YAVAPAI COUNTY TEACHER PERFORMANCE EVALUATION SYSTEM 2012
BASED ON THE ARIZONA FRAMEWORK FOR MEASURING EDUCATOR EFFECTIVENESS

The Teacher Evaluation forms and process are designed to meet the criteria described in ARIZONA REVISED STATUTE 15-203(A)(38) The State Board of Education shall…"adopt and maintain a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between thirty-three percent and fifty per cent of the evaluation outcomes and best practices for professional development and evaluator training. School districts and charter schools shall use an instrument that meets the data requirements established by the State Board of Education to annually evaluate individual teachers and principals beginning in school year 2012 – 2013."

The goals of this document as well as the Arizona Framework for Measuring Educator Effectiveness are:
- To enhance and improve student learning;
- To use the evaluation process and data to improve teacher and principal performance;
- To incorporate multiple measurements of achievement;
- To communicate clearly defined expectations;
- To allow LEAs to use local instruments to fulfill the requirements of the framework;
- To reflect fairness, flexibility, and a research-based approach;
- To create a culture where data drives instructional decisions.
- To use the evaluation process and achievement data to drive professional development to enhance student performance;
- To increase data-informed decision making for students and evaluations fostering school cultures where student learning and progress is a continual part of redefining goals for all.

The evaluation instrument (the what) identifies those aspects of a teacher's responsibilities that have been documented through empirical students and theoretical research as promoting improved student learning. In this framework, the complex activity of teaching has been divided in to four domains modeled from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson. The evaluation process (the how) identifies critical components mandated by ARS 15-203(A)(38) as well as best practices in evaluating teachers.

The document begins with a yearly timeline to assist evaluators with suggested tasks to be completed during a teacher evaluation cycle. Multiple classroom observations are suggested. The timeline should be customized for each teacher being evaluated. This process is not to replace documentation for teachers that are on improvement plans. The timeline can be customized to meet individual, school and district needs.

The evaluation form has three components. The first component is the teacher evaluation form and is designed to be used to document evidence of the four domains from the Danielson model. Evidence could include, but not be limited to, classroom walk through data collection, formal classroom observations, professional conversations and collection of artifacts.

Domain 1: Planning and Preparation
Domain 2: Classroom Environment
Domain 3: Instruction
Domain 4: Professional Responsibilities

The second component is the documentation of the quantitative classroom data on student academic progress that accounts for 33% of the evaluation outcomes. A comprehensive guide for developing classroom level data elements is in the resource section. The last component is a summary sheet. School-wide data should be considered when developing classroom level data. The goals should be written in specific, measurable, attainable, realistic, and timely (SMART) format. Multiple data sources should be utilized in developing the goals. The teacher goals should focus on a growth model for individual student achievement.

The remaining documents are to serve as resources to the teacher and the evaluator that will enhance the evaluation process, but are not necessary components to meet the framework requirements. For more information contact:
Yavapai County Education Service Agency, 8501 E. Yavapai Road, Prescott, AZ 86314, (928) 771-5344.

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AUGUST	Review Evaluation Document Review Evaluation Timeline Self Reflection Classroom Walk Through
SEPTEMBER	Review Growth Model Points Develop Data Collection Items Set Goals Develop Long Range Plan Classroom Observation
OCTOBER	Fall Data Collection Classroom Walk Through
NOVEMBER	Informal Progress Report Classroom Walk Through Classroom Observation
DECEMBER	Classroom Walk Through Classroom Observation
JANUARY	Winter Data Collection Mid-Year Progress Report on Goals Classroom Walk Through
FEBRUARY	Formal Classroom Observation (if required by Governing Board Policy)
MARCH	Formal Written Evaluation Contract Recommendation
APRIL	Spring Data Collection Classroom Walk Through
JULY	Final Documentation for File Goal Achievement
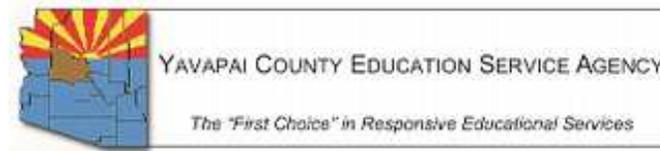
Refer to Teacher Evaluation Data Sheets

Data Tab 1: Teacher Evaluation Form
Data Tab 2: Classroom Level Data
Data Tab 3: Summary Sheet

A. Teacher Self-Evaluation form is designed to have the teacher review the four domains and reflect on how established the practices are in their teaching. Once this has been completed and reviewed a professional development plan can be designed to meet the needs of the
individual teacher.

