



CERTIFIED STAFF PROFESSIONAL GROWTH  
PROCESS

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## **SECTION 1: EVALUATION COMMITTEE PROCESS and MEMBERS**

Members of the Teacher Evaluation System Committee, included the President of the Yorkville CUSD 115 Education Association and certified staff representing the schools in the District, developed the Professional Growth Process. The development process included ongoing communication with certified staff and professional development of both certified staff and administration. The Board of Education approved the plan prior to implementation.

### **Members of the Evaluation System Committee**

Frank Bogner  
Melissa Condon  
Dan Cornwall  
Diana Fohrman  
Deena Miller  
Chris Palmisano  
Megan Sutter  
Betsy Smith  
Sylvia Torto  
Martha Venetucci  
Jaclyn Was

## **SECTION 2: INTRODUCTION AND OVERVIEW OF DANIELSON FRAMEWORK**

### **INTRODUCTION**

The Professional Growth Process is a result of collaboration and cooperation between the Yorkville Education Association and the Yorkville CUSD 115 district administration. The plan expresses what we believe effective teachers do in the classroom and what the most recent educational research reflects regarding improving student learning through evaluation.

The Professional Growth Process is based upon the philosophy of the four teaching component domains from the teaching research of Charlotte Danielson, “Enhancing Professional Practice, A Framework for Teaching” and “Teacher Evaluation, To Enhance Professional Practice” by Charlotte Danielson and Thomas McGreal.

### **Danielson Framework**

Enhancing Professional Practice: A Framework for Teaching, 2<sup>nd</sup> Edition, by Charlotte Danielson established the basics of the Teacher Evaluation Plan with local language revisions that best fit our learning and teaching philosophy. The frameworks are a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching. The framework is an invaluable tool to be used as a foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

The framework will serve as the foundation of Yorkville’s recruitment and hiring, mentoring, coaching, professional development, and teacher evaluation process, thus linking all these activities together and helping teachers become more thoughtful practitioners.

The actions teachers can take to improve student learning are clearly identified and fall under four domains of teaching responsibility: Designing Knowledge Work, Creating a Safe and Orderly Environment for Knowledge Work, Facilitating Knowledge Work, Professional and Leadership Responsibilities. Within the domains are 23 components and 76 descriptive elements that further refine our understanding of what teaching is all about.

The framework for teaching is based on the Praxis III: Classroom Performance Assessment criteria developed by Educational Testing Service, National Board for Professional Teaching Standards (NBPTS) and is compatible with INTASC standards.

### SECTION 3: STATEMENT OF PHILOSOPHY

This Professional Growth Process aligns with and supports the Mission, Values and Goals of Yorkville CUSD #115.

#### MISSION:

District	Professional Growth Process
Cultivating learners who enrich society.	This commitment to a high-quality educational process for every student is supported by the development of a professional growth process that recognizes the significance of this mission.

#### VALUES:

Value	District	Professional Growth Process
Success of All Students	We believe all students can learn at a high level.	Our Professional Growth Process supports continuous improvement of instructional practices that promote the development of all students.
High Expectations	We believe improvement begins with high expectations for everyone in the learning community.	Our Professional Growth Process allows each staff member to be actively involved in establishing personal growth expectations to improve personal practice.
Continuous Improvement/Shared Accountability	We believe in continuous improvement.	Our Professional Growth Process cycle facilitates the continuous growth and development of effective teaching practices.
Respect, Integrity and Diversity	We believe that the learning community must take responsibility to help every member learn and succeed.	Our Professional Growth Process develops respect and integrity between all team members while recognizing the diversity of our staff in multiple areas.
Teamwork	We believe that effective communication and collaboration among and between students, their families, and staff creates high satisfaction and productivity.	Our Professional Growth Process is based upon clear communication frameworks and guidelines that foster an environment of personal and professional satisfaction.
Effectiveness and Efficiency	We believe that resources should be used effectively and efficiently to ensure the community a return on its investment.	Our Professional Growth Process is research based and proven to be the most effective and efficient method to improve professional teaching practice.

## GOALS:

<b>District</b>
<b>Goal 1</b> – Every student will demonstrate growth in applying 21 <sup>st</sup> Century Skills to ensure readiness for college and career success.
<b>Goal 2</b> – We will ensure student engagement and support by strengthening comprehensive curriculum, instruction, and assessment systems throughout the District.
<b>Goal 3</b> – We will attract and retain a high quality, collaborative and empowered staff who cultivate learning and engagement in every classroom.
<b>Goal 4</b> – We will relentlessly build trust and shared responsibility in providing the highest quality education for our students through parent and community partnerships.
<b>Goal 5</b> – We will steward resources effectively and efficiently to sustain educational excellence.

## **SECTION 4: PROFESSIONAL GROWTH PROCESS DEFINITIONS**

Best Practices – Research based methods that are effective in improving student achievement

Component – Within the four domains, there are twenty-three categories (called components) that define teaching.

Consulting Teacher – An educational employee as defined in the Educational Labor Relations Act who has at least five years of teaching experience and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an “Excellent” rating on his/her most recent evaluation. The Consulting Teacher is selected by the Evaluator and is used for the purpose of supporting the Teacher during the Remediation Plan.

Differentiated Process – An evaluation process that is responsive to different variations in job assignments, responsibilities and years of experience in Yorkville

Documentation – Evidence/information that supports or explains a position

Effective System – Quality assurance and continuous learning that lead to improved achievement

Effective Teaching – Instructional practices that result in increased student growth, as defined in the practices outlined at the proficient and excellent levels of the Yorkville Frameworks for Teaching

Individual Growth Plan (IGP) – A plan jointly developed by the evaluator and teacher, which results in the continuous improvement of student learning. The evaluator and mentor shall be available to provide assistance to the teacher in the development of a professional goal, but the responsibility for developing the steps necessary to achieve the goal shall rest with the teacher. In the unlikely event that the evaluator and the teacher do not reach mutual agreement, the evaluator shall be responsible for establishing the goals.

Observation (Formal) – Observing classroom instruction is one of the most powerful practices in which evaluators engage to improve teaching and learning. Formal observations provide valuable opportunities for the teacher and evaluator to discuss the planning process, collect evidence on the teacher’s instruction and classroom environment, and dialogue with the teacher after the observation is complete.



Formal observations shall be at least 30 minutes in length or a class period, if applicable. Formal observations shall be preceded by a planning conversation and followed by a wrap-up conversation. Non-tenured teachers will be formally observed at least two times during the school year.

Tenured certified staff that receives an overall rating of Proficient and Excellent may be formally observed within a two year Individual Growth Plan cycle, with additional formal observations at the discretion of the evaluator. Tenured certified staff with an overall rating of Needs Improvement will be formally observed at least one time within a one year Professional Development Plan cycle, with additional formal observations at the discretion of the evaluator.

Observation (Informal) – Informal observations provide the opportunity to reflect on the entire professional performance of a teacher both inside and outside the classroom. Informal observations may include professional behavior in a variety of settings and/or interactions between a variety of individuals: students, colleagues, parents, administrators or other school staff, as well as involvement in extra-curricular functions or community sponsored activities.

Observing classroom instruction and teacher professional interactions is one of the most powerful practices in which evaluators engage to improve teaching and learning. Informal observations provide valuable opportunities for more frequent interaction between the evaluator and the teacher. Evidence of teaching, aligned with the Framework for Teaching, will be collected by the evaluator and shared in writing with the teacher. The informal observation and follow-up conversations are important job-embedded opportunities for individual professional development because the data collected provides fertile ground for ongoing discussions about teaching and learning, in addition to overall professional performance.

Informal observations that are included in an evaluation are expected to be documented and shared with the teacher. Examples of documentation include use of the evaluation process observation form or a written memo, e-mail or other writing that memorializes the observation and is shared with the teacher.

Performance Ratings (Domain) – Judgment of teacher job performance on each of the four domains based upon evidence collected during informal and formal observations. According to state requirements, teacher performance shall be rated as: *excellent*, *proficient*, *needs improvement* or *unsatisfactory*.

Performance Ratings (Summative) – Overall judgment of teacher job performance based on the ratings earned on each of the four domains. According to state requirements, teacher performance shall be rated as: *excellent*, *proficient*, *needs improvement*, or *unsatisfactory*.

Professional Development Plan (PDP) – The Performance and Evaluation Reform Act includes language regarding the creation of a Professional Development Plan for a teacher 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
- is to be developed by the evaluator in consultation with the teacher and take into account the tenured teacher’s on-going 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
- does not have a required minimum or maximum length of time (the plan can last until the teacher is evaluated in the next school year)

## **SECTION 5: ROLES OF ADMINISTRATORS AND TEACHERS IN PROFESSIONAL GROWTH PROCESS**

### **Evaluator's Responsibilities**

- Communication with the teacher including teaching domain alignment feedback
- Meeting to discuss expectations based on the teaching domains, district and school goals
- Review school improvement plan
- Provide training in administering relevant standardized testing
- Conduct informal observations and provide written feedback when appropriate
- Conduct formal observation (minimum of 30 minutes) in classroom) including pre and post conferences
- Continuously provide feedback to teacher regarding teaching domains
- Conduct summative conference and notify teacher of continued employment

### **Teacher's Responsibilities**

- Understand and implement the teaching domains
- Meet with the evaluator to ensure adherence to the teaching domains
- Take personal responsibility for attaining Proficient or Excellent performance
- Complete all forms and meet all timelines
- Provide evidence to support the evaluation process

Domain 1 Planning and Preparation	Conversations about Teaching (examples, not expectations)
<p><b>1a: Demonstrating Knowledge of Content and Pedagogy</b></p> <ul style="list-style-type: none"> <li>○ Knowledge of content and the structure of the discipline</li> <li>○ Knowledge of prerequisite relationships</li> <li>○ Knowledge of content-related pedagogy</li> </ul>	<p><b>Knowledge of Content and the Structure of the Discipline</b> (displays <b>solid knowledge</b> in the important concepts in the discipline and how these <b>relate to one another</b>) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher consistently provides a clear explanation and/or demonstration of the content verbally to students</li> <li>○ Teacher familiarizes himself or herself with district curricular materials and resources</li> <li>○ Teacher answers students’ questions accurately</li> <li>○ Teacher relates concepts within the discipline to one another</li> </ul> <p><b>Knowledge of Prerequisite Relationships</b> (teacher’s plans and practice reflect <b>accurate</b> understanding of prerequisite relationships among topics and concepts) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher plans instruction that scaffolds skills and concepts to build student understanding</li> <li>○ Teacher relates the skills and concepts of the discipline to other skills and concepts within the discipline</li> <li>○ Teacher relates the skills and concepts of the discipline to skills and concepts in other disciplines</li> <li>○ Teacher plans learning experiences that build on the students’ prior understanding of the skills and concepts</li> <li>○ Teacher designs questions that build on students’ background in the content area</li> </ul> <p><b>Knowledge of Content-Related Pedagogy</b> (teacher’s plans and practice reflect a familiarity with a <b>wide range of effective</b> pedagogical approaches in the discipline) For example:</p> <ul style="list-style-type: none"> <li>○ T selects appropriate strategies to engage students in the content</li> <li>○ T is able to plan alternative strategies within a lesson to meet the learning needs of most students</li> <li>○ T is open to trying new strategies and building upon existing practices to help students understand the concept</li> </ul>
<p><b>1b: Demonstrating Knowledge of Students</b></p> <ul style="list-style-type: none"> <li>○ Knowledge of child and adolescent development</li> <li>○ Knowledge of the learning process</li> <li>○ Knowledge of students’ skills, knowledge, and language proficiency</li> <li>○ Knowledge of students’ interests and cultural heritage</li> <li>○ Knowledge of students/ special needs</li> </ul>	<p><b>Knowledge of Child and Adolescent Development</b> (teacher displays accurate understanding of the typical developmental characteristics of the age-group, as well as exceptions to the general patterns) For example:</p> <ul style="list-style-type: none"> <li>○ T develops lessons, activities, and experiences that are developmentally appropriate for the age level</li> <li>○ T differentiates lessons, activities, and experiences to meet the needs of exceptional learners</li> </ul> <p><b>Knowledge of the Learning Process</b> (knowledge of how students learn is <b>accurate and current</b>, and the teacher applies this knowledge to the <b>class as a whole</b> and to <b>groups of students</b>) For example:</p> <ul style="list-style-type: none"> <li>○ T plans take into consideration high order thinking skills such as comparing, analyzing, applying, translating, predicting, and evaluating.</li> <li>○ T’s lesson plans make use of mental models, thinking maps, and visual tools for problem-solving and decision-making appropriate for the developmental stage of the Ss</li> <li>○ T understands the current research on the brain and its connection to student learning</li> <li>○ T understands how the Ss’ preexisting knowledge relates to how they develop new understandings</li> </ul> <p><b>Knowledge of Students’ Skills, Knowledge, and Language Proficiency</b> (recognizes <b>the value of understanding students’ skills, knowledge, and language proficiency and displays this knowledge for</b> groups of students) For example:</p> <ul style="list-style-type: none"> <li>○ T studies S data (standardized and state test results, diagnostic test results, common summative and formative assessments, and report cards from the prior and current year) and draws conclusions for groups of Ss for instructional planning</li> <li>○ T uses ongoing assessment strategies, including pre-tests, to ascertain the skill levels of Ss</li> <li>○ T uses assessment tools to flexibly group Ss in learning activities</li> <li>○ T gathers information through observations of Ss in instructional and non-instructional activities</li> </ul> <p><b>Knowledge of Students’ Interests and Cultural Heritage</b> (<b>recognizes the value</b> of understanding students’ interests and cultural heritage and displays this knowledge for <b>groups of students</b>)</p>

