

North Knox School Corporation Teacher Evaluation System 2023

Purpose

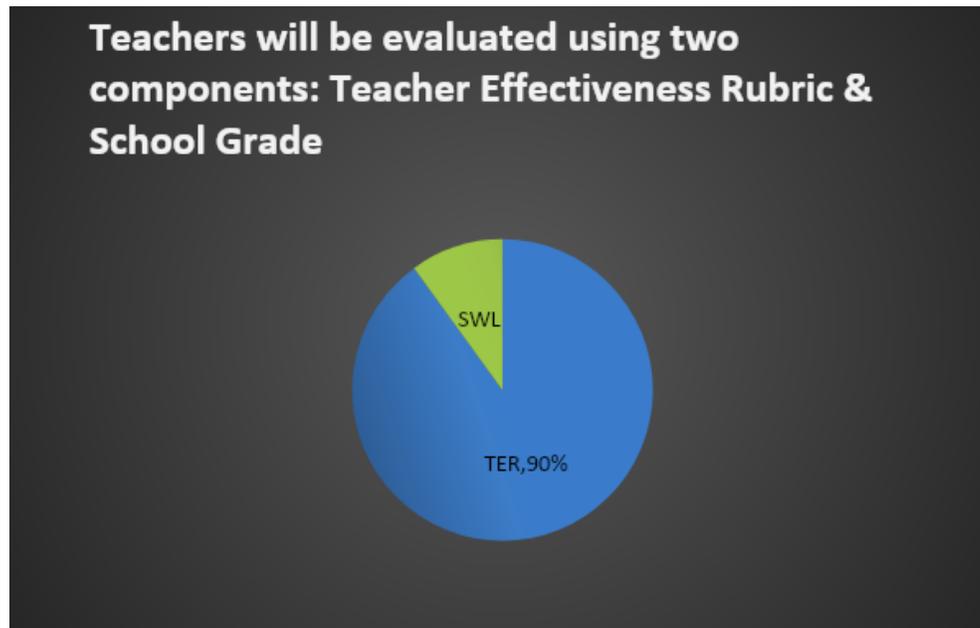
Research continues to demonstrate that the single most influential factor upon student learning and the quality of a school is instruction. In fact, studies demonstrate that “effective schools can make a substantial difference in the achievement of students ... among the elements such as a well-articulated curriculum and safe and orderly environment, the one factor that surfaced as the single most influential component of an effective school” is the quality of the instruction within it (Marzano, 2007, p. 1). To this end, this document has been developed to provide guidance for the process of evaluating and developing quality instruction. The goal of this document is to provide guidelines that will enhance overall instruction while identifying those areas of teaching that *North Knox School Corporation* teachers do well and identify areas of additional training and professional development. The overall goal of this procedure is to help each educator become an expert in the field of teaching and thus improve student learning in each North Knox School Corporation classroom. It is the expectation that the Teacher Evaluation System procedure will be conducted in an open, cooperative process between the evaluator and teacher.

Procedure

1. For the purposes of determining the number of times each teacher should be formally observed using the **Teacher Effectiveness Rubric**, teachers will be considered one of two categories: Professional OR Probationary (see definitions). At least one long observation will occur within the first semester of the school year.
2. A careful synthesis of all evidence collected/presented over the course of the school year as well as the weighting guidelines outlined in this document will be used to determine the summative rating (see **Performance Evaluation Results Form**). The evaluator will conduct a conference with each teacher regarding this score and any evidence related to it. This conference will occur before the end of the current school year when possible. The teacher can request an additional conference with the evaluator regarding evidence at any other point during the school year.

Definitions

- A teacher who has either served the North Knox School Corporation for less than 1 year or a teacher who was rated Needs Improvement or Ineffective on the previous year's summative rating. This teacher will be observed, at minimum, for 2 long observations and, at least, 1 short observation. The evaluator reserves the right to determine the number of short observations.
- A teacher who was rated effective or Highly Effective on the previous year's summative rating. This teacher will be observed, at minimum, for 1 long observation and, at least, 1 short observation. The evaluator reserves the right to determine the number of short observations.
- *Long Observation:* A long observation will last at least 40 minutes
- *Short Observation:* A short observation will last approximately 10 minutes
- **First observation will be completed before Thanksgiving.**
- **All remaining required observations will be completed one week prior to spring break.**
- **A teacher may request one additional short observation. Request for the additional short observation must be made in writing prior to spring break.**
- **Upon completion of each short or long observation, the teacher will be provided feedback by means of the "Teacher Observation Form" within 7 days.**
- **A teacher may request an alternate evaluator. This request submission must be made in writing to the teacher's building principal.**
- **For teachers hired mid-year (at or during 2nd semester), the teacher will be observed at a minimum of 1 long and 1 short observation.**

SCORING SUMMARY**Teacher Effectiveness Rubric (TER) Scoring Summary (EXAMPLE)**

| | Rating (1 – 4) | Weight | Weighted Rating |
|------------------------------------|--------------------|--------|-----------------|
| Domain 1: Planning and Preparation | 3 | 25% | .75 |
| Domain 2: Classroom Environment | 2 | 20% | .40 |
| Domain 3: Classroom Instruction | 3 | 40% | 1.20 |
| Domain 4: Professionalism | 3 | 15% | .45 |
| | FINAL SCORE | | 2.80 |

SCHOOL-WIDE LEARNING MEASURE

Each teacher will receive a score based on the A-F school accountability model. All teachers in the same school will receive the same rating for the SWL measure. Scores are as follows:

A = 4 B = 3 C = 2 D or F = 1

SCHOOL-WIDE LEARNING MEASURE BONUS

If school letter grade percentage increases by 2% or more from previous school year, teacher will receive a .5 point bonus on the school-wide learning measure raw score.

Example: School earns a score of 73% on the A-F accountability report for the 2017-18 school year. Subsequently, the school earns a score of 75% on the A-F accountability report for the 2018-19 school year. Teacher receives a .5 bonus to increase SWL score from 2 to 2.5.

FINAL SUMMATIVE RATING

The final summative rating is calculated by utilizing the raw scores from the individual components of the evaluation tool and the corresponding weights assigned to each component.

| COMPONENT | PERCENTAGE |
|------------------------------|------------|
| Teacher Effectiveness Rubric | 90% |
| School-Wide Learning Measure | 10% |

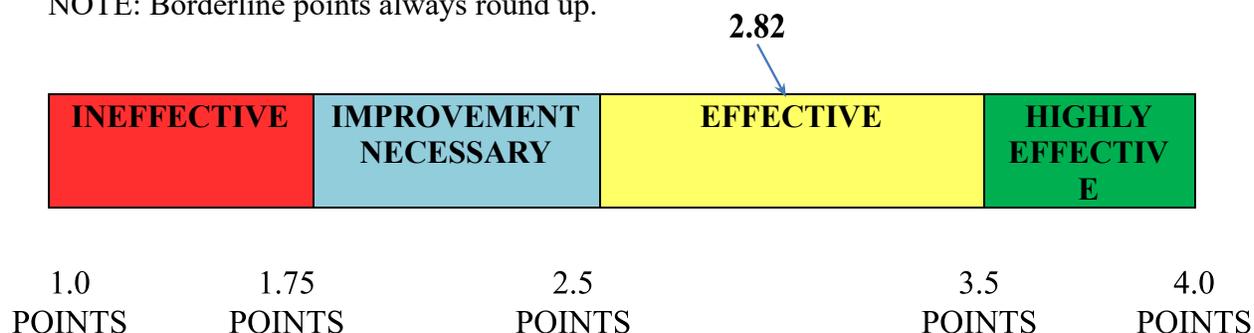
- ★ In the event that the IDOE issues a “hold harmless” (no A - F accountability report) for the school district, the Final Summative Rating will be calculated using a weight of 100% for the Teacher Effectiveness Rubric (TER).

EXAMPLE:

| COMPONENT | RAW SCORE | WEIGHT | WEIGHTED SCORE |
|------------------------------|-----------|--------|----------------|
| Teacher Effectiveness Rubric | 2.80 | 90% | 2.52 |
| School-Wide Learning Measure | 3 | 10% | 0.30 |
| Sum of Weighted Scores | | | 2.82 |

The final weighted score is then translated into a rating on the following scale.

NOTE: Borderline points always round up.



NEGATIVE IMPACT

IC 20-28-11.5-4(c)(6): A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

The IDOE is currently awaiting an updated definition of “Negative Impact” from the State Board of Education because it was previously connected to Growth Measures for assessed grades, which is no longer required per HEA 1002.

North Knox School Corporation is awaiting guidance from the IDOE regarding “Negative Impact”.

A teacher that has been determined to have a negative impact will have his/her final summative rating adjusted as shown below.

| FINAL SUMMATIVE RATING PRIOR TO NEGATIVE IMPACT | FINAL SUMMATIVE RATING ADJUSTED AFTER NEGATIVE IMPACT |
|--|--|
| Highly Effective | Needs Improvement |
| Effective | Needs Improvement |
| Needs Improvement | Ineffective |
| Ineffective | Ineffective |

Domain 1 – Planning and Preparation

“The components in Domain 1 describe how a teacher organizes the content students are supposed to learn – how the teacher designs instruction. This domain covers all aspects of instructional planning, beginning with a deep understanding of content and pedagogy and an understanding and appreciation of students and what they bring to educational encounters. Beyond simply understanding the content, teachers are responsible for engaging students in learning it.

