School District of Rhinelander
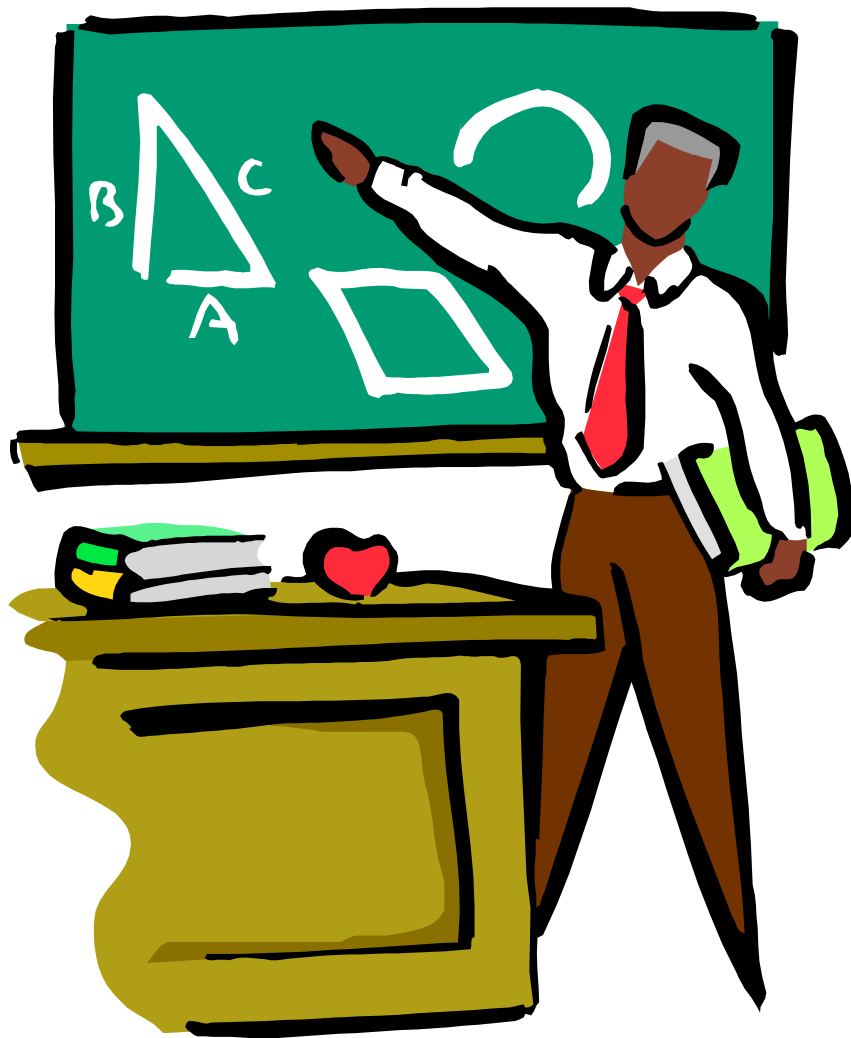
DRAFT

Professional Staff Supervision, Evaluation, and Development Handbook

(Board Approved - August 20, 2012)

NOTE: This will be piloted during the 2012-2013 school year.

The table below and Appendix A serve as quick reference guides that should be helpful and useful for the Educator and their Immediate Supervisor in following the requirements outlined in this handbook.

Supervisor	Teacher

Classroom Observations
   1. Walk-throughs(Several times/year)
   2. Comprehensive Classroom Observation(as determined by the Supervisor)
     *Pre-Observation Conference
     (Review Appendix 3 - prepared by teacher)
     *Classroom Observation Record
     (Appendix 4)
     *Classroom Observation Summary Report
     (Appendix 6)
     *Post observation Conference
	Classroom Observations
	   1. Walk-throughs (several times/year)
	   2. Comprehensive Classroom Observations (as determined by the Supervisor)
	     Pre-Observation Conference Form
	     (Appendix 3)
	     Teacher Lesson Reflection
	     (Appendix 5)
	     Post Observation Conference
	     Classroom Observation Summary Report
	     (opportunity to add comments)
	     (Appendix 6)

PDP Development and Approval Process
   1. Meet with Teacher – During the month of September
   2. Review "Draft" PDP
   3. Offer suggestions
   4. Approve PDP – Due by September 30th
	Developing PDP
	   1. Teacher Evaluation Rubric – During the month of September
	     (Appendix 8a-8d)
	   2. Draft PDP – Develop goals based on two or more teaching standards and results from Teacher Evaluation Rubric.
	     (Appendix 9)
	   3. Identify Several Objectives to reach goals.
	   4. PDP Template – Final Goals and Objectives
	     (Appendix 10)
	   5. Completed PDP
	     (Appendix 11)
	   6. Meet with Supervisor for approval – Due by September 30th
	   7. Implement PDP – During the school year

End of Year Meeting
   1. Discuss and sign Annual Teacher Performance Summary
     (Appendix 7)
   2. Discuss and sign Annual PDP Reflection
   3. Supervisor completes the Teacher Evaluation Rubric – Due by April 30th
	End of Year Meeting
	   1. Complete the Annual PDP Reflection Form
	     (Appendix 12)
	     *reflect on successes and challenges
	     *Identifies completed goals or are "in progress"
	     *revise goals or objectives if necessary
	   2. Meet with Supervisor
	     *Bring Reflection Form and PDP portfolio
	     During the month of April

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School District of Rhinelander

Mission

**To create an environment which provides
challenging opportunities for each student
to succeed in a changing world**

Beliefs

We believe:

Effective education MUST have the learner as its focus;

**Families, students, schools, and community are responsible
for empowering all students to achieve their greatness;**

**Students have unique abilities and needs that require
variation of instruction;**

**A positive learning environment is caring, safe, and assures
the dignity of everyone; and**

**Excellence and equity are requisites in educating all students
for lifelong learning.**

SDR Administrative Belief Statements

Strategic Plan: Academic Innovation – Curriculum

We Believe curriculum must be directly correlated to the Wisconsin State Academic Standards and District benchmarks.

Curriculum lays the foundation for implementation of research-based best practices in instruction and assessment.

- Learning styles of students and their multiple intelligences must be addressed in the approaches used to deliver curriculum.

- Curriculum scope and sequence must align and flow within each content area, as well as between grade levels and teachers.

- Curriculum must be engaging, relevant, and rigorous to promote student success.

- Curriculum must be appropriate for the grade level benchmarks.

- Learning objectives and goals must be addressed at the beginning of the lesson and posted in the room to keep the learning focused.

Strategic Plan: Academic Innovation – Instruction

We Believe instruction must guide the learning goal and essential questions, thereby serving as the connecting link between curriculum and assessment.