	<p>For Example:</p> <ul style="list-style-type: none"> <li>○ T has Ss complete an interest survey and uses this information when designing learning experiences for groups of Ss</li> <li>○ T solicits information from parents or guardians about their child and takes that information into account when designing learning experiences</li> <li>○ T examines resources and materials for cultural sensitivity</li> <li>○ T plans homework assignments or projects that offer opportunities for Ss to explore their families cultural heritage and share it with the class</li> </ul> <p><b>Knowledge of Students’ Special Needs</b> (aware of students’ special learning and medical needs)  For example:  T meets with other school personnel, such as the school nurse, guidance counselor/social worker, or special educator, to understand the needs of Ss  T maintains and communicates records that pertain to the medical or learning needs to substitutes or other adults who interact with the class  T is mindful of designing lessons that accommodate the medical or learning needs of Ss  T proactively seeks and uses reports from physicians, guidance counselors/social workers, instructional specialists, or parents to build relationships with individual Ss.</p>
<p><b>Ic: Setting Instructional Outcomes</b></p> <ul style="list-style-type: none"> <li>○ Value, sequence, and alignment</li> <li>○ Clarity</li> <li>○ Balance</li> <li>○ Suitability for diverse learners</li> </ul>	<p><b>Value, Sequence, and Alignment</b> (most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning)  For example:</p> <ul style="list-style-type: none"> <li>○ T uses national, state, or local standards to align outcomes and shows in writing or orally the connection of individual lesson outcomes to standards.</li> <li>○ Outcomes represent the big ideas of the discipline but are tailored for the lesson and unit</li> <li>○ Outcomes are scaffolded, build on prior learning, and establish a foundation for future learning</li> <li>○ T’s plans reference previous lessons and units to sequence outcomes in the discipline</li> </ul> <p><b>Clarity</b> (all the instructional outcomes are <b>clear</b> and <b>written in the form of student learning</b>. <b>Most</b> suggest viable methods of assessment)  For example:</p> <ul style="list-style-type: none"> <li>○ T describes the instructional outcomes in terms of what Ss will learn</li> <li>○ Outcomes are specific and attainable in the time allotted</li> <li>○ Outcomes are written with consideration of how Ss will demonstrate their achievement of the outcomes</li> <li>○ Current outcomes are connected to previous outcomes</li> </ul> <p><b>Balance</b> (outcomes reflect <b>several types of learning</b> and <b>opportunities for coordination</b>)  For example:</p> <ul style="list-style-type: none"> <li>○ Outcomes coordinate with learning among several disciplines</li> <li>○ T plans lessons that require factual and higher-order thinking skills</li> <li>○ Process and content align with the outcomes</li> <li>○ Most outcomes push Ss to take appropriate educational risks</li> </ul> <p><b>Suitability for Diverse Learners</b> (most of the outcomes are <b>suitable</b> for all students in the class and based on evidence of student proficiency. However, the needs of some individual students <b>may</b> or <b>may not</b> be accommodated)  For example:</p> <ul style="list-style-type: none"> <li>○ T considers students’ cultures, special needs, and skill levels when planning instructional outcomes for groups of Ss</li> <li>○ T plans instructional strategies that allow most Ss to achieve the outcomes</li> <li>○ T plans for choice by groups of Ss to work toward achieving outcomes</li> </ul>
<p><b>Id: Demonstrating Knowledge of Resources</b></p> <ul style="list-style-type: none"> <li>○ Resources for classroom use</li> <li>○ Resources to extend content knowledge and pedagogy</li> <li>○ Resources for students</li> </ul>	<p><b>Resources for Classroom Use</b> (teacher displays <b>awareness</b> of resources available for classroom use through the school or district and <b>some familiarity</b> with resources outside the school and on the internet)  For example:</p> <ul style="list-style-type: none"> <li>○ Teacher selects several resources for Students’ use</li> <li>○ Teacher selects resources that contain the same content but are written at varying reading levels</li> <li>○ Teacher extends the lesson with resources outside of the classroom, such as guest speakers and field experiences</li> <li>○ Teacher prepares Students to use the Internet appropriately and provides Students with access to the Internet as a tool for extending their learning</li> <li>○ Teacher appropriately incorporates Internet resources, such as an educational video, into classroom instruction</li> <li>○ Teacher often uses resources from professional organizations to support Student learning</li> </ul>

	<ul style="list-style-type: none"> <li>○ Teacher incorporates the library resource center, computer lab, and other school resources in lesson activities and assignments</li> <li>○ Teacher incorporates community resources to enrich and complement lesson objectives</li> </ul> <p><b>Resources to Extend Content, Knowledge and Pedagogy</b> (teacher displays <b>awareness</b> of resources to enhance content and pedagogical knowledge available through the school or district and has <b>some familiarity</b> with resources outside the school and on the internet)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher uses multiple avenues, including the Internet, to deepen content knowledge</li> <li>○ Teacher explores district offerings that enhance content knowledge or pedagogical knowledge</li> <li>○ Teacher works with colleagues through both structural means—such as lesson preparation, book studies, professional learning communities, and groups that look at student work—and more informal means, such as team meetings, to expand content knowledge or pedagogical skill</li> <li>○ Teacher explores connections with professional organizations to enhance knowledge of the content</li> <li>○ Teacher explores options offered by universities to deepen professional content knowledge as well as Student content knowledge</li> </ul> <p><b>Resources for Students</b> (teacher displays <b>awareness</b> of resources for students available through the school or district and <b>some familiarity</b> with resources outside the school and on the Internet)</p> <ul style="list-style-type: none"> <li>○ Teacher creates lists of community resources and Web sites and makes them available to Students in multiple formats, including electronically</li> <li>○ Teacher suggests resources that are available to Students outside of school, such as the local public libraries and museums</li> <li>○ Teacher provides resources that match various levels of Students’ skills</li> <li>○ Teacher encourages Students to use resources to expand learning beyond the school term or year, including resources for summer or vacation time</li> <li>○ Teacher utilizes school and district resources, including social, health, and cultural as well as academic, for Students</li> <li>○ Teacher makes contact with school personnel to make resource available for Students and/or families</li> </ul>
<p><b>1e Designing Coherent Instruction</b></p> <ul style="list-style-type: none"> <li>○ Learning activities</li> <li>○ Instructional materials and resources</li> <li>○ Instructional goals</li> <li>○ Lesson and unit structure</li> </ul>	<p><b>Learning Activities</b> (all of the learning activities are <b>suitable</b> to students or to the instructional outcomes and <b>most</b> represent <b>significant</b> cognitive challenge, with <b>some differentiation</b> for different groups of Students)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher ensures that units and lessons support instructional outcomes, reflecting important concepts of the content</li> <li>○ Teacher makes use of district’s curriculum map to build on prior knowledge and move learning forward</li> <li>○ Activities present Students with opportunities for high-level thinking</li> <li>○ Activities permit Student choice and offer opportunities for Students to work with their classmates</li> <li>○ Learning experiences align to the desired instructional outcomes</li> </ul> <p><b>Instructional Materials and Resources</b> (all of the materials and resources are <b>suitable</b> to students, <b>support the instructional outcomes</b>, and are <b>designed to engage</b> students in meaningful learning)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher finds a collection of materials and resources that support the intended learning</li> <li>○ The learning resources are varied</li> <li>○ The materials and resources appropriately challenge the Students</li> <li>○ The materials and resources engage Students in the learning</li> <li>○ Teacher revises commercially developed materials and resources to ensure that they are suitable</li> </ul> <p><b>Instructional Groups</b> (instructional groups are <b>varied</b> as appropriate to the students and the different instructional outcomes)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher considers the intended learning of the lesson when determining groups</li> <li>○ Teacher considers the different learning needs of the Students when determining groups</li> <li>○ Teacher considers the number of Students per group that will maximize learning</li> <li>○ Teacher demonstrates a variety of grouping strategies</li> </ul> <p><b>Lesson and Unit Structure</b> (lesson or unit has a <b>clearly defined structure</b> around which activities are organized. Progression of activities is <b>even</b>, with <b>reasonable time allocations</b>)</p>

	<p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher plans units and lessons that allow sufficient time for Students to engage in meaningful learning that ensures that Students achieve the identified outcomes</li> <li>○ Teacher structures each activity to build on the previous activities</li> <li>○ Teacher plans are complete, from opening to closure</li> <li>○ Daily lesson plans show alignment and coherence with the overall unit plan</li> </ul>
<p><b>If: Designing Student Assessments</b></p> <ul style="list-style-type: none"> <li>○ Congruence with instructional outcomes</li> <li>○ Criteria and standards</li> <li>○ Design of formative assessments</li> <li>○ Use of planning</li> </ul>	<p><b>Congruence with Instructional Outcomes</b> (all the instructional outcomes are assessed through the approach to assessment. Assessment methodologies may have been <b>adapted for groups</b> of students)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher lesson plans show a connection of each instructional outcome to its corresponding assessment</li> <li>○ Teacher designs or selects each assessment to match its corresponding type of instruction</li> <li>○ Students can demonstrate that understand their understanding in a variety of ways</li> <li>○ Teacher’s lesson plans show modifications or adaptations of an assessment for groups of Students as needed</li> </ul> <p><b>Criteria and Standards</b> (assessment criteria and standards are <b>clear</b>)</p> <p>For Example:</p> <ul style="list-style-type: none"> <li>○ Teacher can clearly articulate the assessment criteria</li> <li>○ Teacher prepares and plans to explain to Students the grading guidelines for major assessments</li> <li>○ Teacher plans multiple forms of formative assessments for Students who may not meet standards on the first attempt</li> </ul> <p><b>Design of Formative Assessments</b> (teacher has a <b>well-developed</b> strategy for using formative assessment and has designed particular approaches)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher reflects on the usefulness and effectiveness of formative assessments</li> <li>○ Teacher continues to add to the repertoire of formative assessment approaches or strategies</li> <li>○ Teacher develops a variety of formative assessments</li> <li>○ Teacher shares with colleagues the rationale behind choosing a certain formative assessment to measure Student progress on a specific skill, concept, or process</li> </ul> <p><b>Use of Planning</b> (teacher uses assessment results to plan for future instruction for <b>groups of students</b>)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher’s plans demonstrate how teacher uses information from state and district tests and assessments to instruct groups of students</li> <li>○ Teacher communicates, orally or in writing, how grouping for future instruction is based on information from assessments</li> <li>○ Teacher develops new assignments and activities in response to information from assessments common protocol</li> <li>○ Teacher uses the results of assessments to locate and select new or varied materials and resources, including technology resources</li> </ul>
<p><b>Domain 2</b> <b>Creating a Safe and Orderly Environment for Knowledge Work</b></p>	<p style="text-align: center;"><b>Observation of Teaching</b> <b>(examples, not expectations)</b></p>
<p><b>2a Creating an environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>○ Teacher interactions with students</li> <li>○ Student interactions with other students</li> </ul>	<p><b>Teacher Interactions with Students</b> (teacher-student interactions are <b>friendly</b> and demonstrate <b>general caring and respect</b>. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher call the Students by name</li> <li>○ Teacher greets Students as they walk in the door</li> <li>○ Teacher uses “we” statements to make Students feel part of the group</li> <li>○ Teacher attentively listens to Students</li> <li>○ Teacher uses positive oral, written, and non-verbal language with Students</li> <li>○ Teacher uses information from families to interact with Students</li> <li>○ Teacher creates and maintains an environment where Students feel free to take risks and ask questions</li> </ul> <p><b>Student Interactions with Other Students</b> (Student Interactions are <b>generally polite and respectful</b>):</p> <p>For example:</p>



	<ul style="list-style-type: none"> <li>○ Students use polite language when they work together</li> <li>○ Students respect each other in a variety of group settings</li> <li>○ Students listen carefully to one another during class activities</li> </ul>
<p><b>2b Establishing a Culture for Learning by Supporting the Vision and Mission of Yorkville Schools</b></p> <ul style="list-style-type: none"> <li>○ Importance of the content</li> <li>○ Expectations for learning and achievement</li> <li>○ Student pride in work</li> </ul>	<p><b>Importance of the Content</b> (Teacher conveys <b>genuine enthusiasm</b> for the content, and students demonstrate <b>consistent commitment</b> to its value) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher shares with Students personal learning experiences, such as a new technique or strategy he or she is trying, a book he or she had read, or a peer observation with a colleague</li> <li>○ Teacher states the learning goal for the lesson and explains the lesson’s importance and purpose</li> <li>○ Teacher reinforces the importance of work with charts and posters that convey high expectations</li> <li>○ Teacher’s voice inflection and body language convey enthusiasm for the learning</li> </ul> <p><b>Expectations for Learning and Achievement</b> (Instructional outcomes, activities and assignments, and classroom interactions convey <b>high expectations for most students</b>) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher sets achievable, high standards for Students</li> <li>○ Teacher discusses the importance and significance of the content and shares personal experiences related to the topic</li> <li>○ Teacher models high expectations through language when conversing with most Students</li> <li>○ Teacher communicates to Students with relationship between achievement and hard work and effort</li> </ul> <p><b>Student Pride in Work</b> (Students <b>accept the teacher’s insistence</b> on work of high quality and demonstrate pride in the work) ○ Students turn in quality work on time ○ Students are engaged in their work and give their best effort at all times</p>
<p><b>2c: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>○ Management of Instructional Groups</li> <li>○ Management of transitions</li> <li>○ Management of materials and supplies</li> <li>○ Performance of non-instructional duties</li> <li>○ Supervision of volunteers and para professionals</li> </ul>	<p><b>Management of Instructional Groups</b> (Small-group work is <b>well organized</b>, and most students are productively engaged in learning while <b>unsupervised</b> by the teacher) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher has established procedures for group work, such as listening and sharing responsibilities</li> <li>○ Teacher assigns Students roles for work within the group</li> <li>○ Teacher instructs on social skills that will promote expected group behavior</li> <li>○ Teacher ensures Students understand what they are to do in groups</li> <li>○ Teacher provides Students with feedback on how they have worked as a group</li> </ul> <p><b>Management of Transitions</b> (transitions occur smoothly, with <b>little loss of instructional time</b>) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher establishes procedures for each transition that occurs throughout session</li> <li>○ Teacher models transitions to Students</li> <li>○ Teacher provides a signal for attention</li> </ul> <p><b>Management of Materials and Supplies</b> (routines for handling materials and supplies occur <b>smoothly</b>, with <b>little loss of instructional time</b>) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher establishes, teaches, and monitors the routines of the classroom</li> <li>○ Materials are organized and ready for Student work</li> <li>○ Teacher utilizes an organization system to store learning activities and supplies</li> </ul> <p><b>Performance of non-instructional Duties</b> (<b>efficient systems</b> for performing non-instructional duties are in place, resulting in <b>minimal loss</b> of instructional time) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher has developed routines for what to do during an emergency situation, when to take a bathroom break, a Student finishes work early, or a Student is absent</li> </ul> <p><b>Supervision of Volunteers and Paraprofessionals</b> (volunteers and paraprofessionals are <b>productively</b> and <b>independently</b> engaged during the <b>entire</b> class) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher provides guidelines and appropriate activities for classroom volunteers</li> <li>○ Teacher provides appropriate activities and support for teaching associates</li> </ul>
<p><b>2d: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li>○ Expectations</li> <li>○ Monitoring of</li> </ul>	<p><b>Expectations</b> (standards of conduct are clear to all students) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher posts rules that are visible to all Students</li> <li>○ Teacher shares standards of conduct with families of Students</li> </ul>



