐ Can this goal be measured? ☐ Will I be able to collect evidence of achievement? ☐ Is this goal based upon multiple sources of data?		
A	**Aligned and Attainable**	☐ Is this goal aligned to district and school improvement goals? ☐ Will resources be available to achieve this goal?		
R	**Relevant**	☐ How will this goal enhance teaching/professional practice/craft? ☐ How will this goal enhance learning opportunities for students?		
T	**Time Bound**	☐ Can this goal be attained within the required timeframe?		

☐ **When:** Provide time frame for goal process.
1. **Who:** List the students or staff that will be involved in the goal.
2. **What:** List specific area of teaching/student learning that needs to be improved
3. **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, check sheets, tests, etc.

Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning: During 2009-10 **(WHEN),** the 6th Grade Cross-Disciplinary Team **(WHO)** will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) "high interest" Core Content bell work **(WHAT),** as measured by number of 25 or less tardy yellow slips and 90% student bell work completion **(DATA SOURCE).**

My Individual Growth Plan Goal (include when, who, what, and data source):

1e Designing Student Assessments, 3a Communication with Students, 3c Using Assessment in Instruction, 4a Maintaining Accurate Records
During 2012-2013, Mrs. Smith will increase the variety of assessment techniques used as measured by an increase of at least 2 new types of assessment.

Form E: Individual Growth Plan Form: Using the IGP Goal form, develop and write an IGP for implementation.

Form D: Educator (and IGP) Self-Assessment Form
Sample

*Based upon feedback and data from evaluator, facilitator/mentor, professional peers, and your own needs and interest, reflect on **What's Working** and **Areas For Growth** within your professional practices:*

What's Working	Domains/Components	Areas For Growth/Reflective Opportunities
-recognizes naïve conceptions of students *-utilizes varied, leveled activities* *-possesses solid content knowledge and planning ability*	**Domain 1: Planning and Preparation** 1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f.Designing student assessments	*-utilize multiple assessments* *-work on tiered assessments* *-use data to drive instruction*
Next Steps: *-look for ROE workshops that address assessment* *-integrate data into instructional decision making*		
-uses space in an orderly, efficient, and instructive way *-is responsive to the cultural diversity in the classroom*	**Domain 2 - Classroom Environment** 2a. Creating an environment of respect/ rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Organizing physical space	*-improved use of transition time* *-positively redirect student behaviors*
Next Steps: *-model and teach expectations* *-peer observation to improve routines and instruction in classroom*		

What's Working	Domains/Components	Areas For Growth/ Reflective Opportunities
-exhibits willingness to try new or different instructional approaches *-maintains student interest and fosters student participation in their learning*	**Domain 3 – Instruction** 3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	*-use formative and summative assessment to drive instruction* *-provide more timely feedback to students*
Next Steps: *-look for ROE workshops that address assessment* *-establish quarterly time goals*		
-sends home weekly newsletters *-belongs to NCTM* *-attends workshops through ROE and other associations*	**Domain 4: Professional Responsibilities** 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	*-provide more meaningful feedback to parents about achievement of students*
Next Steps: *-continue newsletters* *-institute a method of giving parents consistent, meaningful feedback regarding student achievement*		

Form D: Educator (and IGP) Self-Assessment Form

*Based upon feedback and data from evaluator, facilitator/mentor, professional peers, and your own needs and interest, reflect on **What's Working** and **Areas For Growth** within your professional practices:*

What's Working	Domains/Components	Areas For Growth/ Reflective Opportunities
	Domain 1: Planning and Preparation 1a. Knowledge of content/ pedagogy 1b. Knowledge of students 1c. Setting instructional outcomes 1d. Knowledge of resources 1e. Designing coherent instruction 1f.Designing student assessments	
Next Steps:		
	Domain 2 - Classroom Environment 2a. Creating an environment of respect/ rapport 2b. Establishing a culture for learning 2c. Managing classroom procedures 2d. Managing student behavior 2e. Organizing physical space	
Next Steps:		

What's Working	Domains/Components	Areas For Growth/ Reflective Opportunities
	Domain 3 – Instruction 3a. Communication with students 3b. Using questioning and discussion techniques 3c. Engaging students in learning 3d. Using assessment in instruction 3e. Demonstrating flexibility and responsiveness	
Next Steps:		
	Domain 4: Professional Responsibilities 4a. Reflecting on teaching 4b. Maintaining accurate records 4c. Communicating with families 4d. Participating in a professional community 4e. Growing and developing professionally 4f. Showing professionalism	
Next Steps:		

Educator Self-Assessment (Form D) Reflection--OPTIONAL FORM

(Name) _____

Reflect on the current status of your Educator Self Assessment (Form D—non-tenured), as of _____.
                                                                                                    mid-cycle date

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Domain 1: Planning and Preparation

☐ The NEXT STEPS I originally listed have been accomplished.
☐ The NEXT STEPS I originally listed have been adjusted throughout the year. How?

_____

_____

_____

☐ The NEXT STEPS I originally listed need to be adjusted. I plan to adjust them by:

_____

_____

_____

Domain 2: (Classroom) Environment

☐ The NEXT STEPS I originally listed have been accomplished.
☐ The NEXT STEPS I originally listed have been adjusted throughout the year. How?

_____

_____

_____

☐ The NEXT STEPS I originally listed need to be adjusted. I plan to adjust them by:

_____

_____

_____

Domain 3: Instruction

☐ The NEXT STEPS I originally listed have been accomplished.
☐ The NEXT STEPS I originally listed have been adjusted throughout the year. How?

_____

_____

_____

☐ The NEXT STEPS I originally listed need to be adjusted. I plan to adjust them by:

_____

_____

_____

Domain 4: Professional Responsibilities

☐ The NEXT STEPS I originally listed have been accomplished.
☐ The NEXT STEPS I originally listed have been adjusted throughout the year. How?

_____

_____

_____

☐ The NEXT STEPS I originally listed need to be adjusted. I plan to adjust them by:

_____

_____

_____

Areas I am looking ahead for continued improvement and professional development are:

_____

_____

_____

Form E: Tenured Educator Individual Growth Plan (IGP) Form

Educator: _____ School Year _____

Department/Grade Level(s)_____

Support Team Members_____

Professional Growth Goal(s):

The Goal(s) addresses components in (circle all that apply): *(Relevant)*

Domain 1	Domain 2	Domain 3	Domain 4
a b c d e f	a b c d e	a b c d e	a b c d e f

District Initiative:
(If applicable)

Approved by the end of the first quarter

Describe how this goal will enhance your <u>professional practice</u>: *(Relevant and Specific)*

How will successful completion of this goal be measured? *(Measureable)*

Describe the activities and timeline you will follow to achieve successful completion:
(Aligned & Attainable, and Time Bound)

What resources will you need to successfully complete your goal? : *(Aligned & Attainable)*

Approved by the end of the first quarter

Educator's Signature: _____ Date: _____

Educator's Signature: _____ Date: _____

Educator and Evaluator retain copies.

GOAL 2: Student Growth Form L
(Refer to the SG-IGP Approval Tool Form N checklist for all areas. This goal is based on student achievement data.)

Department/Grade Level(s)_____
Support Team Members_____

Student Population (Measureable and Relevant):
- Who is being assessed? (attach roster)

Pre, Mid, and Post-Assessment (Measureable, Relevant, and Timely):
- What pre-/post-assessment will you use to measure growth? (attach a copy)

Student Data Baseline Analysis (Measureable and Relevant):
- What does the pre-assessment data tell you about your students' starting points?
- What are students' strengths and weaknesses?
- What do other data sources tell you about your students? (attach data forms)

Standards (Specific, Aligned and Attainable, and Relevant):
- What standards (at least 2) have been assessed or have been identified as areas of need?

Growth Goal(s) (Specific, Measureable, and Attainable):
- Based on student groups (tiers), how much growth is expected during the instructional window?

Approved by the end of the first/third quarter

Rationale for Growth Goal(s): Describe how this goal will enhance student achievement: (Relevant and Specific)

Resources or Support for Growth Goal(s) (Specific, Aligned and Attainable, Timely):
- What support or resources would help you achieve those goals?

Describe the instructional strategies, activities, and timeline you will follow to achieve successful completion: (**A**ligned & **A**ttainable, and **T**ime Bound)

Instructional Strategies:

Instructional Plan/Activities/ Progress Monitoring	Timeline
• What professional development or activities will you engage in to help achieve your goals?	
• How will you monitor student progress?	

Approved by the end of the first/third quarter

Educator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Educator and Evaluator retain copies.

Follow-Up Date to Review the Student Growth IGP (e.g. beginning of 3rd quarter, by Nov. 1st, 3rd week of 2nd quarter): _____

Additional Meeting Signatures & Dates: (as needed)

_____	_____	_____
Educator's Signature	Evaluator's Signature	Date
_____	_____	_____

Mid-cycle IGP Reflection—OPTIONAL Form

Name: _____
      ***Administrators and Educators may use this form to assist in reflecting on mid-year goal status.

Reflect on the current status of your IGP (Form E-Tenured), Self Assessment (Form D—non-tenured) and SG IGP (Form L).

☐	Mid-Year
☐	End of Year

Goal 1: _____

_____

This goal:
- ☐ Is in progress
    - o The following has occurred (Reference each row on Form E):

        _____

        _____

- ☐ This goal is being MEASURED in the manner originally stated (Reference row 3).
- ☐ The manner in which this goal will be MEASURED needs to be changed.
    - o This goal will now be MEASURED through/by:

        _____

- ☐ ACTIVITIES originally listed are still appropriate for this goal.
- ☐ The ACTIVITIES related to this goal need to be adjusted.
    - o The following adjustments have been made:

        _____

        _____

- ☐ The TIMELINE originally listed is still appropriate for this goal.
- ☐ The TIMELINE related to this goal needs to be adjusted (Reference row 4).
    - o The following adjustments have been made:

        _____

        _____

- ☐ RESOURCES originally listed are sufficient for completion of this goal. (Reference the last row.)