Instructional design transforms content into sequences of activities and exercises that make it accessible to students. All elements of instructional design – learning activities, materials, and strategies – must be appropriate to both the content and the students and align with larger instructional goals. In addition, the content and process of assessment techniques must reflect the instructional outcomes, and they should document student progress during and at the end of the lesson. In designing assessment strategies, teachers must consider how to use assessments formatively so that they provide diagnostic opportunities. If students can demonstrate their level of understanding during an instructional sequence, teachers can make instructional adjustments.” – Danielson, C., et al, p 21 (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice.*

| NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|---|--|---|---|
| <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> concentrates on short-term, day-to-day use of strategies or content; or <input type="checkbox"/> Implements strategies or content in a stepwise manner that results in disjointed or ineffective use of strategies or content. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> mostly uses strategies or content properly; and <input type="checkbox"/> demonstrates little or inconsistent evidence of differentiating with an intended purpose of addressing individual student learning needs; or <input type="checkbox"/> concentrates more on whole class activities while addressing group learning needs more so than individual learning needs. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently addresses individual student learning needs; and <input type="checkbox"/> comfortably and seamlessly uses strategies and content properly; and <input type="checkbox"/> achieves consistent evidence of increasing overall student performance for most students; and <input type="checkbox"/> intentionally prepares and plans for connections among previous, current, and future learning. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently adjusts for individual student learning needs; and <input type="checkbox"/> comfortably and seamlessly combines strategies and content, as appropriate; or <input type="checkbox"/> comfortably and seamlessly modifies or creates alternate uses of strategies; and <input type="checkbox"/> achieves consistent evidence of increasing overall student performance for nearly all students; and <input type="checkbox"/> comfortably and seamlessly connects previous, current, and future learning. |

| Domain 1 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|---|--|--|---|--|
| <p>1a: Demonstrating Knowledge of Content Standards and Adopted Curriculum/ Instructional Programs</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates little, if any, knowledge of content standards and adopted curriculum/ instructional programs | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates a developing knowledge of content standards and adopted curriculum/ instructional programs | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently Demonstrates enthusiasm for and knowledge of content standards and adopted curriculum/ instructional programs; and <input type="checkbox"/> applies interdisciplinary connections | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates enthusiasm for and advanced knowledge of content standards and adopted curriculum/ instructional programs; and <input type="checkbox"/> demonstrates an ability to seamlessly and comfortably combine interdisciplinary connections |
| <p>1b: Demonstrating Knowledge of Resources</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses or seeks few, if any, additional resources, including supplemental materials; or <input type="checkbox"/> uses resources in an unsuitable manner; or <input type="checkbox"/> uses resources that are Developmentally inappropriate for most students, or <input type="checkbox"/> uses resources unrelated to the content standards or adopted curriculum/instructional programs | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses resources, including supplemental materials, that are suitable and developmentally appropriate for some students; or <input type="checkbox"/> resources may not directly connect to the content standards or adopted curriculum/ instructional programs | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently and seamlessly uses and implements a variety of resources, including supplemental materials, that are consistently suitable and developmentally appropriate for meeting individual student learning needs; and <input type="checkbox"/> uses resources directly connected to the content standards or adopted curriculum/ instructional programs | <p>In addition to fulfilling the criteria for the Mentor level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses resources that consistently expand the curriculum beyond the minimum content standards or adopted curriculum/ instructional programs; and, <input type="checkbox"/> uses resources that, in some cases, may be student created. |

| Domain 1 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|--|---|---|---|--|
| <p>1c: Demonstrating Knowledge of Student Learning Needs</p> | <p>Teacher ...</p> <p><input type="checkbox"/> demonstrates little, if any, knowledge of individual student's ...</p> <p>1) learning needs; 2) skills; 3) experiences; or 4) interests.</p> | <p>Teacher ...</p> <p><input type="checkbox"/> demonstrates some knowledge of individual student's ...</p> <p>1) learning needs; 2) skills; 3) experiences; and 4) interests</p> <p>as evidenced by using this knowledge to develop and implement primarily whole class learning activities</p> | <p>Teacher ...</p> <p><input type="checkbox"/> demonstrates knowledge of most individual student's ...</p> <p>1) learning needs; 2) skills; 3) experiences; and 4) interests</p> <p>as evidenced by consistently using this knowledge to develop and implement learning activities that differentiate among individual students</p> | <p>Teacher ...</p> <p><input type="checkbox"/> demonstrates thorough knowledge of many individual student's ...</p> <p>1) learning needs; 2) skills; 3) experiences; and 4) interests</p> <p>as evidenced by consistently using this knowledge to develop and implement differentiated learning activities that consistently combine these diverse elements into daily lessons</p> |
| <p>1d: Designing Coherent Lessons</p> | <p>Teacher demonstrates evidence of planning and preparing lessons that contain little, disjointed, or ineffective inclusion of ...</p> <p><input type="checkbox"/> meaningful learning goals;</p> <p><input type="checkbox"/> Elements of Effective Lessons.</p> | <p>Teacher demonstrates evidence of planning and preparing lessons that contain ...</p> <p><input type="checkbox"/> meaningful learning goals connected to content or adopted curriculum/ programs; and</p> <p><input type="checkbox"/> Elements of Effective Lessons.</p> | <p>In addition to consistently fulfilling the criteria for the Developing level, the teacher also demonstrates evidence of planning and preparing lessons that utilize ...</p> <p><input type="checkbox"/> various learning styles</p> <p><input type="checkbox"/> checking for understanding that incorporates the higher levels of Bloom's Taxonomy</p> | <p>Teacher ...</p> <p><input type="checkbox"/> demonstrates evidence of planning and preparing lessons that consistently, comfortably, and seamlessly combine all aspects of lesson design that are communicated in the previous rubric descriptions for Designing Coherent Lessons.</p> |

| Domain 1 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|--|--|--|---|---|
| <p>1e: Designing Student Assessments</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs instructional activities that offer few, if any, opportunities to check for student understanding; or <input type="checkbox"/> uses student assessments that rarely, if ever, connect to classroom instruction or content or adopted curriculum/ programs | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs instructional activities that include opportunities to check for understanding from a whole class perspective; or <input type="checkbox"/> uses summative assessments that connect to whole class instruction with little focus on individual student learning needs; or <input type="checkbox"/> uses formative assessments that consistently incorporate the lowest levels of Bloom’s Taxonomy | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs instructional activities that include opportunities to check for understanding of individual students; and <input type="checkbox"/> uses summative student assessments that inform class instruction to meet individual student learning needs; and <input type="checkbox"/> uses formative assessments that inform the planning of future whole class instructional activities and incorporate higher levels of Bloom’s Taxonomy | <p>In addition to consistently fulfilling the criteria for the Professional level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> designs formative assessments that consistently guide immediate and future individual instructional activities <input type="checkbox"/> creates and encourages opportunities for students to communicate their achievement progress while taking ownership in their learning as developmentally appropriate |

Domain 2 – Classroom Environment

“Domain 2 focuses on classroom exchanges between the students and the teacher. Teachers who excel in this area have the ability to create classrooms in which students feel safe and comfortable. An atmosphere of warmth and caring coexists with professionalism: the teacher and students work together to effectively and efficiently deal with classroom management, behavior, and procedures.

Teachers who operate at the proficient and distinguished levels in Domain 2 show genuine concern for their students’ needs and abilities both within and outside the classroom. Their students consider these teachers to be adults who believe in their learning potential, care about them personally, and are reliable sources of support for their learning.” – Danielson, C., et al, p 161, (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice.*

| NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|---|--|---|---|
| <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> concentrates on short-term, day-to-day use of strategies or content; or <input type="checkbox"/> Implements strategies or content in a stepwise manner that results in disjointed or ineffective use of strategies or content. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> mostly uses strategies or content properly; and <input type="checkbox"/> demonstrates little or inconsistent evidence of differentiating with an intended purpose of addressing individual student learning needs; or <input type="checkbox"/> concentrates more on whole class activities while addressing group learning needs more so than individual learning needs. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently addresses individual student learning needs; and <input type="checkbox"/> comfortably and seamlessly uses strategies and content properly; and <input type="checkbox"/> achieves consistent evidence of increasing overall student performance for most students; and <input type="checkbox"/> intentionally prepares and plans for connections among previous, current, and future learning. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently adjusts for individual student learning needs; and <input type="checkbox"/> comfortably and seamlessly combines strategies and content, as appropriate; or <input type="checkbox"/> comfortably and seamlessly modifies or creates alternate uses of strategies; and <input type="checkbox"/> achieves consistent evidence of increasing overall student performance for nearly all students; and <input type="checkbox"/> comfortably and seamlessly connects previous, current, and future learning. |

| Domain 2 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|--|---|--|---|---|
| <p>2a: Create Classroom Culture of Respect and Collaboration</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> - Teacher rarely or never addresses disrespectful / disruptive behavior - Students are not given many opportunities to collaborate OR during these times do not work well together even with teacher intervention - Teacher rarely or never praises positive behavior - Teacher rarely or never addresses negative behavior | <p>Teacher ...</p> <ul style="list-style-type: none"> - Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom norms - Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together - Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both - Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others | <p>Teacher ...</p> <ul style="list-style-type: none"> - Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process - Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior - Teacher has a good rapport with students, and shows genuine interest in their thoughts and opinions | <p>In addition to consistently fulfilling the criteria for the Professional level, the teacher also ...</p> <ul style="list-style-type: none"> - Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance. - Students reinforce positive character and behavior and discourage negative behavior amongst themselves |

| Domain 2 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|--|--|--|---|--|
| <p>2b: Establishing a Culture of High Expectations</p> | <p>Teacher rarely, if ever, sets high expectations as evidenced by a lack of ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> praising academic work or good behavior; or <input type="checkbox"/> encouraging students to persist through difficult tasks; or as evidenced by a lack of students ... <input type="checkbox"/> asking and answering questions; or <input type="checkbox"/> taking on challenges; or <input type="checkbox"/> engaging in risking failure. | <p>Teacher may set up high expectations for some, but not others, as evidenced by ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> praising the work of some but not others; or <input type="checkbox"/> encouraging students to work hard but may not persist in efforts to keep trying; or as evidenced by students hesitantly ... <input type="checkbox"/> asking and answering questions; or <input type="checkbox"/> accepting challenges; or <input type="checkbox"/> engaging in risking failure. | <p>Teacher establishes a culture of high expectations as evidenced by ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> celebrating and praising academic work; and <input type="checkbox"/> showing patience and helping students work hard toward mastery of learning goals and persisting even when faced with difficult tasks; and as evidenced by students consistently willing to ... <input type="checkbox"/> ask and answer questions. | <p>In addition to consistently fulfilling the criteria for the Professional level, the teacher establishes a culture of high expectations as evidenced by students demonstrating high expectations for themselves by consistently and independently ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> taking pride in doing their personal best; and <input type="checkbox"/> taking on challenges; and <input type="checkbox"/> risking failure. |