B. Scoring Academic Goals -- Classroom Level Data rubric is a comprehensive guide for the development of classroom level student achievement goals. AIMS results or future state testing results shall be used.

C. Professional Development Goals form allows for professional development goals to be documented after the self-evaluation has been completed. The Arizona Framework for Measuring Educator Effectiveness states: ...and best practices for professional development and evaluator training.

D. Teacher -- Student Achievement Goals form allows for SMART goals to be written assisting teachers and evaluators with meeting the quantitative classroom data requirement on student academic progress that accounts for thirty-three percent per cent of the evaluation outcomes. The form assists with determining if the goal has been accomplished, made significant progress, some progress or not progress towards documenting individual student achievement growth.

E. Classroom Level Data form provides a quarterly calendar documenting what types of classroom level data will be collected and when. The form is a tool to document the data to be collected and reviewed quarterly and allows the evaluator and teacher to write in different data collection sources. The 33% of the evaluation outcomes meets the requirements established by the Arizona Framework for Measuring Educator Effectiveness.

F. Overall Domain Levels of Performance rubric provides the teacher and evaluator with a "big picture" view or summary of those aspects of a teacher's responsibilities promoting improved student learning.

G. Teacher Evaluation Rubric is the comprehensive guide clearly defining each domain. Each of the four domains of the framework refers to a distinct aspect of teaching. There is a unifying thread that runs through the entire framework for teaching that consists of engaging student in learning important content or standards.

H. Other -- Individual teachers, evaluators, schools and/or districts may want to provide additional resources.

A. Teacher Self Evaluation

The following self-assessment form is designed to help you reflect on areas, related to the Interstate Teacher Assessment and Support Consortium (InTASC) standards and the four domains of <u>Enhancing Professional Practices: A Framework for Teaching</u>, where you may want to focus your professional development efforts. You may use this information, combined with other sources of data, to help you determine the focus of your professional development plan. Under each standard, please circle where you see yourself: Not yet started (1) to well established in my teaching (10).

Interstate Teacher Assessment and Support Consortium (InTASC standards) and the four domains of The Framework for Teaching	What professional development needs do you have?
(1) Domain 1: Planning and Preparation 　• Demonstrating Knowledge of Content and Pedagogy　• Demonstrating Knowledge of Resources 　• Demonstrating Knowledge of Students　　　　　　• Designing Coherent Instruction 　• Setting Instructional Outcomes　　　　　　　　　• Designing Student Assessments Not yet started　1　　2　　3　　4　　5　　6　　7　　8　　9　　10　　well established in my teaching	
(2) Domain 2: The Classroom Environment 　• Creating an Environment of Respect and Rapport　　• Managing Student Behavior 　• Establishing a Culture for Learning　　　　　　　　• Organizing Physical Space 　• Managing Classroom Procedures Not yet started　1　　2　　3　　4　　5　　6　　7　　8　　9　　10　　well established in my teaching	
(3) Domain 3: Instruction 　• Communicating With Students 　• Using Questioning and Discussion Techniques　　• Using Assessment in Instruction 　• Engaging in Student Learning　　　　　　　　　• Demonstrating Flexibility and Responsiveness Not yet started　1　　2　　3　　4　　5　　6　　7　　8　　9　　10　　well established in my teaching	
(4) Domain 4: Professional Responsibilities 　• Reflecting on Teaching 　• Maintaining Accurate Records　　　　　　　　• Participating in a Professional Community 　• Communicating with Families　　　　　　　　　• Growing and Developing Professionally 　　　　　　　　　　　　　　　　　　　　　　• Showing Professionalism	