- ☐ Additional RESOURCES need to be obtained for successful completion of this goal. (Reference the last row.)
    - o List additional resources needed:

        _____

        _____

- ☐ Was successfully completed: (date completed) _____

    - o The goal I am thinking about working on next is in the area of:

☐ Domain 1	☐ Domain 2	☐ Domain 3	☐ Domain 4

Rock Island-Milan School District 41 Educator Evaluation Plan

Goal 2:
_____

_____

This goal:
- ☐ Is in progress
  - o The following has occurred (Reference each row on Form E):

    _____

    _____

- ☐ This goal is being MEASURED in the manner originally stated (Reference row 3).
- ☐ The manner in which this goal will be MEASURED needs to be changed.
  - o This goal will now be MEASURED through/by:

    _____

- ☐ ACTIVITIES originally listed are still appropriate for this goal.
- ☐ The ACTIVITIES related to this goal need to be adjusted.
  - o The following adjustments have been made:

    _____

    _____

- ☐ The TIMELINE originally listed is still appropriate for this goal.
- ☐ The TIMELINE related to this goal needs to be adjusted (Reference row 4).
  - o The following adjustments have been made:

    _____

    _____

- ☐ RESOURCES originally listed are sufficient for completion of this goal. (Reference the last row.)

- ☐ Additional RESOURCES need to be obtained for successful completion of this goal. (Reference the last row.)
  - o List additional resources needed:

    _____

    _____

- ☐ Was successfully completed: (date completed) _____

  - o The goal I am thinking about working on next is in the area of:

☐ Domain 1	☐ Domain 2	☐ Domain 3	☐ Domain 4

Form F: Tenured Educator End-of-Year One IGP Self –Reflection Form

Educator_____ School _____

Department/Grade Level(s) _____ Year _____

Evaluator_____

Please write a self-reflective response for each of the goals you worked with this school year.

- What indicators of progress are evident at the end of year one?

- What modifications, if any, are necessary for your goal or IGP?

- Which of the activities on your IGP have you found most useful? Have you completed activities that were not part of your initial plan? If so, please describe.

Evidence/Data Guide--OPTIONAL
(Samples)

Goal Focus Area	Sample Evidence/Data
Domain 1 – Planning and Preparation	1. Lesson plans / Units in alignment with Common Core and Essential skills 2. Assessment plan and assessments 3. Projects / Reports 4. Student achievement data 5. Grading plan and grade book 6. Classroom expectations 7. Substitute plans 8. Back to School Event handouts 9. Planning conversation preparedness 10. And/or others, if appropriate
Domain 2 – Learning Environment	11. Physical layout of room/area 12. Seating arrangements 13. Rules and routines 14. Rubrics 15. Bulletin Boards (interactive, instructional) 16. Student projects and/or work displayed 17. And/or others, if appropriate
Domain 3 – Instruction / Delivery of Service	18. Units 19. Extension/enrichment activities 20. Review/reinforcement activities 21. Modifications for special needs 22. Differentiation plan 23. Flexible grouping plans 24. Student work samples 25. Homework assignments and guides 26. Curriculum integration plans 27. Videotape of instruction (audiotapes, photos) 28. Assessments 29. Projects / Reports 30. Student achievement data 31. And/or others, if appropriate
Domain 4 – Professional Responsibilities	32. Professional involvement (ex: building committees, district committees, professional organizations) 33. Participation in courses, conferences, workshops (in-district, out-of-district) 34. Presentations at meetings 35. Professional readings 36. Group planning notes (team, grade level, subject area) 37. Parent communications (notes, letters, phone call logs, surveys, forms, etc.) 38. Journals/Logs 39. Yearly attendance 40. And/or others, if appropriate

EVIDENCE/DATA TAG
(Optional)

Purpose: The purpose of the tag is to document your reflection on evidence or data chosen to show progress towards a goal or level of performance in a domain.

Directions:
Create a tag for each evidence or data collection

✂ ══
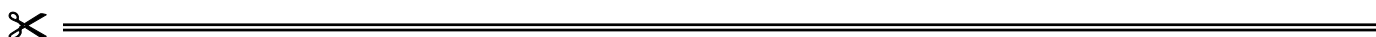
Educator:

Name of Evidence:

Date Collected:

Domain:

Why I selected this … OR What I learned from this …

Tenured Educator Professional Development Plan (PDP) Guide Sheet
Creating a Professional Development Plan for a Tenured Educator Rated "Needs Improvement"

The Performance Evaluation Reform Act of 2010 includes the language regarding the creation of a **Professional Development Plan** for an Educator in contractual continued service (tenured) who is rated "Needs Improvement."

This **Professional Development Plan** (PDP)
- is to be created within 30 days after the completion of an evaluation resulting in the "Needs Improvement" rating
- will be developed by the Evaluator(s) in consultation with the Educator and will take into account the tenured Educator's ongoing professional responsibilities including his/her regular teaching assignments.
- is to be directed to the areas that need improvement and include supports that the district will provide to address the performance areas identified as needing improvement

After development of the PDP, the Educator and Evaluator(s) will collaborate to determine the target completion date.

Tenured Educator must be evaluated at least once in the school year resulting in a Summative rating following the Professional Development Plan. Staff members who are rated "Proficient" or "Excellent" at that time will be reinstated to the Tenured Educator Evaluation Plan Process for Proficient and Excellent Individual Growth Plan.

For tenured Educators who are evaluated and receive a summative rating of "Needs Improvement" or "Unsatisfactory" at the completion of the PDP, the school district will start a remediation plan under the provisions of Illinois School Code 105 ILCS 5/24A-5.—ALL LAW and not negotiable

Professional Development Plan Components
- ☐ **District/Building Resource Person:** Tenured Educator of the district/building that is mutually designated through the PDP. The district/building resource person(s) will be identified and chosen based on the areas needing improvement identified in the summative evaluation.
- ☐ **Domain/ Component**: Domain and component rated needs improvement
- ☐ **Rationale for Area of Improvement:** Evidence from observations that show an area needing improvement
- ☐ **Improvement Strategies**: Strategies the Educator can use to show improvement in needed domain/component
- ☐ **Tasks to Complete**: Specific tasks the Educator will complete to improve the domain/component
- ☐ **Support and Resources**: List of supports and resources the Educator can use to improve, e.g. workshops, observe colleagues, ask a specialist, books/journals
- ☐ **Indicators of Progress**: How the Educator will show progress towards proficient/excellent in domain/component through mandatory formal observation(s), and may also include informal observation, data, evidence, etc.

Form G: Tenured Educator Professional Development Plan (PDP) Form

Educator _____

Evaluator(s): _____

District/Building Resource Person(s): _____

Date of PDP: _____(to be completed within 30 days of summative evaluation)

Domain: _____(Use a separate sheet for each domain identified as an area of improvement)

Component Name and Letter: _____

Rationale for area of improvement: _____

Improvement Strategies	
Tasks to complete	
Supports and resources	
Indicators of Progress	
Target Completion Date	

Component Name and Letter: _____

Rationale for area of improvement: _____

Improvement Strategies	
Tasks to complete	
Supports and resources	
Indicators of Progress	
Target Completion Date	

Form G: Continued

Component Name and Letter: _____

Rationale for area of improvement:_____

Improvement Strategies	
Tasks to complete	
Supports and resources	
Indicators of Progress	
Target Completion Date	

Component Name and Letter: _____

Rationale for area of improvement: _____

Improvement Strategies	
Tasks to complete	
Supports and resources	
Indicators of Progress	
Target Completion Date	

Evaluator		Educator	
Date		Date	

☐ Signatures above indicate the plan was mutually developed by the Evaluator and the Educator.

Evaluator Comments	

Form H: Tenured Educator Professional Development Plan (PDP) Activity Log

Educator: _____

Evaluator(s): _____

Date of PDP: _____

Date	Component	Activity	Evidence

Form I: Tenured Educator Professional Development Plan (PDP) Summary Form—HR FORM and must go to the Admin Center

Educator: _____

Evaluator(s): _____Date of PDP: _____

Area(s) to Improve

Domain _____ Component _____	
Successfully Completed? Yes ☐ No ☐	Date:
Domain _____ Component _____	
Successfully Completed? Yes ☐ No ☐	Date:
Domain _____ Component _____	
Successfully Completed? Yes ☐ No ☐	Date:
Domain _____ Component _____	
Successfully Completed? Yes ☐ No ☐	Date:

NEXT STEPS:

Success means the final results in an overall rating of PROFICIENT or EXCELLENT---cycle would be approximately 1 school year or 6 months. YOU DO NOT get another year to reach proficient or excellent. If this is not met, you move to UNSATISFACTORY and you move to a <u>remediation plan.</u>

Educator completion of Professional Development Plan: YES _____   NO _____

Evaluator		Educator	
Date		Date	

The Educator's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that the Educator received a copy of this Professional Development Plan Summary. Bottom of Form

Form J: Tenured Educator Professional Development Plan (PDP)
Mid-Plan Meeting
Conversation Form

Educator _____ Evaluator(s)_____
Date:_____

Topics from Educator:

Topics from Evaluator(s):

Notes from Meeting
11. What is working: 12. Areas to modify: 13. Challenges/concerns (if any)

Educator's Signature:	
	Date:
Evaluator's Signature:	
	Date:

To be completed by the end of January—but is adjustable based on when you begin the plan (give approximately 6-10 months).