| Domain 2 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|--|---|--|---|---|
| <p>2c: Maximizing Instructional Time and Establishing Classroom Procedures</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides significant periods of time in which the students are not engaged in meaningful work; or <input type="checkbox"/> establishes few, if any, routines or procedures as evidenced by students being unclear about what they should be doing; or requiring significant amounts of directing or prompting from the teacher most of the time. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides more than brief periods of time when students are left without meaningful work to keep them engaged; or <input type="checkbox"/> establishes routines, transitions, and procedures, but a significant amount of teacher direction or prompting is required in order for them to be followed. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides activities and procedures that are well-established to engage students in meaningful work during times when the teacher completes other tasks (i.e., attendance) and/or while helping other student; and <input type="checkbox"/> establishes routines, transitions, and procedures that are executed, periodically reviewed, and changed/adapted as needed as evidenced by students ... <p>knowing what is expected of them; and requiring minimal prompting from the teacher.</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> creates, enriches, maintains, and alters the instructional setting to capture and sustain the interest of each student, regardless of current mastery or developmental level, in order to make the most effective use of available time; and <input type="checkbox"/> develops a developmentally appropriate system for facilitating their classroom that helps students adopt appropriate roles and responsibility for their own learning and that of their peers while creating a culture where students can work independently without the need for constant direct supervision by a teacher. |

| Domain 2 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|---|---|--|--|--|
| <p>2d: Management of Classroom Behavior</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not establish and/or communicate standards of conduct to students; or <input type="checkbox"/> ineffectively or frequently fails to monitor or ignores responsibility for monitoring student behavior within the school setting. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> establishes and communicates standards of conduct to students; and <input type="checkbox"/> inconsistently monitors or redirects student behavior in a respectful manner. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> establishes appropriate standards of conduct for students and effectively communicates and interacts with students to reinforce rules and procedures; and <input type="checkbox"/> constantly monitors and alert to student behavior and consistently redirects inappropriate behavior in a respectful manner; and <input type="checkbox"/> effectively monitors student behavior within the school setting. <input type="checkbox"/> utilizes positive behavior strategies to consistently establish a healthy and safe learning environment that ... <p>minimizes opportunities for misbehavior; and focuses on learning within appropriate standards of conduct.</p> | <p>n addition to consistently fulfilling the criteria for the Professional level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> creates and consistently applies a system that differentiates standards of conduct by utilizing appropriate alternative techniques that ... <p>meet individual student needs; and appropriately align with the specific situation.</p> |

| Domain 2 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|-----------------------------------|---|--|---|---|
| 2e: Physical Learning Environment | <p>Teacher</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for students; or <input type="checkbox"/> rarely, if ever, displays, or provides examples of, high quality student work to help students understand expectations level of accomplishing learning goals. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> makes appropriate use of the physical environment to maintain student safety and access; and <input type="checkbox"/> inconsistently displays, or provides examples of, high quality student work to help students understand expectations level of accomplishing learning goals. | <p>In addition to consistently fulfilling the criteria for the Developing level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> utilizes room decorations, material organization, and arrangement of the learning environment to reinforce and enhance learning activities; and <input type="checkbox"/> consistently displays, or provides examples of, high quality student work to help students understand expectations level of achieving learning goals. <p>uses the physical space resources to enhance learning activities with purpose (i.e., group work, access to learning centers, technology, etc.).</p> | <p>In addition to consistently fulfilling the criteria for the Professional level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> consistently organizes learning activities to maximize the physical space resources available to them including, when applicable, resources outside of their assigned classroom. |

NOTES:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline. 2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment to the learning of other students.

Domain 3 – Classroom Instruction

“Domain 3 comprises the components that are at the core of teaching and reflects the primary mission of schools to enhance student learning. Each of the components in this domain represents a distinct aspect of instructional skill. The components are unified through a vision of students developing complex understanding and participating in a community of learners.

In the larger framework for teaching, Domain 3 represents the implementation of the plans teachers designed in Domain 1. Teachers who successfully execute the components of Domain 1 prepare plans that are suitable to their students, grounded in deep understanding of the content, aligned with [adopted curriculum/ instructional programs], and designed to engage students in important work. In Domain 3, teachers demonstrate through their instructional skills that they can successfully implement those plans.

Professional teachers engage their students in meaningful work, which carries significance beyond the next test and which can provide the skills and knowledge necessary for answering important questions or contributing to important projects. Such work is real and significant, and it is important to students and teachers. **Professional** teachers motivate their students because the way they organize and present the content, the roles they encourage students to assume, and the student initiative they expect all motivate students to excel. – Danielson, C., et al, p 249, (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

| NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|---|--|---|--|
| Teacher ... <input type="checkbox"/> concentrates on short-term, day-to-day use of strategies or content; or <input type="checkbox"/> Implements strategies or content in a stepwise manner that results in disjointed or ineffective use of strategies or content. | Teacher ... <input type="checkbox"/> mostly uses strategies or content properly; and <input type="checkbox"/> demonstrates little or inconsistent evidence of differentiating with an intended purpose of addressing individual student learning needs; or <input type="checkbox"/> concentrates more on whole class activities while addressing group learning needs more so than individual learning needs. | Teacher ... <input type="checkbox"/> consistently addresses individual student learning needs; and <input type="checkbox"/> comfortably and seamlessly uses strategies and content properly; and <input type="checkbox"/> achieves consistent evidence of increasing overall student performance for most students; and <input type="checkbox"/> intentionally prepares and plans for connections among previous, current, and future learning. | Teacher ... <input type="checkbox"/> consistently adjusts for individual student learning needs; and <input type="checkbox"/> comfortably and seamlessly combines strategies and content, as appropriate; or <input type="checkbox"/> comfortably and seamlessly modifies or creates alternate uses of strategies; and <input type="checkbox"/> achieves consistent evidence of increasing overall student success for nearly all students; and <input type="checkbox"/> comfortably and seamlessly connects previous, current, and future learning |

| Domain 3 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|--|--|---|--|--|
| <p>3a: Communication of Learning Goals</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates learning goals, objectives, and lesson materials in an unclear, vague, developmentally inappropriate, or factually incorrect manner; or <input type="checkbox"/> makes little, if any, effort to connect learning goals to prior knowledge of students. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates learning goals, objectives, and lesson materials that are not ... specific; or communicated in a student friendly manner that lets students know what they are learning and will be able to do by the end of the lesson; or measurable; or aligned to adopted curriculum/ instructional programs; or <input type="checkbox"/> ineffectively explains the importance of learning goals; or <input type="checkbox"/> generally does not build on prior learning/ knowledge of students or students fail to make the connection to prior learning/ knowledge. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> communicates learning goals, objectives, and lesson materials that are ... specific; and communicated in a student friendly manner that lets students know what they are learning and will be able to do by the end of the lesson; and measurable; and aligned to adopted curriculum/ instructional programs; and <input type="checkbox"/> effectively explains the importance of the learning goals so that students understand why they are learning what they are learning; and <input type="checkbox"/> builds on students' prior learning/ knowledge of key concepts and skills and makes this connection evident to students | <p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also creates a learning environment where ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> students independently recognize connections to prior learning/ knowledge; and <input type="checkbox"/> student questions, class discussion, and/or work demonstrate their ability to synthesize and express learning goals in developmentally appropriate ways. |

| Domain 3 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|---|---|---|---|---|
| <p>3b: Demonstrating, Clearly Communicating, and Introducing Content Knowledge/Skills to Students</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> delivers content that is factually incorrect or inconsistent with the adopted curriculum/ instructional programs; or <input type="checkbox"/> provides explanations that are unclear and fail to build student understanding of key concepts; or <input type="checkbox"/> continues with planned instruction, even when it is obvious that students are not understanding content; or <input type="checkbox"/> uses inappropriate language or fails to use developmentally appropriate language. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> delivers content that is factually correct and consistent with the adopted curriculum/ instructional programs; or <input type="checkbox"/> presents content in a manner that occasionally lacks clarity or is not as well-organized; or <input type="checkbox"/> inconsistently restates or rephrases instruction in multiple ways to increase student understanding; or <input type="checkbox"/> does not adequately emphasize main ideas needed to accomplish the learning goals; or <input type="checkbox"/> provides explanations that sometimes lack developmentally appropriate language. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates content knowledge and delivers content that is factually correct and consistent with adopted curriculum/ instructional programs; and <input type="checkbox"/> presents content in a clear, concise, and well-organized manner; and <input type="checkbox"/> consistently restates and rephrases instruction in multiple ways to increase student understanding; and <input type="checkbox"/> adequately and appropriately emphasizes main ideas to accomplish the learning goals; and <input type="checkbox"/> uses developmentally appropriate language and explanations <input type="checkbox"/> consistently paces, such as appropriately chunking the presentation of content, the lesson and unit to meet individual student learning needs. | <p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively connects and combines content to other content areas; and <input type="checkbox"/> uses students' experiences and interests or current events in order to make content relevant, build interest, spark excitement, and connect with previous, current, and future learning; and <input type="checkbox"/> creates a learning environment where students demonstrate that they understand the content at a higher level as evidenced by students asking higher-order questions and independently making connections among their learning. |