- Lesson design and delivery incorporates differentiated instruction based on students' readiness, ability levels, learning styles, and instructional interests.

- Instruction must prepare students for the 21st Century Learning Standards.

Strategic Plan: Academic Innovation – Assessment

We Believe assessment must be directly correlated to learning goals and essential questions, thereby measuring student performance relative to academic standards and benchmarks.

- Formative Assessments will provide feedback for teachers to determine the pace and method in lesson design and delivery, as well as providing feedback for students to measure growth and performance while taking ownership of their learning.

- Multiple and various assessments will provide data for reporting student learning through a variety of methods (performances, projects, rubrics, tests, etc.) to engage, motivate, and celebrate success.

Strategic Plan: Relationships and Communication – Relationships

We Believe that developing positive relationships with all stakeholders is an essential component of a successful learning community.

- Schools must provide a safe and inviting climate where all stakeholders feel valued and students enjoy learning.

- Staff members must provide a supportive learning environment where students are engaged and take ownership of their own learning.

- Staff members must create an atmosphere where students feel a sense of belonging and are confident that they can succeed.

- Staff members must strive to build and maintain positive relationships with students, parents, administrators, other teachers, and with all stakeholders within the community.

Strategic Plan: Relationships and Communication – Information

We Believe communication is essential for all stakeholders because it is the foundation for building trust.

- Free-flowing and effective communications will be used to facilitate trusting relationships among all stakeholders.

- Communication will be used to promote the district efforts and showcase its successes and directly acknowledge the areas where it needs to improve.

- District decisions will be informed and based on accurate data and research-based best practices, personal intuition, and will be communicated to all parties.

Strategic Plan: Securing a Financial Future – Resource Allocation

We Believe that resource allocation must be consistent with and supportive of the district's beliefs regarding curriculum, instruction, and assessment.

- Resource allocation must ensure a safe environment where students feel valued.

- Resource allocation must be based on the district's commitment to closing the achievement gap.

- Resource allocation must ensure curriculum and instruction that is rigorous and relevant.

- Resource allocation must focus scarce resources on the academic core.

- Resource allocation must reflect the courage of the district leadership to make difficult decisions that support the best interests of the students of the district and not the narrow interests of influential adult constituencies.

Strategic Plan: Securing Financial Future – Resource Acquisition

We Believe that acquiring external financial resources along with prudently allocating district funds is essential in developing academic innovation and building secure and trusting relationships.

- Secure alternative resources to supplement facilities and programs and to develop economic and career opportunities that support graduates and attract families.

- Secure mutually beneficial community partnerships to support economic development and local prosperity.

- Secure community stability and develop economic and career opportunities that support high school graduates and attract families.

Wisconsin Administrator Standards

Wisconsin's Administrators will demonstrate proficient performance in the knowledge, skills and dispositions under all of the following standards.

1. The administrator has an understanding of and demonstrates competence in the <u>Ten Teacher Standards</u>.

2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

6. The administrator acts with integrity, fairness, and in an ethical manner.

7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Wisconsin Teaching Standards

1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

Overview of the Professional Staff **Supervision,** Evaluation and Development Process
<u>Introduction</u>

"We develop in our own time. The key to a life of continued growth and development is to be able to recognize the time we need for new knowledge or skills and know how to get them."

<u>Background</u>

This handbook identifies the process that will be used for the supervision, evaluation, and development of professional staff. The process described in this handbook was developed through the work of a committee of teachers and administrators. As the process in place prior to the 2012-2013 school year was reviewed, the Board of Education determined that an overhaul of the process was necessary. Shortcomings of the old process included:

1. No relationship of the process to recent research-based, best teaching practices.
2. No direct linkage of the process to developing district professional development activities.
3. No relationship of the process to the ten Wisconsin Teaching Standards.
4. The need to develop a new process to address the post Act 10 era and ongoing employment beginning in August 2012.
5. No relationship between student achievement and classroom instruction.
6. No relationship between walk-through observations and formal evaluations of teachers.
7. No relationship to ongoing employment.
8. No relationship to salary.
9. No peer-to-peer lesson study.

The committee believed that the end product of the existing evaluation process was not as meaningful as it could be. One of the goals of this revision is to make the resulting process as efficient as possible, base it upon research-based teaching practices, tie the process into the new state licensure process, and increase its effectiveness as a vehicle for professional development. While the process described in this handbook retains some of the characteristics of the previous model, a great many changes have been made. In the initial years of implementing this process, it will be viewed as "a work in progress" with revisions anticipated in the future.

Many factors were considered in the development of this process. The primary catalyst for change came from dissatisfaction with our existing professional development program. There was a strong belief by the committee that whatever new process was developed, it needed to be based upon good teaching practice. The committee did not start from scratch in developing the new process. The committee reviewed the

supervision, evaluation, and professional development programs from many school districts in Wisconsin. This review revealed that many districts were basing their programs on Charlotte Danielson's Framework for Teaching. This teaching model focused on research-based good teaching practices and on the same ten teaching standards as adopted by Wisconsin. The committee spent several meetings reviewing this model and ultimately adopted it with minor revisions as the basis for our process. In broad terms, this process has been designed to insure that the performance of each member of the professional staff translates into a consistent delivery of high quality instruction for all students. The process provides each professional staff member with meaningful feedback that clearly identifies areas of strength as well as areas where improvement is required. The process focuses on these outcomes. First, the process provides opportunities to identify exemplary performance of individual professional staff members. The process also serves as a means of identifying staff development needs and establishing an individual plan to address those needs. The process is flexible to provide for the needs of professional staff members. Finally, the process serves as a vehicle for identifying those few individuals who are not willing or able to meet the performance expectations placed upon them.

This handbook was created to:
1. Align SDR professional development with the District's goals and objectives in closing any academic achievement gaps.
2. Provide a common framework used by the employer and understood by the employee.
3. Bring together in one location necessary forms and instructions for various components of professional staff supervision and evaluation, professional development, and professional staff licensure maintenance, renewal, or enhancement.
4. Establish consistency with timelines and expectations.

Preparing for the Journey

Travelers know that preparation before a journey is important. Some decisions have to be made before one actually begins the journey. Where am I going? How am I going to get there? What's the best route for me to take? Who am I going to take with me on the journey? How long will my journey take? This is also the case with professional development. Professional development opportunities provided and/or supported by the School District of Rhinelander will be designed to improve teaching and attaining the vision established by the Board of Education.

Reflection

Reflection is an important aspect of improving the craft of teaching and professional development. Asking where you have been and where would you like to go are necessary if you are to critically and honestly assess your professional progress.

Reflection is a critical component in all aspects of the supervision, evaluation, and professional development program addressed by this handbook.