Framework for Teaching

Domain 1 - Planning and Preparation	Domain 2 – Classroom Environment
1a: Demonstrating Knowledge of Content and Pedagogy ▪ Knowledge of content and the structure of the discipline ▪ Knowledge of prerequisite relationships ▪ Knowledge of content-related pedagogy **1b: Demonstrating Knowledge of Students** ▪ Knowledge of child and adolescent development ▪ Knowledge of the learning process ▪ Knowledge of students' skills, knowledge, and language proficiency ▪ Knowledge of students' interests and cultural heritage ▪ Knowledge of students' special needs **1c: Setting Instructional Outcomes** ▪ Value, sequence, and alignment ▪ Clarity ▪ Balance ▪ Suitability for diverse learners **1d: Demonstrating Knowledge of Resources** ▪ Resources for classroom use ▪ Resources to extend content knowledge and pedagogy ▪ Resources for students **1e: Designing Coherent Instruction*** ▪ Learning activities ▪ Instructional materials and resources ▪ Instructional groups ▪ Lesson and unit structure **1f: Designing Student Assessments** • Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning	**2a: Creating an Environment of Respect and Rapport** ▪ Teacher interaction with students ▪ Student interactions with other students **2b: Establishing a Culture for Learning*** ▪ Importance of the content ▪ Expectations for learning and achievement ▪ Student pride in work **2c: Managing Classroom Procedures** ▪ Management of instructional groups ▪ Management of transitions ▪ Management of materials and supplies ▪ Performance of non-instructional duties ▪ Supervision of volunteers and paraprofessionals **2d: Managing Student Behavior** ▪ Expectations ▪ Monitoring of student behavior ▪ Response to student misbehavior **2e: Organizing Physical Space** ▪ Safety and accessibility ▪ Arrangement of furniture and use of physical resources
Domain 4 – Professional Responsibilities	**Domain 3 - Instruction**
4a: Reflecting on Teaching • Accuracy • Use in future teaching **4b: Maintaining Accurate Records** • Student completion of assignments • Student progress in learning • Non-instructional records **4c: Communicating with Families** 1. Information about the instructional program 2. Information about individual students 3. Engagement of families in the instructional program **4d: Participating in a Professional Community*** 1. Relationships with colleagues 2. Involvement in a culture of professional inquiry 3. Service to the school **4.** Participation in school and district projects **4e: Growing and Developing Professionally** • Enhancement of content knowledge and pedagogical skills • Receptivity to feedback from colleagues • Service to the profession **4f: Showing Professionalism** • Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations	**3a: Communicating with Students** • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language **3b: Using Questioning and Discussion Techniques** • Quality of questions • Discussion techniques • Student participation **3c: Engaging Students in Learning*** 4. Activities and assignments 5. Instructional materials and resources 6. Grouping of students 7. Structure and pacing **3d: Using Assessment in Instruction** 5. Assessment criteria 6. Monitoring of student learning 7. Feedback to students **8.** Student self-assessment and monitoring of progress **3e: Demonstrating Flexibility and Responsiveness** • Lesson adjustment • Response to students • Persistence *Anchor component

Formative Conversation/Summative Conference Form: Domain 1 for <u>Educators</u> - *Planning and Preparation*

Component	Unsatisfactory *(Unsatisfactory)*	Needs Improvement *(Basic)*	Proficient *(Proficient)*	Excellent *(Distinguished)*
1a Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
Critical Attributes	• The teacher makes content errors. • The teacher does not consider prerequisite relationships when planning. • The teacher's plans use inappropriate strategies for the discipline.	• The teacher's understanding of the discipline is rudimentary. • The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. • Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	• The teacher can identify important concepts of the discipline and their relationships to one another. • The teacher provides clear explanations of the content. • The teacher answers students' questions accurately and provides feedback that furthers their learning. • Instructional strategies in unit and lesson plans are entirely suitable to the content.	• The teacher cites intra- and interdisciplinary content relationships. • The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. • The teacher's plans reflect recent developments in content-related pedagogy
Possible Examples	• The teacher says, "The official language of Brazil is Spanish, just like other South American countries." • The teacher says, "I don't understand why the math book has decimals in the same unit as fractions." • The teacher has his students copy dictionary definitions each week to help them learn to spell difficult words. • And others…	• The teacher plans lessons on area and perimeter independently of one another, without linking the concepts together. • The teacher plans to forge ahead with a lesson on addition with regrouping, even though some students have not fully grasped place value. • The teacher always plans the same routine to study spelling: pretest on Monday, copy the words five times each on Tuesday and Wednesday, test on Friday. • And others…	• The teacher's plan for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter. • The teacher has realized her students are not sure how to use a protractor, and so she plans to have them practice that skill before introducing the activity on angle measurement. • The teacher plans to expand a unit on civics by having students simulate a court trial. • And others…	• In a unit on 19th-century literature, the teacher incorporates information about the history of the same period. • Before beginning a unit on the solar system, the teacher surveys the students on their beliefs about why it is hotter in the summer than in the winter. • And others…

1b Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the acti student learning and acquires info about levels of development for in students. The teacher also system acquires knowledge from several about individual students' varied a to learning, knowledge and skills, needs, and interests and cultural
Critical Attributes	• The teacher does not understand child development characteristics and has unrealistic expectations for students. • The teacher does not try to ascertain varied ability levels among students in the class. • The teacher is not aware of students' interests or cultural heritages. • The teacher takes no responsibility to learn about students' medical or learning disabilities.	• The teacher cites developmental theory but does not seek to integrate it into lesson planning. • The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." • The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. • The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	• The teacher knows, for groups of students, their levels of cognitive development. • The teacher is aware of the different cultural groups in the class. • The teacher has a good idea of the range of interests of students in the class. • The teacher has identified "high," "medium," and "low" groups of students within the class. • The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. • The teacher is aware of the special needs represented by students in the class.	• The teacher uses ongoing met assess students' skill levels an instruction accordingly. • The teacher seeks out informat students about their cultural he • The teacher maintains a syster updated student records and in medical and/or learning needs plans.
Possible Examples	• The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. • The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. • The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. • And others…	• The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students. • In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. • Lesson plans make only peripheral reference to students' interests. • The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet. • And others…	• The teacher creates an assessment of students' levels of cognitive development. • The teacher examines previous years' cumulative folders to ascertain the proficiency levels of groups of students in the class. • The teacher administers a student interest survey at the beginning of the school year. • The teacher plans activities using his knowledge of students' interests. • The teacher knows that five of her students are in the Garden Club; she plans to have them discuss horticulture as part of the next biology lesson. • The teacher realizes that not all of his students are Christian, and so he plans to read a Hanukkah story in December. • The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America. • And others…	• The teacher plans his lesson w different follow-up activities, de meet the varied ability levels of students. • The teacher plans to provide m project options; each student w project that best meets his or h approach to learning. • The teacher encourages stude aware of their individual readin make independent reading cho will be challenging but not too c • The teacher attends the local M heritage day, meeting several c students' extended family mem • The teacher regularly creates a assessment materials for sever with learning disabilities. • And others…

Rock Island-Milan School District 41 Educator Evaluation Plan

1c Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-lev in the discipline. They are clear written in the form of student lea permit viable methods of asses Outcomes reflect several differe learning and, where appropriate represent both coordination and integration. Outcomes are diffe in whatever way is needed, for students.
Critical Attributes	• Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class.	• Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class.	• Outcomes represent high expectations and rigor. • Outcomes are related to "big ideas" of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. • Outcomes, differentiated where necessary, are suitable to groups of students in the class.	• The teacher's plans reference frameworks or blueprints to e accurate sequencing. • The teacher connects outcom previous and future learning. • Outcomes are differentiated t encourage individual student educational risks.
Possible Examples	• A learning outcome for a fourth-grade class is to make a poster illustrating a poem. • All the outcomes for a ninth-grade history class are based on demonstrating factual knowledge. • The topic of the social studies unit involves the concept of revolutions, but the teacher expects his students to remember only the important dates of battles. • Despite the presence of a number of ELL students in the class, the outcomes state that all writing must be grammatically correct. • None of the science outcomes deals with the students' reading, understanding, or interpretation of the text. • And others…	• Outcomes consist of understanding the relationship between addition and multiplication and memorizing facts. • The reading outcomes are written with the needs of the "middle" group in mind; however, the advanced students are bored, and some lower-level students are struggling. • Most of the English Language Arts outcomes are based on narrative. • And others…	• One of the learning outcomes is for students to "appreciate the aesthetics of 18th-century English poetry." • The outcomes for the history unit include some factual information, as well as a comparison of the perspectives of different groups in the run-up to the Revolutionary War. • The learning outcomes include students defending their interpretation of the story with citations from the text. • And others…	• The teacher encourages his s set their own goals; he provid taxonomy of challenge verbs them strive to meet the teach expectations of them. • Students will develop a conce that links previous learning g those they are currently work • Some students identify additi learning. • The teacher reviews the proje expectations and modifies so to be in line with students' IE objectives. • One of the outcomes for a so studies unit addresses stude analyzing the speech of a po candidate for accuracy and l consistency. • And others…

1d Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of res classroom use and for extendin professional skill is extensive, i those available through the sch district, in the community, throu professional organizations and universities, and on the Internet
Critical Attributes	• The teacher uses only district-provided materials, even when more variety would assist some students. • The teacher does not seek out resources available to expand her own skill. • Although the teacher is aware of some student needs, he does not inquire about possible resources.	• The teacher uses materials in the school library but does not search beyond the school for resources. • The teacher participates in content-area workshops offered by the school but does not pursue other professional development. • The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	• Texts are at varied levels. • Texts are supplemented by guest speakers and field experiences. • The teacher facilitates the use of Internet resources. • Resources are multidisciplinary. • The teacher expands her knowledge through professional learning groups and organizations. • The teacher pursues options offered by universities. • The teacher provides lists of resources outside the classroom for students to draw on.	• Texts are matched to student • The teacher has ongoing rela with colleges and universities support student learning. • The teacher maintains a log c resources for student referen • The teacher pursues apprent increase discipline knowledg • The teacher facilitates studen with resources outside the cla
Possible Examples	• For their unit on China, the students find all of their information in the district-supplied textbook. • The teacher is not sure how to teach fractions but doesn't know how he's expected to learn it by himself. • A student says, "It's too bad we can't go to the nature center when we're doing our unit on the environment." • In the literacy classroom, the teacher has provided only narrative works. • And others…	• For a unit on ocean life, the teacher really needs more books, but the school library has only three for him to borrow. He does not seek out others from the public library. • The teacher knows she should learn more about literacy development, but the school offered only one professional development day last year. • The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom. • In the second-grade math class, the teacher misuses base 10 blocks in showing students how to represent numbers. • And others…	• The teacher provides her fifth graders a range of nonfiction texts about the American Revolution so that regardless of their reading level, all students can participate in the discussion of important concepts. • The teacher takes an online course on literature to expand her knowledge of great American writers. • The ELA lesson includes a wide range of narrative and informational reading materials. • The teacher distributes a list of summer reading materials that will help prepare his eighth graders' transition to high school. • And others…	• The teacher is not happy with of-date textbook; his students critique it and write their own for social studies. • The teacher spends the sum Chemical learning more abou research so that she can exp knowledge base for teaching • The teacher matches student Family and Consumer Scienc with local businesses; the stu spend time shadowing emplc understand how their classro might be used on the job. • And others…