| Domain 3 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|-------------------------------------|--|---|--|---|
| <p>3c: Instructional Engagement</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> creates a learning environment where students are consistently off-task; or <input type="checkbox"/> creates a learning environment where there is little, if any, student engagement in learning activities; or <input type="checkbox"/> uses individual, small, and/or whole group instruction in a manner that does not support stated instructional goals; or <input type="checkbox"/> consistently engages students in developmentally inappropriate content or in content beyond or below their current skill level; or <input type="checkbox"/> fails to engage students with individual learning plans (i.e., IEP, ELL, RTI, etc.) in learning activities that implement necessary accommodations. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> creates a learning environment where students are inconsistently on-task; or <input type="checkbox"/> utilizes a limited number of learning activities and instructional techniques; or <input type="checkbox"/> occasionally engages students in meaningful learning activities aligned with learning goals; or <input type="checkbox"/> uses individual, small, and/or whole group instruction in a manner inconsistent in suitability to the stated instructional goals; or <input type="checkbox"/> focuses on the whole class instead of differentiating to meet individual student learning needs; or <input type="checkbox"/> inconsistently provides students with individual learning plans (i.e., IEP, ELL, RTI, etc.) with the necessary accommodations to engage in content. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> creates a learning environment where students are consistently on-task; and <input type="checkbox"/> uses a variety of learning activities and instructional techniques that ... engage students in practicing/deepening knowledge/skills; and align with learning goals; and <input type="checkbox"/> uses individual, small, and/or whole group instruction in a manner that is varied as appropriate to support most instructional goals; and <input type="checkbox"/> appropriately differentiates learning activities to meet individual student learning needs; and <input type="checkbox"/> consistently provides students with individual learning plans (i.e., IEP, ELL, RTI, etc.) with the necessary accommodations to engage in content. | <p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> comfortably and seamlessly combines and/or modifies/creates alternate uses of learning activities and instructional techniques to engage students and address their individual learning needs; and <input type="checkbox"/> extends student learning by providing additional learning opportunities based on student interest and questions; and <input type="checkbox"/> creates a learning environment where students independently engage in, interact with, or create tasks with the content. |

| Domain 3 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|--|---|--|--|---|
| <p>3d: Developing Higher Levels of Understanding through Rigorous Instruction and Work</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> rarely, if ever, aligns instruction with the developmental level of students (may be too challenging or too easy); or <input type="checkbox"/> ineffectively uses questioning as an effective tool to increase understanding; or <input type="checkbox"/> permits students to only show a surface-level understanding of content <input type="checkbox"/> almost always uses teacher directed learning activities; or <input type="checkbox"/> provides students with few opportunities to apply learning or engage in meaningfully practice of the content | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> challenges some students, but misses other students due to a lack of differentiation based on student learning needs or level of understanding; or <input type="checkbox"/> uses learning activities that are too complex or too confusing and fail to scaffold learning; or <input type="checkbox"/> provides some opportunities for students to apply content or engage in meaningful practice of the content but relies more on teacher directed learning activities that limit student application and practice. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> challenges almost all students by appropriately differentiating instruction based on individual student learning needs and level of understanding; and <input type="checkbox"/> frequently develops higher-levels of understanding through effective questioning and learning supports; and <input type="checkbox"/> utilizes a variety of instructional strategies that provide students the opportunity to apply, engage in meaningful practice, and demonstrate their learning; and <input type="checkbox"/> provides many connections to other content areas or real life situations. | <p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> frequently provides connections to other content areas or real-life situations; and <input type="checkbox"/> encourages students' interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (i.e., enrichment assignments); and <input type="checkbox"/> creates a learning environment where students independently pose higher-level questions to each other with meaningful responses; and make connections to other content areas or real-life situations. |

| Domain 3 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|---------------------------------------|--|--|--|---|
| <p>3e: Checking for Understanding</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> rarely, if ever, checks for understanding of content; or <input type="checkbox"/> frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the issue; or <input type="checkbox"/> rarely, if ever, assesses for mastery at the end of the lesson or unit; or <input type="checkbox"/> rarely, if ever, attempts to adjust instruction based on checks for understanding, or attempts at doing so usually fail to help students understand. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> sometimes checks for understanding of content; or <input type="checkbox"/> - Teacher may use more than one type of check for understanding, but is often unsuccessful in capturing an accurate “pulse” of the class’s understanding or <input type="checkbox"/> inconsistently uses a limited number of formative or summative assessments to determine the class’s understanding; or <input type="checkbox"/> inconsistently provides enough wait time after posing a question or before helping students think through a response; or <input type="checkbox"/> frequently allows students to “opt-out” of checks for understanding without re-engaging these students to insure understanding; or <input type="checkbox"/> unsuccessfully adjusts instruction based on checks for understanding. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> checks for understanding at almost all key moments; and <input type="checkbox"/> Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding <input type="checkbox"/> systemically assesses each student’s mastery of learning goals through the use of formative and summative assessments to capture an accurate depiction of the class’s understanding; and <input type="checkbox"/> uses wait time effectively both after posing a question and before helping students think through a response; and <input type="checkbox"/> rarely allows students to “opt-out” of checks for understanding and re-engages these students to insure understanding; and <input type="checkbox"/> makes adjustments to instruction based on checks for understanding that lead to increased student understanding. | <p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates an ability to consistently, comfortably, and seamlessly implement all aspects of this subcategory as evidenced by scaffolding formative and summative assessments that push thinking and encourages student responses that accurately reveal individual student understanding or lack thereof. <input type="checkbox"/> anticipates student learning difficulties and preemptively addresses them; and <input type="checkbox"/> modifies instruction in response to checks for understanding without taking away from the flow of the lesson or losing student engagement. |

| Domain 3 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|---------------------------------|---|---|--|---|
| <p>3f: Feedback to Students</p> | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides feedback that is of poor quality; or <input type="checkbox"/> does not provide feedback in a timely manner; or <input type="checkbox"/> maintains inaccurate or incomplete records/ information related to student achievement/ course progress. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> inconsistently provides quality feedback; or <input type="checkbox"/> inconsistently provides feedback in a timely manner; or <input type="checkbox"/> develops a system for maintaining records/ information on student achievement/ course progress that periodically produces errors | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides feedback while using appropriate verbal, nonverbal, and written communication; and <input type="checkbox"/> provides frequent feedback in a timely manner; and <input type="checkbox"/> develops an efficient and effective method for maintaining records/ information on student achievement/ course progress that rarely produces errors and continually tracks progress towards achieving the learning goals. | <p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides feedback that students independently use to apply and extend their learning <input type="checkbox"/> effectively communicates feedback to students in a variety of ways in formats and language that are student-friendly and encourages continuous effort. |

| Domain 3 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|--|--|---|---|---|
| <p>3g: Modify Instruction as Needed</p> | <p>Teacher rarely or never attempts to adjust instruction based on checks for understanding, and any attempts at doing so frequently fail to increase understanding for students</p> <p>- Teacher repeatedly uses the same technique to respond to misunderstandings, even when it is not succeeding</p> | <p>- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</p> <p>- Teacher may primarily respond to misunderstandings by using teacher-driven scaffolding techniques (for example, re-explaining a concept), when student-driven techniques could have been more effective</p> <p>- Teacher may persist in using a particular technique for responding to a misunderstanding, even when it is not succeeding</p> | <p>Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</p> <p>- Teacher responds to misunderstandings with effective scaffolding techniques</p> <p>- Teacher doesn't give up, but continues to try to address misunderstanding with different techniques if the first try is not successful</p> | <p>For Exceptional, much of the Professional evidence is observed during the year, as well as some of the following:</p> <p>- Teacher anticipates student misunderstandings and preemptively addresses them</p> <p>- Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</p> |

Notes: 1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice. 2. Examples of how the teacher may assess student understanding and mastery of objectives: • Checks for Understanding: thumbs up/down, cold-calling • Do Nows, Turn and Talk/ Pair Share, Guided or Independent Practice, Exit Slips.

Domain 4 – Professionalism

The components of Domain 4 are associated with being a true professional educator, encompassing the roles that teachers assume in addition to the ones they have in the classroom with students. Although students rarely notice these activities, and parents and the larger community see them only intermittently, they are vital to preserving and enhancing the profession. Educators begin some of these activities, such as maintaining records and communicating with families, as soon as they enter the profession because they are integral to their work with students. Teachers develop other activities, such as participating in a professional community, after their first few years of teaching once they’ve mastered, to some degree, the details of classroom management and instruction.