Not yet started	1	2	3	4	5	6	7	8	9	10	well established in my teaching

Not yet started	1	2	3	4	5	6	7	8	9	10	well established in my teaching

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ACCOMPLISHED: The goal was designed to document growth in student performance. The assessment(s) used to document goal attainment was reliable and valid. The goal was rigorous and realistic. Baseline data were used to determine the goal and the anticipated growth. The goal was related to the needs documented in classroom and school level data. The goal was individualized by teacher and was specific. Multiple indicators—such as teacher observations, assessments, class assignments, etc.—evidenced attainment of the goal. The goal was deemed attainable, but not automatic. The strategies to accomplish the goal required multiple activities over a period of time. Specific objectives were written to accomplish the goal. The goal was written in specific, measurable, attainable, realistic, and timely (SMART) format. Multiple data sources were utilized in developing the goal and the goal focused on a growth model for individual student achievement. The goal was 90-100% attained.

SIGNIFICANT PROGRESS: The goal was designed to document growth in student performance. The assessment(s) used to document goal attainment was reliable and valid. Baseline data were used to determine the goal and the anticipated growth. The goal was related to the needs documented in classroom and school level data. The goal may have been individualized by teacher and was specific. Multiple indicators—such as teacher observations, assessments, class assignments, etc.—often evidenced attainment of the goal. The goal was deemed easily attainable, but not necessarily automatic. The strategies to accomplish the goal mostly required multiple activities over a period of time. Specific objectives written to accomplish the goal, and may have been written in specific, measurable, attainable, realistic, and timely (SMART) format. Multiple data sources were utilized in developing the goal and the goal focused on a growth model for general student achievement. The goal was 75-89% attained.

SOME PROGRESS: The goal was designed with limited alignment to growth in student performance. The goal approached the needs documented in classroom and school level data. The goal was infrequently individualized by teacher and was not necessarily specific. Fewer indicators—such as teacher observations, assessments, class assignments, etc.—evidenced attainment of the goal. The goal was easily attainable, and possibly automatic. The strategies to accomplish the goal required limited activities over a period of time. Specific objectives were written to accomplish the goal, but infrequently, or not at all, using the specific, measurable, attainable, realistic, and timely (SMART) format. Fewer data sources were utilized in developing the goal and the goal had limited focus on a growth model for student achievement. The goal was 60-74% attained.

NO PROGRESS: The goal was not addressed or little to no progress was made toward goal. Data were not documented and there was no evidence of progress made towards the goal. The goal was less than 60% attained.

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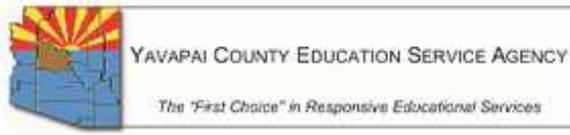
The "First Choice" in Responsive Educational Services

Teacher: _____

School: _____

Date: _____

Evaluator: _____

Title: _____

Framework for Teaching

	Performing at Expected Level	Goal (Standard or function)
DOMAIN 1: PLANNING AND PREPARATION	_____	_____
DOMAIN 2: CLASSROOM ENVIRONMENT	_____	_____
DOMAIN 3: INSTRUCTION	_____	_____
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES	_____	_____

_____

Teacher Signature/Date

_____

Supervisor Signature/Date

Source: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson

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Goal #:	School Year:
SMART Goal:	Outcome:

Strategy/Intervention	Activities to Implement the Strategy/Intervention	Evaluation	Timelines Begin/End	Responsible Persons/ Updates

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Teacher:	Evaluator:
School:	Title:
Date:	

