



# **Professional Growth, Reflection & Evaluation Plan**



**New Prague Area Schools ISD 721**

<b>Table of Contents .....</b>	<b>2-3</b>
<b>Professional Growth, Reflection &amp; Evaluation Plan Statement of Philosophy.....</b>	<b>4-5</b>
<b>Professional Growth, Reflection and Evaluation Plan .....</b>	<b>5</b>
<b>3 Year Evaluation Cycle .....</b>	<b>6</b>
<b>Principles and Foundations of Teaching Practices .....</b>	<b>7</b>
<b>Definitions.....</b>	<b>8</b>
<b>Performance Standards for Teacher Practice Rubric.....</b>	<b>9</b>
<b>Development &amp; Evaluation - 3yr Professional Review Cycle .....</b>	<b>10</b>
Component One – Teacher Practice .....	11
Component Two – Student Engagement .....	12
Component Three – Student Achievement and Growth .....	12
<b>Teacher Development Components.....</b>	<b>13</b>
<b>Shared Performance Goal.....</b>	<b>14</b>
<b>Student Learning Goals.....</b>	<b>14</b>
<b>Development and Evaluation Activities in the Process .....</b>	<b>14</b>
Year 1 .....	14
Year 2.....	14
Year 3.....	14
<b>Points of Contract .....</b>	<b>15</b>
<b>Individual Growth and Development Plan.....</b>	<b>15</b>
<b>Criteria for Evaluation: Summative and Peer Review.....</b>	<b>15</b>
Criteria for Administrative Evaluation of Teachers.....	15
Criteria for Peer Reviewing of Teachers .....	16
Peer Review .....	17
Peer Review Training .....	17
Teacher Portfolio (optional).....	17
Summative Evaluation.....	18
Teacher Implementation .....	18
<b>Domain1: PLANNING .....</b>	<b>19-20</b>
Indicator 1A: Aligns learning targets with standards and student data informs planning .....	19-20
Indicator 1B: Uses content, resources and student knowledge to design coherent instruction .....	21-22
Indicator 1C: Plans for assessment and differentiation .....	23
<b>Domain 2: CLASSROOM ENVIRONMENT .....</b>	<b>24</b>
Indicator 2A: Creates a respectful classroom culture of trust, safety and high expectations .....	24
Indicator 2B: Establishes and maintains clear expectations for classroom and behavior management.....	25
<b>Domain 3: CLASSROOM INSTRUCTION.....</b>	<b>26</b>
Indicator 3A: Communicates learning targets and content clearly and effectively.....	26
Indicator 3B: Facilitates activities and discussions that promote high cognitive engagement .....	27-28
Indicator 3C: Uses varied assessment techniques to advance student learning.....	29
<b>Domain 4: PROFESSIONALISM .....</b>	<b>30</b>
Indicator 4A: Reflects on teaching practice .....	30
Indicator 4B: Engages in professional development .....	31

Indicator 4C: Maintains professional responsibilities and communicates with families .....	32-33
<b>Teacher Intensive Assistance Program</b> .....	34-35
Statement of standards and intent .....	35
Entry into TIAP.....	35
Written summary .....	35-36
Specific Course of action for each area of concern .....	36
Benchmarks for successful completion .....	36
Timeline to achieve benchmarks .....	36
Potential resources .....	36
Teacher input .....	36
Exiting the TIAP .....	37
Successful completion .....	37
Lack of successful completion.....	37
<b>Peer Review Forms &amp; Professional Growth Plan</b> .....	38
Teacher Evaluation Binder Continuing Contract Teacher.....	39
Appendix A: Professional Growth Plan ( <i>Submission deadline October 1<sup>st</sup></i> ) .....	40-41
Appendix B: Professional Growth Plan ( <i>Submission deadline February 1<sup>st</sup></i> ).....	42
Appendix C: Professional Growth Plan ( <i>Submission deadline June 1<sup>st</sup></i> ) .....	43
Appendix D: Peer Review Pre-Observation Teacher Planning Questionnaire.....	44-45
Appendix E: Selective Scripting Tool .....	46
Appendix F: Peer Observation.....	47
Appendix G: Sample Reflection Questions for the Post Observation Conference.....	48
Appendix H: Smart Goals .....	49
Appendix I: A Smart Way of Thinking .....	50-52
Appendix J: Possible Artifacts Samples .....	53
Appendix K: Self Directed Growth Activities.....	54
Appendix L: Student Learning Goal Summary .....	55-57



## **Professional Growth, Reflection and Evaluation Plan**

### **Statement of Philosophy**

The Mission of the New Prague Area Schools is to engage and support everyone in high levels of learning. To be a premier school district that models excellence and embraces the challenges of the 21<sup>st</sup> Century. We recognize that excellence in education is dependent upon professional teaching performance. New Prague Area Schools supports an ongoing program of professional growth, reflection and evaluation. To this end, the administration and staff of New Prague Area Schools are directed to implement and maintain a systematic program of teacher growth, reflection and evaluation.