Rock Island-Milan School District 41 Educator Evaluation Plan

1e Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activiti[es] a coherent sequence, is aligned [with] instructional goals, and is desig[ned to] engage students in high-level c[ognitive] activity. These are appropriatel[y] differentiated for individual lear[ners.] Instructional groups are varied appropriately, with some oppor[tunity for] student choice.
Critical Attributes	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Activities permit student choic[e] • Learning experiences connec[t across] disciplines. • The teacher provides a variet[y of] appropriately challenging res[ources that] are differentiated for students [in the] class. • Lesson plans differentiate for [individual] student needs.
Possible Examples	• After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet. • The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism. • The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting. • The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text. • And others…	• After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. • The teacher finds an atlas to use as a supplemental resource during the geography unit. • The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with. • The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly. • The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story. • And others…	• The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level. • The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration. • The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style. • The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated. • The fourth-grade math unit plan focuses on the key concepts for that level. • And others…	• The teacher's unit on ecosys[tems has a] variety of challenging activitie[s in a] menu; the students choose th[ose that] suit their approach to learning[.] • While completing their projec[t,] students will have access to a [wide] variety of resources that the t[eacher] has coded by reading level s[o that] students can make the best s[election.] • After the cooperative group le[sson,] students will reflect on their p[erformance] and make suggestions. • The lesson plan clearly indica[tes the] concepts taught in the last fe[w lessons;] the teacher plans for his stud[ents to relate] the current lesson outcomes [to those] they previously learned. • The teacher has contributed [to the] curriculum map that organize[s the] Common Core State Standar[ds for her] grade into a coherent curricu[lum.] • And others…

1f Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes m assessed by the proposed asse plan, with clear criteria for asse student work. The plan contains of student contribution to its dev Assessment methodologies hav adapted for individual students need has arisen. The approach formative assessment is well de and includes student as well as use of the assessment informat
Critical Attributes	• Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans.	• Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students.	• All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments when they are necessary for some students. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data.	• Assessments provide opportu student choice. • Students participate in desig assessments for their own wo • Teacher-designed assessme authentic, with real-world app appropriate. • Students develop rubrics acc teacher-specified learning ob • Students are actively involve collecting information from fo assessments and provide inp
Possible Examples	• The teacher marks papers on the foundation of the U.S. Constitution mostly on grammar and punctuation; for every mistake, the grade drops from an A to a B, a B to a C, etc. • The teacher says, "What's the difference between formative assessment and the test I give at the end of the unit?" • The teacher says, "The district gave me this entire curriculum to teach, so I just have to keep moving." • And others…	• The district goal for the unit on Europe is for students to understand geopolitical relationships; the teacher plans to have the students memorize all the country capitals and rivers. • The plan indicates that the teacher will pause to "check for understanding" but does not specify a clear process for accomplishing that goal. • A student asks, "If half the class passed the test, why are we all reviewing the material again?" • And others…	• The teacher knows that his students will have to write a persuasive essay on the state assessment; he plans to provide them with experiences developing persuasive writing as preparation. • The teacher has worked on a writing rubric for her research assessment; she has drawn on multiple sources to be sure the levels of expectation will be clearly defined. • The teacher creates a short questionnaire to distribute to his students at the end of class; using their responses, he will organize the students into different groups during the next lesson's activities. • Employing the formative assessment of the previous morning's project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning's concept. • And others…	• To teach persuasive writing, plans to have his class resea write to the principal on an iss important to the students: the phones in class. • The students will write a rubr final project on the benefits o energy; the teacher has show several sample rubrics, and t refer to those as they create their own. • After the lesson the teacher p ask students to rate their und on a scale of 1 to 5; the stude that their rating will indicate t for the next lesson. • The teacher has developed a her class; students know that struggling with a math concep in a small group with her duri workshop time. • And others…

Domain 1 Planning & Preparation Documentation:	
Domain 1 What's Working:	**Domain 1 Areas for Growth/ *Reflection Opportunities*:**

Formative Conversation/Summative Conference Form: Domain 2 for Educators - *Classroom Environment*

Component	Unsatisfactory *(Unsatisfactory)*	Needs Improvement *(Basic)*	Proficient *(Proficient)*	Excellent *(Distinguished)*
2a Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.
Critical Attributes	• The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. • Students' body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students.	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	• Talk between the teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher.	• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts.
Possible Examples	• A student slumps in his chair following a comment by the teacher. • Students roll their eyes at a classmate's idea; the teacher does not respond. • Many students talk when the teacher and other students are talking; the teacher does not correct them. • Some students refuse to work with other students. • The teacher does not call students by their names. • And others…	• Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud halfheartedly following a classmate's presentation to the class. • The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders. • And others…	• The teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • The teacher and students use courtesies such as "please," "thank you," and "excuse me." • The teacher says, "Don't talk that way to your classmates," and the insults stop. • And others…	• The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). • Students say "Shhh" to classmates who are talking while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says, "That's an interesting idea, Josh, but you're forgetting…" • A student questions a classmate, "Didn't you mean _____ ?" and the classmate reflects and responds, "Oh, maybe you are right!" • And others…

2b Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/ or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
Critical Attributes	• The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Students use language incorrectly; the teacher does not correct them.	• The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. • The teacher conveys high expectations for only some students. • Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." • The teacher's primary concern appears to be to complete the task at hand. • The teacher urges, but does not insist, that students use precise language.	• The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. • The teacher demonstrates a high regard for students' abilities. • The teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. • The teacher insists on precise use of language by students.	• The teacher communicates passion for the subject. • The teacher conveys the satisfaction that accompanies a deep understanding of complex content. • Students indicate through their questions and comments a desire to understand the content. • Students assist their classmates in understanding the content. • Students take initiative in improving the quality of their work. • Students correct one another in their use of language.
Possible Examples	• The teacher tells students that they're doing a lesson because it's in the book or is district-mandated. • The teacher says to a student, "Why don't you try this easier problem?" • Students turn in sloppy or incomplete work. • Many students don't engage in an assigned task, and yet the teacher ignores their behavior. • Students have not completed their homework; the teacher does not respond. • And others…	• The teacher says, "Let's get through this." • The teacher says, "I think most of you will be able to do this." • Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking. • The teacher does not encourage students who are struggling. • Only some students get right to work after an assignment is given or after entering the room. • And others…	• The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." • The teacher says, "This idea is really important! It's central to our understanding of history." • The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." • The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts it without complaint. • Students get to work right away when an assignment is given or after entering the room. • And others…	• The teacher says, "It's really fun to find the patterns for factoring polynomials." • A student says, "I don't really understand why it's better to solve this problem that way." • A student asks a classmate to explain a concept or procedure since he didn't quite follow the teacher's explanation. • Students question one another on answers. • A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened. • And others…

2c Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.
Critical Attributes	• Students not working with the teacher are not productively engaged. • Transitions are disorganized, with much loss of instructional time. • There do not appear to be any established procedures for distributing and collecting materials. • A considerable amount of time is spent off task because of unclear procedures. • Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	• Students not working directly with the teacher are only partially engaged. • Procedures for transitions seem to have been established, but their operation is not smooth. • There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. • Classroom routines function unevenly. • Volunteers and paraprofessionals require frequent supervision.	• Students are productively engaged during small-group or independent work. • Transitions between large- and small-group activities are smooth. • Routines for distribution and collection of materials and supplies work efficiently. • Classroom routines function smoothly. • Volunteers and paraprofessionals work with minimal supervision.	• With minimal prompting by the teacher, students ensure that their time is used productively. • Students take initiative in distributing and collecting materials efficiently. • Students themselves ensure that transitions and other routines are accomplished smoothly. • Volunteers and paraprofessionals take initiative in their work in the class.
Possible Examples	• When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc. • There are long lines for materials and supplies. • Distributing or collecting supplies is time consuming. • Students bump into one another when lining up or sharpening pencils. • At the beginning of the lesson, roll-taking consumes much time and students are not working on anything. • And others…	• Some students not working with the teacher are off task. • Transition between large- and small-group activities requires five minutes but is accomplished. • Students ask what they are to do when materials are being distributed or collected. • Students ask clarifying questions about procedures. • Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. • And others…	• In small-group work, students have established roles; they listen to one another, summarizing different views, etc. • Students move directly between large- and small-group activities. • Students get started on an activity while the teacher takes attendance. • The teacher has an established timing device, such as counting down, to signal students to return to their desks. • The teacher has an established attention signal, such as raising a hand or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • Cleanup at the end of a lesson is fast and efficient. • And others…	• Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board. • And others…

2d **Managing Student Behavior**	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	• The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	• Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective.	• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Possible Examples	• Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, apparently without the teacher's notice. • Students are running around the room, resulting in chaos. • Students use their phones and other electronic devices; the teacher doesn't attempt to stop them. • And others…	• Classroom rules are posted, but neither the teacher nor the students refer to them. • The teacher repeatedly asks students to take their seats; some ignore her. • To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." • And others…	• Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom, keeping a close eye on student behavior. • The teacher gives a student a "hard look," and the student stops talking to his neighbor. • And others…	• A student suggests a revision to one of the classroom rules. • The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops. • The teacher speaks privately to a student about misbehavior. • A student reminds her classmates of the class rule about chewing gum. • And others…