You will complete and share the Teacher Evaluation Rubric (Appendix 8a-d) with your supervisor during the month of September and it will be used to support your PDP goals. If the supervisor does not observe an element within any of the components of the Teacher Evaluation Rubric, that element will be counted as 0 points. The teacher will need to familiarize themselves with the ten Wisconsin Teaching Standards and the Domains and Elements of the Teacher Evaluation Rubric and reflect especially on those specific areas that you desire to improve upon. These reflections will then become the basis for developing goals for your Professional Development Plan (PDP).

For all district educators, written reflection will be an important step in the supervision, evaluation, professional development, and pedagogical improvement cycle.

Professional Development Plan (PDP)

The Professional Development Plan (PDP) is the centerpiece of professional development. Having completed your annual Teacher Evaluation Rubric, reflected upon it (where you've been and where you want to go), you now must map out the route you are going to take to get there. The PDP is your map for professional development. All professional staff will once again complete a PDP beginning in 2012-13. Based upon needs you identify through reflection and approved by your immediate supervisor, you will develop goals based upon two or more of the teaching standards directly linked to specific elements within the domains of the Teacher Evaluation Rubric. For each goal you will develop objectives, activities, timelines, evidence of collaboration and an assessment plan. The PDP form and completed PDP sample are contained in Appendix 10 and 11 respectively.

Collaboration

You know where you are going and have a map and route identified. Now you need to decide who will go along with you on your journey. Professional Learning Communities (PLC's) within each of your schools should assist you in a more successful journey. On any journey, there may be problems along the way. Sometimes you may need to ask for help and there are plenty of people available, willing, and able to assist you. Whether it's a supervisor, an administrator, a mentor, or colleague, we are all available to lend a hand or help get the assistance that you need.

Timelines

All Professional Educators will develop an annual PDP and have it reviewed and approved by your supervisor during the month of September (see page 2). Your supervisor will finalize and score your Teacher Evaluation Rubric during the month of April.

Arrival at Our Destination

You arrive at your destination, and hopefully your professional life is enriched by the experience. Research tells us that having an administrator come into a classroom once every three years to do a formal evaluation does not lead to better instruction and improved student achievement. Research does tell us that reflection on practice and collaboration with others in PLC's, goal setting, and Administrator walk-throughs on several occasions during the year leads to improved instruction and greater student achievement.

Getting Started

Professional Licensed Teacher
Supervision, Evaluation, and Development Cycle

This cycle (Appendix 1) will apply to ALL teachers.

There are various components to the Supervision, Evaluation, and Professional Development Cycle;

1. Walk-through Observations
2. Comprehensive classroom observation(s) (as determined by the Supervisor)
3. Teacher Evaluation Rubric
4. Professional Development Plan (PDP)
5. Improvement Plans (if required by supervisor)

Classroom Observations

Each teacher will be observed by an administrator several times throughout each school year during walk-through observations and some teachers may be involved in a more comprehensive evaluation process as outlined in the evaluation portion of this document.

The comprehensive observation and evaluation process will include a pre-observation conference, classroom observation, and a post-observation conference. The pre-observation conference will begin with the teacher completing the Pre-Observation Conference form (Appendix 3), if required by their Supervisor: (Hint) Lesson plans should contain the information requested on Appendix 3. This will establish the particulars of the lesson to be observed and will provide for a detailed discussion by the teacher of what they expect the students to learn and how they will teach and assess the lesson. During the classroom observation, the supervisor will complete the Classroom Observation Record (Appendix 4). Following the lesson, the teacher will complete the Teacher Lesson Reflection (Appendix 5). This completed document will serve as a basis for discussion in the post-observation conference. Prior to the post-

observation conference, the supervisor will complete the Classroom Observation Summary Report (Appendix 6). At the post-observation conference, the teacher's lesson reflections will be discussed. The supervisor's summary report will also be discussed. The teacher will have the opportunity to add their comments to the Classroom Observation Summary Report. Both the supervisor and teacher will sign the summary report, and this will serve as documentation of a completed comprehensive evaluation from a classroom observation and shall be included in the teacher's personnel file.

A supervisor will also conduct walk-through observations during the school year by stopping in a classroom for a short period of time. This observation will be followed by comments from the supervisor and may be verbally shared or reduced to writing. Written comments that have been shared with the teacher shall be used in the teacher's summative evaluation.

Licensure Requirements:

All teachers will be required to earn six (6) credits every five (5) years to renew their license as outlined in the Professional Employee Handbook.

Professional Development Plan—PDP

By September 30th of each school year, all Educators will complete the Teacher Evaluation Rubric, which will be used as a guide in the development of their PDP (Appendix 8a-d). When completed, the teacher will analyze their Evaluation Rubric and the ten Wisconsin Teaching Standards and use this information to develop a "draft" PDP. From this information, a teacher will develop two or three goals. Educators should review the Setting Goals for Your PDP (Appendix 9) document before attempting to write their goals. This document will help clarify what a SMART goal looks like and what is expected by the Board of Education and your Supervisor.

When the goals are established, the Educator should identify several objectives for each goal that will clearly describe what will need to be done to accomplish the goal. The goal statement and objective statement will be placed on the PDP template contained in Appendix 10. It should be noted that for each objective, activities, timelines, and collaboration information would need to be developed. A sample of a completed PDP is contained in Appendix 11.

After selecting your goals, you need to complete the PDP template that will become your "draft" PDP and serve as the basis for the meeting with your supervisor. At this meeting your "draft" PDP will be reviewed and, if necessary, suggestions will be made for plan approval. Once approved, it is no longer a "draft" PDP. At this point, the Professional Employee implements their PDP.

Prior to the end of April each school year, the Educator will meet with his/her supervisor, and complete the Annual PDP Reflection form in Appendix 12. This form provides the Educator the opportunity to reflect upon the successes or challenges encountered in implementing their PDP. It is at this time that the Educator identifies goals that have been completed or are "in-progress". If there is a need to revise a goal or any of the objectives, it is done on this form. Once completed, this form along with the PDP portfolio (see next section) will be discussed with your supervisor.

NOTE: At this meeting, both the Teacher Performance Summary and the Annual PDP Reflection form will be discussed and signed.

PDP Portfolio

The PDP Portfolio is a collection of documents that serve to verify the progress or completion of goals in the Educator's PDP. Examples of the different types of documentation that can be included in a PDP portfolio are in Appendix 13.