FALL	WINTER

SPRING	SUMMER

F. OVERALL DOMAIN LEVELS OF PERFORMANCE

	Highly Effective	Effective	Partially Effective	Ineffective
Domain 1 Planning and Preparation	Teacher's plans, based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans—instructional outcomes, learning activities, materials, resources, and assessment—are in complete alignment and are adapted as needed for individual students.	Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional outcomes represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals.	Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional outcomes are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals.	Teacher's plans reflect little understanding of the content, the students, and available resources. Instructional outcomes are either lacking or inappropriate; assessment methodologies are inadequate.
Domain 2 The Classroom Environment	Students themselves make a substantive contribution to the smooth functioning of the classroom, with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct, and a physical environment conducive to high-level learning.	Classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning.	Classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect.	Classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals.
Domain 3 Instruction	All students are highly engaged in learning and make material contributions to the success of the class through their participation in discussion, active involvement in learning activities, and use of assessment information in their learning. The teacher persists in the search for approaches to meet the needs of every student.	All students are engaged in learning as a result of clear communication and successful use of questioning and discussion techniques. Activities and assignments are of high quality, and teachers and students make productive use of assessment. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student.	Only some students are engaged in learning because of only partially clear communication, uneven use of discussion strategies, and/or some suitable instructional activities and materials. The teacher displays some use of assessment in instruction and is moderately flexible in adjusting the instructional plan and in response to students' interests and their success in learning.	Instruction is characterized by poor communication, low-level questions, little student engagement, or participation in discussion, little or no use of assessment in learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified.
Domain 4 Professional Responsibilities	The teacher's ethical standards and sense of professionalism are highly developed, showing perceptive use of reflection, effective systems for record-keeping, and communication with families, leadership roles in both school and district projects, and extensive professional development activities. Where appropriate, students contribute to the systems for record-keeping and family communication.	The teacher demonstrates high ethical standards and a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development.	The teacher demonstrates moderate ethical standards and levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth.	The teacher demonstrates low ethical standards and levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth.

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DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of content and structure of the discipline * Knowledge of prerequisite relationships * Knowledge of content-related pedagogy

Element	LEVEL OF PERFORMANCE			
	Highly Effective	Effective	Partially Effective	Ineffective
Knowledge of content and the structure of the discipline	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	In planning and practice, teacher makes content errors or does not correct errors made by students.
Knowledge of prerequisite relationships	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.
Knowledge of content-related pedagogy	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

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DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development * Knowledge of the learning process * Knowledge of students' skills, knowledge, and language proficiency * Knowledge of students' interest and cultural heritage * Knowledge of students' special needs

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Knowledge of child and adolescent development	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays little or no knowledge of the developmental characteristics of the age group.
Knowledge of the learning process	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher sees no value in understanding how students learn and does not seek such information.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.
Knowledge of students' interest and cultural heritage	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.	Teacher recognizes the value of understanding students' interest and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interest and cultural heritage but displays this knowledge only for the class as a whole.	Teacher displays little or no knowledge of students' interest or cultural heritage and does not indicate that such knowledge is valuable.
Knowledge of students' special needs	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.	Teacher is aware of students' special learning and medical needs.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment * Clarity * Balance * Suitability for diverse learners

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Value, sequence, and alignment	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or in a connection to a sequence of learning.
Clarity	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.
Balance	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect only one type of learning and only one discipline or strand.
Suitability for diverse learners	Outcomes are based on a comprehensive assessment of student learning and take into account for varying needs of individual students or groups.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Most of the outcomes are suitable for most of the students in the class based on goal assessments of student learning.	Outcomes are not suitable for the class or are not based on any assessment of student needs.

DOMAIN 1: PLANNING AND PREPARATION
Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use * Resources to extend content knowledge and pedagogy * Resources for students

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Resource for classroom use	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources for classroom use available through the school or district.
Resources to extend content knowledge and pedagogy	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.
Resources for students	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher is unaware of resources for students available through the school or district.

DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction

Elements: Learning activities * Instructional materials and resources * Instructional groups * Lesson and unit structure

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Learning activities	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation of different groups of students.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.
Instructional materials and resources	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.
Instructional groups	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups do not support the instructional outcomes and offer no variety.
Lesson and unit structure	The lesson or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements: Congruence with instructional outcomes * Criteria and standards * Design of formative assessments * Use for planning

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Congruence with instructional outcomes	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	Assessment procedures are not congruent with instructional outcomes.
Criteria and standards	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.	Assessment criteria and standards are clear.	Assessment criteria and standards have been developed, but they are not clear.	Proposed approach contains no criteria or standards.
Design of formative assessments	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has no plan to incorporate formative assessment in the lesson or unit.
Use for planning	Teacher plans to use assessment results to plan future instruction for individual students.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher has no plans to use assessment results in designing future instruction.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating and environment of Respect and Rapport

Elements: Teacher interaction with students * Student interactions with other students

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Teacher interaction with students	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.
Student interactions with other students	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.	Student interactions are generally polite and respectful.	Students do not demonstrate disrespect for one another.	Student interactions are characterized by conflict, sarcasm, or put downs.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2b: Establishing a Culture for Learning

Elements: Importance of the content * Expectations for learning and achievement * Student pride in work

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Importance of the content	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.
Student pride in work	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revisiting drafts on their own or helping peers.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

Elements: Management of instructional groups * Management of transitions * Management of materials and supplies * Performance of noninstructional duties * Supervision of volunteers and paraprofessionals

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Management of instructional groups	Small-group work is well organized and students are productively engaged at all times, with students assuming responsibility for productivity.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Students not working with the teacher are not productively engaged in learning.
Management of transitions	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.	Transitions occur smoothly, with little loss of instructional time.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions are chaotic, with much time lost between activities or lesson segments.
Management of materials and supplies	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.
Performance of noninstructional duties	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Considerable instructional time is lost performing noninstructional duties.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Elements: Expectations * Monitoring of student behavior * Response to student misbehavior

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Expectations	Standards of conduct are clear to all students and appear to have been developed with student participation.	Standards of conduct are clear to all students.	Standards of conduct appear to have been established, and most students seem to understand them.	No standards of conduct appear to have been established, or students are confused as to what the standards are.
Monitoring of student behavior	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.	Teacher is alert to student behavior at all times.	Teacher is generally aware of student behavior but may miss the activities of some students.	Student behavior is not monitored, and teacher is unaware of what the students are doing.
Response to student misbehavior	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

Elements: Safety and accessibility * Arrangement of furniture and use of physical resources

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Safety and accessibility	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is unsafe, or learning is not accessible to some students.
Arrangement of furniture and use of physical resources	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

Elements: Expectations for learning * Directions and procedures * Explanations of content * Use of oral and written language

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Expectations for learning	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose in a lesson or unit is unclear to students.
Directions and procedures	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are confusing to students.
Explanations of content	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.
Use of oral and written language	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interest.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions * Discussion techniques * Student participation

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Quality of questions	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.
Discussion techniques	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.
Student participation	Students themselves ensure that all voices are heard in the discussion.	Teacher successfully engages all students in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	A few students dominate the discussion.

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments * Grouping of students * Instructional materials and resources * Structure and pacing

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Activities and assignments	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.
Grouping of students	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional materials and resources are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are inappropriate to the students or to the instructional outcomes.
Instructional materials and resources	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.
Structure and pacing	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.

DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria * Monitoring of student learning * Feedback to students * Student self-assessment and monitoring of progress

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Assessment criteria	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are not aware of the criteria and performance standards by which their work will be evaluated.
Monitoring of student learning	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher does not monitor student learning in the curriculum.
Feedback to students	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is of poor quality and not provided in a timely manner.
Student self-assessment and monitoring of progress	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of the information in their learning.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students do not engage in self-assessment, or monitoring of progress.