<p>student behavior</p> <ul style="list-style-type: none"> <li>○ Response to student misbehavior</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher explains and models expectations of classroom behavior for the Students</li> <li>○ Teacher states rules in a positive manner</li> <li>○ Teacher reviews rules with Students as necessary as activities in the classroom change</li> </ul> <p><b>Monitoring of Student Behavior</b> (teacher is <b>alert</b> to student behavior <b>at all times</b>).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher is alert for potential problems in the classroom</li> <li>○ Teacher walks around, spending time in each quadrant of the classroom</li> <li>○ Teacher scans the faces of the Students, making eye contact</li> <li>○ Teacher devises nonverbal signals for individual Students to redirect their efforts</li> <li>○ Teacher makes eye contact with the Students potentially misbehaving</li> <li>○ Teacher provides positive individual and classroom reinforcement</li> </ul> <p><b>Response to Student Misbehavior</b> (teacher’s response to misbehavior is <b>appropriate</b> and <b>successful</b> and <b>respects</b> the student’s dignity, or student behavior is <b>generally</b> appropriate)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher talks to the Student privately to remove the audience of the other Students</li> <li>○ Teacher makes a conscious effort to improve relationships with the Students, for example by discussing topics other than school with the Student</li> <li>○ Teacher respectfully communicates with families to address and enlist their assistance with Student behavior</li> <li>○ Teacher develops individualized behavior plans</li> <li>○ Teacher distinguishes between Student misbehaviors that require teacher versus administrator action</li> </ul>
<p><b>2e: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>○ Safety and accessibility</li> <li>○ Arrangement of furniture and use of physical resources</li> </ul>	<p><b>Safety and Accessibility</b> (classroom is <b>safe</b>, and learning is <b>equally accessible</b> to all students)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Classroom is free of unnecessary clutter</li> <li>○ Teacher assures that there are established walkways in the classroom and that these walkways are free of clutter</li> <li>○ Teacher provides opportunities for colleagues to observe the classroom and give feedback about the physical arrangement</li> <li>○ Teacher ensures that each Student has easy access to all resources, materials, and supplies</li> <li>○ Teacher ensures that potentially dangerous materials, such as chemicals, are stored safely and that Students are instructed in how to handle them</li> <li>○ Teacher ensures that each Student is positioned appropriately in the classroom and can see the board, hear the teacher, and access needed materials and supplies</li> </ul> <p><b>Arrangement of Furniture and Use of Physical Resources</b> (physical resources are used <b>skillfully</b>, and the furniture arrangement is a <b>resource</b> for learning activities)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Instructional resources are easily accessible and do not obstruct movement or view</li> <li>○ Teacher has designated furniture placement based on instruction</li> <li>○ Teacher arranges desks or tables to be free to readily monitor and assist Students</li> <li>○ Teacher has arranged clear traffic patterns that connect the learning areas of the room</li> </ul>
<p><b>2f: Managing School Procedures and Emergency Situations</b></p> <ul style="list-style-type: none"> <li>○ Building and District Management Tasks</li> <li>○ Crisis Situation Preparation</li> </ul>	<p><b>Building and District Management Tasks</b> (teacher is aware of building and district management tasks and procedures)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Completes building and district management tasks in a timely manner without late notices from administration</li> <li>○ Completed tasks are free of errors</li> </ul> <p><b>Crisis Situation Preparation</b> (teacher is aware of building and district crisis response procedures)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Current crisis plans are communicated to students and clearly posted in the classroom</li> <li>○ Follows procedures correctly in drill/practice situations</li> </ul>
<p><b>Domain 3 Facilitating Knowledge Work</b></p>	<p style="text-align: center;"><b>Observations of Teaching</b> (examples, not expectations)</p>
<p><b>3a: Communicating Clearly and Accurately</b></p> <ul style="list-style-type: none"> <li>○ Expectations for learning</li> <li>○ Directions and procedures</li> <li>○ Explanations of</li> </ul>	<p><b>Expectations for Learning</b> (purpose for the lesson or unit is <b>clear</b>, including its position within broader learning)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Teacher clearly defines and communicates to Students the lesson’s targeted learning objective</li> </ul> <p><b>Directions and Procedures</b> (directions and procedures are <b>clear</b> to students)</p> <p>For example:</p>

<p>content</p> <ul style="list-style-type: none"> <li>○ Use of oral and written language</li> </ul>	<ul style="list-style-type: none"> <li>○ As needed to ensure Students clearly understand the directions, Teacher delivers directions through multiple modalities and checks for understanding by asking clarifying questions and observing Student behavior</li> </ul> <p><b>Explanations of Content</b> (explanation of content is <b>appropriate</b> and <b>connects</b> with student’s knowledge and experience) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher regularly clarifies content in multiple ways, using auditory, visual, and kinesthetic approaches, visual organizers, analogies, etc.</li> </ul> <p><b>Use of Oral and Written Language</b> (teacher’s spoken and written language is <b>clear</b> and <b>correct</b>, conforming to standard English. Vocabulary is <b>appropriate</b> to the students’ ages and interests)</p>
<p><b>3b: Using Questioning and Discussion Techniques</b></p> <ul style="list-style-type: none"> <li>○ Quality of questions</li> <li>○ Discussion techniques</li> <li>○ Student participation</li> </ul>	<p><b>Quality of Questions</b> (most of teacher’s questions are of <b>high quality</b>, and the teacher gives <b>adequate wait time</b> for students to respond) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher structures questions at the level of Bloom’s Taxonomy appropriate to the Students and employs best-practice questioning techniques</li> </ul> <p><b>Discussion Techniques</b> (teacher creates a <b>genuine</b> discussion among students <b>stepping aside</b> when appropriate) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher aims for questioning and discussion among Students, rather than strictly between the Teacher and Students</li> <li>○ Teacher uses focused-questioning protocol to keep questions deep and on-topic</li> </ul> <p><b>Student Participation</b> (teacher successfully engages <b>all</b> students in the discussion) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher regularly uses a variety of strategies (think-pair-share, thumbs up/down, journal response, exit slips, etc.) to engage all Students in critical questions during the lesson.</li> </ul>
<p><b>3c: Engaging Students in the Work</b></p> <ul style="list-style-type: none"> <li>○ Activities and assignments</li> <li>○ Grouping of students</li> <li>○ Instructional materials and resources</li> <li>○ Structure and pacing</li> </ul>	<p><b>Activities and Assignments</b> (<b>most</b> activities and assignments are <b>appropriate</b> to students, and <b>almost all</b> students are <b>cognitively engaged</b> in exploring content) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher incorporates strategies for engaging Students, such as making content relevant to Student lives, providing Students with choice and a sense of control, and capitalizing of peer interactions and the social nature of learning.</li> <li>○ Teacher make the instruction accessible by differentiating activities and assignments for most Students most of the time.</li> </ul> <p><b>Grouping of Students</b> (instructional groups are <b>productive</b> and <b>fully appropriate</b> to the students or to the instructional purposes of the lesson) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher flexibility uses multiple types of Student groups and methods to form them (whole-class, learning pairs, student-selected, teacher-selected, etc.)</li> <li>○ Teacher decides on the grouping according to the instructional purpose and Student needs</li> </ul> <p><b>Instructional Materials and Resources</b> (instructional materials and resources are <b>suitable</b> to the instructional purposes and <b>engage students</b> mentally) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher has the suitable instructional materials necessary for the lesson available for all Students. These may include textbooks, readings, maps, charts, videos, workbooks, or access to the Internet and technology.</li> </ul> <p><b>Structure and Pacing</b> (lesson has a <b>clearly defined</b> structure around which the activities are organized, and pacing is <b>generally appropriate</b>) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher keeps to an organized structure or agenda to ensure appropriate time for all facets of the lesson</li> <li>○ Teacher maximizes instructional time</li> <li>○ Students are engaged in all portions of the lesson</li> </ul>
<p><b>3d: Affirming the Performance of Students</b></p> <ul style="list-style-type: none"> <li>○ Assessment criteria</li> <li>○ Monitoring of</li> </ul>	<p><b>Assessment Criteria</b> (students are <b>fully aware</b> of the criteria and performance standards by which their work will be evaluated) For example:</p> <ul style="list-style-type: none"> <li>○ Teacher clearly defines and communicates to Students the assessment criteria and methods that will be used to evaluate mastery of the lesson’s targeted learning objectives</li> </ul>

<p>student learning</p> <ul style="list-style-type: none"> <li>○ Feedback to students</li> <li>○ Student self-assessment and monitoring of progress</li> </ul>	<p><b>Monitoring of Students Learning</b> (teacher monitors the progress of <b>groups of students</b> in the curriculum, making <b>limited</b> use of diagnostic prompts to elicit information)  For example:</p> <ul style="list-style-type: none"> <li>○ Teacher regularly monitors Students mastery of targeted learning objectives through the use of exit slips, formative assessments, questioning, monitoring Student work, Student responses, etc.</li> </ul> <p><b>Feedback to Students</b> (teacher feedback to students is <b>timely</b> and of <b>consistently high quality</b>)  For example:</p> <ul style="list-style-type: none"> <li>○ Teacher clearly communicates the information gathered through their monitoring of Student learning (see above) in a way that will help the Student become aware of areas of needed improvement and how to further their learning in that area</li> </ul> <p><b>Student Self-Assessment and Monitoring of Progress</b> (students <b>frequently</b> assess and monitor the <b>quality of their own work</b> against the assessment criteria and performance standards)  For example:</p> <ul style="list-style-type: none"> <li>○ Teacher engages Students in the process of monitoring their own learning (see above) and in the development of the plan to master the targeted concept</li> </ul>
<p><b>3e: Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work</b></p> <ul style="list-style-type: none"> <li>○ Lesson adjustment</li> <li>○ Response to students</li> <li>○ Persistence</li> </ul>	<p><b>Lesson Adjustment</b> (teacher makes a <b>minor</b> adjustment to the lesson, and the adjustment occurs <b>smoothly</b>)  For example:</p> <ul style="list-style-type: none"> <li>○ Teacher continuously uses whole-class assessment techniques to monitor Student progress and makes adjustments to the pacing, materials or instructional techniques as needed</li> </ul> <p><b>Response to Students</b> (teacher <b>successfully accommodates</b> students' questions or interests)  For example:</p> <ul style="list-style-type: none"> <li>○ Teacher regularly elicits Student questions about the lesson topic</li> <li>○ Teacher incorporates Student interests and experience into the instruction</li> <li>○ Teacher decides whether to answer Students questions during the lesson or at a later time depending on the appropriateness of the question</li> </ul> <p><b>Persistence</b> (teacher <b>persists</b> in seeking approaches for students who have difficulty learning, drawing on a <b>broad repertoire</b> of strategies)  For example:</p> <ul style="list-style-type: none"> <li>○ Teacher identifies the Students who are not mastering the targeted learning objectives and uses available resources to provide the necessary support to succeed</li> </ul>
<p><b>Domain 4 Professional and Leadership Responsibilities</b></p>	<p style="text-align: center;"><b>Observation of Teaching (examples, not expectations)</b></p>
<p><b>4a: Reflecting on Teaching</b></p> <ul style="list-style-type: none"> <li>○ Accuracy</li> <li>○ Use in future teaching</li> </ul>	<p><b>Accuracy</b> (makes an <b>accurate assessment</b> of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite <b>general</b> references to support the judgment)  For example:</p> <ul style="list-style-type: none"> <li>○ Teacher uses formative assessments, assessments of Student participation, assessment of Student behavior and engagement, accuracy of Student responses, etc.</li> </ul> <p><b>Use in Future Teaching</b> (make a <b>few specific</b> suggestions about what to try another time when teaching the lesson)  For example:</p> <ul style="list-style-type: none"> <li>○ Teacher modifies the instructional materials used, changes Student groupings and/or provides visual supports for concepts that were difficult for the Students, etc.</li> </ul>
<p><b>4b: Maintaining Accurate Records</b></p> <ul style="list-style-type: none"> <li>○ Student completion of assignments</li> <li>○ Student progress in learning</li> <li>○ Non-instructional records</li> </ul>	<p><b>Student Completion of Assignments</b> (teacher's system for maintaining information on student completion of assignments is <b>fully effective</b>)  For example:</p> <ul style="list-style-type: none"> <li>○ Teacher accurately records Student's completion of required work and follows up with Students who have missing assignments</li> </ul> <p><b>Student Progress in Learning</b> (teacher's system for maintaining information on student progress in learning is <b>fully effective</b>)  For example:</p> <ul style="list-style-type: none"> <li>○ Teacher keeps accurate record of Student's progress through skill checklist, accuracy on homework, formative and summative assessment results, conferencing with Students, etc.</li> </ul> <p><b>Non-instructional Records</b> (teacher's system for maintaining information on non-instructional</p>