Assumptions of the New Prague Area Schools Teacher Professional Growth, Reflection, and Evaluation Plan:

1. All employees of New Prague Area Schools are committed to on-going professional growth and proficiency.
2. Professional development is supported through effective performance evaluation.
3. Non-tenured teachers who are in the process of achieving continuing contract status in the New Prague Area Schools will demonstrate a level of performance at or above the level of proficiency, or have clearly demonstrated progress towards proficiency as defined by the ISD 721 Standards of Performance in order to achieve continuing contract status.
4. Teachers who are in the Continuing Contract Track of the New Prague Area Schools Teacher Professional Growth and Evaluation Plan will perform at or above the level of proficiency as defined by the ISD 721 Standards of Performance.
5. Teachers who are in the Continuing Contract Track of the New Prague Area Schools Teacher Professional Growth and Evaluation Plan who are not performing at or above the level of proficiency as defined by the ISD 721 Standards of Performance will be placed in the Teacher Assistance Track.

Purposes of the New Prague Area Schools Teacher Professional Growth, Reflection and Evaluation Plan:

1. To improve the quality of learning experience for students.
2. To facilitate communications and cooperation between staff and administrators.
3. To provide specific assistance and feedback for staff to promote professional growth.
4. To provide a continuous written record of professional staff performance and service as an acknowledgement of effective job performance.

5. To aid the teacher in gaining insights as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance.
6. To provide a basis for the principal/supervisor to recommend continuing contract status or as a basis for placement on the Teacher Assistance Track.

Our belief is that professional growth is an on-going process not limited to the third year observation. Continuing dialogue with your principal and colleagues through activities such as peer coaching, peer reviews, and PLCs all contribute to the professional learning community that supports you in this process. The ultimate responsibility for the success of your professional growth plan, however, depends on you.

### **New Prague Area Schools Professional Growth, Reflection and Evaluation Plan**

The New Prague Area Schools model is designed to develop, improve, and support qualified teachers and effective teaching practices and to improve student learning and success. The model has three components:

1. Teacher practice
2. Student engagement
3. Student learning and achievement

The figure below illustrates the three components and how they relate to one another, to teacher professional development and learning, and to district priorities. The model is based on professional teaching standards established in rule (Minnesota Rules, Board of Teaching, Chapter 8710, Part 2000.)