DOMAIN 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Lesson adjustment	Teacher successfully makes a major adjustment to a lesson when needed.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.
Response to students	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.	Teacher successfully accommodates students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher ignores or brushes aside students' questions or interests.
Persistence	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	When a student has difficulty learning, the teacher either gives up or blames the student or the students' home environment.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Accuracy	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.
Use in future teaching	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher has no suggestions for how a lesson could be improved another time a lesson is taught.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments * Student progress in learning * Noninstructional records

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Student completion of assignments	Teacher's system for maintaining information on student on completion of assignment is fully effective. Students participate in maintaining the records.	Teacher's system for maintaining information on student is fully effective.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is in disarray.
Student progress in learning	Teacher's system for maintaining information on student progress in learning is fully effective. Student's contribute on information and participate in interpreting the records.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.
Noninstructional records	Teacher's system for maintaining information on noninstructional activities is highly effective.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's records for non instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Information about the instructional program	Teacher provides frequent information to families as appropriate about the instructional program. Students participate in preparing materials for their families.	Teacher provides frequent information to families as appropriate, about the instructional program.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides little or no information about the instructional program to families.
Information about individual students	Teacher provides information to families frequently on student progress contributing to the design of the system. Response to family concerns with great professional, and cultural sensitivity.	Teacher communicates with families about student's progress on a regular basis respecting cultural norms, and is available as needed to respond to family concerns.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher provides minimal information to families about individual students or communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to family concerns about students.
Engagement of families in the instructional program	Teacher's efforts to engage families in the instructional program are frequent an successful. Students contribute ideas for projects that could be enhanced by family participation.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher makes no attempt to engage families in the instructional program or such efforts are inappropriate.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Component 4d: Participating in a Professional Community

Elements: Relationships with colleagues • Involvement in a culture of professionally inquiry • Service to the school • Participation in school and district projects

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Relationships with colleagues	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.	Relationships with colleagues are characterized by mutual support and cooperation.	Teacher maintains cordial relationships with colleagues to fulfill duties that school or district requires.	Teacher's relationships are negative or self-serving.
Involvement in a culture of professional inquiry	Teacher takes a leadership role in promoting a culture of professional inquiry	Teacher actively participates in a culture of professional inquiry.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.
Service to the school	Teacher volunteers to participate in school events making a substantial contribution, and assumes a leadership role in at least one aspect of school life.	Teacher volunteers to participate in school events making a substantial contribution.	Teacher participates in school events when specifically asked.	Teacher avoids becoming involved in school events.
Participation in school and district projects	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.	Teacher volunteers to participate in school and district projects making a substantial contribution.	Teacher participates in school and district projects when specifically asked.	Teacher avoids becoming involved in school and district projects.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill * Receptivity to feedback from colleagues * Service to the profession

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Enhancement of content knowledge and pedagogical skill	Teacher seeks opportunity's for professional development and makes a systematic effort to conduct action research.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher engages in no professional development activities to enhance knowledge or skill.
Receptivity to feedback from colleagues	Teacher seeks out feedback on teaching from both supervisors and colleagues.	Teacher welcome feedback when made by supervisors or when opportunity's arise through professional collaboration.	Teacher accepts with some reluctance feedback on teaching performance from both supervisors and professional colleagues.	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.
Service to the profession	Teacher initiates important activities to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher finds limited ways to contribute to the profession.	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.

DOMAIN 4 PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct * Service to students * Advocacy * Decision making * Compliance with school and district regulations

Element	LEVEL OF PERFORMANCE			
	Highly Effective	**Effective**	**Partially Effective**	**Ineffective**
Integrity and ethical conduct	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays dishonesty in interactions with colleagues, students, and the public.
Service to students	Teacher is highly proactive in serving students, seeking out resources when needed.	Teacher is active in serving students.	Teacher's attempts to serve students are inconsistent.	Teacher is not alert to students's needs.
Advocacy	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher contributes to school practices that result in some students being ill served by the school.
Decision making	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher makes decisions and recommendations based on self-serving interests.
Compliance with school and district regulations	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.	Teacher complies fully with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher does not comply with school and district regulations.
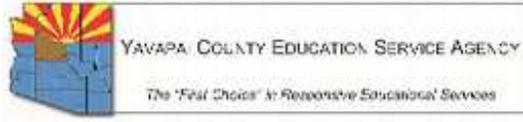
Teacher: _____   Date: _____

Observer: _____   Class: _____

Domain 1: Planning and Preparation

Domain 2: Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

_____   _____
   Observer   Teacher