2e Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	• There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or see the board. • Available technology is not being used even if it is available and its use would enhance the lesson.	• The physical environment is safe, and most students can see and hear the teacher or see the board. • The physical environment is not an impediment to learning but does not enhance it. • The teacher makes limited use of available technology and other resources.	• The classroom is safe, and all students are able to see and hear the teacher or see the board. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology.	• Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the learning activities and the physical environment. • Students take the initiative to adjust the physical environment. • The teacher and students make extensive and imaginative use of available technology.
Possible Examples	• There are electrical cords running around the classroom. • There is a pole in the middle of the room; some students can't see the board. • A whiteboard is in the classroom, but it is facing the wall. • And others…	• The teacher ensures that dangerous chemicals are stored safely. • The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work. • The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work. • And others…	• There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply. • Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion. • The use of an Internet connection extends the lesson. • And others…	• Students ask if they can shift the furniture to better suit small-group work or discussion. • A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate's eyes. • A student suggests an application of the whiteboard for an activity. • And others…

Domain 2 Classroom Environment Documentation:

Domain 2 What's Working:

Domain 1 Areas for Growth/ *Reflection Opportunities*:

Formative Conversation/Summative Conference Form: Domain 3 for <u>Educators</u> - *Instruction*

Component	Unsatisfactory *(Unsatisfactory)*	Needs Improvement *(Basic)*	Proficient *(Proficient)*	Excellent *(Distinguished)*
3a Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
Critical Attributes	• At no time during the lesson does the teacher convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. • The teacher's vocabulary is inappropriate to the age or culture of the students.	• The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for students.	• The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to students' ages and levels of development.	• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly.
Possible Examples	• A student asks, "What are we supposed to be doing?" but the teacher ignores the question. • The teacher states that to add fractions they must have the same numerator. • Students have a quizzical look on their faces; some may withdraw from the lesson. • Students become disruptive or talk among themselves in an effort to follow the lesson. • The teacher uses technical terms without explaining their meanings. • The teacher says "ain't." • And others…	• The teacher mispronounces "_____." • The teacher says, "And oh, by the way, today we're going to factor polynomials." • A student asks, "What are we supposed to be doing?" and the teacher clarifies the task. • A student asks, "What do I write here?" in order to complete a task. • The teacher says, "Watch me while I show you how to _____," asking students only to listen. • A number of students do not seem to be following the explanation. • Students are inattentive during the teacher's explanation of content. • Students' use of academic vocabulary is imprecise. • And others…	• The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials." • In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?" • The teacher uses a board or projection device for task directions so that students can refer to it without requiring the teacher's attention. • The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work." • The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny, day or about the water in a hose that has been sitting in the sun. • The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy. • And others…	• The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully." • The teacher asks a student to explain the task to other students. • When clarification about the learning task is needed, a student offers it to classmates. • The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples. • The teacher asks, "Who would like to explain this idea to us?" • A student asks, "Is this another way we could think about analogies?" • A student explains an academic term to classmates. • The teacher pauses during an explanation of the civil rights movement to remind students that the prefix in- as in inequality means "not" and that the prefix un- also means the same thing. • A student says to a classmate, "I think that side of the triangle is called the hypotenuse." • And others…

3b Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	• Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion.	• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so.	• The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so.	• Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.
Possible Examples	• All questions are of the "recitation" type, such as "What is 3 x 4?" • The teacher asks a question for which the answer is on the board; students respond by reading it. • The teacher calls only on students who have their hands up. • A student responds to a question with wrong information, and the teacher doesn't follow up. • And others…	• Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?" • The teacher asks, "Who has an idea about this?" The usual three students offer comments. • The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher. • The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters. • And others…	• The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?" • The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?" • The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian. • The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class. • The teacher asks students when they have formulated an answer to the question "Why do you think Huck Finn did _____?" to find the reason in the text and to explain their thinking to a neighbor. • And others…	• A student asks, "How many ways are there to get this answer?" • A student says to a classmate, "I don't think I agree with you on this, because…" • A student asks of other students, "Does anyone have another idea how we might figure this out?" • A student asks, "What if…?" • And others…

3c Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
Critical Attributes	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
Possible Examples	• Most students disregard the assignment given by the teacher; it appears to be much too difficult for them. • Students fill out the lesson worksheet by copying words from the board. • Students are using math manipulative materials in a rote activity. • The teacher lectures for 45 minutes. • Most students don't have time to complete the assignment; the teacher moves on in the lesson. • And others…	• Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed. • Students are asked to fill in a worksheet, following an established procedure. • There is a recognizable beginning, middle, and end to the lesson. • The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it. • And others…	• Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity. • Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning. • Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table. • Students are asked to create different representations of a large number using a variety of manipulative materials. • The lesson is neither rushed nor does it drag. • And others…	• Students are asked to write an essay in the style of Hemingway and to describe which aspects of his style they have incorporated. • Students determine which of several tools—e.g., a protractor, spreadsheet, or graphing calculator—would be most suitable to solve a math problem. • A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently. • Students identify or create their own learning materials. • Students summarize their learning from the lesson. • And others…

3d Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.
Critical Attributes	• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer assessment.	• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. • High-quality feedback comes from many sources, including students; it is specific and focused on improvement.
Possible Examples	• A student asks, "How is this assignment going to be graded?" • A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher. • The teacher forges ahead with a presentation without checking for understanding. • After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give." • And others…	• The teacher asks, "Does anyone have a question?" • When a student completes a problem on the board, the teacher corrects the student's work without explaining why. • The teacher says, "Good job, everyone." • The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept. • The students receive their tests back; each one is simply marked with a letter grade at the top. • And others…	• The teacher circulates during small-group or independent work, offering suggestions to students. • The teacher uses specifically formulated questions to elicit evidence of student understanding. • The teacher asks students to look over their papers to correct their errors; most of them engage in this task. • And others…	• The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them. • While students are working, the teacher circulates, providing specific feedback to individual students. • The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding. • Students offer feedback to their classmates on their work. • Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved. • And others…

3e Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.
Critical Attributes	• The teacher ignores indications of student boredom or lack of understanding. • The teacher brushes aside students' questions. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. • The teacher makes no attempt to adjust the lesson in response to student confusion.	• The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. • The teacher's attempts to adjust the lesson are partially successful.	• The teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that she has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. • When improvising becomes necessary, the teacher makes adjustments to the lesson.	• The teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. • The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Possible Examples	• The teacher says, "We don't have time for that today." • The teacher says, "If you'd just pay attention, you could understand this." • When a student asks the teacher to explain a mathematical procedure again, the teacher says, "Just do the homework assignment; you'll get it then." • And others…	• The teacher says, "I'll try to think of another way to come at this and get back to you." • The teacher says, "I realize not everyone understands this, but we can't spend any more time on it." • The teacher rearranges the way the students are grouped in an attempt to help students understand the lesson; the strategy is partially successful. • And others…	• The teacher says, "That's an interesting idea; let's see how it fits." • The teacher illustrates a principle of good writing to a student, using his interest in basketball as context. • The teacher says, "This seems to be more difficult for you than I expected; let's try this way," and then uses another approach. • And others…	• The teacher stops a lesson midstream and says, "This activity doesn't seem to be working. Here's another way I'd like you to try it." • The teacher incorporates the school's upcoming championship game into an explanation of averages. • The teacher says, "If we have to come back to this tomorrow, we will; it's really important that you understand it." • And others...

Domain 3 Instruction Documentation:

Domain 3 What's Working:	**Domain 1 Areas for Growth/ *Reflection Opportunities*:**

Formative Conversation/Summative Conference Form: Domain 4 for <u>Educators</u> - *Professional Responsibilities*

Component	Unsatisfactory *(Unsatisfactory)*	Needs Improvement *(Basic)*	Proficient *(Proficient)*	Excellent *(Distinguished)*
4a Reflection on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	• The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement.	• The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction.	• The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved.	• The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher's suggestions for improvement draw on an extensive repertoire.
Possible Examples	• Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" • The teacher says, "That was awful; I wish I knew what to do!" • And others…	• At the end of the lesson, the teacher says, "I guess that went okay." • The teacher says, "I guess I'll try _____ next time." • And others…	• The teacher says, "I wasn't pleased with the level of engagement of the students." • The teacher's journal indicates several possible lesson improvements. • And others…	• The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed." • In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson. • And others…

4b Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	• There is no system for either instructional or non-instructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information.	• The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.	• The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • The teacher's process for recording non-instructional information is both efficient and effective.	• Students contribute to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining non-instructional records for the class.
Possible Examples	• A student says, "I'm sure I turned in that assignment, but the teacher lost it!" • The teacher says, "I misplaced the writing samples for my class, but it doesn't matter—I know what the students would have scored." • On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. • And others…	• A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" • The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. • And others…	• On the class website, the teacher creates a link that students can access to check on any missing assignments. • The teacher's gradebook records student progress toward learning goals. • The teacher creates a spreadsheet for tracking which students have paid for their school pictures. • And others…	• A student from each team maintains the database of current and missing assignments for the team. • When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database. • And others…

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Rock Island-Milan School District 41 Educator Evaluation Plan

4c Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
Critical Attributes	• Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication.	• School- or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains a school-required gradebook but does little else to inform families about student progress. • Some of the teacher's communications are inappropriate to families' cultural norms.	• The teacher regularly makes information about the instructional program available. • The teacher regularly sends home information about student progress. • The teacher develops activities designed to engage families successfully and appropriately in their children's learning. • Most of the teacher's communications are appropriate to families' cultural norms.	• Students regularly develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process. • All of the teacher's communications are highly sensitive to families' cultural norms.
Possible Examples	• A parent says, "I'd like to know what my kid is working on at school." • A parent says, "I wish I could know something about my child's progress before the report card comes out." • A parent says, "I wonder why we never see any schoolwork come home." • And others…	• A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class." • A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine." • The teacher sends home weekly quizzes for parent or guardian signature. • And others…	• The teacher sends a weekly newsletter home to families that describes current class activities, community and/or school projects, field trips, etc. • The teacher creates a monthly progress report, which is sent home for each student. • The teacher sends home a project that asks students to interview a family member about growing up during the 1950s. • And others…	• Students create materials for Back-to-School Night that outline the approach for learning science. • Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian. • Students design a project on charting their family's use of plastics. • And others…