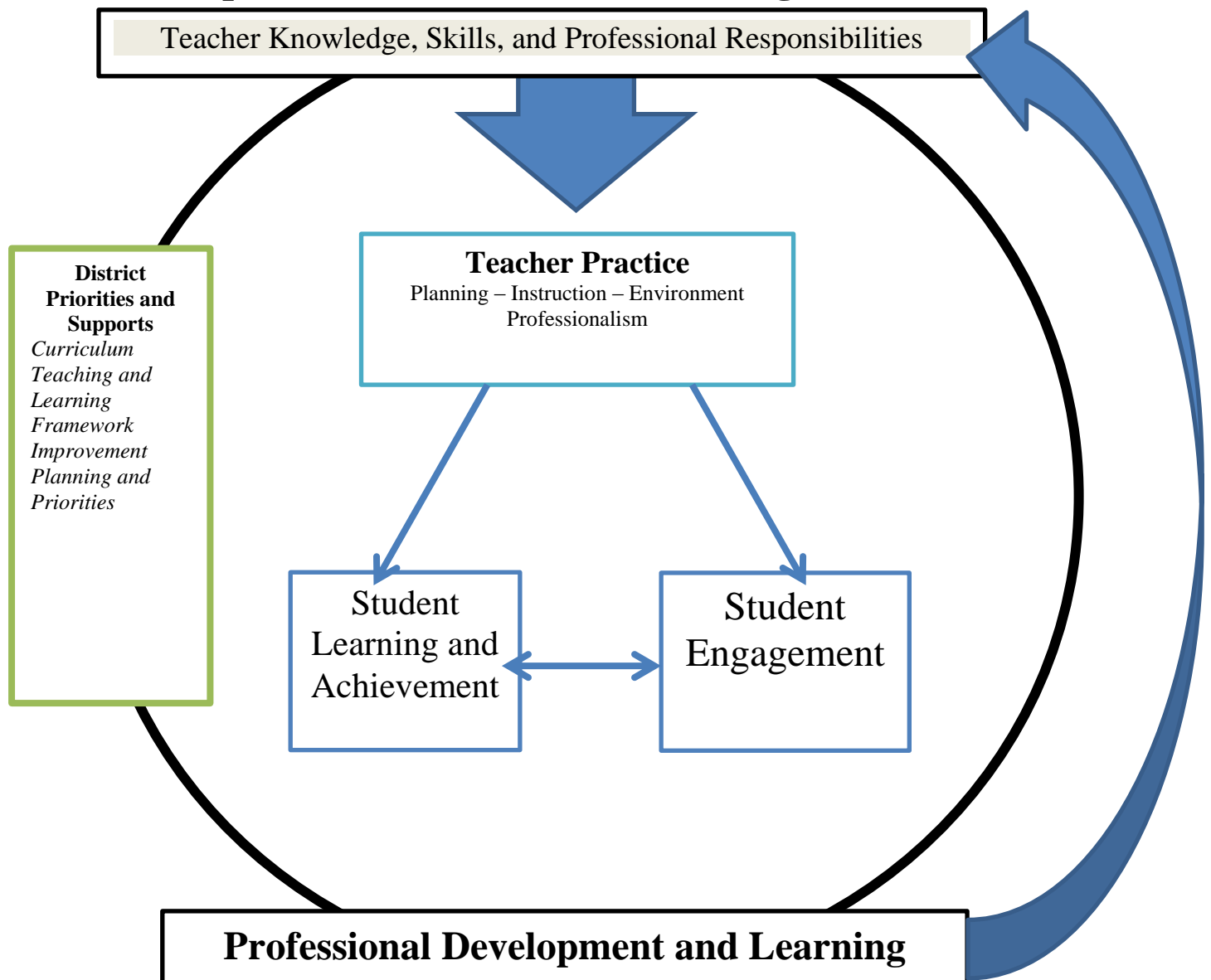
### 3 Year Evaluation Cycle

Year	Activity	Support Material for Discussion
1	Professional Growth Plan – September 30th  Fall - Set Professional Growth Goal(s) <i>Appendix A</i> Set Student Learning Goal(s) <i>Appendix L</i> Winter - Review goal(s) Spring – Review goal(s)  Student Achievement Evaluation / Peer Review	*Indicators of Progress (Artifacts) * Point of Contacts  ISD 721 Standards of Performance
2	Professional Growth Plan – September 30th  Fall - Set Professional Growth Goal(s) <i>Appendix A</i> Set Student Learning Goal(s) <i>Appendix L</i> Winter - Review goal(s) Spring – Review goal(s)  Student Achievement Evaluation / Peer Review	*Indicators of Progress (Artifacts) * Point of Contacts  ISD 721 Standards of Performance
3	Professional Growth Plan – September 30th  Fall - Set Professional Growth Goal(s) <i>Appendix A</i> Set Student Learning Goal(s) <i>Appendix L</i> Winter - Review goal(s) Spring – Review goal(s)  Student Achievement Evaluation  Observation by an Administrator including Pre-conference, Observation, Post conference	*Indicators of Progress (Artifacts) * Point of Contacts  ISD 721 Standards of Performance

\*ISD 721 Standards of Performance are based on the Charlotte Danielson's book: Enhancing Professional Practice: The Framework for Teaching and the 2013 Framework.

## Principles and Foundations of Teaching Practices

### Principles and Foundations of Teaching Practices





## **Definitions**

### **Teacher**

Full or part-time position required by the state or district that must hold a Minnesota teacher's license. This includes, but is not limited to, regular classroom instructors, specialists, learning resource teachers, special education, support services, and at-risk programming and the TDE Plan is applicable to all members of the teacher bargaining unit represented by New Prague Teachers Union.

### **Probationary Teacher**

A teacher who has not been awarded continuing contract status by the district, the duration of probation is:

- Three years for an individual who has not achieved continuing contract (tenure) status in another Minnesota public school.
- One year if the teacher has attained tenure in another Minnesota district.

### **Continuing Contract Teacher**

A teacher who has successfully completed her/his probationary period in the district

### **Evaluation**

A formal appraisal of teacher performance completed by an assigned district administrator based on administrative observations and data collected both formally and informally.

### **Professional Growth Plan**

A formal document containing goals and activities meant to improve instruction.