ALL Licensed Teacher Supervision, Evaluation, and Professional Development Cycle

Several walk-through observations will be completed by the Supervisor

Annually

Complete PDP portfolio

Evaluation Rubric (September 30th)

Comprehensive evaluations may be conducted as determined by the Supervisor

"Draft" PDP (Individual /group) (September)

PDP mtg/Approval by Supervisor (individual/group) (October 1st)

Professional Growth Reflection (April)

Meeting with Supervisor (Completed by May 1st)
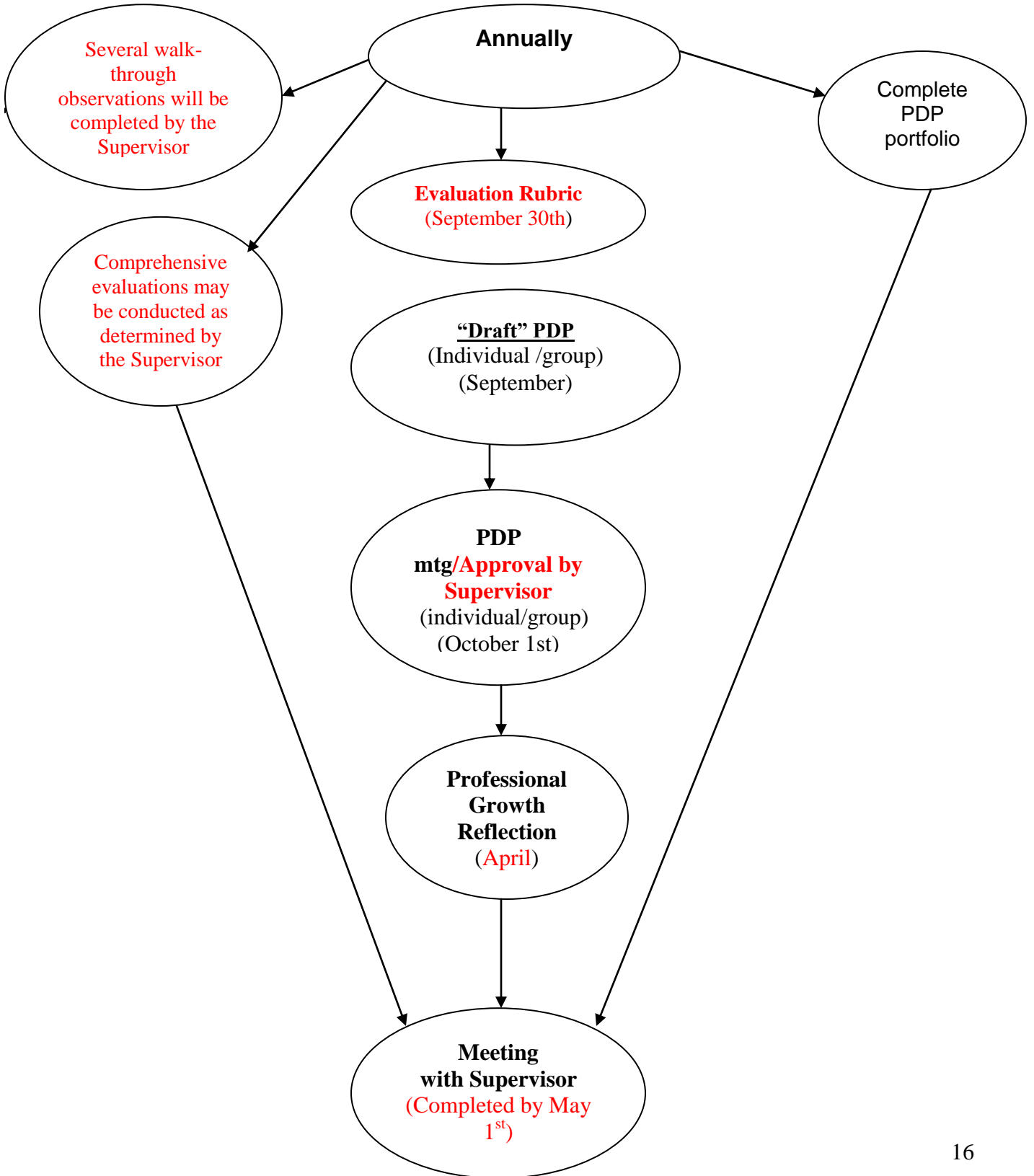
Comprehensive Evaluation
Pre-Observation Conference Form

Teacher: _____

Suggested Observation Timeframe (ex: week of ?):_____

Classes Taught:_____

Preparation Time:_____   Suggested Pre-Observation:_____

Please return the completed form and/or lesson plans that will answer these questions to your supervisor and plan to meet during your prep period prior to the pre-observation timeframe.

1. Where are you in the course objectives at this time?

2. What are the essential questions and the teaching/learning objectives for this course?

3. What State Standard(s) or district benchmark(s) will you be emphasizing during this course?

4. What teaching/learning activities should I observe?

5. Are there particular teaching practices that you especially want monitored?

6. How will you know if the students have learned the objectives of the lesson (substantiate)?

7. Describe the students in the class, including those with special needs, IPS, or gifted and what modifications or interventions you provide for these students that help them in being successful? Do any of your students have an IEP or SST and what do you do to support the components of these plans?

8. Please provide me with hand-outs and/or textbook information (as requested by the Supervisor).

Comprehensive Evaluation
Classroom Observation Record

Teacher:_____ Supervisor:_____

Grade/Subject:_____ Site:_____

Formal Observation _____ Informal Observation _____ Date:_____

2a: Respect and Rapport	3a: Clarity of communication
❑ Teacher interaction with students ❑ Student interaction	❑ Directions and procedures ❑ Oral and written Language
2b: Culture for learning	**3b: Questioning and Discussion**
❑ Importance of content ❑ Student pride in work ❑ Expectations for learning & achievement	❑ Quality of questions ❑ Discussion techniques ❑ Student participation
2c: Classroom procedures	**3c: Student engagement**
❑ Management of instructional groups, transitions, materials, and supplies ❑ Performance of non-instructional duties ❑ Supervision of volunteers and paraprofessionals	❑ Representation of content ❑ Activities and assignments ❑ Grouping of students ❑ Instructional materials and resources ❑ Structure and pacing
2d: Managing student behavior	**3d: Feedback to students**
❑ Expectations ❑ Monitoring of student behavior ❑ Response to student misbehavior	❑ Accurate, substantive, constructive, and specific ❑ Timeliness
2e: Physical space	**3e: Flexibility and responsiveness**
❑ Safety and arrangement of furniture ❑ Accessibility to learning and use of physical resources	❑ Lesson adjustment ❑ Response to students ❑ Persistence

Comprehensive Evaluation
Teacher Lesson Reflection*
(for Post-Observation Conference)

Teacher:_____   **Date of Lesson**:_____

Concept/Topic Taught:

- As I reflect on this lesson, the students were productively engaged as evidenced by the following:

- The following is evidence that the students learned what I intended and that I met my instructional goals:

- How did I use formative assessment information and/or data to alter my goals of the instructional plan as I taught the lesson? (provide an explanation):

- When I have the opportunity to teach this lesson again, what would I do differently? How will this/these change(s) better support student achievement? Why?