The work of professional educators manifestly extends beyond their work in the classroom, and participation in these activities is what separates highly professional educators from their less proficient colleagues. When teachers present evidence of their work in this area – through logs, summaries of their work on school and district committees, or descriptions of workshops for parents – they are frequently surprised and impressed by the extent of their professional engagement.” – Danielson, C., et al, p 377, (2009). *Implementing the Framework for Teaching in Enhancing Professional Practice*.

| Domain 4 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|----------------------------------|--|---|---|--|
| 4a: Advocate for Student Success | Teacher ... <input type="checkbox"/> rarely, if ever, displays commitment to the education of his/her students; or <input type="checkbox"/> accepts failure as par for the course and does not advocate for individual student learning needs. | Teacher ... <input type="checkbox"/> displays a general commitment to the education of his/her students. | Within his/her classroom, the teacher ... <input type="checkbox"/> displays a commitment to each of his/her students by striving to remedy obstacles around student achievement; and advocating for individual student learning needs. | In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ... <input type="checkbox"/> strives to remedy obstacles around student achievement throughout the school; and <input type="checkbox"/> advocates for individual student learning needs throughout the school; and <input type="checkbox"/> makes changes and take risks to ensure student success. |

| Domain 4 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|--|--|--|---|--|
| 4b: Communication with Parents | Teacher ... <input type="checkbox"/> rarely, if ever, reaches out to parents; or <input type="checkbox"/> frequently fails to respond to contact initiated by parents; or <input type="checkbox"/> makes little, if any, effort to build positive relations with parents. | Teacher ... <input type="checkbox"/> inconsistently communicates with parents and in making self available for parent concerns; or <input type="checkbox"/> makes minimal effort to build positive relations with parents. | Teacher ... <input type="checkbox"/> frequently communicates with parents in a variety of ways on both positive and negative aspects of student progress; and <input type="checkbox"/> makes himself/herself available, as needed, to respond to parent questions and/or concerns; and <input type="checkbox"/> builds positive relationships with many parents. | In addition to consistently fulfilling the criteria for the Professional level, the teacher also ... <input type="checkbox"/> advises parents and students of additional resources for learning. |
| 4c: Contribution to the School and District Culture | Teacher ... <input type="checkbox"/> rarely, if ever, contributes ideas aimed at improving school culture; or <input type="checkbox"/> dedicates little, if any, time outside of class towards helping students and/or co-workers. | Teacher ... <input type="checkbox"/> occasionally contributes ideas aimed at improving school culture; or <input type="checkbox"/> dedicates minimal amounts of time outside of class towards helping students and/or peers. | Teacher ... <input type="checkbox"/> contributes ideas and expertise to improve the school's climate; and <input type="checkbox"/> dedicates time outside of class towards helping students and/or co-workers when requested. | In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ... <input type="checkbox"/> effectively participates in leadership roles that create a culture of continuous school(s)/district improvement. <input type="checkbox"/> goes above and beyond in dedicating time outside of class towards helping students and/or co-workers. |

| Domain 4 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|---|--|---|--|---|
| 4d: Professional Relationships | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> rarely, if ever, participates in opportunities to work with others; or <input type="checkbox"/> works in isolation; or <input type="checkbox"/> demonstrates an inability of working independently or lacks common sense; or <input type="checkbox"/> fails to positively contribute as a member of a team. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates in minimally expected opportunities to work with and learn from others; or <input type="checkbox"/> rarely or never asks for assistance; or <input type="checkbox"/> inconsistently participates within the school community as a positive and contributing member of a team. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> seeks out and participates in regular opportunities to work with and learn from others; and <input type="checkbox"/> seeks assistance, when needed; and <input type="checkbox"/> provides assistance to others in need; and <input type="checkbox"/> actively participates within the school community as a positive and contributing member of a team. | <p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively serves in leadership roles within collaborative groups in the school(s) or district (i.e., Professional Learning Communities, grade level teams, etc.). <input type="checkbox"/> serves as a peer coach when needed; and <input type="checkbox"/> effectively mentors those new to the profession |
| 4e: Seeks Professional Skills and Knowledge | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> rarely, if ever, participates in professional learning opportunities; or <input type="checkbox"/> shows limited interest in new ideas, programs, or opportunities to improve his/her teaching. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates in professional learning opportunities that are limited only to those that are offered at the school/district level; or <input type="checkbox"/> rarely, if ever, translates professional learning into changes in daily practice. | <p>Teacher ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> participates in and seeks professional learning opportunities; and <input type="checkbox"/> incorporates new ideas, programs, or classes to improve his/her teaching. | <p>In addition to consistently fulfilling the criteria for the <i>Professional</i> level, the teacher also ...</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses his/her professional learning to not only improve his/her teaching, but also to extend the learning of colleagues. <input type="checkbox"/> serves as a model for colleagues and contributes to the profession by using, sharing, and creating new ideas, programs, or classes. |

| Domain 4 | NEEDS IMPROVEMENT | DEVELOPING | PROFESSIONAL | EXCEPTIONAL |
|--|---|---|---|---|
| 4f: Meets deadlines for submitting reports and records | Teacher... <input type="checkbox"/> routinely fails to meet required deadlines for submission of reports and records | Teacher ... <input type="checkbox"/> occasionally fails to meet required deadlines for submission of reports and records | Teacher ... <input type="checkbox"/> usually meets the required deadlines for submission of reports and records | <input type="checkbox"/> meets all the required deadlines for submission of reports and record |
| 4g: Carries out all assigned supervision duties | Teacher... <input type="checkbox"/> routinely fails to carry out assigned supervision duties | Teacher... <input type="checkbox"/> occasionally fails to carry out assigned supervision duties | Teacher ... <input type="checkbox"/> usually carries out all assigned supervision duties | <input type="checkbox"/> carries out all assigned supervision duties |

| Teacher Observation Form | | | | | |
|--|---|----------------------|------------|--------------|-------------|
| Teacher: | | | | | |
| School: | | | | | |
| School Year: | | Needs Improvement | Developing | Professional | Exceptional |
| Domain 1 – Planning and Preparation | | | | | |
| 1a: Demonstrating Knowledge of Content and Adopted Curriculum/Instructional Programs | Teacher ... Consistently demonstrates enthusiasm for and knowledge of content standards and adopted curriculum/instructional programs; and applies interdisciplinary connections | | | | |
| 1b: Demonstrating Knowledge of Resources | Teacher ... consistently and seamlessly uses and implements a variety of resources, including supplemental materials, that are consistently suitable and developmentally appropriate for meeting individual student learning needs; and uses resources directly connected to the content standards or adopted curriculum/instructional programs | | | | |
| 1c: Demonstrating Knowledge of Student Learning Needs | Teacher ... demonstrates knowledge of most individual student's ... 1) learning needs; 2) skills; 3) experiences; and 4) interests as evidenced by consistently using this knowledge to develop and implement learning activities that differentiate among individual students | | | | |
| 1d: Designing Coherent Lessons | Teacher demonstrates evidence of planning and preparing lessons that contain ... meaningful learning goals connected to content or adopted curriculum/ programs; Teacher also demonstrates evidence of planning and preparing lessons that utilize various learning styles | | | | |

This document is used to record each observation/walk-through. Data from multiple observations will be used to determine a summative score for the TER component of the teacher evaluation.

| | | Needs Improvement | Developing | Professional | Exceptional |
|-----------------------------------|--|-------------------|------------|--------------|-------------|
| 1e: Designing Student Assessments | Teacher ... designs instructional activities that include opportunities to check for understanding of individual students; and uses summative student assessments that inform class instruction to meet individual student learning needs; and uses formative assessments that inform future planning. | | | | |

This document is used to record each observation/walk-through. Data from multiple observations will be used to determine a summative score for the TER component of the teacher evaluation.

| | | Needs Improvement | Developing | Professional | Exceptional |
|---|---|-------------------|------------|--------------|-------------|
| Domain 2 – Classroom Environment | | | | | |
| 2a: Establishing a Culture of Respect and Rapport | Teacher ... provides a healthy and safe learning environment by incorporating their genuine care, respect, and understanding of individual student learning needs into their daily interactions with each student. | | | | |
| 2b: Establishing a Culture of High Expectations | Teacher establishes a culture of high expectations as evidenced by ... celebrating and praising academic work; and showing patience and helping students work hard toward mastery of learning goals and persisting even when faced with difficult tasks; and as evidenced by students consistently willing to ask and answer questions. | | | | |
| 2c: Maximizing Instructional Time and Establishing Classroom Procedures | Teacher ... provides activities and procedures that are well-established to engage students in meaningful work during times when the teacher completes other tasks (i.e., attendance) and/or while helping other student; and establishes routines, transitions, and procedures that are executed, periodically reviewed, and changed/adapted as needed as evidenced by students ... knowing what is expected of them; and requiring minimal prompting from the teacher. | | | | |

This document is used to record each observation/walk-through. Data from multiple observations will be used to determine a summative score for the TER component of the teacher evaluation.

| | | Needs Improvement | Developing | Professional | Exceptional |
|--------------------------------------|---|-------------------|------------|--------------|-------------|
| 2d: Management of Classroom Behavior | <p>Teacher ... establishes appropriate standards of conduct for students and effectively communicates and interacts with students to reinforce rules and procedures; and constantly monitors and alert to student behavior and consistently redirects inappropriate behavior in a respectful manner; and effectively monitors student behavior within the school setting. utilizes positive behavior strategies to consistently establish a healthy and safe learning environment that ...</p> <p>minimizes opportunities for misbehavior; and focuses on learning within appropriate standards of conduct.</p> | | | | |
| 2e: Physical Learning Environment | <p>Teacher ... makes appropriate use of the physical environment to maintain student safety and access; and utilizes room decorations, material organization, and arrangement of the learning environment to reinforce and enhance learning activities; and consistently displays, or provides examples of, high quality student work to help students understand expectations level of achieving learning goals.</p> <p>uses the physical space resources to enhance learning activities with purpose (i.e., group work, access to learning centers, technology, etc.).</p> | | | | |

This document is used to record each observation/walk-through. Data from multiple observations will be used to determine a summative score for the TER component of the teacher evaluation.

| | | Needs Improvement | Developing | Professional | Exceptional |
|--|---|-------------------|------------|--------------|-------------|
| Domain 3 – Classroom Instruction | | | | | |
| 3a: Communication of Learning Goals | Teacher ... communicates learning goals, objectives, and lesson materials that are specific; and communicated in a student friendly manner that lets students know what they are learning and will be able to do by the end of the lesson; and measurable; and aligned to adopted curriculum/ instructional programs; and effectively explains the importance of the learning goals so that students understand why they are learning what they are learning; and builds on students' prior learning/knowledge of key concepts and skills and makes this connection evident to students | | | | |
| 3b: Demonstrating, Clearly Communicating, and Introducing Content Knowledge/Skills to Students | Teacher ... demonstrates content knowledge and delivers content that is factually correct and consistent with adopted curriculum/ instructional programs; and presents content in a clear, concise, and well-organized manner; and consistently restates and rephrases instruction in multiple ways to increase student understanding; and adequately and appropriately emphasizes main ideas to accomplish the learning goals; and uses developmentally appropriate language and explanations consistently paces, such as appropriately chunking the presentation of content, the lesson and unit to meet individual student learning needs | | | | |