	<p>activities is <b>fully effective</b>)  For example:  ○ Attendance, lunch, field trip permission slips, instructional material inventory, etc.</p>
<p><b>4c: Communicating with Families</b></p> <ul style="list-style-type: none"> <li>○ Information about the instructional group</li> <li>○ Information about individual students</li> <li>○ Engagement of families in the instructional program</li> </ul>	<p><b>Information about the Instructional Group</b> (provides <b>frequent</b> information to families, as appropriate, about the instructional program)  For example:  ○ Teacher provides the parents with a syllabus, homework procedures, contact information, weekly/monthly communication, class web-page, helpful strategies for parents, etc.</p> <p><b>Information about Individual Students</b> (communicates with families about Student’s progress on a <b>regular basis</b>, respecting cultural norms, and is <b>available as needed</b> to respond to family outcomes)  For example:  ○ Teacher communicates Student’s progress via phone calls, notes home, sending graded work home, meeting with parents, etc.</p> <p><b>Engagement of Families in the Instructional Groups</b> (efforts to engage families in the instructional program are <b>frequent and successful</b>)  For example:  ○ Teacher designs learning activities that involve parents or other family members through interviews, cooperation learning activities, participation in field trips, classroom activities, etc.</p>
<p><b>4d: Contributing Leadership to the School and District</b></p> <ul style="list-style-type: none"> <li>○ Relationships with colleagues</li> <li>○ Involvement in a culture of professional inquiry</li> <li>○ Service to the school and district</li> </ul>	<p>Relationships with Colleagues (relationships with colleagues are characterized by mutual support and cooperation)  For example:  ○ Teacher is a contributing member of a grade level or content area team in which they respectfully and professionally collaborate with colleagues on Student achievement</p> <p>Involvement in a Culture of Professional Inquiry (teacher actively participates in a professional learning community)  For example:  ○ Teacher regularly and respectfully collaborates with colleagues, which may include special area Teachers, school specialists, content-area specialists, or special educators, to plan instruction that meets the needs of all learners. The focus of their collaboration may include creating common assessments, reviewing Student assessment data, identifying and sharing best instructional practices, etc.</p> <p>Service to the School and District (Teacher volunteers to participate in school events and district initiatives, making a substantial contribution)  For example:  ○ Teacher participates in school events outside of their regular classroom duties that contribute to the Student’s learning opportunities and experience. Examples include volunteering for community involvement activities, supervising after school clubs or activities, mentoring new teachers, participating on district committees, etc.</p>
<p><b>4e: Growing and Developing Professionally</b></p> <ul style="list-style-type: none"> <li>○ Enhancement of content knowledge and pedagogical skill</li> <li>○ Receptivity to feedback from colleagues</li> <li>○ Service to the profession</li> </ul>	<p><b>Enhancement of Content Knowledge and Pedagogical Skill</b> (teacher <b>seeks out</b> opportunities for professional development to enhance content knowledge and pedagogical skill)  For example:  ○ Attending professional development events, taking university classes, reading professional literature, teaching university classes, leading in-district workshops, etc.</p> <p><b>Receptivity to Feedback from Colleagues</b> (teacher <b>welcomes feedback</b> from colleagues, from supervisors, or through professional collaboration)  For example:  ○ Teacher is receptive to constructive feedback from peers and evaluators, and responds to feedback to improve teaching and learning.</p> <p><b>Service to the Profession</b> (teacher <b>participates actively</b> in assisting <b>other educators</b>)  For example:  ○ Teacher shares resources, effective instructional practices and professional knowledge with other members of the professional learning community</p>
<p><b>4f: Showing Professionalism</b></p> <ul style="list-style-type: none"> <li>○ Integrity and ethical conduct</li> <li>○ Service to and advocacy for</li> </ul>	<p><b>Integrity and Ethical Conduct</b> (teacher displays <b>high standards</b> of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public)</p> <p><b>Service to and Advocacy for Students</b> (teacher is <b>active</b> in servicing students and advocates to ensure that all students receive a fair opportunity to succeed)  For example:</p>

<p>students</p> <ul style="list-style-type: none"> <li>○ Decision Making</li> <li>○ Compliance with school and district regulations</li> </ul>	<ul style="list-style-type: none"> <li>○ Teacher is aware of Student needs (learning and otherwise) and meets those needs or advocates for the Student by connecting them with appropriate resources</li> </ul> <p><b>Decision-Making</b> (teacher maintains an <b>open mind</b> and a focus on the best interest of the student when <b>participating</b> in team or department decision making)</p> <p><b>Compliance with School and District Regulations</b> (teacher <b>complies fully</b> with school and district regulations)</p> <p>For example:</p> <ul style="list-style-type: none"> <li>○ Attendance and participation at team and building meetings, completion of required reports and paperwork, compliance with district professional dress and behavior expectations, etc.</li> </ul>
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## SECTION 7: STANDARDS of TEACHING PERFORMANCE

<p><b>Domain 1 – Demonstrates effective planning and preparation in designing knowledge work through:</b></p> <ul style="list-style-type: none"> <li>a. Knowledge of Content and Pedagogy</li> <li>b. Knowledge of students</li> <li>c. Selecting instructional goals</li> <li>d. Demonstrating Knowledge of Resources</li> <li>e. Demonstrating Coherent Instruction</li> <li>f. Assessing Student Learning Through Student Generated Products</li> </ul>	<p><b>Domain 2 – Creates a safe and orderly environment for knowledge work by:</b></p> <ul style="list-style-type: none"> <li>a. Creating and environment of Respect and Rapport</li> <li>b. Establishing a Culture for Learning by Supporting the Vision and Mission of Yorkville Schools</li> <li>c. Managing Classroom Procedures</li> <li>d. Managing Student Behavior</li> <li>e. Managing Physical Space</li> <li>f. Managing School Procedures and Emergency Situations</li> </ul>
<p><b>Domain 3 – Demonstrates effective Facilitation of knowledge work by:</b></p> <ul style="list-style-type: none"> <li>a. Communicating Clearly and Accurately</li> <li>b. Using Questioning and Discussion Techniques</li> <li>c. Engaging Students in the Work</li> <li>d. Affirming the Performance of Students</li> <li>e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work</li> </ul>	<p><b>Domain 4 – Demonstrates professionalism and leadership Responsibility by:</b></p> <ul style="list-style-type: none"> <li>a. Reflecting on Teaching</li> <li>b. Maintaining Accurate Records</li> <li>c. Communicating with Families</li> <li>d. Contributing Leadership to the School and District</li> <li>e. Growing and Developing Professionally</li> <li>f. Showing Professionalism</li> </ul>

Under this evaluation plan, the professional teaching standards to which each teacher is expected to conform were adapted for Yorkville CUSD 115's needs from the Charlotte Danielson, Frameworks for Teaching. In addition to the teaching framework, frameworks are provided for:

Library/Media Specialist  
 Certified School Nurse

School Counselors

All of the frameworks are organized around levels of performance that represent an educator's growth and development throughout his/her career. The evaluation plan is focused on accountability for all aspects of the profession. Just as educators work to meet the needs of each student learner, this evaluation plan addresses the needs of each individual certified staff member.

### Framework for Teaching: Levels of Performance

These levels of performance are included in this plan to support teacher self-reflection, inform and structure professional conversations between teachers and evaluators, and suggest areas for further learning. These levels contribute to a teacher's summative rating system.

<b>UNSATISFACTORY</b>	Documented observations reveal significant weaknesses in areas outlined in this plan and require direct intervention by an administrator. Continued performance at this level would have a negative impact upon the student and school environment.
<b>NEEDS IMPROVEMENT</b>	Documented observations reveal evidence of knowledge and skills required to practice, but performance is inconsistent, which may be due to lack of experience, expertise, and/or commitment. This level is generally considered minimally competent for teachers early in their careers and in need of specific support in tenure years.
<b>PROFICIENT</b>	Documented observations reveal performance at a level that indicates a thorough knowledge of teaching practice with some areas that indicate a need for continued development, but no major identifiable weaknesses. The educator is a self-actualizing individual who impacts very positively upon students and the school environment.
<b>EXCELLENT</b>	Documented observations reveal performance of an exceptional quality with no major identifiable weaknesses. The educator is a self-actualizing individual who impacts very positively upon students and the school environment.

## SECTION 8: EVALUATION RATING SYSTEM

### Operating Principles

#### **Domain: Ratings in Yorkville CUSD 115 Teacher Evaluation System**

- **Excellent** – *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than one component rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
- **Unsatisfactory** – Any component rated as *Unsatisfactory*.

#### **Overall: Ratings in Yorkville CUSD 115 Teacher Evaluation System**

- **Excellent** – *Excellent* ratings in at least two or more of the domains, with the remaining domains rated no lower than *Proficient*.
- **Proficient** – No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.
- **Needs Improvement** – More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **Unsatisfactory** – Any domain rated *Unsatisfactory*

**Non-Tenured Teacher Contract Renewal** – Each non-tenured teacher will receive a final summative rating and a recommendation for renewal or non-renewal of his/her contract. It is understood that non-tenured teachers in years 1 and 2 may receive a final summative rating of Needs Improvement as they are emerging towards proficiency. After receiving mentoring and coaching supports during years 1 and 2, non-tenured teachers in years 3 and 4 are expected to maintain a final summative rating of Proficient or higher.

**Tenured Teachers** are expected to maintain an overall Summative Rating of Proficient or higher. If a Tenured Teacher receives an overall Summative Rating of Needs Improvement, a Professional Development Plan will be developed.

If a Tenured Teacher exhibits evidence of Unsatisfactory practice, an overall Summative Evaluation may be conducted at any time during the contractual school year. An overall Summative Rating of Unsatisfactory will result in the development of a Remediation Plan in accordance with the law.

An example of how to arrive at domain and summative ratings can be found on the following pages.

#### **Examples of How to Arrive at a Domain and Final Summative Rating**



### **Domain Ratings in Yorkville CUSD 115 Teacher Evaluation System**

- **Excellent** – *Excellent* ratings in at least half of the components of the domain, with the remaining components rated no lower than *Proficient*.
- **Proficient** – No more than one component rated *Needs Improvement*, with the remaining components rated at *Proficient* or higher.
- **Needs Improvement** – More than one component rated *Needs Improvement*, with the remaining components rated as *Proficient* or higher.
- **Unsatisfactory** – Any component rated as *Unsatisfactory*.

<b>Domain 2 for Teachers – Creating a Safe and Orderly Environment for Knowledge Work</b>				
Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a			X	
2b		X		
2c		X		
2d			X	
2e				X
2f			X	
Final Domain Rating		X		

### **Overall Ratings in Yorkville CUSD 115 Teacher Evaluation System**

- **Excellent** – *Excellent* rating in at least two or more of the domains, with the remaining domains rated as *Proficient*.
- **Proficient** – No more than one domain rated *Needs Improvement*, with the remaining domains rated at *Proficient* or higher.
- **Needs Improvement** – More than one domain rated *Needs Improvement*, with the remaining domains rated as *Proficient* or higher.
- **Unsatisfactory** – Any domain rated *Unsatisfactory*.

<b>Final Summative Rating</b>				
Domain	Unsatisfactory	Needs Improvement	Proficient	Excellent
Domain 1			X	
Domain 2		X		
Domain 3			X	
Domain 4				X
Overall Rating			X	



## SECTION 9: OVERVIEW OF THE PROFESSIONAL GROWTH PROCESS

CERTIFIED STAFF	NON-TENURED	NON-TENURED	TENURED	
<b>PURPOSE</b>	<ul style="list-style-type: none"> <li>Promote student learning through the highest quality of teaching</li> <li>Promote student learning through a commitment to continuous professional learning, shared understanding of learning (professional growth) and collective inquiry.</li> <li>Develop each individual’s capacity for professional contribution to the team, building and district levels</li> <li>Induct new certified staff into the culture, mission and vision of Yorkville CUSD 115.</li> <li>Support new certified staffs’ growth through a formative process within clearly defined expectations.</li> <li>Build relationships between administrator(s) and new teachers</li> <li>Validate the hiring/selection process</li> <li>Collect reliable and varied data to inform decisions about continued employment</li> </ul>		<ul style="list-style-type: none"> <li>Promote student learning through the highest quality of teaching</li> <li>Promote student learning through a commitment to continuous professional learning, shared understanding of learning (professional growth), and collective inquiry</li> <li>Develop each individual’s capacity for professional contribution to the team, building and District levels</li> <li>Support The Yorkville CUSD 115 District’s culture, vision, and mission</li> <li>Support tenured teacher growth through a formative process that promotes collective inquiry and examination of practice</li> <li>Foster collaborative relationships among teachers and administrators</li> </ul>	
<b>WHO</b>	<b>Year 1 &amp; 2 Non-tenured</b> All first and second year non-tenured certified staff	<b>Year 3 &amp; 4 Non-tenured</b> All third and fourth non-tenured certified staff	<b>Tenured – Proficient &amp; Excellent</b> All tenured, certified staff who receive an overall rating of Proficient or Excellent (See Section 8)	<b>Tenured – Needs Improvement</b> All tenured, certified staff who receive an overall rating of Needs Improvement (See Section 8)
<b>WHAT</b>	<ul style="list-style-type: none"> <li>Formative process focused on clearly defined expectations as outlined in the evaluation plan and Danielson <i>Framework for Teaching</i></li> <li>Ongoing conversations based upon evidence gathered by both teacher and administrator (e.g. logs, teacher reflection, lesson planning, student work, formal and informal observations)</li> <li>Identification of teaching practice areas of celebration and concentration based upon Formative Feedback Summaries,</li> </ul>	<ul style="list-style-type: none"> <li>Formative process focused upon a collaboratively developed Individual Growth Plan (IGP) based on the <i>Danielson Framework for Teaching</i> and school/district goals and priorities.</li> <li>Areas outside of the Growth Plan may be addressed with the educator and if necessary, a more focused plan may be developed by the evaluator for the benefit of the teacher’s professional development.</li> <li>Ongoing conversations based on evidence gathered by both</li> </ul>	<ul style="list-style-type: none"> <li>Formative process focused upon a collaboratively developed Individual Growth Plan based on the Danielson <i>Framework for Teaching</i> and school/district goals and priorities</li> <li>Areas outside of the Individual Growth Plan may be addressed with the educator and if necessary, a more focused plan may be developed by the administrator for the benefit of the teacher’s</li> </ul>	<ul style="list-style-type: none"> <li>Formalized process focused upon improving identified areas of professional practice through a Professional Development Plan (PDP) based upon the Danielson <i>Framework</i>. The PDP is to be created within 30 days after the completion of the evaluation resulting in the overall “Needs Improvement” rating</li> <li>The PDP is developed by the evaluator in consultation with the teacher and takes into account the tenured teacher’s on-</li> </ul>

	<p>formative conversations, and Summative Evaluation.</p> <ul style="list-style-type: none"> <li>District provides Thoughtful Classroom instruction to continue the development of classroom skills.</li> </ul>	<p>teacher and evaluator.</p> <ul style="list-style-type: none"> <li>Data collection and reflection process done in collaboration with the evaluator.</li> <li>Evidence of growth in professional contributions at team, building and/or district level.</li> <li>Identification of student growth focus for the following year based on the <i>Danielson Framework for teaching</i></li> <li>Tenure is determined.</li> </ul>	<p>professional improvement</p> <ul style="list-style-type: none"> <li>Ongoing conversations based on evidence gathered by both teacher and administrator</li> <li>Teacher driven progress monitoring data collection and reflection in collaboration with the administrator</li> <li>Evidence of growth in professional contributions and team, building and/or district level</li> <li>Identification of growth focus for the following year based on the <i>Danielson Framework for Teaching</i></li> <li>Individual Goal Plan may be developed in collaboration with other tenured certified staff</li> </ul>	<p>going professional responsibilities including his/her regular teaching assignments</p> <ul style="list-style-type: none"> <li>PDP includes evidence of progress/achievement of goal &amp; supports that the district will provide to address the performance areas identified as needing improvement</li> <li>PDP will run for one year with summative evaluation before 45 days end of school year.</li> <li>Proficient or Excellent Summative Rating return to evaluation schedule and Individual Growth Plan.</li> <li>Needs Improvement or Unsatisfactory Rating move to Remediation Plan.</li> </ul>
<b>SUMMATIVE EVALUATION</b>	<b>Annual</b>	<b>Annual</b>	<b>Biennial</b>	<b>Annual</b>