*This reflection is for post-observation conference discussion purposes and may be placed in a teacher's personnel file, as determined by the supervisor. The teacher may choose to place this document in their PDP portfolio.

Comprehensive Evaluation
Classroom Observation Summary Report
(Post-Observation Conference)

Teacher:_____   **Date:_____**

General observations regarding lesson content and activities. Evidence of planning and preparation.

Strengths of the lesson: (Supervisor Comments required)

Areas to Address for Professional Growth and Improvement: (Supervisor Comments are required)

Teacher Comments: (Encouraged)

Administrator:_____   **Date**:_____

Teacher:_____ **Date**:_____

School District of Rhinelander
Annual Teacher Performance Summary

Teacher:_____ **Site**:_____

Assignment:_____

Supervisor Comments: (Required)

Teacher Comments: (Encouraged)

_____   _____
Supervisor   **Date**   **Teacher**   **Date**

Teacher Evaluation Rubric

Domain 1: Planning and Preparation

Component 1a   **Demonstrating Knowledge and Content Pedagogy**
Elements:
1. Knowledge of content
2. Knowledge of prerequisite relationships
3. Knowledge of content-related pedagogy
(Teaching Standards 1, 7)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Knowledge of Content	Teacher makes content errors or does not correct content errors made.	Teacher displays basic content knowledge but cannot make connections with parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines and, there is evidence of continuing pursuit of each knowledge.	Teacher displays extensive content knowledge, can teach other professionals in a competent manner. Other professionals see teachers as a source for extensive information and assistance in this area.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher activity builds on knowledge of prerequisite relations when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

Domain 1: Planning Preparation

Component 1b: Demonstrating Knowledge of Students
Elements:
1. Knowledge of characteristics (intellectual, social, emotional) of age group
2. Knowledge of students' varied approaches to learning
3. Knowledge of students' skills and knowledge
4.   Knowledge of students' cultural heritage

(Teaching Standards – 2,3,7,8)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Knowledge of Characteristics of the Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of developmental characteristics of age group, exceptions to the pattern and the extend to which student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that students' exhibit.	Teacher displays solid understanding of the different approaches to learning that different student's exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of Cultural Heritage	Teacher applies little knowledge of cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding cultural heritage but applies this knowledge for the class only as a whole.	Teacher applies knowledge of the cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher applies knowledge of the cultural heritage of each student.

Domain 1: Planning and Preparation

Component 1c: **Selecting Instructional Goals**
Elements: **VALUE**: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks
CLARITY: Goals are clearly stated a student learning and permit sound assessment.
SUITABILITY FOR DIVERESE STUDENTS: Goals reflect needs of all students in a class.
BALANCE: Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines.**(Teaching Standards – 2,7)**

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning or relate to curriculum frameworks and standards	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning. Goals do reflect some importance of learning and are somewhat related to curriculum frameworks and standards	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning. Goals do reflect some importance of learning and are related to curriculum frameworks and standards.	Not only are the goals valuable, but also teacher can also clearly articulate how goals establish high expectations and clearly reflect curriculum framework and standards.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but many include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitable for Diverse Students	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing importing learning.

Documentation: 1. Lesson Plans (in portfolio) 2. Goal Sheet (part of portfolio) 3. Student Sample (portfolio)

Domain 1: Planning and Preparation

Component 1d: **Demonstrating Knowledge of Resources**
Elements: 1. Resources for teaching
                       2. Resources for students
                       (**Teaching Standards - 4,7,10)**

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and seeks materials from other sources to enhance instruction.	In addition to being aware of the school and district resources, teacher actively seeks other materials to enhance instruction, for example, form professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of resources available through the school or district and knows how to gain access for students. Teacher encourages students to use them.	In addition to being aware of school and districts resources, teacher is aware of additional resources available through the community and actively involves students in pursuing them.

Domain 1: Planning and Preparation

Component 1e: Designing Coherent Instruction
Elements: 1. Learning Activities
                                 2. Instructional materials and resources
                                 3. Instructional groups
                                 4. Lesson and unit structure
                                 (**Teaching Standards – 1,3,4,5,7)**

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instruction al Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support, the instructional goals, and some engage students in meaningful learning	All material and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instruction goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lessons or unit ahs no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit ahs a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson or unit's structure is clear and allows flexible timing for different pathways according to student needs.

DOCUMENTATION: Lesson Plans – Unit Plans -- Observation

Domain 1: Planning and Preparation

Component 1f: **Assessing Student Learning**
Elements: 1. Congruence with Instructional goals
2. Criteria and standards
3. Use for Planning
(Teaching Standards – 2,8)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Congruence with Instructional Goals	Content and methods of congruence with instructional goals. .	Some of the instructional goals are assessed through the proposed approach, but many are not.	The instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for the students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students were aware of how they are meeting the established standards and participate in planning the next steps

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport
Elements: 1. Teacher Interaction with Students
2. Student interaction
(Teaching Standards 3,5,6)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Teacher Interaction with Students	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 teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect to the class. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students occasionally demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Domain 2: The Classroom Environment

Component 2b: **Establishing a Culture for Learning**
Elements: 1. Importance of the content
               2. Expectations for learning and achievement
               (Teaching Standards 3, 5)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is not mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Teacher has created an environment where students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement. Rubrics are not reviewed.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement. Rubrics are rarely observed.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement. Use the teacher developed rubrics is obvious.	Both students and teacher establish and maintain; through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students. Rubrics are developed jointly by the teacher and the students.

Domain 2: The Classroom Environment

Component 2c: **Managing Classroom Procedures**
Elements: Management of instructional groups
   1. Management of transitions
   2. Management of materials and supplies
   3. Performance of non-instructional duties
   4. Supervision of volunteers and educational assistants
   (Teaching Standards 5)

Element	Level of Performance			
	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with another group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Duties Performance on Non-instructional	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Utilization of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Domain 2: The Classroom Environment

Component 2d: **Managing Student Behavior**
Elements: Expectations
1. Monitoring of student behavior
2. Response to student misbehavior
(Teaching Standard 5)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Expectations	No expectations of conduct appear to have been established, or students are confused as to what the standards are.	Expectations of conduct appear to have been established for most situations, and most students seem to understand them.	Expectations of conduct are clear to all students. Expectations are printed for student reference.	Expectations of conduct are clear to all students and appear to have been developed with student participation. Expectations are printed for student reference.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is aware of student behavior at all times.	Monitoring by teacher is subtle and preventive. Students appear self-disciplined.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the students' dignity.	Teacher attempts to respond to student misbehavior with dignity, but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and respects the students' dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 2: The Classroom Environment