This document is used to record each observation/walk-through. Data from multiple observations will be used to determine a summative score for the TER component of the teacher evaluation.

| | | Needs Improvement | Developing | Professional | Exceptional |
|---|--|-------------------|------------|--------------|-------------|
| 3c: Instructional Engagement | Teacher ... creates a learning environment where students are consistently on-task; and uses a variety of learning activities and instructional techniques that engage students in practicing/deepening knowledge/skills; and align with learning goals; and uses individual, small, and/or whole group instruction in a manner that is varied as appropriate to support most instructional goals; and appropriately differentiates learning activities to meet individual student learning needs; and consistently provides students with individual learning plans (i.e., IEP, ELL, RTI, etc.) with the necessary accommodations to engage in content. | | | | |
| 3d: Developing Higher Levels of Understanding through Rigorous Instruction and Work | Teacher ... challenges almost all students by appropriately differentiating instruction based on individual student learning needs and level of understanding; and frequently develops higher-levels of understanding through effective questioning and learning supports; and utilizes a variety of instructional strategies that provide students the opportunity to apply, engage in meaningful practice, and demonstrate their learning; and provides many connections to other content areas or real life situations. | | | | |

This document is used to record each observation/walk-through. Data from multiple observations will be used to determine a summative score for the TER component of the teacher evaluation.

| | | Needs Improvement | Developing | Professional | Exceptional |
|---|--|-------------------|------------|--------------|-------------|
| 3e: Checking for Understanding | <p>Teacher ... checks for understanding at almost all key moments; and</p> <p>Teacher uses a variety of methods to check for understanding that are successful in capturing an accurate “pulse” of the class’s understanding systemically assesses each student’s mastery of learning goals through the use of formative and summative assessments to capture an accurate depiction of the class’s understanding; and uses wait time effectively both after posing a question and before helping students think through a response; and rarely allows students to “opt-out” of checks for understanding and re-engages these students to insure understanding; and makes adjustments to instruction based on checks for understanding that lead to increased student understanding.</p> | | | | |
| 3f: Feedback to Students | <p>Teacher ... provides feedback while using appropriate verbal, nonverbal, and written communication; and provides frequent feedback in a timely manner; and develops an efficient and effective method for maintaining records/ information on student achievement/ course progress that rarely produces errors and continually tracks progress towards achieving the learning goals.</p> | | | | |
| 3g: Modify Instruction as Needed | <p>Teacher makes adjustments to instruction based on checks for understanding that lead to increased understanding for most students</p> <ul style="list-style-type: none"> - Teacher responds to misunderstandings with effective scaffolding techniques - Teacher doesn’t give up, but continues to try to address misunderstanding with different techniques if the first try is not successful | | | | |

This document is used to record each observation/walk-through. Data from multiple observations will be used to determine a summative score for the TER component of the teacher evaluation.

| | | Needs Improvement | Developing | Professional | Exceptional |
|--|--|-------------------|------------|--------------|-------------|
| Domain 4 – Professionalism | | | | | |
| 4a: Advocate for Student Success | Within his/her classroom, the teacher ... displays a commitment to each of his/her students by striving to remedy obstacles around student achievement; and advocating for individual student learning needs. | | | | |
| 4b: Communication with Parents | Teacher ... frequently communicates with parents in a variety of ways on both positive and negative aspects of student progress; and makes himself/herself available, as needed, to respond to parent questions and/or concerns; and builds positive relationships with many parents. | | | | |
| 4c: Contribution to the School and District Culture | Teacher ... contributes ideas and expertise to improve the school's climate; and dedicates time outside of class towards helping students and/or co-workers when requested. | | | | |
| 4d: Professional Relationships | Teacher ... seeks out and participates in regular opportunities to work with and learn from others; and appropriately seeks assistance, when needed; and provides assistance to others in need; and actively participates within the school community as a positive and contributing member of a team. | | | | |
| 4e: Seeks Professional Skills and Knowledge | Teacher ... participates in and seeks professional learning opportunities; and incorporates new ideas, programs, or classes to improve his/her teaching. | | | | |
| 4f: Meets deadlines for submitting reports and records | Teacher ... meets the required deadlines for submission of reports and records | | | | |

This document is used to record each observation/walk-through. Data from multiple observations will be used to determine a summative score for the TER component of the teacher evaluation.

| | | Needs Improvement | Developing | Professional | Exceptional |
|---|---|-------------------|------------|--------------|-------------|
| 4g: Carries out all assigned supervision duties | Teacher ... carries out all assigned supervision duties | | | | |

This document is used to record each observation/walk-through. Data from multiple observations will be used to determine a summative score for the TER component of the teacher evaluation.

PERFORMANCE EVALUATION RESULTS FORM

| | | | |
|---|--|-----------------------------|--|
| Teacher's Name: | | School Year: | |
| School Assignment(s): | | Work Assignment(s): | |
| Teacher Evaluation Rubric Score (90%) <hr/> | | Overall Evaluator Comments: | |
| School-Wide Learning Measure Score (10%) <hr/> | | | |
| Evaluation Rating per IC 20-28-11.5 <hr/> | | Overall Teacher Comments: | |
| Staff Member Signature: Date: | | | |

A Summary of *The Art and Science of Teaching*

by Robert Marzano

Ten Design Questions Related to Effective Instruction

Design Question 1: What will we do to establish and communicate learning goals, track student progress, and celebrate success?

Design Question 2: What will we do to help students effectively interact with new knowledge?

Design Question 3: What will we do to help students practice and deepen their understanding of new knowledge?

Design Question 4: What will we do to help students generate and test hypotheses about new knowledge?

Design Question 5: What will we do to engage students?

Design Question 6: What will we do to establish or maintain classroom rules and procedures?

Design Question 7: What will we do to recognize and acknowledge adherence to and lack of adherence to classroom rules and procedures?

Design Question 8: What will we do to establish and maintain effective relationships with students?

Design Question 9: What will we do to communicate high expectations for all students?

Design Question 10: What will we do to develop effective lessons organized into a cohesive unit?

Information is provided to be used as a resource to assist in guiding effective instruction. The information is not intended to be all-inclusive. A vast array of additional strategies and techniques can be utilized to drive effective instruction. A-39

| DOMAIN 1: Planning and Preparation | |
|---|---|
| DQ 10: What will I do to develop effective lessons organized into a cohesive unit? | |
| Includes the elements of an effective lesson | <input type="checkbox"/> Teacher plans and prepares an anticipatory set/introductory activity that prepares students for learning and “hooks” them into the lesson <input type="checkbox"/> Teacher identifies and connects learning goals of the overall unit <input type="checkbox"/> Teacher plans and prepares a variety of activities for presenting new information, modeling and demonstrating the knowledge/skill <input type="checkbox"/> Teacher plans multiple and frequent checks for understanding and adjusts the lesson as needed based on the frequent checks <input type="checkbox"/> Teacher plans opportunities for guided practice <input type="checkbox"/> Teacher plans independent practice opportunities that align with current student understandings and learning needs |
| Recognizes and plans according to the differentiated needs of students | <input type="checkbox"/> Teacher plans activities that meet the needs of visual, oral, aural, and kinesthetic learners. <input type="checkbox"/> Teacher recognizes and plans activities to meet the learning needs of students with different learning styles (linguistic, naturalist, logical-mathematical, musical, intra-personal, inter-personal, visual-spatial, and bodily kinesthetic) <input type="checkbox"/> Teacher plans for differentiated needs related to content, process, and product <input type="checkbox"/> Teacher plans activities to promote higher levels of understanding as defined in Bloom’s Taxonomy <input type="checkbox"/> Teacher plans lessons that build on student strengths while also developing areas of weakness |
| Recognizes and plans accordingly for the differentiated learning goals and related activities | <input type="checkbox"/> Teacher plans lessons based on the learning goals and purpose of the lesson <ul style="list-style-type: none"> ● Presenting new information ● Practicing and deepening knowledge/skills ● Tasks that involve generating and testing hypothesis ● Routine activities that are systematically addressed or daily ● Activities that must be initiated on the spot <input type="checkbox"/> Teacher builds flexibility into the lesson in preparation for adjustments necessary to focus on student learning needs <input type="checkbox"/> Teacher connects day-to-day lessons that flow from introduction to practicing/deepening to generating and testing hypotheses in order to create a cohesive unit |

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| DOMAIN 2: Classroom Environment | |
|---|--|
| DQ 6: What will I do to establish and maintain classroom rules and procedures? | |
| Reviews expectations and rules with students | <input type="checkbox"/> Teacher involves students in classroom routines <input type="checkbox"/> Teacher uses classroom meetings to review rules/procedures <input type="checkbox"/> Teacher reminds students of rules/procedures <input type="checkbox"/> Students asked to restate or explain rules and procedures <input type="checkbox"/> Teacher provides cues or signals when rules/procedures should be used |
| Organizes room to facilitate learning | <input type="checkbox"/> The layout of the room has clear traffic patterns <input type="checkbox"/> There is easy access to materials and centers <input type="checkbox"/> The classroom is decorated to support student learning <ul style="list-style-type: none"> ● Bulletin boards relate to content ● Student work is displayed |