<b>EVALUATION TIMELINE FOR TENURED – NEEDS IMPROVEMENT</b>		
<b>TIME OF YEAR</b>	<b>PROCESS</b>	<b>FORMS</b>
Within 30 school days or before the end of the school year of a Teacher receiving an Overall Rating of Needs Improvement	<ul style="list-style-type: none"> <li>Review Framework for Teaching PGP Rubric to confirm Areas of Strengths and Areas of Needed Improvement</li> <li>Evaluator in collaboration with the Teacher create the Professional Development Plan (PDP)</li> <li>Review the District Examples for Teaching Practices as appropriate and discuss District Supports</li> </ul>	<ul style="list-style-type: none"> <li>Staff Summative Evaluation Form</li> <li>Professional Development Plan Form</li> <li>District identified supports</li> </ul>
By September 1 <sup>st</sup> of school year	Confirm Implementation of Professional Development Plan with Teacher, Evaluator, and any Certified Staff who will provide support for the plan; Adjust Professional Development Plan as needed	<ul style="list-style-type: none"> <li>Staff Summative Evaluation with Domains 1-4 – Form</li> <li>Professional Development Plan -</li> </ul>
By Winter Break of the school year	One or more Informal Observations and reflective conversations One or more Formal Observations	<ul style="list-style-type: none"> <li>PGP Pre-Observation – Form B</li> <li>PGP Observation - Form C</li> <li>PGP Post-Observation – Form D</li> <li>Summary of Post Observation Conference – Form E</li> </ul>
By end of January	PDP Progress meeting to confirm Areas of Strengths and Needed Improvement on the Framework for Teaching PGP Rubric; Identify additional support if needed and preview remainder of school year	
After Winter Break of School Year	One or more Informal Observations and reflective conversations, as needed (optional) One or more Formal Observations, as needed (optional)	<ul style="list-style-type: none"> <li>PGP Pre-Observation – Form B</li> <li>PGP Observation – Form C</li> <li>PGP Post-Observation – Form D</li> <li>Summary of Post Observation Conference – Form E</li> </ul>
45 days before the end of the school year	Summative Evaluation Conference Tenured Certified Next Steps: <ul style="list-style-type: none"> <li>Overall Rating of Proficient or Excellent – Individual Growth plan by October 15 of next year</li> <li>Overall Rating of Needs Improvement – Remediation Plan</li> <li>Overall Rating of Unsatisfactory – Remediation Plan</li> </ul>	<ul style="list-style-type: none"> <li>Staff Summative Evaluation – Form</li> </ul>

## Unsatisfactory Tenured PGP Process Chart

<b>EVALUATION TIMELINE FOR TENURED – UNSATISFACTORY</b>		
<b>DEVELOPMENT OF REMEDIATION PLAN</b> <b>In accordance with Chapter 105ILCS 5/24A et seq.,</b>		
<b>TIME OF YEAR</b>	<b>PROCESS</b>	<b>FORMS</b>
Within 30 calendar days of Teacher receiving an Overall Rating of Unsatisfactory	<ul style="list-style-type: none"> <li>• Review of Teacher’s Framework for Teaching Formative/Summative Evaluation Form to confirm the Area of Unsatisfactory Practice</li> <li>• Develop Remediation Plan with Teacher to address deficiencies cited, provided that the deficiencies are remediable</li> <li>• Assign a Consulting Teacher to support Remediation Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Summative Evaluation - Form I</li> <li>• Remediation Plan</li> <li>• Districts supports identified</li> </ul>
At beginning of the 90 day Remediation Plan	<ul style="list-style-type: none"> <li>• Confirm implementation of Remediation Plan between Teacher, Evaluator, and Consulting Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Summative Evaluation Form I</li> <li>• Remediation Plan</li> </ul>
By the midpoint of the Remediation Plan, and throughout the remainder of the Remediation Period	<ul style="list-style-type: none"> <li>• One (1) or more Informal Observations</li> <li>• Formal Observations (at the discretion of the administrator)</li> </ul>	<ul style="list-style-type: none"> <li>• PGP Pre-Observation – Form B</li> <li>• PGP Observation – Form C</li> <li>• PGP Post-Observation - Form D</li> <li>• Summary of Post Observation Conference – Form E</li> </ul>
At the midpoint of the Remediation Plan	<ul style="list-style-type: none"> <li>• Summative Evaluation is conducted and reviewed with the Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Summative Evaluation - Form J</li> </ul>
After the midpoint of the Remediation Plan	<ul style="list-style-type: none"> <li>• One or more Informal Observations and reflective conversations</li> <li>• One or more Formal Observations</li> </ul>	<ul style="list-style-type: none"> <li>• PGP Pre-Observation – Form B</li> <li>• PGP Observation – Form C</li> <li>• PGP Post-Observation – Form D</li> <li>• Summary of Post Observation Conference – Form E</li> </ul>
At the conclusion of the Remediation Plan period	<ul style="list-style-type: none"> <li>• Summative Evaluation Conference</li> <li>• Tenured Certified Next Steps                             <ul style="list-style-type: none"> <li>○ Overall Rating of Proficient or Excellent – Individual Growth Plan through reinstatement to the district’s evaluation schedule</li> <li>○ Overall Rating of Needs Improvement or Unsatisfactory – Recommendation for Dismissal (Section 24-12).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Staff Summative Evaluation - Form I</li> </ul>

Note: a Remediation Plan must be created in accordance with the requirements of the Illinois School Code. Should any provision of this document contradict statutory requirements, the statute will be followed. In that event, the remaining provision of this document that continue to be consistent with law will remain in full force and effect.

## Evaluation Process Timeline and Forms

Staff (S) and Administrators (A)

	4 Weeks After 1 <sup>st</sup> Day of School	Before Winter Break	February 1	March 1	
Tenure Summative <i>(On Cycle)</i>	Review the District Expectations and Evaluation Process  Forms <ul style="list-style-type: none"> <li>Self-Assessment of Practice (S)</li> </ul>	One or more (as needed) Informal Observations and reflective conversations between Sept. – March  At least one Formal Observation <ul style="list-style-type: none"> <li>Pre-Observation (S)</li> <li>Formal Observation (A)</li> <li>Post Observation-Form (Reflection) (S)</li> <li>Summary of Post Observation Conference (A)</li> </ul>		Forms <ul style="list-style-type: none"> <li>Staff Summative Self-Reflection</li> </ul>	Forms <ul style="list-style-type: none"> <li>Staff Summative Evaluation and Narrative-Form</li> </ul>
Tenure Non-Summative <i>(Off Cycle)</i>	Review the District Expectations and Professional Growth Process  Forms <ul style="list-style-type: none"> <li>Self-Assessment of Practice (S)</li> <li>Individual Growth Plan Goal and Action Plan (S)</li> </ul>			March 15  Goal Progress Form	Before the end of the year ( <b>May 31</b> ) discuss progress of goal with administrator  Goal Progress
Non-Tenure <i>(All Years)</i>	Review the District Expectations and Professional Growth Process  Forms <ul style="list-style-type: none"> <li>Self-Assessment of Practice (S)</li> </ul>	One or more Informal Observations and reflective conversations between September-February  At least one Formal Observation  Forms <ul style="list-style-type: none"> <li>Pre-Observation (S)</li> <li>Formal Observation (A)</li> <li>Post Observation (Reflection) (S)</li> <li>Summary of Post Observation Conference (A)</li> </ul>	One or more Informal Observations and reflective conversations between September-February  At least one Formal Observation  Forms <ul style="list-style-type: none"> <li>Pre-Observation (S)</li> <li>Formal Observation (A)</li> <li>Post Observation (Reflection) (S)</li> <li>Summary of Post Observation Conference (A)</li> </ul>	Forms <ul style="list-style-type: none"> <li>Staff Summative Self-Reflection (S)</li> </ul>	Forms <ul style="list-style-type: none"> <li>Staff Summative Evaluation and Narrative</li> </ul>

# **PROFESSIONAL GROWTH PROCESS**

## **FORMS**

# RUBRICS FOR EFFECTIVE TEACHING

## Domain 1 Designing Knowledge Work

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>Component 1a Demonstrating Knowledge of Content and Pedagogy</b>	Makes content errors or fails to correct student errors; teacher displays little understanding of the content or the structure of the discipline, or of content-related teaching practices.	Teacher displays a simple understanding of content and content-related teaching practices. Knowledge does not extend to its concepts, prerequisites relationships, connections with other disciplines, or to possible student misconceptions	Teacher demonstrates solid understanding of the content concepts, prerequisite relationships, and connection to the other disciplines but does not extend to possible student misconceptions. Instructional practices reflect current content-related knowledge.	Teacher demonstrates an extensive knowledge of content and content-related practices, showing evidence of a continued search for improved practice. Teacher actively builds on concepts, knowledge of prerequisites, and misconceptions when planning instruction or seeking causes for student misunderstanding.
<b>Component 1b Demonstrating Knowledge of Students</b>	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests. No such information is used for planning.	Teacher demonstrates a partial knowledge of students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates an extensive knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates a thorough knowledge of all aspects of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
<b>Component 1c Selecting Instructional Goals</b>	Teacher's instructional goals focus on insignificant learning rather than content from curriculum framework, are unsuitable for students, or are stated only as activities. Goals permit only a cursory means of assessment.	Teacher's instructional goals focus on significant content from the curriculum framework, but are unsuitable for some students in the class; they include instructional activities, some of which permit an authentic means of assessment. They reflect more than one type of learning, but educator makes no attempt at coordination or integration.	Teacher's instructional goals focus on significant content from the curriculum framework that is suitable for most students in the class; they reflect opportunities for integration and permit varied and authentic methods of assessment.	Teacher's instructional goals reflect high-level learning related to the content of the curriculum frameworks; they are adapted, where necessary, to the needs of individual students, and permit varied authentic methods of assessment.
<b>Component 1d Demonstrating Knowledge of Resources</b>	Teacher is unaware of and/or doesn't use technologies and other resources either for teaching or for students who need them or the resources utilized are unsuitable for students and are not aligned with the district curriculum and Illinois Learning Standards.	Teacher demonstrates an adequate knowledge and use of technologies and other resources available either for or for students who need them. Resources used are aligned with the district curriculum and Illinois State Learning Standards.	Teacher is fully aware of and uses technologies and other resources available for teaching and knows how to gain access to the resources for most students who need them. Resources used are aligned with the district curriculum and Illinois State Learning Standards.	Teacher actively seeks out and uses technologies and other resources for teaching from professional organizations and the community that represent high level learning suitable for all students and are aligned with district curriculum and Illinois State Learning Standards; resources for students in need are accessed in the school and larger community.
<b>Component 1e Designing Coherent Instruction</b>	The various elements of the teacher's instructional design do not support the stated instructional goals or engage students in meaningful, relevant work; teacher's instructional plan has no defined structure. They are suitable for only some students.	The various elements of the teacher's instructional design support the stated instructional goals or engage students in meaningful work to a limited extent; teacher's instructional plan has a clearly defined structure and sequence and demonstrates partial knowledge of students and resources.	A majority of the elements of the teacher's instructional design support the stated instructional goals and engages groups of students in meaningful, relevant work; teacher's instructional plan has a clearly defined structure and sequence.	All elements of the teacher's instructional design support the stated instructional goals and are differentiated when appropriate to make them suitable to all students and to engage them in meaningful work; teacher's instructional plan is highly coherent, showing clear structure and sequence.
<b>Component 1f Assessing Student Learning Through Student-Generated Products</b>	Teacher's approach to assessing student learning lacks congruence with the instructional goals and contains no clear criteria or standards for student products; assessment results are not used to design future student work.	Teacher's assessment plan is partially aligned with the instructional goals and includes criteria and standards for student products that are not entirely clear or understood by the students; assessment results are used to design future work for the class as a whole.	Teacher's assessment plan is aligned with the instructional goals and the criteria and standards for student products have been clearly communicated and are understood by students; assessment results are used to design future work for groups of students and individuals.	Teacher's assessment plan is fully aligned with the instructional goals; criteria and standards for products have been developed with student input and clearly communicated; students monitor own progress in achieving goals; assessment results are used to design future work for individuals. Educator monitors progress in achieving the goals.

# RUBRICS FOR EFFECTIVE TEACHING

## Domain 2 Creating Safe and Orderly Environment

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>Component 2a Creating an Environment of Respect and Rapport</b>	Interactions in teacher’s classroom, both teacher/student and among students, are negative and inappropriate, characterized by sarcasm, insults, and conflict.	Interactions in teacher’s classroom are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. Students do not demonstrate negative behavior toward others.	Interactions in teacher’s classroom reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students. Students exhibit respect toward educator and each other.	Interactions in teacher’s classroom are highly respectful, reflecting genuine warmth and caring towards individuals and sensitivity to students’ cultures and levels of development. Students themselves ensure maintenance of high levels of civility among members of the class.
<b>Component 2b Establishing a Culture for Learning by Supporting the Vision and Mission of Yorkville CUSD 115</b>	The classroom reflects an unsuitable culture for learning, characterized by low teacher commitment to the content, low expectations for student achievement, and little student persistence and satisfaction in the work.	Classroom environment reflects an unpredictable culture for learning, characterized by little teacher commitment to the content, modest or inconsistent expectations for student achievement, and inconsistent student persistence and satisfaction in the work. Teacher and students are performing at a minimal level.	Classroom environment reflects a positive culture for learning with commitment to the content evident by both teacher and students, high expectations for student achievement, and student persistence and pride in the work.	Classroom environment reflects a genuine culture for learning. Students assume much of the responsibility for the culture by persisting and taking pride in their work, initiating improvements to their products, and holding their work to the highest standard.
<b>Component 2c Managing Classroom Procedures</b>	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instructional time.	Classroom routines and procedures have been established by the teacher but function unevenly or inconsistently, with some loss of instructional time. Safe procedures are followed.	Classroom routines and procedures have been established by the teacher and function smoothly with little loss of instructional time.	Classroom routines and procedures have been established with student input and are seamless in their operation, with students assuming considerable responsibility for their implementation.
<b>Component 2d Managing Student Behavior</b>	Student behavior in the classroom is consistently poor; teacher has established no clear expectations; no monitoring of student behavior is evident, and responses to student misbehavior are inappropriate	Student behavior in the classroom is inconsistent. Teacher makes an effort to establish standards of conduct for students, to monitor student behavior and to appropriately respond to student misbehavior.	Student behavior in the classroom is consistently correct. Teacher is aware of student behavior, has established clear standards of conduct and responds to student misbehavior in ways that are appropriate and respectful to the student.	Student behavior in the classroom is entirely appropriate with evidence of student participation in setting expectations and monitoring of behavior. Teacher monitoring is subtle and preventive; responses to student misbehavior are sensitive to individual student needs.
<b>Component 2e Managing Physical Space</b>	Teacher makes poor use of the environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the physical arrangement and the learning activities.	Teacher’s classroom is safe and essential learning is accessible to all students; physical arrangement partially supports the learning activities. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	Teacher’s classroom is safe and learning activities are accessible to all students; physical arrangement and other resources are deliberately chosen to support the learning activities. Teacher makes effective use of physical resources.	Teacher’s classroom is safe; physical resources are deliberately organized to support the learning activities, including those with special needs. Students take ownership in ensuring the physical environment supports the learning of all students.
<b>Component 2f Managing School Procedures and Emergency Situations</b>	Teacher ignores established school procedures; does not follow established procedures in emergency situations and compromises student safety; is not knowledgeable of or does not comply with applicable safety regulations.	Teacher follows established school procedures; generally follows established procedures in emergency situations and does not compromise student safety; has limited knowledge of or has minimum compliance with applicable safety regulations.	Teacher anticipates unsafe circumstances, makes suggestions to address safety concerns; follows established procedures in emergency situations.	Teacher anticipates unsafe circumstances, makes suggestions and/or initiates actions with administrator’s approval to address safety concerns; follows established procedures in emergency situations.