Component 2e: **Organizing Physical Space**
Elements: Safety and arrangement of furniture
1. Accessibility to Learning and Use of Physical Resources
(Teaching Standard 5)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning
Accessibility to Learning and Use of Physical Resources	Teachers use physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

Domain 3: Instruction

Components 3a: **Communicating Clearly and Accurately**
Elements: Directions and procedures
        1. Oral and written language
        (Teaching Standard 6)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students.	Teacher directions and procedures are clear to students. Teacher monitors students' following of direction – "interpretations" (i.e. walk around room).
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written langue is legible. Vocabulary is correct but not appropriate to students' age or background.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to student's age and interests.	Teachers spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Domain 3: Instruction

Component 3c: **Engaging Students in Learning**
Elements: Representation of content
1. Activities and assignments
2. Grouping of students
3. Instructional materials and resources
4. Structure and pacing   **(Teaching Standards 1,2,3,4,5,6,7)**

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples, other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged cognitively.	Some activities and assignments are appropriate to students and engage them cognitively, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creations of materials to enhance their own purposes.
Structuring and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is often consistent.	The lesson structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

Domain 3: Instruction

Component 3b: **Using Questioning and Discussion Techniques**
Elements   Quality of questions
1. Student participation and discussion
(Teaching Standards 2,3,4,6)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality inviting limited student response.	Most of the teacher's questions are of high quality. Adequate time is available for students to appropriately respond.	Teacher's questions are of uniformly high quality, with adequate time for students to appropriately respond. Students formulate many questions.
Student Participation and Discussion	Only a few students participate in the discussion or activity.	Teacher's attempts to engage many students in the discussion or activity, but with only limited success.	Teacher successfully engages most students in the discussion or activity.	Students take responsibility for continuing the discussion.

Domain 3: Instruction

Component 3d: **Providing Feedback to Students**
Elements: Quality: accurate, substantive, constructive, and specific
                     1.   Timeliness
               (Teaching Standards 3,4,8)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Quality: Accurate Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present, others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Domain 3: Instruction

Component 3e: **Demonstrating Flexibility and Responsiveness**
Elements: Lesson adjustment
1. Response to students
2. Persistence
(Teaching standards 3,4,7,8)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effect on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching
Elements: Accuracy
  1. Use in future teaching
  (Teaching Standards – 8,9)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what to try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions complete with probable successes of different approaches.

Domain 4: Professional Responsibilities

Component 4b: Maintaining Accurate Records
Elements: Student completion of assignments
             1. Student progress in learning
             2. Non-instructional records
             3. Timeliness
             (Teaching Standard – 8)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignment is rudimentary and only partially effective.	Teacher's system for maintaining information on student completing of assignments is effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Student contributes information and interpretation of the records.
Non-instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is usually effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.
Timeliness	Teacher rarely meets deadlines.	Teacher usually meets deadlines	Teacher most always meet deadlines.	Teacher always meets deadlines.

Domain 4: Professional Responsibilities

Component 4c: Communicating with Families
Elements: Information about the instructional programs
           1. Information about individual students
           2. Engagements of families in the instructional program
           (Teaching Standards – 8,10)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides information to parents frequently, as appropriate, about the instructional program.	Teacher provides information to parents frequently, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students (academic & behavioral)	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instruction program or such attempts are inappropriate.	Teacher makes modest and inconsistent attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent.	Teacher's efforts to engage families in the instructional program are frequent. Students contribute ideas for projects that will be enhanced by family participation.

Domain 4: Professional Responsibilities

Component 4d: Contributing to the School and District
Elements: Relationships with colleagues
              1. Service to the school
              2. Participation in school and district projects
              (Teaching Standards – 9,10)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Relationships with Colleagues	Teacher's relationships and communication with colleagues are negative or self-serving.	Teacher maintains cordial relationships and communication with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships and communication with colleagues.	Support and cooperation characterize relationships and communication with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked or when required by contract.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School and District Projects and/or Initiatives	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution and assumes a leadership role in a major school or district project.

Domain 4: Professional Responsibilities

Component 4e: Growing and Developing Professionally
Elements: Enhancement of content knowledge and pedagogical skill
    1. Service to the profession
(Teaching Standard – 9)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Domain 4: Professional Responsibilities

Component 4f: **Showing Professionalism**
Elements: Service to students
    1. Advocacy
    2. Decision making
    (Teaching Standard – 10)

Element	Does Not Meet Standards 1 Pt.	Improvement Necessary 2 Pts.	Effective 3 Pts.	Highly Effective 4 Pts.
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being poorly served by the school.	Teacher does not knowingly contribute to some students being poorly served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental 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.

Setting Goals for Your PDP

Two or three goals are appropriate. Goals should provide direction for professional development, improve student learning and be based on your reflections after completion of the Teacher Evaluation Rubric (Appendix 8) and an analysis of your student' strengths and needs. Goals will answer the question, "Where do I want to go?" or "How will this goal positively improve student learning?" Robert Garmstron (1999) developed the following "SMART" box.

<u>Setting SMART Goals for Professional Development</u>

S	Specific	To be specific, a goal must describe the presence of some positive quality, not the absence of a negative quality. Not we want less (e.g. tardiness) but have more of (e.g. pupils on time).
M	Measurable	What will be seen or heard as evidence of achievement? This is stated as something that <u>teachers and students</u> will achieve, not that the teachers will provide. Must advance from a current status to another level of performance describing what it would look like once achieved. (e.g. Use of differentiated lessons increase the achievement of students below grade level benchmarks toward basic level of performances or better as evidenced by work samples collected each quarter.)
A	Attainable	Can the goals be attained with the timelines and resources available? Time is the biggest barrier. Instead of doing too many activities that merely touch the surface of an issue, spend time applying and reflecting on the results of something over a period of time. Break down the goal into benchmarks that, over time, will eventually lead to the goal. Collect and analyze data along the way so you can adjust the activities and timelines accordingly.
R	Relevant	How is this goal related to the larger purpose of quality teaching (ten teaching standards) to increase student learning? Does your goal(s) relate to long-term results that affect students in positive easy?
T	Tactically Sound	Have you looked at the barriers and challenges in achieving the goal? Have you defined ways to overcome them that will engage cooperation from the professional community? Did you analyze any potential harmful effects to students that could arise from achieving the goals? Any harmful effects to you or the professional community? To parents?

PDP Form for All Educators

Name:_____   **Site** _____   **School Year** ____-____

Standard(s) to be addressed*: (based on self-assessment – maximum 2 Standards per year)

Goal statement*:

Rationale for the Goal*: (*could be based on evaluation and feedback from supervisor, and/or feedback from students, peers, self-reflection and site goals.*)

Objective: (one objective per page)_____

Activities	Timelines	Collaboration	Date Completed

Plans for Documentation: (What evidence will I collect to verify completion of activity?)