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| DOMAIN 2: Classroom Environment | |
|---|---|
| DQ 7: What will I do to recognize and acknowledge adherence or lack of adherence to classroom rules and procedures? | |
| Demonstrates “withitness” | <input type="checkbox"/> Teacher physically occupies all quadrants of the room <input type="checkbox"/> Teacher scans the entire room, making eye contact with all students <input type="checkbox"/> Teacher recognizes potential sources of disruption and deals with them immediately <input type="checkbox"/> Teacher proactively addresses inflammatory situations |
| Applies consequences | <input type="checkbox"/> Teacher provides nonverbal signals when students’ behavior is inappropriate: eye contact, proximity, tapping on desk, shaking head “no,” etc. <input type="checkbox"/> Teacher uses group contingency consequences (i.e., whole group must demonstrate specific behavior) <input type="checkbox"/> Teacher involves the home (i.e., makes a call home to parents to help extinguish inappropriate behavior) <input type="checkbox"/> Teacher uses direct cost consequences when appropriate (e.g., student must fix something he/she broke) |
| Consistently acknowledges adherence to rules | <input type="checkbox"/> Teacher provides nonverbal signals that a rule or procedure has been followed: smile, nod, high five, etc. <input type="checkbox"/> Teacher gives verbal cues that a rule or procedure has been followed: thanking, describing, etc. <input type="checkbox"/> Teacher notifies the home when a rule or procedure has been followed <input type="checkbox"/> Teacher uses tangible recognition when a rule or procedure has been followed (e.g., certificate, token economy, etc.) |

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| DOMAIN 2: Classroom Environment | |
|--|---|
| DQ 8: What will I do to establish and maintain effective relationships with students? | |
| Understands student interests/background | <input type="checkbox"/> Teacher has side discussions with students about events in their lives <input type="checkbox"/> Teacher has discussions with students about topics in which they are interested <input type="checkbox"/> Teacher builds student interests into lessons |
| Uses verbal and nonverbal that indicate care | <input type="checkbox"/> Teacher compliments students regarding academic and personal accomplishments <input type="checkbox"/> Teacher engages in informal conversations with students that are not related to academics <input type="checkbox"/> Teacher uses humor with students when appropriate <input type="checkbox"/> Teacher smiles, nods, etc. at students when appropriate <input type="checkbox"/> Teacher puts hand on students' shoulder appropriately, when appropriate |
| Behaves objectively and maintains control | <input type="checkbox"/> Teacher does not exhibit extremes in positive or negative actions <input type="checkbox"/> Teacher addresses inflammatory issues and events in a calm and controlled manner <input type="checkbox"/> Teacher interacts with all students in the same calm and controlled fashion <input type="checkbox"/> Teacher does not demonstrate personal offense at student misbehavior |

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| DOMAIN 2: Classroom Environment | |
|---|---|
| DQ 9: What will I do to communicate high expectations for students? | |
| Exhibits behaviors that demonstrate value and respect for low expectancy students | <input type="checkbox"/> When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high expectancy students <input type="checkbox"/> The teacher provides low expectancy students with nonverbal indications that they are valued and respected (e.g., eye contact, smile, appropriate physical contact, etc.) <input type="checkbox"/> The teacher provides low expectancy students with verbal indications that they are valued and respected (playful dialogue, addressing students in a manner that they view as respectful) <input type="checkbox"/> Teacher does not allow negative comments about low expectancy students |
| Asks questions of low expectancy students | <input type="checkbox"/> Teacher makes sure low expectancy students are asked questions at the same rate as high expectancy students <input type="checkbox"/> Teacher makes sure low expectancy students are asked complex questions at the same rate as high expectancy students |
| Probes incorrect answers of low expectancy students | <input type="checkbox"/> Teacher asks low expectancy students to further explain their answers when they are correct <input type="checkbox"/> Teacher rephrases questions for low expectancy students when they provide an incorrect answer <input type="checkbox"/> Teacher breaks questions into smaller and simpler parts when low expectancy students answers questions incorrectly <input type="checkbox"/> When low expectancy students demonstrate frustration, the teacher allows them to collect their thoughts and goes back to them at a later point |

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| DOMAIN 3: Classroom Instruction | |
|--|--|
| DQ 1: What will I do to communicate student learning goals, track student progress, and celebrate success? | |
| Provide clear learning goals | <input type="checkbox"/> Learning goal posted <input type="checkbox"/> Goal articulates learning, not an activity <input type="checkbox"/> Goal is referenced throughout the lesson <input type="checkbox"/> Scale or rubric clarifies learning goal <input type="checkbox"/> Scale or rubric used throughout the lesson |
| Tracking student progress formatively | <input type="checkbox"/> Teacher helps students track progress toward learning goal <input type="checkbox"/> Scores assigned depicting status/progress toward goal <input type="checkbox"/> Teacher charts progress of class toward the goal |
| Recognizes student success | <input type="checkbox"/> Teacher acknowledges student achievement/improvement <input type="checkbox"/> Teacher acknowledges and celebrates final achievement/improvement of the class <input type="checkbox"/> Celebrates success (e.g., certification, parent notification, round of applause, etc.) |

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| DOMAIN 3: Classroom Instruction | |
|--|--|
| DQ 2: What will I do to help students effectively interact with new knowledge? | |
| Identifies critical input experiences | <input type="checkbox"/> Learning goal posted <input type="checkbox"/> Goal articulates learning, not an activity <input type="checkbox"/> Goal is referenced throughout the lesson <input type="checkbox"/> Scale or rubric clarifies learning goal <input type="checkbox"/> Scale or rubric used throughout the lesson |
| Organizes students into groups to process content | <input type="checkbox"/> Teacher helps students track progress toward learning goal <input type="checkbox"/> Scores assigned depicting status/progress toward goal <input type="checkbox"/> Teacher charts progress of class toward the goal |
| Previews new content | <input type="checkbox"/> Teacher acknowledges student achievement/improvement <input type="checkbox"/> Teacher acknowledges and celebrates final achievement/improvement of the class <input type="checkbox"/> Celebrates success (e.g., certification, parent notification, round of applause, etc.) |
| Chunks content | <input type="checkbox"/> Teacher stops at strategic points in a verbal presentation <input type="checkbox"/> Teacher stops video at key points <input type="checkbox"/> While providing demonstration, teacher stops at key points <input type="checkbox"/> While students reading information or stories orally, teacher stops at key points |
| Active processing of new information | <input type="checkbox"/> Teacher has group members summarize new information <input type="checkbox"/> Teacher employs formal group professing strategies; jigsaw, reciprocal teaching, concept attainment |
| Asks questions to elaborate on new information | <input type="checkbox"/> Teacher asks explicit questions that require students to make elaborative inferences about new content <input type="checkbox"/> Teacher asks students to explain and defend their inferences |

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| DQ 2: What will I do to help students effectively interact with new knowledge? | |
|---|---|
| Records and represents new knowledge | <input type="checkbox"/> Teacher asks students to summarize information they've learned <input type="checkbox"/> Teacher asks students to generate notes that identify critical information in the content <input type="checkbox"/> Teacher asks students to create nonlinguistic representations for new content; graphic organizers, pictures, etc. <input type="checkbox"/> Teacher asks students to create mnemonics that organize the content |
| Reflection on learning | <input type="checkbox"/> Teacher asks students to state or record what they are clear about and what they are confused about <input type="checkbox"/> Teacher asks students to state or record their effort <input type="checkbox"/> Teacher asks students to state or record what they might have done to enhance their learning |
| DQ 3: What will I do to help students practice and deepen their understanding of new knowledge? | |
| Brief review of critical information | <input type="checkbox"/> Teacher begins lesson with brief review of content <input type="checkbox"/> Teacher uses specific strategies to review information: summary, problem solving, questions that require use of content, demonstration, practice test or exercise |
| Uses grouping to facilitate practicing/deepening | <input type="checkbox"/> Teacher organizes students into groups with the expressed idea of deepening their knowledge of informational content <input type="checkbox"/> Teacher organizes students into groups with the intent to practice a skill, strategy, or process |
| Appropriate use of homework | <input type="checkbox"/> Teacher communicates a clear purpose for homework as related to learning goal <input type="checkbox"/> Teacher extends an activity that was begun in class to provide students with more time <input type="checkbox"/> Teacher assigns well-crafted homework assignment that allows students to practice and deepen their knowledge independently |

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| DOMAIN 3: Classroom Instruction | |
|---|---|
| DQ 3: What will I do to help students practice and deepen their understanding of new knowledge? | |
| Examining similarities and differences | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher engages students in activities that require students to examine similarities and differences between content; comparison activities, classifying activities, analogy activities, metaphor activities <input type="checkbox"/> Teacher facilitates the use of activities to help students deepen their understanding of content; ask students to summarize what they have learned, as students to explain how activity adds to their understanding |
| Practicing skills/strategies/processes | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher engages students in massed and distributed practice activities that are appropriate to ability <input type="checkbox"/> Guided practice if students cannot perform the skill, strategy, or process independently <input type="checkbox"/> Independent practice if students can perform the skill, strategy, or process |
| Revising knowledge | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks students to examine previous entries in their academic notebooks or notes <input type="checkbox"/> Teacher engages the whole class in an examination of how the current lesson changed perceptions of previous understandings of the content <input type="checkbox"/> Teacher has students explain how their understanding has changed |
| Examining errors in reasoning | <ul style="list-style-type: none"> <input type="checkbox"/> Teacher asks students to examine information for errors or informal fallacies; faulty logic, attacks, weak reference, misinformation <input type="checkbox"/> Teacher asks students to examine the strength of support presented for a claim; statement of a clear claim, evidence for the claim presented, qualifiers presented showing exceptions to the claim |