# RUBRICS FOR EFFECTIVE TEACHING

## Domain 3 Facilitating Knowledge Work

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>Component 3a Communicate Clearly and Accurately</b>	Teacher's oral and written communication contains errors or is unclear and inappropriate to students; does not include learning objectives.	Teacher's oral and written communication is correct but is not completely appropriate to students or is unclear regarding learning objectives, requiring further explanations to avoid confusion.	Teacher's oral and written communication is consistently clear and appropriate to students and includes learning objectives.	Teacher's oral and written communication is clear and expressive, includes learning objectives, and indicates the anticipation of possible student misconceptions.
<b>Component 3b Using Questioning and Discussion Techniques</b>	Teacher makes poor use of questioning and discussion techniques, consistently using low level questions, little discussion, and limited student participation.	Teacher makes uneven use of questioning and discussion techniques, including some high-level questions, attempts to solicit varied ideas during discussion and moderate student participation.	Teacher's use of questioning and discussion techniques reflect high-level questions, varied ideas, and full participation by all students.	Teacher's students formulate many high-level questions and assume responsibility for participation of all students in discussions.
<b>Component 3c Engaging Students in the Work</b>	Students are not intellectually engaged in significant learning as a result of inappropriate activities or materials, lack of recognition of students' individual needs (culture, visual/auditory impairment, etc.) and levels of understanding, poor representation of content, or lack of structure or pacing.	Students are partially intellectually engaged as a result of activities or materials of uneven quality, lack of recognition of students' individual needs (culture, visual/auditory impairment, etc.) and levels of understanding, inconsistent representation of content, or uneven structure or pacing.	Students are intellectually engaged throughout the learning as a result of appropriate activities and materials, appropriate recognition of students' individual needs (culture, visual/auditory impairment, etc.) and levels of understanding, instructive representations of content, and suitable structure and pacing.	Students are highly engaged throughout the learning and make material contributions to the representation of content, the activities, and the materials; the lesson is adapted as needed to the needs of individuals (RtI processes are in place), and the structure and pacing of learning allow for student reflection and closure.
<b>Component 3d Affirming the Performance of Students</b>	Teacher's feedback to students is meaningless, infrequent, of poor quality, and not received in a timely manner; feedback does not foster student persistence with the work.	Teacher's feedback to students is inconsistent in its meaningfulness, frequency and quality and timeliness; feedback that produces student persistence with the work is inconsistent.	Teacher's feedback to students is meaningful, frequent, and timely; feedback produces student persistence with the work.	Teacher's feedback to students is meaningful, frequent, timely and of consistently high quality; students are encouraged to seek feedback from peers and other adults.
<b>Component 3e Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work</b>	Teacher adheres to the instructional plan in spite of evidence of poor student understanding or students' interests and questions; teacher assumes no responsibility for student's failure to understand.	Teacher demonstrates limited flexibility and responsiveness to students' needs and interests during the learning; teacher assumes some responsibility for student success but does not actively seek ways to ensure successful learning for all students.	Teacher makes appropriate adjustments to instructional plans and responds to students' interest and questions during the learning; teacher actively seeks ways to ensure successful learning for all students.	Teacher is highly responsive and makes major adjustments in instructional plans as a result of students' interests and questions during the learning; teacher persists in ensuring the success of all students.

# RUBRICS FOR EFFECTIVE TEACHING

## Domain 4 Professional and Leadership Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>Component 4a Reflecting on Teaching</b>	Teacher reflection on instruction, student work, and products is absent or inaccurate; teacher cannot propose ideas for improvement	Teacher's reflection on instruction, student work and products is generally accurate; yet makes few suggestions for improvement. Teacher can make global suggestions for improvement.	Teacher reflection on instruction, student work, and products is accurate; teacher can cite general characteristics and make specific suggestions for improvement or alternative strategies.	Teacher reflection on instruction, student work, and products is highly accurate and perceptive; teacher can cite specific examples and draw on an extensive repertoire to suggest alternative strategies.
<b>Component 4b Maintaining Accurate Records</b>	Teacher has no system for maintaining accurate records or the system is in disarray, resulting in errors and confusion. Teacher does not prepare and/or submit records/reports in a timely manner.	Teacher maintains and/or submits records/reports in a timely manner; yet teacher has a rudimentary and only partially effective system. Records are accurate.	Teacher has an effective and efficient system for maintaining accurate records which uses the available technologies.	Teacher has an effective and efficient system for maintaining accurate records which maximizes the use of available technologies; students contribute to its maintenance.
<b>Component 4c Communicating with Families</b>	Teacher provides little or no information to families and/or makes few or inappropriate attempts to engage them in the instructional program. Teacher is not available to students and parents at reasonable times.	Teacher complies with school procedure for communicating with families and makes an effort to engage them in the instructional program; limited or at times ineffective communication techniques are employed. Educator is available to students and parents at reasonable times.	Teacher communicates frequently with families and actively seeks ways to engage them in the instructional program; varied communication techniques that include the available technologies are employed.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; wide ranges of communication techniques that include the available technologies are employed; students participate in communicating with families. Parent/community concerns are handled sensitively and effectively.
<b>Component 4d Contributing Leadership to the School and District</b>	Teacher's relationships with colleagues are negative or self-serving; teacher avoids being involved in school and district events or projects; actively works against school district initiatives.	Teacher's relationships with colleagues are cordial; teacher participates and assumes responsibility in school and district projects when specifically asked but sees no connection between his/her efforts and the outcome.	Teacher actively cultivates relationships with colleagues that are collaborative and productive; teacher actively initiates participation in school and district activities, events and projects that contribute to a positive culture for learning and sees efforts in relation to a positive outcome.	Teacher demonstrates leadership and articulates how his/her actions make a substantial contribution to school and district projects; teacher uses influence with others to promote collegiality and a positive culture for learning. Actively supports and implements the school/district improvement plans.
<b>Component 4e Growing and Developing Professionally</b>	Teacher does not participate in professional development activities even when activities are clearly needed for the improvement of teaching. No evidence is apparent of application of new learning.	Teacher participates in professional development activities when participation is convenient, required or needed for re-licensure. Little application of new learning is evident in practice.	Teacher actively participates in professional development activities, seeking out opportunities to enhance knowledge and skills; application of new skills use in the classroom are apparent.	Teacher actively pursues professional development and uses the gained knowledge and skill to make a substantial contribution to the profession through such activities as conducting action research, mentoring new teachers, and assuming training roles.
<b>Component 4f Showing Professionalism Including but not limited to the areas of Attendance</b>	Teacher's sense of professionalism is low; teacher contributes to practices that are self-serving or harmful to students. Teacher consistently fails to comply with Board policies and district procedures and timelines.	Teacher attempts to serve students based on the best information; attempts are genuine but inconsistent. Teacher complies minimally with Board policies and district procedures and timelines.	Teacher participates with colleagues in a genuine effort to ensure that all students are well served by the school. Teacher complies with Board policies and district procedures and timelines.	Teacher assumes a leadership role in ensuring that school practices and procedures assure that all students, particularly those traditionally underserved, are honored in the school. Models high standards of attendance and punctuality, advocating for students, and meets all professional responsibilities. Teacher complies fully with Board policies and District procedures and timelines.

# PRE-OBSERVATION FORM

Name: Click here to enter text. School Year: Click here to enter text.

School: Click here to enter text. Subject: Click here to enter text.

Evaluator: Click here to enter text. Grade: Click here to enter text.

Conversation Components		Observable Components	
Domain 1 Lesson design	Domain 4 Professional Responsibilities	Domain 2 Classroom Environment	Domain 3 Facilitating Knowledge Work
1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Instructional Goals 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Assessing Student Learning	4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Contributing Leadership to the District 4e. Growing and Developing Professionally 4f. Showing Professionalism	2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture of Learning by Supporting the Vision and Mission of Yorkville CUSD 115 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Managing Physical Space 2f. Managing School Procedures and Emergency Situations	3a. Communicate Clearly and Accurately 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in the Work 3d. Affirming the Performance of the Students 3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work

## Self-Assessment

Following completion of your Self-Assessment, discussed your **performance** in each of the four domains.

### Questions for the Teacher to complete/discuss:

1. Briefly describe the **techniques** you use to become knowledgeable about your students. (1b)  
Click here to enter text.


---
2. Briefly describe the **students** in your class including the cultural composition, ethnic background, and/or heritage, those with special needs, and/or those with limited English proficiency. (1b)  
Click here to enter text.


---
3. Briefly describe the **background knowledge and skills** of your students. (1b)  
Click here to enter text.


---
4. Discuss your **goals** for the lesson. What do you expect the students to learn? (1a & 1c)  
Click here to enter text.


---
5. The learning environment is key to helping students be successful learners. State the classroom rules, procedures, and expectations for student behavior in your classroom. (Optional evidence could include classroom rules chart, parent letter, class schedule(s), substitute teacher file, etc.) How have you changed your organizational procedures/arrangement based on previous feedback? (2a, 2c, 2d, 2e)  
Click here to enter text.


---
6. How have you differentiated and adjusted your teaching through questions, discussion, and activities? (3b, 3c, 3e)  
Click here to enter text.


---

# OBSERVATION FORM

Teacher: \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_

Observer: \_\_\_\_\_ Date/Time: \_\_\_\_\_

\_\_\_\_\_ Formal \_\_\_\_\_ Informal

Conversation Components		Observable Components	
Domain 1 Lesson design	Domain 4 Professional Responsibilities	Domain 2 Classroom Environment	Domain 3 Facilitating Knowledge Work
1a. Demonstrating Knowledge of Content and Pedagogy	4a. Reflecting on Teaching	2a. Creating an Environment of Respect and Rapport	3a. Communicate Clearly and Accurately
1b. Demonstrating Knowledge of Students	4b. Maintaining Accurate Records	2b. Establishing a Culture of Learning by Supporting the Vision and Mission of Yorkville CUSD 115	3b. Using Questioning and Discussion Techniques
1c. Selecting Instructional Goals	4c. Communicating with Families	2c. Managing Classroom Procedures	3c. Engaging Students in the Work
1d. Demonstrating Knowledge of Resources	4d. Contributing Leadership to the District	2d. Managing Student Behavior	3d. Affirming the Performance of the Students
1e. Designing Coherent Instruction	4e. Growing and Developing Professionally	2e. Managing Physical Space	3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work
1f. Assessing Student Learning	4f. Showing Professionalism	2f. Managing School Procedures and Emergency Situations	

Time	Actions & Statements/Questions by Teacher and Students	Component

## POST OBSERVATION FORM (Teacher Reflection)

Name: Click here to enter text.

Date/Time: Click here to enter text.

School: Click here to enter text.

---

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

Click here to enter text.

- a. Describe the key components of your lesson that helped or hindered your students' overall engagement (e.g., communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility, etc. (3a,3b, 3c)

Click here to enter text.

- b. What evidence do you have that the student learning goals were met? (3d)

Click here to enter text.

2. Comment on your classroom procedures, student engagement, and your use of physical space. To what extent did these contribute to student learning?

Click here to enter text.

3. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

Click here to enter text.

4. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

Click here to enter text.

5. What did you learn from this lesson that will help your teaching in the future? What do you hope to be able to share with your colleagues after this teaching lesson?

Click here to enter text.

## SUMMARY OF POST OBSERVATION FORM

**Teacher:** Click here to enter text.

**Date:** Click here to enter text.

---

**Reflection of lesson: (Strengths, Areas of Growth):**

Click here to enter text.

**Next Steps:**

Click here to enter text.

**Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## SELF REFLECTION OF PRACTICE

Carefully reflect on your teaching performance in all four domains. Complete the Self-Assessment referencing the domain component. Prepare to discuss your strengths and areas for growth in all domains during the Initial Summative Conference with your evaluator .

**Notes for discussion of performance:**

<b>Domain 1      Designing Knowledge Work</b>	
1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Instructional Goals 1d. Demonstrating Knowledge of Resources 1e. Demonstrating Coherent Instruction 1f. Assessing Student Learning Through Student Generated Products	
<b>Strengths</b>	<b>Areas for Growth</b>
Click here to enter text.	Click here to enter text.

<b>Domain 2      Creating a Safe and Orderly Environment for Knowledge Work</b>	
2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning by Supporting the Vision and Mission of Yorkville Schools. 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Managing Physical Space 2f. Managing School Procedures and Emergency Situations	
<b>Strengths</b>	<b>Areas for Growth</b>
Click here to enter text.	Click here to enter text.

## SELF REFLECTION OF PRATICE

<b>Domain 3                      Facilitating Knowledge Work</b>	
3a. Communicating Clearly and Accurately 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in the Work 3d. Affirming the Performance of Students 3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work	
<b>Strengths</b>	<b>Areas for Growth</b>
Click here to enter text.	Click here to enter text.

<b>Domain 4                      Professional and Leadership Responsibilities</b>	
4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Contributing Leadership to the School and District 4e. Growing and Developing Professionally 4f. Showing Professionalism	
<b>Strengths</b>	<b>Areas for Growth</b>
Click here to enter text.	Click here to enter text.