*Date this Plan is shared with your supervisor prior to end of 1st quarter _____

                                               (Supervisor Signature)   Date

*Final Meeting with supervisor_____

                                               (Supervisor Signature)   Date

1 copy to Building Principal and 1 copy to C & I Office

Professional Development Plan (Sample)

Staff Member _____**Classroom Teacher**_____ Site _____**Rhinelander Middle School**_____ School Year _____**2011-2012**_____

Standard(s) to be addressed*: (based on self-assessment – maximum 2 Standards per year) **1b, Knowledge of Students; 2d, Managing Student Behavior; 3c, Engaging Students in Learning; 3d, Providing Feedback to Students; 4c, Communication with Families.**
Goal statement*: **To increase my effectiveness in communicating with parents, in order to enhance student participation and achievement.**
Rationale for the Goal*: (*could be based on evaluation and feedback from supervisor, and/or feedback from students, peers, self reflection and site goals.*)
By learning and practicing new ways to disseminate information to parents regarding their child's activities and performance in class, I will strengthen my relationship with parent and ability to motivate students to achieve.
Objective: (one objective per page) **To increase my personal communications with the parents of my students this year.**

Activities	Timelines	Collaboration	Date Completed
Introduce myself to parents: a. Introductory note to parents b. Attend Orientation Night c. Attend school events d. Make myself visible & available	**Sept – May**	**Sent a 1-page intro note with info about self and expectations for students. Provide general invitation to school activities I will attend. Keep a log of my communication efforts.**	**May 21, 2002**
Call parents of all students receiving a "D" or "F" and invite them to Parent – Teacher conferences.	**Oct - March**	**Two week prior to Parent – Teacher conferences, call parents of "D" or "F" students. Keep a log of these calls.**	**April 1, 2002**
Call three parents each week and share good news about their son/daughter.	**Sept – May**	**Randomly select three students each week and call their parents. Keep log of calls.**	**June 3, 2002**
Reflection	**April - May**	**Overall reflection on objective achievement.**	**May 15, 2002**

Plans for Documentation: (What evidence will I collect to verify completion of activity?) **I will keep a log of my communications. I will complete the "Licensure Cycle Annual Documentation Form" (A or B).**

*Date this Plan is shared with your supervisor prior to end of 1st quarter ____/s/_____9/20/01_____
                                                                (Supervisor Signature)   Date
*Final Meeting with supervisor _____/s/_____6/5/02_____
                                                                (Supervisor Signature)   Date

Annual PDP Reflection

REFLECTION	PDP REVISION

_____   _____   _____
Educator's Name   Educator's Signature   Date

_____   _____   _____
                                   Supervisor's Name   Supervisor's Signature   Date

PDP Portfolio Documentation Examples
(by Domain)

The contents (artifacts) of your PDP Portfolio should support the goals you have established for yourself based on the Teacher Evaluation Rubric, Wisconsin Teaching Standards, and the Common Core Standards. As you meet with your supervisor during the school year, the contents of your portfolio should be used to document progress of goal achievement.

Domain 1	Domain 2
- Unit Plans - Lesson Plans - Data Analysis of Student Achievement - Assessment Samples - Rubric Samples - Student Surveys	- Video Taped Lessons - Student Work Samples - Classroom Observations - Discipline Plan - Rubrics - Student Surveys
Domain 4	**Domain 3**
- Journal Entries - Family Contact Log - School/District Contribution Log - Pre-Obs Conference Form - Classroom Observation Record - Classroom Obs Summary Rpt - Teacher Lesson Reflection - Misc. Professional Feedback from Administrators, Teachers, Parents, etc. - Student Surveys - Surveys - Letters, Notes - Grade Book Samples - Annual Teacher Performance Summary	- Samples of Student Work - Video Taped Lessons - Classroom Observations - Lesson Plans - Student Surveys

Definition of Terms

Clarification of terms used in this handbook.

The Framework for Teaching: This is a structure developed by Charlotte Danielson, which identifies those aspects of a teacher's responsibilities that have been documented as promoting improved student learning. These responsibilities define what teachers should know and be able to do in exercising their profession.

Domain: The Framework for Teaching is organized into four major domains:
>   Domain 1—Planning and Preparation
>   Domain 2—Classroom Environment
>   Domain 3—Instruction
>   Domain 4—Professional Responsibilities

The domains are further divided into 22 components and 66 elements.

Points: Each element has a value or range of 1-4 points, with a total of 264 points possible. The point value earned by a teacher will place them on one of the following tiers. Tier placement will be used, in part, for salary, extended contracts and on-going employment decisions. Value added point totals (bonus points) will be added to the total point value derived from the Teacher Evaluation Rubric by your Supervisor.
Tier 1 – Highly Effective: (90% - 100%) = 238 - 264 Pts.
Tier 2 – Effective: (80% - 89%) = 211 – 237 Pts.
Tier 3 – Improvement Necessary: (70% - 79%) = 185 – 210 Pts.
Tier 4 – Does Not Meet Standards: (0 – 69%) = 0 – 184 Pts.

Component: The components within each domain form a coherent body of knowledge and skill, which can be focused on independent of the other domains. Each component defines a distinct aspect of a domain but is not related to the other components.

Element: Each element describes a feature of one of the components. There are four levels of performance that apply to each element—needs attention, developing, proficient, and distinguished.

Professional Development Plan (PDP): A written plan established between a teacher and their supervisor, which forms the basis for growth and supervision. This plan includes:

- Measurable goals (based on reflection, self-assessment, building/district goals)
- Components, Elements of The Framework for Teaching to be addressed
- Strategies, timelines, resources, and assessment for effective implementation of the plan.

Observations: One of a number of information-gathering activities available to the supervisor that helps inform professional judgment and improvement of pedagogical practices. Observations provide the opportunity for your Supervisor to collect evidence for use as a focus for professional discussion and reflection on improving teaching and enhancing student learning. All Educators will be observed several times throughout the school year during Supervisor walk-through observations and evaluations. In addition, more frequent and/or comprehensive evaluations may be appropriate as determined necessary by your supervisor. Walk-through observations will be done throughout the school year for all teachers and teachers will be provided with written feedback. Walk-through observations will be used as part of the formal evaluation process.

Supervision: The process through which a supervisor assists a teacher in a supportive, collaborative, and structured way with the purpose of promoting student learning, professional development, and the ongoing employment relationship with the District. Supervision is necessary to ensure that the best teachers are working with our students and that a teacher is working to support the Board of Education's goals, District goals, Building goals, and legal mandates.