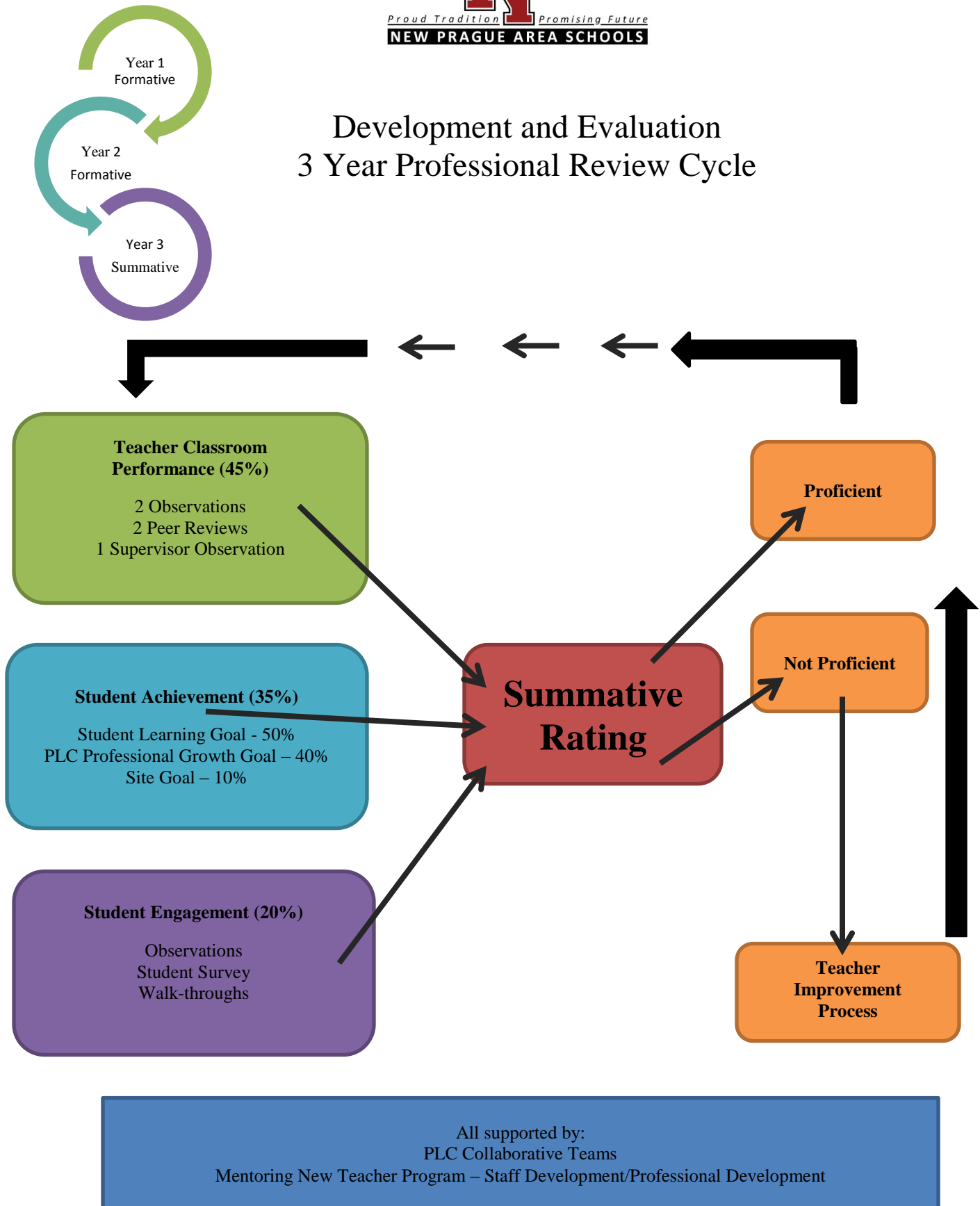


*District 721 Teacher Evaluation*

## Performance Standards for Teacher Practice Rubric



## Development and Evaluation 3 Year Professional Review Cycle





## **Administrative Evaluation and Professional Growth Review of Teachers**

The program will include two major components:

1. Administrative summative evaluation
2. Professional colleague peer reviewing

Teachers will follow a supervision cycle to receive regular summative evaluation and professional growth opportunities through professional learning communities peer reviewing.

### **Component One** **Teacher Practice** (45% of Summative Evaluation)

The teacher practice component has four domains:

1. Planning
2. Environment
3. Instruction
4. Professionalism

Each domain is broken into indicators of practice, and those indicators are further subdivided into elements that define skills and expectations in each domain area. These standards are to be used by a teacher, a summative evaluator, and a peer reviewer(s) to measure teacher practices against a standard definition and a rubric that establishes performance levels for practices.

Evidence of teacher practice largely comes from classroom observations and other points of contact between an evaluator and teacher or peer reviewer and teacher. When an evaluator observes practice and offers feedback, that feedback is connected to the performance standards. Other evidence in this component area is from a teacher's annual self-assessment and peer review. If a teacher submits a portfolio for the summative evaluation, then this evidence must also be considered for the teacher practice component. The teacher practice component is weighted at 45% of a teacher's summative evaluation.