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4d Participating in a Professional Community	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
Critical Attributes	• The teacher's relationships with colleagues are characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and district and community projects.	• The teacher has cordial relationships with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, as well as district and community projects.	• The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects.	• The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant district and community projects.
Possible Examples	• The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good. • The teacher does not attend PLC meetings. • The teacher does not attend any school functions after the dismissal bell. • The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless they get me a substitute to cover my class." • And others…	• The teacher is polite but seldom shares any instructional materials with his grade partners. • The teacher attends PLC meetings only when reminded by her supervisor. • The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance." • The teacher contributes to the district literacy committee only when requested to do so by the principal. • And others…	• The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings. • The teacher has decided to take some free MIT courses online and to share his learning with colleagues. • The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there. • The teacher enthusiastically represents the school during the district social studies review and brings his substantial knowledge of U.S. history to the course writing team. • And others…	• The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching. • The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills. • The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events. • The teacher leads the district wellness committee, and involves healthcare and nutrition specialists from the community. • And others…

4e Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
Critical Attributes	• The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences.	• The teacher participates in professional activities when they are required or provided by the district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to professional organizations.	• The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession.	• The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the profession.
Possible Examples	• The teacher never takes continuing education courses, even though the credits would increase his salary. • The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form. • Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time. • And others…	• The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received. • The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation. • The teacher joins the local chapter of the American Library Association because she might benefit from the free books—but otherwise doesn't feel it's worth much of her time. • And others…	• The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year. • The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day. • The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefit his students. • And others…	• The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction. • The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. • The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects. • And others…

4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
Critical Attributes	• The teacher is dishonest. • The teacher does not notice the needs of students. • The teacher engages in practices that are self-serving. • The teacher willfully rejects district regulations.	• The teacher is honest. • The teacher notices the needs of students but is inconsistent in addressing them. • The teacher does not notice that some school practices result in poor conditions for students. • The teacher makes decisions professionally but on a limited basis. • The teacher complies with district regulations.	• The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. • The teacher actively works to provide opportunities for student success. • The teacher willingly participates in team and departmental decision making. • The teacher complies completely with district regulations.	• The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations.
Possible Examples	• The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues. • The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their mothers can't afford daycare. • The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs. • When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities. • The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break. • And others…	• The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her." • The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it. • The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of. • When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance. • The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair. • And others…	• The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately. • Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons. • The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. • The English department chair says, "I appreciate when _____ attends our after-school meetings; he always contributes something meaningful to the discussion." • The teacher learns the district's new online curriculum mapping system and writes in all of her courses. • And others…	• When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher—who, she knows, can be relied on for expert advice and complete discretion. • After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions. • The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students. • The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss. • When the district adopts a new Web-based grading program, the teacher learns it inside and out so that she will be able to assist her colleagues with its implementation. • And others…

Rock Island-Milan School District 41 Educator Evaluation Plan

Domain 4 Professional Responsibilities Documentation:	
Domain 4 What's Working:	**Domain 1 Areas for Growth/ *Reflection Opportunities*:**

OPTIONAL Worksheet for Recording Component Ratings (for Educator or Evaluator use)

Educator: _____ Date: _____

Evaluator(s): _____ _____   *anchor component*

Domain 1 – Planning and Preparation					Domain 2 – Classroom Environment				
Components	U	NI	P	E	**Components**	U	NI	P	E
1a: Demonstrating Knowledge of Content and Pedagogy					2a: Creating Environment of Respect and Rapport				
1b: Demonstrating Knowledge of Students					**2b: Establishing a Culture for Learning***				
1c: Setting Instructional Outcomes					2c: Managing Classroom Procedures				
1d: Demonstrating Knowledge of Resources					2d: Managing Student Behavior				
1e: Designing Coherent Instruction*					2e: Organizing Physical Space				
1f: Designing Student Assessment									
Domain 4 – Professional Responsibilities					**Domain 3 - Instruction**				
Components	U	NI	P	E	**Components**	U	NI	P	E
4a: Reflecting on Teaching					3a: Communicating with Students				
4b: Maintaining Accurate Records					3b: Using Questioning and Discussion Techniques				
4c: Communicating with Families					**3c: Engaging Students in Learning***				
4d: Participating in a Professional Community*					3d: Using Assessments in Instruction				
4e: Growing and Developing Professionally					3e: Demonstrating Flexibility and Responsiveness				
4f: Showing Professionalism									

Form S: Final Summative Conference Evaluation Form

Educator: Position: School Year:

Evaluator(s):

Years of Service::

☐ Mid-Plan (Check if used with educators on a PDP.)

Professional Practice
Observation dates included in this summative evaluation:

Formal Observation Dates:
Informal Observation Dates:

Domain 1 – Planning and Preparation	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Excellent
Domain 2 – Environment	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Excellent
Domain 3 – Instruction / Delivery of Service	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Excellent
Domain 4 – Professional Responsibilities	☐ Unsatisfactory	☐ Needs Improvement	☐ Proficient	☐ Excellent
Summative Professional Practice Overall Rating	☐ **Unsatisfactory**	☐ **Needs Improvement**	☐ **Proficient**	☐ **Excellent**

****form continues with the summative student growth & overall summative rating on the next two pages**

Student Growth

Rating	Threshold
Excellent	• 80% or more of students met their growth targets
Proficient	• 65%-79% students met their growth targets
Needs Improvement	• 50-64% students met their growth targets
Unsatisfactory	• Less than 50% students met their growth targets

Directions: Use the thresholds above to indicate 1) the percent of students meeting their targets and the growth rating for each Student Growth IGP and School-wide Measure, 2) the Summative Student IGP Rating, and 3) the Summative School-wide Measures Rating. Please attach any comments or evidence to exempt any student data from the summative rating. Note: Not all rows may be completed, based upon the evaluation cycle and number of Student Growth IGPs completed.

Student Growth IGP #	% of Students Meeting Target	Student Growth IGP Rating
1		
2		
3		
4		
5		
6		
Summative		

School-wide Measure #	% of Students Meeting Target	School-wide Measure Rating
1		
2		
3		
4		
Summative		

Rock Island-Milan School District 41 Educator Evaluation Plan

Directions: Assign a numerical value of 1-4 (1 for "Unsatisfactory" and 4 for "Excellent") to the Summative Student Growth IGP Rating and the Summative School-wide Measures Rating) and use the formula below to determine the Summative Student Growth Rating.

Summative Student Growth Rating = 5/6 x (Summative Student Growth IGP Rating) + 1/6 x (Summative School-wide Measure Rating

Summative Student Growth Rating = 5/6 x _____ + 1/6 x _____ = _____

Thresholds	Summative Student Growth Rating
3.5 or higher	Excellent
2.5 to (but not including) 3.5	Proficient
1.5 to (but not including) 2.5	Needs Improvement
Less than 1.5	Unsatisfactory

Directions: Indicate the summative ratings below and use the matrix to determine the Summative Performance Evaluation Rating.

Summative Professional Practice Rating ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

Summative Student Growth Rating ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

Summative Performance Evaluation Rating ☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Proficient** ☐ **Excellent**

		Professional Practice			
		Unsatisfactory	Needs Improvement	Proficient	Excellent
Student Growth	Unsatisfactory	Unsatisfactory	Needs Improvement	2015-2016 Proficient / Needs Improvement	****
	Needs Improvement	Unsatisfactory	Needs Improvement	Proficient	Proficient
	Proficient	Unsatisfactory	Needs Improvement	Proficient	Excellent
	Excellent	****	Proficient but must establish a PDP	Excellent	Excellent

****Must collect more evidence of professional practice and student growth

We have conducted a conversation on the rubrics and summative ratings. The Educator has the right to attach written comments within five school days of completion of this form for inclusion in his/her personnel file maintained in the district office.

Educator Signature: _____ Date: _____

Signature indicates only that the Educator has read and understands the evaluation.

Evaluator Signature: _____ Date: _____

Therapeutic Specialists: Speech or Social Worker

Specific Forms Included:

- Form A
- Form B
- Form C
- Form D
- Educator Self-Assessment (Form D) Mid-cycle Reflection—OPTIONAL Form
- Form E
- Mid-cycle IGP Reflection OPTIONAL Form
- Formative Conversation/Summative Conference Form
- OPTIONAL Worksheet for Recording Component Ratings
- Form K

All other forms follow the same Educator Evaluation documents within plan

Form A: Planning Conversation Form
Therapeutic Specialists: Speech and Social Workers

(To be submitted to evaluator at least 1 day prior to the planning conversation meeting)

Educator: School:

Department/Grade Level(s):   Subject(s):

Evaluator: Date:

Conversation Components		Observable Components	
Domain 1 *Planning and Preparation*	Domain 4 *Professional Responsibilities*	Domain 2 *Environment*	Domain 3 *Service Delivery*
1a: Demonstrating Knowledge and Skill in the Specialist Therapy Area; Holding the Relevant Certification or License 1b: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served 1c: Demonstrating Knowledge of District, State, and Federal regulations & Guidelines 1d: Demonstrates Knowledge of Resources both Within and Beyond the School and District 1e: Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students 1f: Developing a Plan to Evaluate the Therapy Program	4a - Reflecting on Practice 4b - Collaborating with Teachers and Administrators 4c - Maintaining an Effective Data-Management System **4d - Participating in a Professional Community*** 4e - Engaging in Professional Development 4f - Showing Professionalism, including Integrity, Advocacy, and Maintaining Confidentiality	2a – Establishing Rapport with Students 2b – Organizing Time Effectively 2c – Establishing and Maintaining Clear Procedures for Referrals 2d – Establishing Standards of Conduct in the Treatment Center 2e – Organizing Physical Space for Testing of Students and Providing Therapy	3a – Responding to Referrals and Evaluating Student Needs 3b – Developing and Implementing Treatment Plans to Maximize Students' Success 3c – Communicating with Families 3d – Collecting Information; Writing Reports 3e – Demonstrating Flexibility and Responsiveness

<u>Guiding</u> Questions for Discussion between Educator and Evaluator:
(Additional questions may arise during the planning conference.)