Evaluations: The purpose of evaluation is twofold:
1) To improve students learning and to raise the quality of instruction and educational services provided to students, which result in closing the academic achievement gap and;
2) To assist the individual teacher in professional development, which will enhance their instructional practices. Evaluation of performance includes Domains 1 – 4 and a year-end summary of performance (Annual Teacher Performance Summary) is written each year by the supervisor and evaluates the teacher's total performance. This summary is placed in the teacher's personnel file. It includes documentation of evidence of the teacher's total performance progress on their Professional Development Plan (PDP) and recommendations for the next school year. Comprehensive evaluations refers to observations that have a pre and a post observation conference, and will be determined by the Supervisor, when needed. The purpose of this type of observation is to observe the teacher in a more structured manner and to address both the planning and execution of a lesson resulting in improved classroom teaching

Mentor: A skilled teacher selected to provide instructional, social, and emotional support to another teacher for the purpose of assisting him/her in providing improved student learning and supporting the teacher's professional development.

Measurable Goal: A statement that describes what you want to do to improve student achievement. It is measurable in that whatever you plan to do results in an observable change in student learning (what students know or are able to demonstrate).

Examples:
    1. Expand and adapt my math curriculum to better meet the needs of culturally and linguistically diverse students in my classroom.
    2. Improve communication with my students' parents and strengthen their involvement in their children's education.

Rationale for the Goal: The rationale answers the question why did you select your goal? It should link your goal(s) to your completed self-assessment, reflection, the standards, to your job description, your student's strengths and needs, school or district goals or initiatives.

Objective(s): A statement that should outline the actions that will be needed to carry out a goal. Each objective may contain one or more specific activities, the successful completion of which will result in accomplishing the objective.

Example:
    Study existing research on effective mathematics teaching strategies with culturally and linguistically diverse students.

Standards (Academic): General statements of what a student is expected to know or be able to demonstrate. These standards are broken down by content area and are set at grade 4, 8, and 12 by the Wisconsin Department of Public Instruction.

Benchmarks: Specific statements which describe what a student is expected to know or be able to demonstrate.

Standards (Teaching): A set of statements (ten in Wisconsin) which describe the expected level of professional knowledge or pedagogical skill that a teacher is to attain in order to be licensed or maintain licensure. The Wisconsin Teaching Standards were developed by the Interstate New Teacher Assessment and Support Consortium (INTASC) and are also used by twenty other states.

Teacher Evaluation Rubric: A document that contains the 66 elements of the Framework for Teaching and is used as a reflection and goal setting tool for the Educator and completed by the Supervisor wherein he/she rates the teacher's level of performance as, Does Not Meet Standards, Improvement Necessary, Effective, or Highly Effective) based upon a description and rating of what each of the levels of performance look like for each of the elements.

Collaboration: (Optional) if you choose to collaborate on your PDP, collaboration may occur with professional colleagues (Collegial Group), mentors, or administrators. Collaborative efforts require prior Administrative approval.

Documentation: The means by which completion of a PDP is verified. Documentation consists of any type of written, audio, video, or electronic material that substantiates the completion of a goal or part of a goal. This documentation is contained in a folder called a portfolio. In education today, the term "portfolio" refers to a collection of electronic and/or written documents that verifies the attainment of some level of achievement or goal.

PDP Portfolio: This collection of documents serves to verify the progress or completion of a goal or goals that are part of a teacher's Professional Development Plan (PDP). The contents of this portfolio accumulate throughout the school year and are presented to the teacher's supervisor at the end of a year. Portfolios may be combined and used to verify accomplishment of goals.

Reflection: The process whereby an educator mentally thinks back on actions performed and, for the purpose of professional improvement, asks what went well and what could have been done differently to more effectively enhance student learning or meet a goal or accomplish a task? A reflective teacher understands that improvement efforts are more likely to be achieved by reducing them to writing.

PROFESSIONAL EMPLOYEE EVALUATION PLAN

Accumulation of value added points and evaluation points during a given work year shall be used, in part, to determine the on-going employment relationship between the School District of Rhinelander and the Professional Employee. All goal activities shall be approved in advance by the Professional Employee's immediate supervisor and the Superintendent/Designee.

GOAL	POINT RANGE
• SDR Supervision and Evaluation Handbook (Rubric)	0 – 264

Value Added Areas (all require approval in advance by an Administrator):

Note: Rubrics will be developed for each of these areas and corresponding point value during the 2012-13 school year.

- Tutoring students outside the normal workday — TBD
- Summer School Teacher
- Provides a service that results in traditionally underserved populations participating in after-school activities
- Growth of Student Performance (per quarter)
- Coach or Advisor of a High School Level Sport or Activity
- Coach or Advisor of a Middle School Level Sport or Activity
- Coach or Advisor of an Elementary Level Sport or Activity
- Leads staff teams in district or building initiatives
- Provides coaching and expertise to colleagues to improve pedagogy
- Contributes to innovative improvements that benefit the entire District
- Provides leadership for District improvement on teams or committees
- Level of Participation in Grant Writing Activity
- Provides Professional Development Activity to other staff — TBD
- Presentation at a State or regional Level Conference

- Presentation at a National Level Conference
- Authors and has Published a Professional Journal Article
- Written Peer Review and Verbal Feedback @ 12-17 times
- Written Peer Review and Verbal Feedback @ 18 or more times
- Mentoring a colleague for the Entire Year

TOTAL POSSIBLE POINTS   0 - TBD

VALUE ADDED TIER PLACEMENT (based on total points earned):

Value added points will be added to the total Teacher Evaluation Rubric points earned during the year to be used in part to determine overall tier placement for consideration of salary, longevity and on-going employment with the district.

- Tier 1 – Highly Effective: (90% - 100%) = 238 - 264 Pts.
- Tier 2 – Effective: (80% - 89%) = 211 – 237 Pts.
- Tier 3 – Improvement Necessary: (70% - 79%) = 185 – 210 Pts.
- Tier 4 – Does Not Meet Standards: (0 – 69%) = 0 – 184 Pts

For Example:

Teacher Evaluation Rubric =   TBD   Pts.

Tutoring Students After School =   Pts.

Chess Club Advisor =   Pts.

Summer School Teacher =   Pts.

Written Peer Review =   Pts.

Total = TBD Pts.

In the example above, this Professional Employee would be considered Highly Effective.

Review Process:

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Points in dispute between an Immediate Supervisor and the Professional Employee may be subject to a review by a committee of 2 Administrators and 2 Professional Employees. A closed ballot process will be used to finalize the dispute. A tie vote shall result in disapproval of the point in question. This committee's decision shall be final.

Save: Professional Employee Evaluation Point-Tier Plan