## INDIVIDUAL GROWTH PLAN GOAL FORM

Directions: Use Form F, Self-Assessment of Practice to determine and develop an Individual Growth Plan Goal.

Individual Growth Plan Goal Criteria		
S	Specific Standards Based	<ul style="list-style-type: none"> <li>• Is the goal clearly focused on what is to be accomplished?</li> <li>• Why is this important?</li> <li>• Is it based on the Framework for Teaching?</li> </ul>
M	Measurable	<ul style="list-style-type: none"> <li>• Can this goal be measured?</li> <li>• Will I be able to collect evidence of achievement?</li> <li>• Is this goal based upon multiple sources of data?</li> </ul>
A	Aligned and	<ul style="list-style-type: none"> <li>• Is this goal aligned to district and school improvement goals?</li> <li>• Will resources be available to achieve this goal?</li> </ul>
R	Relevant	<ul style="list-style-type: none"> <li>• How will this goal enhance teaching /professional practice?</li> <li>• How will this goal enhance learning opportunities for students?</li> </ul>
T	Time Bound	<ul style="list-style-type: none"> <li>• Can this goal be attained within the required timeframe?</li> </ul>

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

Example: Focus on Component 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning:

During 2012-2013 school year **(WHEN)**, the 6<sup>th</sup> Grade 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)**.

# INDIVIDUAL GROWTH PLAN FORM – Action Plan

Name: [Click here to enter text.](#)      Position: [Click here to enter text.](#)      School [Click here to enter text.](#)  
 Year: [text.](#)

Growth Goal: [Click here to enter text.](#)

---

The Goal addresses which Domains/Components:  
[Click here to enter text.](#)

---

Which School and/or District Improvement Goal(s) are addressed by this Goal:  
[Click here to enter text.](#)

Activities and/or Steps to be Taken	Persons/Resources Needed	Documentation	Timeline and Deadlines
<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>
<b>Feedback/Revision:</b>	<a href="#">Click here to enter text.</a>		

I have reviewed the above Individual Goal Action Plan:

Teacher’s Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

\*If Tenured, mark if this is a Collaboration Plan:  Yes  No

If yes, list colleague(s): [Click here to enter text.](#)

# STAFF SUMMATIVE EVALUATION FORM

Name: Click here to enter text. School Year: Click here to enter text.

School: Click here to enter text. Subject: Click here to enter text.

Evaluator: Click here to enter text. Grade: Click here to enter text.

**EMPLOYEE STATUS**

1<sup>ST</sup> year Non-Tenure     2<sup>nd</sup> Year Non-Tenure     3<sup>rd</sup> Year Non-Tenure     4<sup>th</sup> Year Non-Tenure     Tenure

**Observation dates included in the basis of this summative evaluation:**

Formal Observation Dates: Click here to enter text.

Informal Observation Dates: Click here to enter text.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>Domain 1</b> Designing Knowledge Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 2</b> Creating Safe and Orderly Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 3</b> Facilitating Knowledge Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain 4</b> Professional and Leadership Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating:</b>	<input type="checkbox"/> <b>Unsatisfactory</b>	<input type="checkbox"/> <b>Needs Improvement</b>	<input type="checkbox"/> <b>Proficient</b>	<input type="checkbox"/> <b>Excellent</b>

**We have conducted a conversation on the rubrics. The teacher has the right to attach written comments within (10) school days of completion of this form for inclusion in their personnel file maintained in the Human Resource Department.**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Signature indicates only that the teacher has read and understands the evaluation.*

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# STAFF SUMMATIVE EVALUATION FORM

## Designing Knowledge Work

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>1a. Demonstrating knowledge of content and pedagogy</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1b. Demonstrating knowledge of students</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1c. Selecting Instructional Goals</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1d. Demonstrating knowledge of resources</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1e. Designing coherent instruction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>1f. Assessing Student Learning through Student-Generated Products</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>Strengths for Domain 1:</b> Click here to enter text.</p>          
<p><b>Opportunities for Growth Domain 1:</b> Click here to enter text.</p>          

# STAFF SUMMATIVE EVALUATION FORM

## Creating a Safe and Orderly Environment for Knowledge Work

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>2a. Creating an environment of respect and rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2b. Establishing a Culture for Learning by Supporting the Vision and Mission of Yorkville CUSD 115</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2c. Managing Classroom Procedures</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2d. Managing Student Behavior</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2e. Managing Physical Space</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2f. Managing School Procedures and Emergency Situations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>Strengths for Domain 2:</b> Click here to enter text.</p>
<p><b>Opportunities for Growth Domain 2:</b> Click here to enter text.</p>

# STAFF SUMMATIVE EVALUATION FORM

## Facilitating Knowledge Work

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>3a. Communicate Clearly and Accurately</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3b. Using Questioning and Discussion Techniques</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3c. Engaging Students in the Work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3d. Affirming the Performance of Students</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Strengths for Domain 3:**  
[Click here to enter text.](#)

**Opportunities for Growth Domain 3:**  
[Click here to enter text.](#)

# STAFF SUMMATIVE EVALUATION FORM

## Professional and Leadership Responsibilities

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<b>4a. Reflecting on Teaching</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4b. Maintaining Accurate Records</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4c. Communicating with Families</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4d. Contributing Leadership to the School and District</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4e. Growing and Developing Professionally</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4f. Showing Professionalism Including but not limited to the area of attendance</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Domain Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>Strengths for Domain 4:</b> Click here to enter text.</p>
<p><b>Opportunities for Growth Domain 4:</b> Click here to enter text.</p>

## STAFF SUMMATIVE SELF-REFLECTION FORM

One of the most powerful activities for professional learning is self-assessment and reflection on professional practice. Based upon feedback and data from administration, professional peers, and your own needs and interests, reflect on the strengths and areas for growth within your professional practices:

### Domain 1

<b>Strengths</b>	<b>Growth Opportunities</b>
Click here to enter text.	Click here to enter text.
<b>Next Steps:</b> Click here to enter text.	

### Domain 2

<b>Strengths</b>	<b>Growth Opportunities</b>
Click here to enter text.	Click here to enter text.
<b>Next Steps:</b> Click here to enter text.	



# STAFF SUMMATIVE SELF-REFLECTION FORM

## Domain 3

<b>Strengths</b>	<b>Growth Opportunities</b>
Click here to enter text.	Click here to enter text.
<b>Next Steps:</b> Click here to enter text.	

## Domain 4

<b>Strengths</b>	<b>Growth Opportunities</b>
Click here to enter text.	Click here to enter text.
<b>Next Steps:</b> Click here to enter text.	

# GOAL PROGRESS FORM

Name:

Date:

Statement of Goal:

---

Staff member reflects on and completes the following questions:

1. Summarize the progress that you have made towards your goal.
2. What new knowledge did you gain from this process?
3. How did you apply your new knowledge?
4. What was the effect on student learning?
5. What are your next steps?

---

Administrator completes upon receipt of staff member's reflection.

Commendations:

Ideas for future goals:

# PROFESSIONAL DEVELOPMENT PLAN

Name: \_\_\_\_\_ Supervisor/Evaluator: \_\_\_\_\_

Date of PDP: Within 30 Days of above rating

<b>Areas of Improvement:</b>		<b>Rationale for Area(s) of Improvement:</b>		
<b>Domain/Component:</b>		<b>Expectations for Effective Teaching:</b>		
		Taken from a review of the Framework for Teaching and District Indicators of effective practice.		
<b>Improvement Strategies:</b>	<b>Tasks to complete:</b>	<b>Supports and Resources:</b>	<b>Target Date:</b>	<b>Date of Completion:</b>
Specific and directed actions taken to address the areas identified as needing improvement.		Human/Material/Time/ Prof. Development/Other		

Note: This plan does not have a minimum or maximum length of time. The plan can last until the teacher is evaluated in the next school year.

<b>Domain/Component:</b>	<b>Indicator of Progress:</b>
Taken and repeated from above	Data/artifacts/observation records/other sources appropriate to the improvement Area

<b>Evaluator:</b>		<b>Teacher:</b>	
<b>Date:</b>		<b>Date:</b>	

\*Signatures above indicate the plan above was developed by the evaluator in consultation with the teacher.

Teacher Completion of Professional Development Plan: Yes \_\_\_\_\_ No \_\_\_\_\_

<b>Evaluator:</b>		<b>Teacher:</b>	
<b>Date:</b>		<b>Date:</b>	

\*The teacher's signature's signature does not necessarily indicate agreement with the contents, but does acknowledge that the evaluation meeting occurred and that I received a copy of this professional development plan.

**PGP APPENDIX:**

**RESOURCE GUIDES**

# Informal and Formal Observation Steps

## Informal Observation Steps:

- Evaluators will use Form C: Informal Observation for the purpose of documenting observed evidence-based teaching practices in a variety of settings.
- The data obtained from the informal observation will be used to guide Teachers towards effective professional practices.
- The data from the informal observations will be used to guide Teachers towards effective professional practices.
- The data from the informal observations will be gathered by the Evaluator and used in part for the formative and summative evaluations.
- The Teacher will receive a copy Form C: Informal Observation, as filled out by the Evaluator in a reasonable amount of time. If requested, by either the Evaluator or the Teacher, a follow-up conversation can occur.
- Observed practices that are harmful will be immediately addressed and corrected.

## Formal Observation Steps:

### *Pre-Observation Steps:*

Based on a mutually agreed upon dates for both the pre-conference and the formal observation the Teacher will complete the following steps:

- Complete Form F: Self-Assessment of Practice
- Complete Form B: PGP Pre-Observation Form.
- Bring two hard copies of this completed form to the Pre-Observation Conference.
- The Evaluator and Teacher will discuss the completed form in preparation for the observation.

### *Observation Steps:*

- Evaluator will document the observation of teaching.
- The Teacher will complete and submit Form D: PGP Post-Conference to the Evaluator.
- The Evaluator will send the Teacher the completed Form C: PGP Observation.

### *Post-Observation Steps:*

- A post-observation conference will be held after each formal observation.
- Form D: PGP Post-Conference that was submitted to the evaluator before the conference will be discussed during the formative conference.
- The PGP Observation Form will be reviewed and by be modified based upon additional information, dialogue, and the Evaluator and Teacher will collaboratively mark levels of performance on the Framework for Teaching Domains.
- The Teacher and Evaluator will collaboratively determine and document Domain Strengths, Areas of Growth, and Next Steps on the Summary of Post Observation Conference Form E.

## Summative Conference Steps:

- A summative conference will be held once per year for Non-Tenured and Tenured-Needs Improvement and once every two years for Tenured-Proficient/Excellent.
- The Teacher will submit to the Evaluator the Staff Summative Self-Reflection Form and either the Teacher or Evaluator may schedule a meeting to discuss Form J: Summative Self-Reflection.
- The Teacher and Evaluator will discuss the overall rating of each domain based upon evidence of professional practice and levels of performance documented throughout the process.
- Evaluator will present Summative rating using Form I: Staff Summative Evaluation Form in accordance with Yorkville CUSD 115 PGP process.

## **PGP Process**

### **Tenured Individual Goal Plan Guiding Questions**

Modified from Talking about Teaching: Leading Professional Conversations by Charlotte Danielson, 2009, these guiding questions, are just samples, that may help you focus your reflection on student learning and your teaching practices.

#### **WHAT CONSTITUTES IMPORTANT LEARNING?**

- What are the key purposes of your learning activities?
- Does the purpose reflect important learning and a view of content as conceptual understanding rather than rote repetition of facts and procedures?

#### **WHAT CAUSES LEARNING?**

- What are students actually doing on a regular basis in your classroom activities?
- What is the level of intellectual rigor?
- What choices do students have?
- What are their opportunities for reflection and closure on their learning?

#### **HOW ARE STUDENTS MOTIVATED?**

- To what extent have you succeeded in creating a learning community in class?
- To what degree do students assume responsibility for their learning on a daily basis?

## Guide Sheet for Developing Individual Growth Plan

Individual Growth Plans will be developed related to student learning and teacher skill improvement. Professional goals will represent learning for the teacher and go beyond basic implementation of district curriculum or initiatives. Each form in the Individual Growth Plan represents a critical component for developing pedagogy and supporting student learning. Teachers complete Form F: Self-Assessment of Practice in each Domain to reflect on professional strengths and opportunities and to select one target for improvement. Teachers Use Form G: Individual Growth Plan Goal Form as a step-by-step tool for determining a professional growth goal. Finally, teachers complete Form H: Individual Growth Plan Action Plan Form to design and implement a plan for continuous improvement of teacher effectiveness.

Form F: Self-Assessment of Practice Form Domains 1 – 4: To develop a professional goal, certified staff will reflect on data regarding past professional skills and student needs, i.e., past evaluations, self-assessment based on the Framework for Teachers, SIP goals, District 115 goals, grade level/subject area data, classroom assessments (both formative and summative), and feedback from others. Form F: Self-Assessment of Practice Form will support certified staff to determine an area of learning for Form G: Individual Growth Plan Goal Form.

Form G: Individual Growth Plan Goal Form: When developing an Individual Growth Goal the following needs to be considered:

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

Examples:

*Instructional Goal* – During 2011-12, 90% of third grade students will meet benchmarks in Reading Comprehension as measured by MAPS assessment.

*Classroom Environment Goal* – In the next year, YMS will increase instructional time by improving student transitions between the between classrooms as measured by 25 or less tardy slips and 90% student bell work completion.

Form H: Individual Growth Plan Action Plan Form: Develop an Individual Action Plan for implementing the professional goal. Complete the following parts of the action plan:

- Professional Goal: Transfer from Form G: Individual Growth Plan Goal Form
- District or School Improvement Goal: List any district and/or school goal that links to your Individual Growth Plan goal in “District/School Improvement Goal” box.
- Action Steps/Activities: Describe specific, aligned action steps that will be implemented to support the goal.
- Timelines: Align timelines to the specific actions listed in Action Steps.
- Resources: Brainstorm resources that align to the activities.
- Documentation: Describe what happened during the action steps/activities.
- Signatures: Teacher and Principal should review and sign Form H: Individual Growth Plan Action Plan Form to confirm that they have read and conferenced. If Tenured, please mark yes or no if this is a collaborative plan. If it is a collaborative plan, please list the names of the colleagues.