**Component Two**  
**Student Engagement**  
(20% of Summative Evaluation - 15+5%)

The second component, student engagement, examines a student's commitment to and involvement in learning, which included academic, behavioral, cognitive, and affective dimensions. Student engagement is weighted at 20% of a teacher's summative evaluation.

Two groups of evidence make up the student engagement component:

1. Results of a valid and reliable student survey created by the teacher
2. Other evidence of student engagement created by the teacher
3. See Appendix L

Teachers will have the option of completing the District made "Student Survey" or providing other evidence for Student Engagement. One or both options will be accepted during the three year summative evaluation. In Year 3 of the Summative Evaluation, the teacher must submit to the Principal a short synopsis of his/her student engagement results.

Longitudinal student survey results or other evidence created by the teacher demonstrating Student Engagement will be 20% of a teacher's summative evaluation.

Evidence from the three-year review cycle could include classroom observations and other points of contact and a teacher's annual self-assessment and peer review. If a teacher submits a portfolio with evidence of student engagement for the summative evaluation then this evidence must also be considered.

**Component Three**  
**Student Achievement and Growth**  
(35% of Summative Evaluation 30+5%)

The third component of the model is student learning and achievement. A successful teacher continually assesses student achievement against standards and uses results to modify practice, to intervene when students struggle, and to differentiate instruction.

The model uses multiple measures to meaningfully measure student growth and achievement to assess the performance of a teacher. Statute requires the use of student growth measure in this area. In order to determine which measure is appropriate for a teacher, the model organizes teachers into three groups.

## Teacher Development Components

Model Component	How is this component defined?	How is this component measured?	How is this component weighted?
Teacher Practice	Defined by 4 domains planning, instruction, environment, and professionalism in the Performance Standards for Teacher Practice and each domain's associated indicators and elements.	Using the Performance Standards for Teacher Practice rubric and evidence gathered from <ul style="list-style-type: none"> <li>• Peer Reviews</li> <li>• Summative Evaluation</li> <li>• Points of Contact</li> <li>• Self-Assessment</li> <li>• Teacher Portfolio</li> </ul> <i>(Optional)</i>	45%
Student Engagement	Defined as an organizing framework for examining a student's commitment to and involvement in learning, which includes academic, behavioral, cognitive and affective component. It is influenced by the context of family, peers, community and school. Within the classroom, teachers can influence student engagement through their relationships with students, and the relevance and rigor of their instruction.	<ul style="list-style-type: none"> <li>• Student Survey</li> <li>• Points of Contact</li> <li>• Self-Assessment and Peer Review</li> <li>• Teacher Portfolio (Optional)</li> </ul>	20%
Student Learning and Achievement	Defined as student outcomes as measured by the assessments that have the highest levels of confidence and commonality	According to a teacher's teaching assignment, using combinations of <ul style="list-style-type: none"> <li>• Student Learning Goal – 50%</li> <li>• PLC Professional Growth Goal – 40%</li> <li>• Site Goal – 10%</li> </ul>	35%

## Shared Performance Goal

Because teachers share an important, common mission of improving student achievement, a teacher will have 45% of the final summative evaluation score tied to school-wide or building learning as measured by a shared performance goal. All teachers in the same school will receive the same performance rating for this measure.

## Student Learning Goals

*See Appendix L*

Student learning goals will be set by teachers at the beginning of the year for all students or for subgroups of students under the direction of their building Principal to help demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the year. Each goal includes:

- The student population or sample included in the goal;
- The standards with which the goal will align;
- The assessments that will be used to measure student progress and goal attainment;
- The period of time covered by the goal;
- The expected student growth (or outcomes);
- The rationale for the expected student growth.

## Development and Evaluation Activities in the Process

In the New Prague model, a teacher engages in a continuous three-year professional review cycle. Each year of the three-year cycle has defined roles, ongoing activities, and a continuous review of student impact data. There is an ongoing series of annual events in which a teacher engages. Self-assessment and peer review at the end of each year inform Individual Growth and Development Plan revisions in years one and two and connect each year to the previous year in the three-year cycle. At the end of the three-year cycle, a Principal conducts a summative evaluation and determines a final summative performance rating. The summative evaluation informs a new Individual Growth and Development for the next three-year cycle.