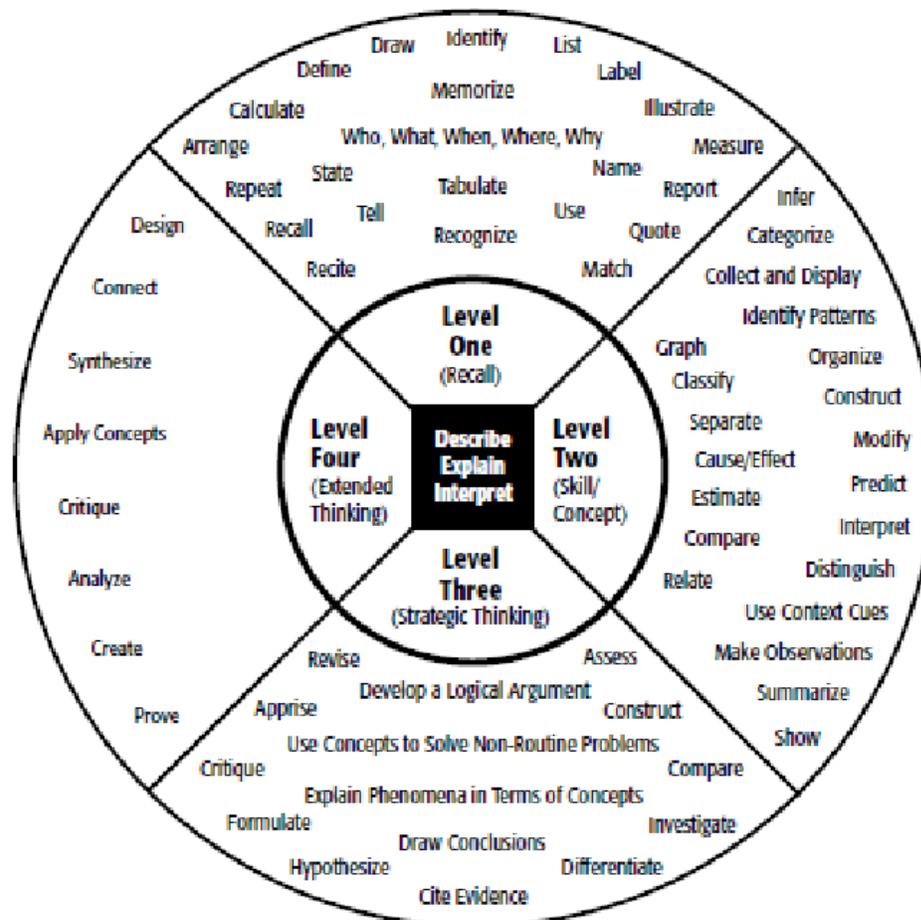
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| DOMAIN 3: Classroom Instruction | |
|--|--|
| DQ 4: What will I do to help students generate and test hypotheses about new knowledge? | |
| Organizes students to work on complex tasks | <input type="checkbox"/> Teacher establishes the need to generate and test hypotheses <input type="checkbox"/> Teacher organizes students into groups to generate and test hypotheses |
| Engages students in complex tasks | <input type="checkbox"/> Teacher engages students with an explicit decision making, problem solving, experimental inquiry, or investigation task that requires students to generate and test hypotheses <input type="checkbox"/> Teacher facilitates students generating their own individual or group task that requires them to generate and test hypotheses and determine if their hypotheses was confirmed or disconfirmed |
| Acts as resources provider/gives guidance | <input type="checkbox"/> Teacher makes him or herself available to students who need guidance or resources; circulates around the room, provides access to self <input type="checkbox"/> Teacher interacts with students during the class to determine their needs for hypothesis generation and testing tasks <input type="checkbox"/> Teacher volunteers resources and guidance as needed by the entire class, group of students, or individual students |
| DQ 5: What will I do to engage students? | |
| Noticing when students are not engaged | <input type="checkbox"/> Teacher notices when specific students or groups of students are not engaged <input type="checkbox"/> Teacher notices when the energy level in the room is low <input type="checkbox"/> Teacher takes action to re-engage students |
| Use academic games | <input type="checkbox"/> Teacher uses structured games (Jeopardy, Family Feud, 20 Questions, etc.) <input type="checkbox"/> Teacher develops impromptu games <input type="checkbox"/> Teacher uses friendly competition with classroom games |
| Manages question and response rates | <input type="checkbox"/> Teacher uses wait time effectively <input type="checkbox"/> Teacher uses response cards, hand signals, choral response, etc. <input type="checkbox"/> Teacher uses technology to keep track of student responses <input type="checkbox"/> Teacher uses response chaining |

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| DQ 5: What will I do to engage students? | |
|---|---|
| Uses physical movement to maintain engagement | <input type="checkbox"/> Teacher has students stand up or stretch or do related activities when energy is low <input type="checkbox"/> Teacher uses activities that require students to move to respond (e.g., vote with your feet, human barometer, etc.) <input type="checkbox"/> Teacher has students physically act out or model content to increase energy and engagement <input type="checkbox"/> Teacher uses give-one/get-one activities that require students to move around the room |
| Maintains lively pace | <input type="checkbox"/> Teacher employs crisp transitions from one activity to the next <input type="checkbox"/> Teacher alters pace appropriately (speeds up or slows down for desired impact) |
| Demonstrates intensity and enthusiasm | <input type="checkbox"/> Teacher describes personal experiences that relate to the content <input type="checkbox"/> Teacher signals excitement for content using gestures, tone, dramatization, etc. <input type="checkbox"/> Teacher overtly adjusts energy level |
| Uses friendly controversy | <input type="checkbox"/> Teacher structures mini-debates about the content <input type="checkbox"/> Teacher has students examine multiple perspectives and opinions about the content <input type="checkbox"/> Teacher elicits different opinions on the content from members of the class |
| Relates content to personal interests | <input type="checkbox"/> Teacher is aware of student interests and makes connections to class content <input type="checkbox"/> Teacher structures activities that ask students to make connections to themselves <input type="checkbox"/> When students are explaining how content relates to their personal interests, the teacher shows interest |
| Presents unusual or intriguing information | <input type="checkbox"/> Teacher provides interesting facts and details about the content <input type="checkbox"/> Teacher encourages students to identify interesting information <input type="checkbox"/> Teacher engages students in activities like “Believe It or Not” about content <input type="checkbox"/> Teacher uses guest speakers/resources to provide interesting/unusual information about content <input type="checkbox"/> Teacher tells stories related to the content |

Depth of Knowledge (DOK) Levels



| Level One Activities | Level Two Activities | Level Three Activities | Level Four Activities |
|---|---|--|--|
| <p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p> | <p>Identify and summarize the major events in a narrative.</p> <p>Use context cues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p> | <p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p> | <p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p> |

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research, University of Wisconsin-Madison. 2 Feb. 2006. <<http://www.wcer.wisc.edu/WAT/index.aspx>>

Addendum to North Knox School Corporation Teacher Evaluation System

PROCESS –

Each school year the North Knox School Corporation Teacher Evaluation System is presented to the North Knox School Corporation Board of Trustees for approval.

Upon approval, the North Knox School Corporation Teacher Evaluation System is presented to teachers during staff meetings at each building level by the school administrator(s).

Evaluators – Those designated to perform evaluations of certified staff will be those that have received RISE training. Any additional or new evaluating staff will be RISE trained prior to performing any evaluations.

Teacher Remediation Plan – If a teacher received a rating of *ineffective* or *improvement necessary*, the evaluator and the teacher shall develop a remediation plan of not more than 90 school days in length to correct the deficiencies noted in the evaluation. The remediation plan must require the use of the teacher’s license renewal credits in professional development activities intended to help the teacher improve. The *Professional Development Plan* form (Form 1) is an optional form that can be used. If a teacher received a rating of *ineffective* or *improvement necessary* and is required to have a remediation plan, the teacher has a right to ask for representation.

Appeal – A teacher who received a rating of *ineffective* may file a request for a private conference with the superintendent not later than 5 days after receiving notice that the teacher received a rating of *ineffective*. The teacher is entitled to a private conference with the superintendent.

Parent Notice – A student may not be instructed for 2 consecutive years by teachers rated as *ineffective*. If it is not possible, the school corporation must notify the parents of each applicable student before the start of the second consecutive year indicating the student will be placed in a classroom of a teacher who has been rated *ineffective*. Communication will be made via a letter mailed to home residence of student.

Form 1**Professional Development Plan**

Using relevant student learning data, evaluation feedback and previous professional development, establish at least 3 areas of professional growth below. Each of your goals is important but you should rank your goals in order of priority. On the following pages, complete the growth plan form for each goal.

| Goal | Achieved? |
|------|-----------|
| 1. | |
| 2. | |
| 3. | |

(Form 1 Continued)

| | | | |
|----------------------------|---|-------------------|---|
| NAME | | | |
| SCHOOL | | | |
| GRADE LEVEL(S) | | | |
| DATE DEVELOPED | | | |
| PRIMARY EVALUATOR APPROVAL | x | TEACHER SIGNATURE | x |

(Form 1 Continued)

| Professional Growth Goal #1 | | | | | | |
|------------------------------------|--|---|----------------|----------------|----------------|---|
| | Action Step and Data: Include detailed steps and the data you will use to determine whether each benchmark is met. | Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark. | | | | Evidence of Achievement: How do you know that your goal has been met? |
| | Action Step 1 | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | |
| | | Data: | Data: | Data: | Data: | |
| | Action Step 2 | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | |
| | | Data: | Data: | Data: | Data: | |

(Form 1 Continued)

| Professional Growth Goal #2 | | | | | | |
|------------------------------------|--|---|----------------|----------------|----------------|---|
| | Action Step and Data: Include detailed steps and the data you will use to determine whether each benchmark is met. | Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark. | | | | Evidence of Achievement: How do you know that your goal has been met? |
| | Action Step 1 | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | |
| | | Data: | Data: | Data: | Data: | |
| | Action Step 2 | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | |
| | | Data: | Data: | Data: | Data: | |

(Form 1 Continued)

| Professional Growth Goal #3 | | | | | | |
|------------------------------------|--|---|----------------|----------------|----------------|---|
| | Action Step and Data: Include detailed steps and the data you will use to determine whether each benchmark is met. | Benchmarks and Data: Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark. | | | | Evidence of Achievement: How do you know that your goal has been met? |
| | Action Step 1 | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | |
| | | Data: | Data: | Data: | Data: | |
| | Action Step 2 | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | __ / __ / ____ | |
| | | Data: | Data: | Data: | Data: | |