1. Briefly describe the students on your caseload. What have you learned about your students this year that has gone into planning for this session/lesson? (1a & 1b)
2. Discuss how you planned and prepared for this session/lesson. What are the specific learning targets of the session, and how will you communicate these to students? (1a & 1c)
3. Discuss how you have organized the overall structure, pacing, and materials within this session/lesson to engage students in the learning process? (1d, links to 3b)
4. How have you organized the environment to promote a respectful learning environment to help students be successful in your session/lesson? (Links to 2a, 2c, and 2d)
5. During the observation, I will be collecting evidence about your service delivery, such as: directions, procedures, explanations, discussion process and learning expectations, transitions and closure. What specific information would you like me to collect about your instructional communication? (3d)
6. How have you differentiated and adjusted your service delivery/instruction through questions, discussion, and activities? (Links to 3d)
7. How do you plan to assess and document evidence of your students' progress towards mastery of the identified learning targets? (1e, 4c, Links to 3d)

8. How has this session/lesson been influenced by collaboration with other teachers? How has involvement in different professional activities helped you to develop this session/lesson? (3a, Links to 3c, 3e, 4d and 4e)
9. Thinking beyond the session environment, how have you continued to communicate and connect with the students' families to help build a link between home and school? How has family information continued to influence your instructional/service delivery management and decisions with individual students? (Links to 1b, 4b, and 4c)
10. Beyond what we have already discussed, what else would you like to share with me about the session/lesson that I will be observing? (Links to all Domains)

Rock Island-Milan School District 41 Educator Evaluation Plan

Form B: Observation Documentation Form
Therapeutic Specialists: Speech and Social Workers

Educator: School:

Department/Grade Level(s):   Subject(s):

Evaluator: Date:

☐ Formal
☐ Informal

Domain 2: The Environment	Domain 3: Delivery of Service
2a – Establishing rapport with students 2b – Organizing time effectively 2c – Establishing and maintaining clear procedures for referrals 2d – Establishing standards of conduct in the treatment center 2e – Organizing physical space for testing of students and providing therapy	3a – Responding to referrals and evaluating student needs 3b – Developing and implementing treatment plans to maximize students' success 3c – Communicating with families 3d – Collecting information; writing reports 3e – Demonstrating flexibility and responsiveness

Time	Actions & Statements/Questions by Educator & Students	Component

All four boxes below must be filled out upon completion.

What's Working:	Areas For Growth/Reflection Opportunities:
Educator's Next Steps:	Evaluator's Next Steps:

Evaluator Signature: _____   **Date: _____**

Educator Signature: _____   **Date: _____**

Form C: Reflective Conversation Form
Therapeutic Specialist: Speech or Social Workers
(To be submitted to evaluator at least 1 day prior to the planning conversation meeting)

Educator: School:
Department/Grade Level(s):   Subject(s):
Evaluator: Date:

Conversation Components		*Observable Components*	
Domain 1 *Planning and Preparation*	*Domain 4* *Professional Responsibilities*	*Domain 2* *Environment*	*Domain 3* *Instruction*
1a: Demonstrating Knowledge and Skill in the Specialist Therapy Area; Holding the Relevant Certification or License 1b: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served 1c: Demonstrating Knowledge of District, State, and Federal regulations & Guidelines 1d: Demonstrates Knowledge of Resources both Within and Beyond the School and District 1e: Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students 1f: Developing a Plan to Evaluate the Therapy Program	4a - Reflecting on Practice 4b - Collaborating with Teachers and Administrators 4c - Maintaining an Effective Data-Management System **4d - Participating in a Professional Community*** 4e - Engaging in Professional Development 4f - Showing Professionalism, including Integrity, Advocacy, and Maintaining Confidentiality	2a – Establishing Rapport with Students 2b – Organizing Time Effectively 2c – Establishing and Maintaining Clear Procedures for Referrals 2d – Establishing Standards of Conduct in the Treatment Center 2e – Organizing Physical Space for Testing of Students and Providing Therapy	3a – Responding to Referrals and Evaluating Student Needs 3b – Developing and Implementing Treatment Plans to Maximize Students' Success 3c – Communicating with Families 3d – Collecting Information; Writing Reports 3e – Demonstrating Flexibility and Responsiveness

Guiding Questions for Discussion between Educator and Evaluator:
(Additional questions may arise during the planning conference.)

- How do you think the therapy lesson/session went? How do you feel about the therapy lesson/session? Was it effective? How do you know? What evidence do you have that your therapy lesson/session was successful? (4a)

- To what extent did your treatment center procedures and environment contribute to student learning? (2a, 2b, 2c)

3. What went well in this therapy lesson/session that you will incorporate in future therapy lessons/session? What did not go well that you do not plan to use again? What did you learn from this therapy lesson/session that will help you? (4a, 4e)

4. What would you like to share about the therapy lesson/session you have taught? (Domain 4)

Form D: Educator (and IGP) Self-Assessment Form
Therapeutic Specialist: Speech or Social Worker

*Based upon feedback and data from evaluator, facilitator/mentor, professional peers, and your own needs and interest, reflect on **What's Working** and **Areas For Growth** within your professional practices:*

What's Working	*Domains/Components*	*Areas For Growth/ Reflective Opportunities*
	Domain 1: Planning and Preparation 1a: Demonstrating Knowledge and Skill 1b: Goals for the Therapy Program 1c: Knowledge of regulations & Guidelines 1d: Knowledge of Resources 1e: Planning the Therapy Program 1f: Plan to Evaluate the Therapy Program	
Next Steps:		
	Domain 2 - Environment 2a: Rapport with Students 2b: Organizing Time Effectively 2c: Clear Procedures for Referrals 2d: Standards of Conduct in the Treatment Center 2e: Organizing Physical Space	
Next Steps:		

What's Working	*Domains/Components*	*Areas For Growth/ Reflective Opportunities*
	Domain 3 – Delivery of Services 3a: Responding to Referrals and Evaluating Student Needs 3b: Developing and Implementing Treatment 3c: Communicating with Families **3d: Collecting Information; Writing Reports** 3e: Flexibility and Responsiveness	
Next Steps:		
	Domain 4: Professional Responsibilities 4a: Reflecting on Practice 4b: Collaborating with Teachers and Administrators 4c: Maintaining an Effective Data-Management System **4d: Participating in a Professional Community** 4e: Engaging in Professional Development 4f: Showing Professionalism, Including Integrity, Advocacy, and Maintaining Confidentiality	
Next Steps:		

Educator Self-Assessment (Form D) Reflection--OPTIONAL FORM
Therapeutic Specialist: Speech or Social Worker

(Name) _____

Reflect on the current status of your Educator Self Assessment (Form D—non-tenured), as of _____.
mid-cycle date

Domain 1: Planning and Preparation

☐ The NEXT STEPS I originally listed have been accomplished.
☐ The NEXT STEPS I originally listed have been adjusted throughout the year. How?

_____

_____

_____

☐ The NEXT STEPS I originally listed need to be adjusted. I plan to adjust them by:

_____

_____

_____

Domain 2: Environment

☐ The NEXT STEPS I originally listed have been accomplished.
☐ The NEXT STEPS I originally listed have been adjusted throughout the year. How?

_____

_____

_____

☐ The NEXT STEPS I originally listed need to be adjusted. I plan to adjust them by:

_____

_____

Domain 3: Delivery of Services

☐ The NEXT STEPS I originally listed have been accomplished.
☐ The NEXT STEPS I originally listed have been adjusted throughout the year. How?

_____

_____

_____

☐ The NEXT STEPS I originally listed need to be adjusted. I plan to adjust them by:

_____

_____

_____

Domain 4: Professional Responsibilities

☐ The NEXT STEPS I originally listed have been accomplished.
☐ The NEXT STEPS I originally listed have been adjusted throughout the year. How?

_____

_____

_____

☐ The NEXT STEPS I originally listed need to be adjusted. I plan to adjust them by:

_____

_____

_____

Areas I am looking ahead for continued improvement and professional development are:

_____

_____

_____

Form E: Tenured Educator Individual Growth Plan (IGP) Form
Therapeutic Specialist: Speech or Social Worker

Educator_____ School Year_____

Department/Grade Level(s)_____

Support Team Members_____

Growth Goal(s):

The Goal(s) addresses components in (circle all that apply): **(_Relevant_)**

Domain 1	Domain 2	Domain 3	Domain 4
a b c d e f	a b c d e	a b c d e	a b c d e f

District Initiative:
(If applicable)

Approved by the end of the first quarter

Describe how this goal will enhance your professional practice: **(_Relevant_ and _Specific_)**
How will successful completion of this goal be measured? **(_Measureable_)**
Describe the activities and timeline you will follow to achieve successful completion: **(_Aligned_ & _Attainable_, and _Time_ Bound)**
What resources will you need to successfully complete your goal? : **(_Aligned_ & _Attainable_)**   Approved by the end of the first quarter

Educator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Educator and Evaluator retain copies.

Mid-cycle IGP Reflection—OPTIONAL Form
Therapeutic Specialist: Speech or Social Worker
***Administrators and Educators may use this form to assist in reflecting on mid-cycle goal status.

Name: _____
***Administrators and Educators may use this form to assist in reflecting on mid-year goal status.

Reflect on the current status of your IGP (Form E-Tenured), Self Assessment (Form D—non-tenured) and SG IGP (Form L).

☐ Mid-Year
☐ End of Year

Goal 1:
_____

_____

This goal:
- ☐ Is in progress
  - o The following has occurred (Reference each row on Form E):

    _____

    _____

- ☐ This goal is being MEASURED in the manner originally stated (Reference row 3).
- ☐ The manner in which this goal will be MEASURED needs to be changed.
  - o This goal will now be MEASURED through/by:

    _____

- ☐ ACTIVITIES originally listed are still appropriate for this goal.
- ☐ The ACTIVITIES related to this goal need to be adjusted.
  - o The following adjustments have been made:

    _____

    _____

- ☐ The TIMELINE originally listed is still appropriate for this goal.
- ☐ The TIMELINE related to this goal needs to be adjusted (Reference row 4).
  - o The following adjustments have been made:

    _____

    _____

- ☐ RESOURCES originally listed are sufficient for completion of this goal. (Reference the last row.)