<b>Year 1</b>	Formative self-assessment Peer Review Revision of individual growth and development plan Student Learning Goal
<b>Year 2</b>	Formative self-assessment Peer Review Revision of individual growth and development plan Student Learning Goal
<b>Year 3</b>	Formative self-assessment Peer Review Summative evaluation by summative evaluator New individual growth and development plan Student Learning Goal

## **Points of Contact**

Points of contact are defined opportunities for a summative evaluator and a peer reviewer to gather evidence for evaluation and to provide feedback to a teacher for growth and development. Every point of contact provides opportunity for feedback in the areas of teacher practice as well as the impact of those practices on student learning and engagement. All points of contact must be face to face, documented, and grounded in a teacher's Individual Growth and Development Plan and the Performance Standards for Teacher Practice.

Points of contact selected by a teacher define the role of the peer reviewer and must support the focus and goals of the Individual Growth and Development Plan. The intent is for a teacher to own his or her professional growth as well as require his or her summative evaluator to offer feedback throughout the teacher's career.

In addition, a summative evaluator defines points of contact for a teacher in the three-year cycle. Some of the required summative evaluators' points of contact are attached to classroom observations. Others include options for collecting evidence and feedback in areas outside the classroom.

## **Individual Growth and Development Plan**

An evidence-based Individual Growth and Development Plan is an organized way for a teacher to set and pursue professional growth goals and plan connected learning activities in the three-year professional review cycle. The plan is developed at the beginning of the three-year cycle and is annually revised by the teacher. The plan connects individual professional learning to the cycle and guides individual learning activities and peer review throughout the three-year cycle. As part of plan development, a teacher identifies:

- Areas for growth
- At least one professional goal based on the Performance Standards for Teacher Practice
- Activities for professional development, resources needed to meet goals, and evidence that will be used to evaluate goal achievement
- Student learning goal

## **Criteria for Evaluation: Summative and Peer Review**

### **Criteria for Administrative Evaluation of Teachers**

The criteria for evaluation will center on five performance areas (domains): Danielson Model – MN State Version

- Planning and Preparation
- Instruction/Lesson Implementation
- Classroom Environment
- Professional Responsibilities

1. Administrative Evaluation of Continuing Contract Teachers: Continuing contract teachers will be formally evaluated on a three year rotation. If a supervising administrator determines that more

frequent formal, intensive evaluation is needed with an individual teacher, the administrator will complete such evaluations with the teacher with a goal toward improved teacher performance.

- In year three, using the current Charlotte Danielson model and protocols, a trained evaluator will conduct two formal observations (included pre-observation meeting, full-period observation, and post-observation meeting) and a final summative meeting prior to the end of the school year. The formal written SAR (summative appraisal report) evaluation will indicate whether or not the teacher is performing at an acceptable level for the identified performance areas.
2. Administrative Evaluation of Probationary Teachers: Probationary teachers will be administratively observed in various teaching settings a minimum of three times per year. The formative observation reports will be shared with the teacher and kept with the supervising administrator.
- The supervising administrator will complete an end-of-the-year summative appraisal report and submit it in writing to the human resources department. The evaluation shall identify whether each teacher evaluator is performing at an acceptable level in the identified performance areas which will lead to a recommendation regarding continued employment.
3. School District Action: District administration will formally update the school board as to the continuing contract status (after year 1 and 2) of individual teachers at the June board meeting. The school board will take any necessary actions required by Minnesota State Statutes.
- During year three, a schedule of the two formal observations and summative meeting will be provided to the educator.

### **Criteria for Peer Reviewing of Teachers**

The criteria for evaluation will center on four performance areas (domains) and the teachers “Professional Growth Goal”.

- Planning and Preparation
- Instruction/Lesson Implementation
- Classroom Environment
- Professional Responsibilities

The peer review cycle will be built around building and/or District Professional Learning Communities. Within each building and/or District, all certified teaching staff will be placed on a grade level, department, or district PLC.

Year one and year two continuing contract teachers will meet a minimum of three times per year within their PLC teams for the exclusive purpose of “Professional Growth Goals”.

Meeting one will take place prior to October 1st of each year. Each PLC team will be responsible for creating and writing their individual “Professional Growth Goal(s) for the year.



Meeting Two will take place prior to February 1st of each year. Each PLC team will be responsible for reviewing their individual “Professional Growth Goal(s) and providing artifacts that show evidence of their growth goal.

Meeting Three will take place prior to June 1st of each year. Each PLC team will be responsible for reviewing their individual “Professional Growth Goal(s) and providing artifacts and a conclusion to show evidence of completion of their growth goal for the year.

\* Individual Forms have been created and will be used for Meeting One, Two, and Three. At the conclusion of the year, all forms shall be kept by the individual teacher and within Perform.

### **Peer Review**

For teachers in year one and year two of the teacher evaluation continuing contract, one peer review will be completed per year. A peer review must be completed between the months of October 1st and May 1st by a qualified trained peer reviewer.