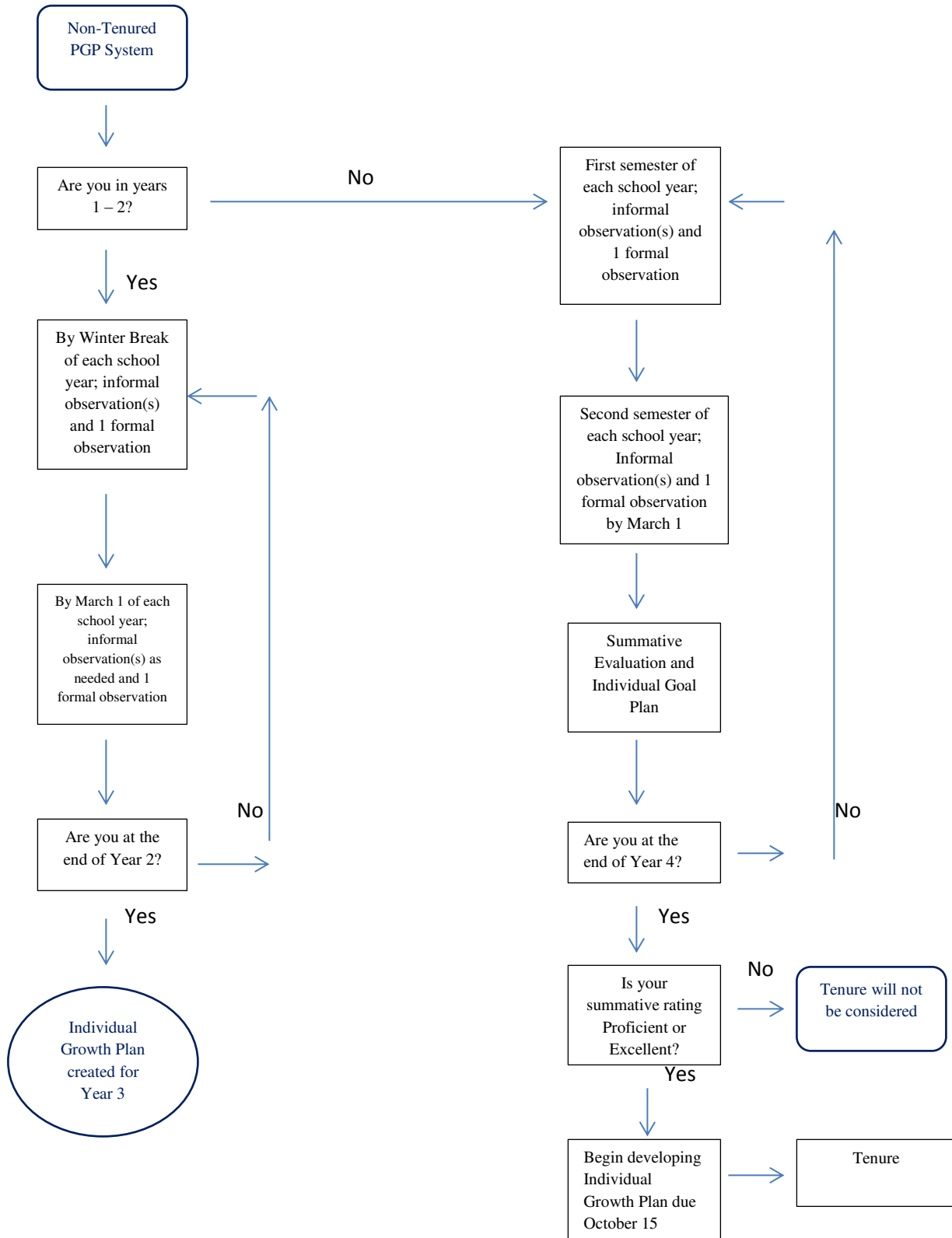
## Sample Elementary Ed. Staff SUMMATIVE SELF-REFLECTION FORM

One of the most powerful activities for professional learning is self-assessment and reflection on professional practice. Based upon feedback and data from administration, professional peers, and your own needs and interests, reflect on the strengths and areas for growth within your professional practices:

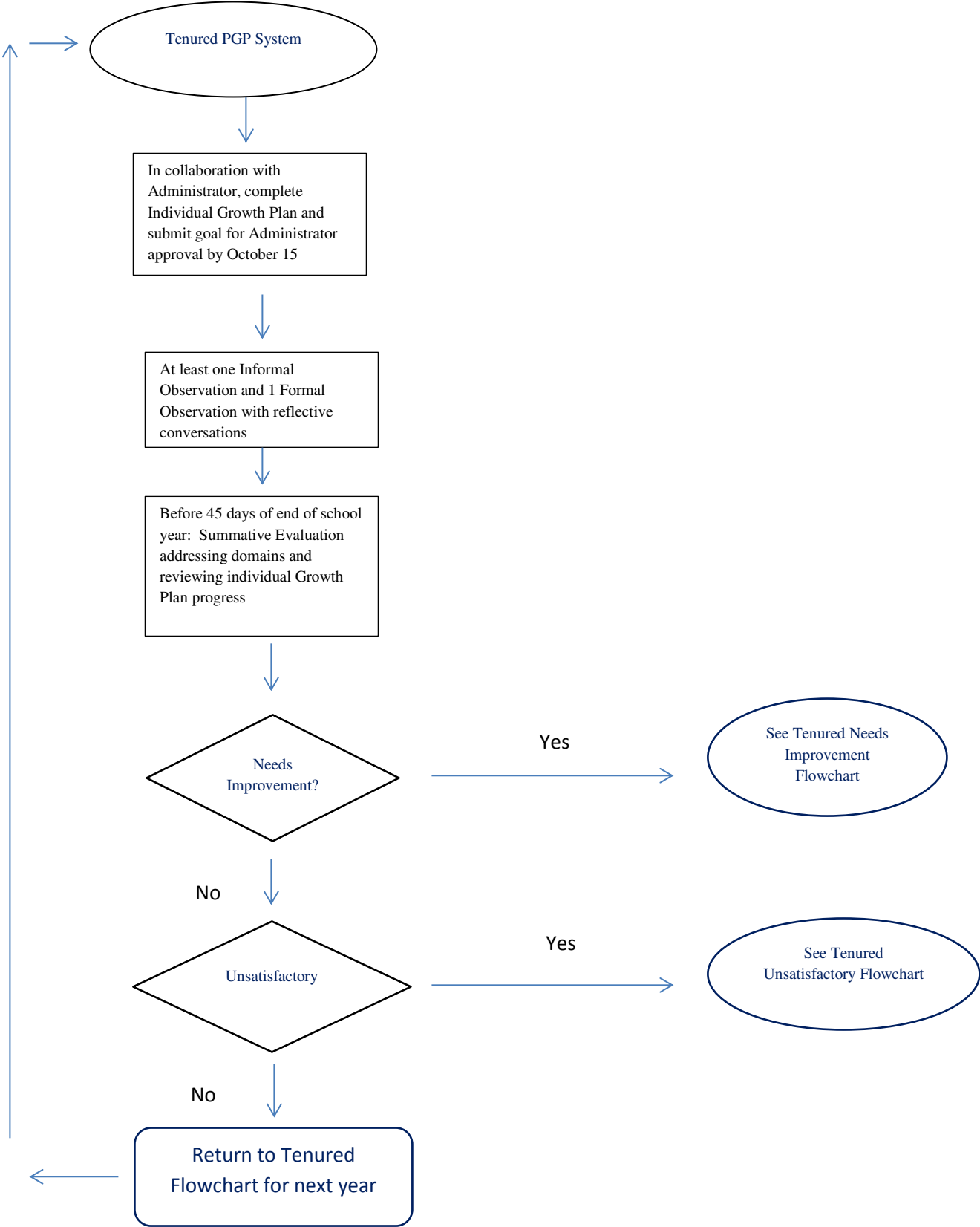
<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
<p>Basic Knowledge of Writing process</p> <p>Exploration of Daily 5</p> <p>Realistic and student friendly learning targets</p>	<p>Domain 1: Designing Knowledge Work</p> <p>1a. Demonstrating Knowledge of Content and Pedagogy</p> <p>1b. Demonstrating Knowledge of students</p> <p>1c. Selecting Instructional Goals</p> <p>1d. Demonstrating Knowledge of Resources</p> <p>1e. Designing Coherent Instruction</p> <p>1f. Assessing Student Learning Through Student Generated Products</p>	<p>Identify essential grade level outcomes for writing process</p> <p>Become more aware of students' instructional levels</p>
<p><b>Next Steps:</b></p> <p>Develop formative assessments to guide instruction and determine mastery level of writing outcomes.</p> <p>Use MAP data to guide differentiated instruction.</p>		
<p>Implement morning meeting</p> <p>Collaborate with students to formulate class rules and procedures</p> <p>Manage transitions</p>	<p>Domain 2: Creating a Safe and Orderly Environment</p> <p>2a. Creating an Environment of Respect and Rapport</p> <p>2b. Establishing a Culture for Learning by Supporting the Vision and Mission of Yorkville CUSD 115</p> <p>2c. Managing Classroom Procedures</p> <p>2d. Managing Student Behavior</p> <p>2e. Managing Physical Space</p> <p>2f. Managing School Procedures and Emergency Situations</p>	<p>Improve the management and content of center activities</p>
<p><b>Next Steps:</b></p> <p>Work with peers/administration to develop plans to improve center activities</p> <p>Observe a teacher who facilitates the Daily 5 efficiently and effectively</p>		
<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
<p>Use of technology for student engagement</p> <p>Web-based parent &amp; student</p>	<p>Domain 3: Facilitating Knowledge Work</p> <p>3a. Communicate Clearly and Accurately</p> <p>3b. Using Questioning and</p>	<p>Use questioning techniques that promote higher level thinking</p>

<p>communication to enhance instruction and access resources</p>	<p>Discussion Techniques  3c. Engaging Students in the Work  3d. Affirming the Performance of Students  3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work</p>	<p>Create and implement assessment that are aligned to instructional targets</p>
<p><b>Next Steps:</b>  Use Bloom’s Taxonomy Question chart on a daily basis to promote deeper student thinking</p> <p>Develop aligned formative assessments that guide instruction</p> <p>Utilize MAP data for targeted and specific instruction</p>		
<p>Participate in PLC and ongoing professional development</p> <p>Reflective tools for improving teaching and learning</p>	<p>Domain 4: Professional and Leadership Responsibilities  4a. Reflecting on Teaching  4b. Maintaining Accurate Records  4c. Communicating with Families  4d. Contributing Leadership to the School and District  4e. Growing and Developing Professionally  4f. Showing Professionalism  Including but not limited to the area of Attendance</p>	<p>How do I track student writing progress (e.g. record keeping in addition to a portfolio)?</p> <p>Teach parent volunteers how to coach student think instead of providing answers</p>
<p><b>Next Steps:</b>  Research different models of student portfolios  Work with BLT to design and organize parent volunteer training</p>		

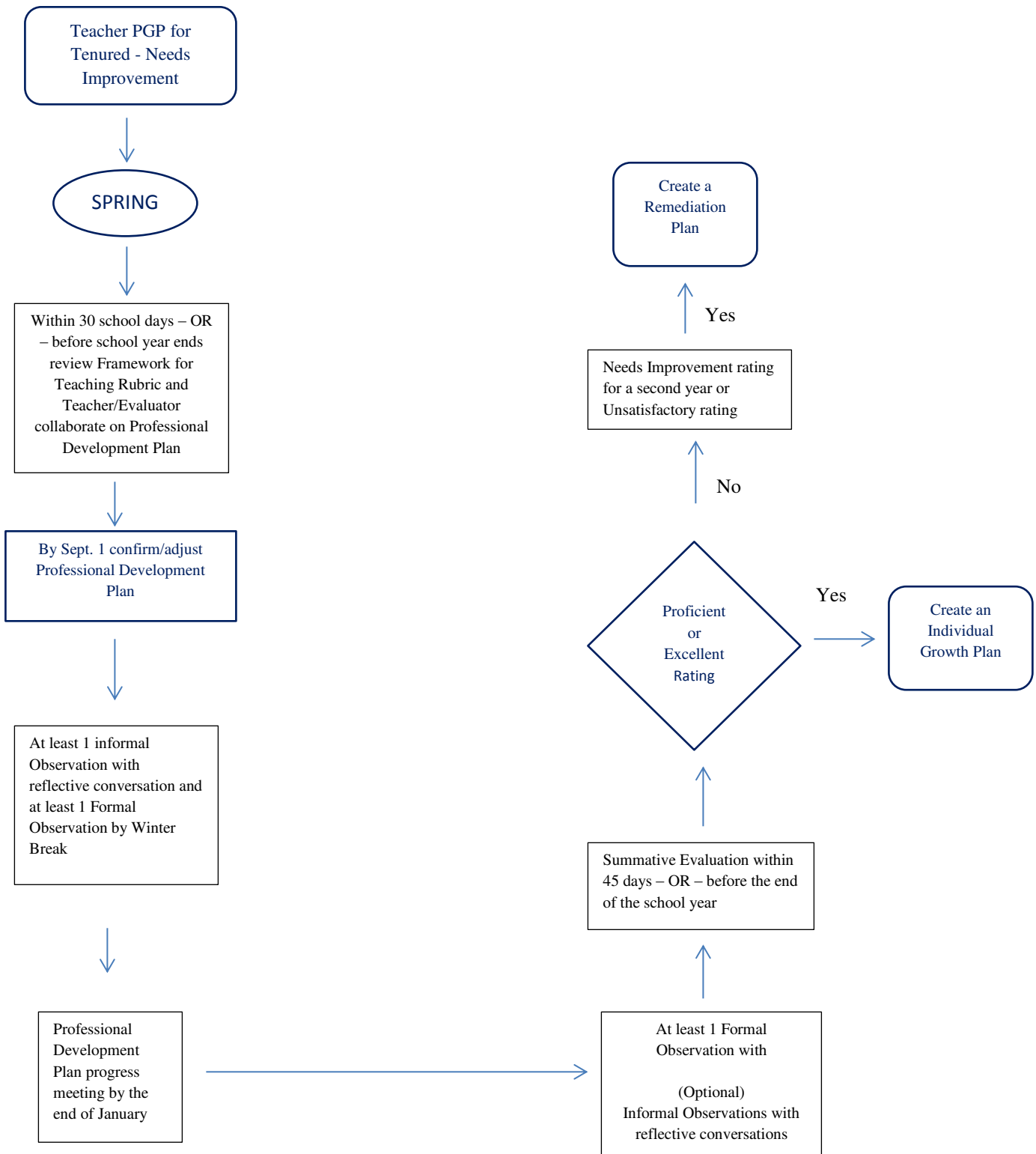
# Non-Tenured Flowchart



# Tenured Flowchart



# Tenured Needs Improvement Flowchart



# Unsatisfactory Flowchart