- ☐ Additional RESOURCES need to be obtained for successful completion of this goal. (Reference the last row.)
  - o List additional resources needed:

    _____

    _____

- ☐ Was successfully completed: (date completed) _____

  - o The goal I am thinking about working on next is in the area of:

☐ Domain 1	☐ Domain 2	☐ Domain 3	☐ Domain 4

Goal 2:

_____

_____

This goal:
- ☐ Is in progress
  - o The following has occurred (Reference each row on Form E):

    _____

    _____

- ☐ This goal is being MEASURED in the manner originally stated (Reference row 3).
- ☐ The manner in which this goal will be MEASURED needs to be changed.
  - o This goal will now be MEASURED through/by:

    _____

- ☐ ACTIVITIES originally listed are still appropriate for this goal.
- ☐ The ACTIVITIES related to this goal need to be adjusted.
  - o The following adjustments have been made:

    _____

    _____

- ☐ The TIMELINE originally listed is still appropriate for this goal.
- ☐ The TIMELINE related to this goal needs to be adjusted (Reference row 4).
  - o The following adjustments have been made:

    _____

    _____

- ☐ RESOURCES originally listed are sufficient for completion of this goal. (Reference the last row.)

- ☐ Additional RESOURCES need to be obtained for successful completion of this goal. (Reference the last row.)
  - o List additional resources needed:

    _____

    _____

- ☐ Was successfully completed: (date completed) _____

  - o The goal I am thinking about working on next is in the area of:

☐ Domain 1	☐ Domain 2	☐ Domain 3	☐ Domain 4

Form F: Tenured Educator End-of-Year One IGP Self –Reflection Form
Therapeutic Specialist: Speech or Social Worker

Educator_____ School _____

Department/Grade Level(s) _____ Year _____

Evaluator_____

Please write a self-reflective response for each of the goals you worked with this school year.

- What indicators of progress are evident at the end of year one?

- What modifications, if any, are necessary for your goal or IGP?

- Which of the activities on your IGP have you found most useful? Have you completed activities that were not part of your initial plan? If so, please describe.

Formative Conversation/Summative Conference Form: Domain 1 for <mark>Therapeutic Specialists (Speech or Social Workers)</mark> - Planning and Preparation				
COMPONENT	**UNSATISFACTORY** *(Unsatisfactory)*	**NEEDS IMPROVEMENT** *(Basic)*	**PROFICIENT** *(Proficient)*	**EXCELLENT** *(Distinguished)*
1a: Demonstrating Knowledge and Skill in the Specialist Therapy Area; Holding the Relevant Certification or License	Specialist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	Specialist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	Specialist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.
1b: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served	Specialist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.
1c: Demonstrating Knowledge of District, State, and Federal regulations & Guidelines	Specialist demonstrates little or no knowledge of special education laws and procedures.	Specialist demonstrates basic knowledge of special education laws and procedures.	Specialist demonstrates thorough knowledge of special education laws and procedures.	Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies.
1d: Demonstrates Knowledge of Resources both Within and Beyond the School and District	Specialist demonstrates little or no knowledge of resources for students available through the school or district.	Specialist demonstrates basic knowledge of resources for students available through the school or district.	Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.
1e: Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students	Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Specialist has developed a plan that includes the important aspects of work in the setting.	Specialist's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.
1f: Developing a Plan to Evaluate the Therapy Program	Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Specialist has a rudimentary plan to evaluate the therapy program.	Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 1 Planning & Preparation Documentation:

Domain 1 What's Working:	Domain 1 Areas for Growth/ Reflective Opportunities:

Formative Conversation/Summative Conference Form: Domain 2 for ==Therapeutic Specialists (Speech or Social Workers)== - The Environment				
COMPONENT	**UNSATISFACTORY** *(Unsatisfactory)*	**NEEDS IMPROVEMENT** *(Basic)*	**PROFICIENT** *(Proficient)*	**EXCELLENT** *(Distinguished)*
2a: **Establishes rapport with students and staff**	Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport war partially successful.	Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship.
2b: **Organizing time effectively**	Specialist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Specialist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	Specialist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.
2c: **Establishing and maintaining clear procedures for referrals**	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Specialist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
2d: **Establishes standards of conduct in the treatment center**	No standards of conduct have been established, and specialist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. Specialist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful.	Standards of conduct have been established for the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. Specialist's monitoring of students is subtle and preventative, and students engage in self-monitoring of behavior.
2e: **Organizing physical space for testing of students and providing therapy**	The testing and treatment center is disorganized and poorly suited to working with students. Materials are usually available.	The testing and treatment center is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The testing and treatment center is well organized; materials are available when needed.	The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed.

Domain 2 Environment Documentation:

Domain 2 What's Working:	Domain 2 Areas for Growth/Reflection Opportunities:

Rock Island-Milan School District 41 Educator Evaluation Plan

Formative Conversation/Summative Conference Form: Domain 3 for ==Therapeutic Specialists (Speech or Social Workers)== - Delivery of Services

COMPONENT	UNSATISFACTORY *(Unsatisfactory)*	NEEDS IMPROVEMENT *(Basic)*	PROFICIENT *(Proficient)*	EXCELLENT *(Distinguished)*
3a: **Responding to referrals and evaluating student needs**	Specialist fails to respond to referrals or makes hasty assessments of student needs.	Specialist responds to referrals when pressed and makes adequate assessments of student needs.	Specialist responds to referrals and makes thorough assessments of student needs.	Specialist is proactive in responding to referrals and makes highly competent assessments of student needs.
3b: Developing and implementing treatment plans to maximize students' success	Specialist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs.	Specialist's plans for students are suitable for them and are aligned with identified needs.	Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
3c: **Communicating with families**	Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary permission for evaluation, doing so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.
3d: **Collecting information; writing reports**	Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.
3e: **Demonstrating flexibility and responsiveness**	Specialist adheres to the plan or program, in spite of evidence of its inadequacy.	Specialist makes modest changes in the treatment program when confronted with evidence of the need for change.	Specialist makes revisions in the treatment program when they are needed.	Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 3 Delivery of Services Documentation:

Domain 3 What's Working:	**Domain 3 Areas for Growth/Reflection Opportunities:**

Formative Conversation/Summative Conference Form: Domain 4 for ==Therapeutic Specialists (Speech or Social Workers)== - **Professional Responsibilities**				
COMPONENT	**UNSATISFACTORY** *(Unsatisfactory)*	**NEEDS IMPROVEMENT** *(Basic)*	**PROFICIENT** *(Proficient)*	**EXCELLENT** *(Distinguished)*
4a: **Reflecting on practices**	Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.
4b: **Collaborating with teachers and administrators**	Specialist is not available to staff for questions and planning and declines to provide background material when requested.	Specialist is available to staff for questions and planning and provides background material when requested.	Specialist initiates contact with teachers and administrators to confer regarding individual cases.	Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.
4c: **Maintaining an effective data-management system**	Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents.
4d: **Participating in a professional community**	Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.
4e: **Engaging in professional development**	Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: **Showing professionalism, including integrity, advocacy, and maintaining confidentiality**	Specialist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honestly, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Domain 4 Professional Responsibilities Documentation:	
Domain 4 What's Working:	**Domain 4 Areas for Growth/Reflection Opportunities:**

OPTIONAL Worksheet for Recording Component Ratings (for Therapeutic Specialist or Evaluator use)

Educator: _____ Date: _____

Evaluator(s): _____ _____ *anchor component*

Domain 1 – Planning and Preparation					Domain 2 – Environment				
Components	U	NI	P	E	**Components**	U	NI	P	E
1a: Demonstrating Knowledge and Skill in the Specialist Therapy Area; Holding the Relevant Certification or License					2a: Establishing Rapport with Students				
1b: Establishing Goals for the Therapy Program Appropriate to the Setting and the Students Served					2b: Organizing Time Effectively				
1c: Demonstrating Knowledge of District, State, and Federal regulations & Guidelines					2c: Establishing and Maintaining Clear Procedures for Referrals				
1d: Demonstrates Knowledge of Resources both Within and Beyond the School and District					**2d: Establishing Standards of Conduct in the Treatment Center**				
1e: Planning the Therapy Program, Integrated with the Regular School Program, to Meet the Needs of Individual Students					2e: Organizing Physical Space for Testing of Students & Providing Therapy				
1f: Developing a Plan to Evaluate the Therapy Program									

Domain 4 – Professional Responsibilities					Domain 3 – Delivery of Services				
Components	U	NI	P	E	**Components**	U	NI	P	E
4a: Reflecting on Practice					3a: Responding to Referrals and Evaluating Student Needs				
4b: Collaborating with Teachers and Administrators					3b: Developing and Implementing Treatment Plans to Maximize Students' Success				
4c: Maintaining an Effective Data-Management System					3c: Communicating with Families				
4d: Participating in a Professional Community*					**3d: Collecting Information; Writing Reports**				
4e: Engaging in Professional Development					3e: Demonstrating Flexibility and Responsiveness				
4f: Showing Professionalism, Including Integrity, Advocacy, and Maintaining Confidentiality									

Form S: Final Summative Conference Evaluation Form
Therapeutic Specialist: Speech or Social Worker

Educator: Position: School Year:

Evaluator(s):

Years of Service::

☐ Mid-Plan
(Check if
used with
an educator
on a PDP)

Observation dates included in this summative evaluation:

Formal Observation Dates:
Informal Observation Dates:

Domain 1 – Planning and Preparation ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

Domain 2 – Environment ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

Domain 3 – Instruction/Delivery of Service ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

Domain 4 – Professional Responsibilities ☐ Unsatisfactory ☐ Needs Improvement ☐ Proficient ☐ Excellent

Overall Rating   ☐ **Unsatisfactory** ☐ **Needs Improvement** ☐ **Proficient** ☐ **Excellent**

We have conducted a conversation on the rubrics and summative ratings. The Educator has the right to attach written comments within five school days of completion of this form for inclusion in his/her personnel file maintained in the district office.

Educator Signature: _____ Date: _____

Signature indicates only that the Educator has read and understands the evaluation.

Evaluator Signature: _____ Date: _____

Additional Specialists Frameworks and Forms will be included as they are approved.