Prior to the peer review, a pre-observation meeting will take place between the teacher and the peer reviewer discussing both the four performance domains and the Professional Growth Goal. Following the pre-observation meeting, the peer reviewer will review the teacher during the school day and provide information specific to the observation.

After the peer review, the two shall meet in a post-observation meeting to discuss the peer review and provide feedback to the teacher.

\* If needed, the peer reviewer may utilize a substitute teacher for the observation hour.

### **Peer Review Training**

New Prague Area Schools will provide peer reviewer training to all certified teaching staff. The training will be provided in the following ways:

1. Participation in a summer staff development workshop class
2. Participation in an online class
3. Participation in school year staff development workshop class

(Specific to 2014-2015, all certified teaching staff will be trained as a Peer Reviewer. Each certified staff member will be asked to participate in one Peer Review of a colleague.)

### **Teacher Portfolio (Optional)**

The teacher portfolio is a collection of evidence demonstrating teacher practice, student engagement, and student learning and achievement. Portfolios also collect reflections on that evidence and reflections on professional growth. A teacher possesses the individual right to submit a portfolio to the assigned summative evaluator as a source of evidence. A summative evaluator must consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

Portfolios may contain evidence such as:

- Reflective statements

- Evidence of participation in professional learning activities, leadership, and collaboration with other educators and with families
- Sample communications with families and other stakeholders
- Student work samples
- Examples of teacher work such as lesson plans
- Video lessons
- Student data including results of student learning goals

### **Summative Evaluation**

At least once in the three-year professional review cycle, a teacher must receive a summative evaluation from their Principal or assigned summative evaluator. Using evidence collected through activities in the process, the summative evaluator determines a performance rating for each teachers summative evaluation.

### **Teacher Implementation**

The teacher implementation plan will be phased in over a three year cycle. 1/3 of all teachers will be place into Year One: Formative Assessment. 1/3 of teachers will be placed into Year Two: Formative Assessment. 1/3 of all teachers will be placed into Year Three: Summative Assessment. All teachers in Years One and Two will be mandated to complete the Peer Review portion of the model along with the writing of their Performance Goals.



## Performance Standards for Teacher Practice Rubric and Teacher Self - Evaluation Form

Teacher's Name: \_\_\_\_\_

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

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>Domain 1</b> <b>Planning</b> The teacher develops an effective instructional sequence				
<b>Indicator A: Aligns Learning Targets with Standards and Student Data Informs Planning</b> What will you teach?				
<b>I.</b> <b>Plans units and lessons effectively</b>	<i>There is no evidence of planning daily, weekly and/or unit instruction.</i>	<i>Daily, weekly and/or unit planning is inconsistent.</i>	<i>Daily, weekly and/or unit planning is consistent and builds on students' prior knowledge and experience.</i>	<i>Daily, weekly and/or unit planning is consistent, thorough and builds on students' prior knowledge and experience.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers in planning high-quality units and lessons.</i>
<b>II.</b> <b>Selects learning targets and activities</b>  <i>*Learning targets are statements of intended learning based on standards which teachers craft to guide the teaching and learning process and to engage, support and hold students accountable for their learning.</i>	<i>Learning targets* are unconnected to content and MN standards, or are stated as activities.</i>  <i>Learning activities are not aligned with learning targets.</i>	<i>Learning targets* are connected to learning activities and MN standards.</i>  <i>Learning activities are aligned with learning targets.</i>  <i>Learning activities include limited opportunities for students to engage.</i>	<i>Learning targets* are clearly connected to learning activities and MN standards and are stated in terms of student learning.</i>  <i>Learning activities are aligned with learning targets.</i>  <i>Learning activities include multiple opportunities for students to engage</i>	<i>Learning targets* are clearly connected to learning activities and MN standards and are stated in terms of student learning.</i>  <i>Learning targets and activities reflect different types of learning.</i>  <i>Learning activities are aligned with learning targets.</i>  <i>Learning activities include a variety of opportunities for students to engage.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers in selecting learning targets matched with effective learning activities.</i>

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>III.</b> <b>Applies content knowledge and understanding of how students learn</b>	<i>Teacher's knowledge of content is limited, which is demonstrated by content errors.</i>	<i>Teacher's knowledge of content and how students learn the content is generally accurate, but limits teacher's ability to anticipate common student misconceptions.</i>	<i>Teacher's knowledge of content and how students learn the content is accurate and current, allowing teacher to anticipate common student misconceptions.</i>	<i>Teacher's extensive and current knowledge of content and how students learn that content is evident, allowing teacher to anticipate common student misconceptions.</i>  <i>Teacher plans ways for students to assume responsibility for their own learning.</i>  <i>Continuously applies and disseminates current research and best practices.</i>
<b>IV.</b> <b>Uses student data to inform planning</b>	<i>There is no evidence that the lesson design or learning targets have been informed by previous student work/data.</i>	<i>The learning targets and lesson design have been informed by an analysis of classroom/grade-level student data/work.</i>	<i>The learning targets and lesson design have been informed by an analysis of classroom/grade and individual student data/work.</i>	<i>The learning targets and lesson design have been informed by an extensive analysis of classroom or grade and individual student data/work.</i>  <i>Provides leadership to others in analyzing student data to plan instruction.</i>

## Indicator B: Uses Content, Resources and Student Knowledge to Design Coherent Instruction

How will you teach the lesson?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>I. Designs coherent instruction</b>	<p><i>Teaching strategies and/or learning activities are unsupportive of the learning targets.</i></p> <p><i>Teacher does not provide appropriate rationale for the selection of Instructional groups to meet the learning target(s).</i></p>	<p><i>Teaching strategies and/or learning activities support the learning targets, however may be unorganized or lacking coherence.</i></p> <p><i>Teacher provides some rationale for the selection of Instructional groups to meet the learning target(s).</i></p>	<p><i>Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge.</i></p> <p><i>Teacher provides rational for the selection of Instructional groups to meet the learning target(s) and are planned to increase cognition.</i></p>	<p><i>Teaching strategies and learning activities support the learning targets, are well organized and designed to facilitate student construction of knowledge.</i></p> <p><i>Teacher provides rationale for the selection of Instructional groups to meet the learning target(s), to increase cognition and give students ownership of learning.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in the design of coherent instruction that engages the student in the learning process.</i></p>
<b>II. Creates interdisciplinary and extended learning experiences</b>	<p><i>No attempt to create connections to other content areas or disciplines.</i></p>	<p><i>Limited connections are made to other content areas/discipline.</i></p>	<p><i>Connections with other content/areas disciplines are evident, including integration of technology, reading, writing and/or math across the curriculum.</i></p>	<p><i>Connections with other content areas/disciplines are evident, including integration of technology, reading, writing, and/or math across the curriculum.</i></p> <p><i>Opportunities to extend learning that connect to other content areas/disciplines and community life is provided.</i></p> <p><i>Provides leadership and collaboration for interdisciplinary instruction.</i></p>
<b>III. Uses available resources and technology</b>	<p><i>Teacher does not utilize available resources.</i></p> <p><i>There is little or no use of available technology and/or other resources beyond the core resources that may be appropriate to the lesson.</i></p>	<p><i>Teacher makes use of relevant resources within the school, district and/or community.</i></p> <p><i>Teacher uses technology to present information to students, but does not use technology to promote deeper learning and student engagement.</i></p> <p><i>Resources beyond core resources are minimally accessed.</i></p>	<p><i>Teacher makes use of relevant resources within the school, district and/or community.</i></p> <p><i>Use of technology and other resources promotes increased cognitive engagement and deeper conceptual understanding.</i></p>	<p><i>Teacher makes use of a variety of relevant resources within the school, district and/or community showing extensive knowledge of resources of learning.</i></p> <p><i>Use of technology and other resources promotes increased cognitive engagement and deeper conceptual understanding with both teacher-led and student-led activities.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in the use of available resources and technology in instructional design that engages the student in the learning process.</i></p>

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>IV.</b> <b>Designs culturally relevant instructional strategies</b>	<i>Learning activities and/or instructional strategies demonstrate a misunderstanding/misapplication of students' skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.</i>	<i>Learning activities and instructional strategies are informed by some of the following: knowledge of students' skills, interests, cultural backgrounds, language proficiency and/or exceptionalities.</i>	<i>Learning activities and instructional strategies are informed by knowledge of students' skills, interests, cultural backgrounds, language proficiency and exceptionalities.</i>	<i>Learning activities and instructional strategies are informed by knowledge of students' skills, interests, cultural backgrounds, language proficiency and exceptionalities.</i> <i>Provides leadership and collaboration with colleagues and community in designing culturally relevant instruction</i>

## Indicator C: Plans for Assessment and Differentiation

How will you know if students learned what you taught?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>I.</b> <b>Plans formative* and summative assessments</b>  <i>*Formative assessments are a range of formal and informal assessment procedures used within the cycle of learning to monitor student understanding and make instructional adjustments to help every student master the learning targets.</i>	<i>Planning indicates teacher has limited understanding of the role and use of formative assessment* to adapt instruction to student needs.</i>  <i>Assessments are primarily summative and used for grading purposes.</i>	<i>Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and/or activities.</i>  <i>Assessment is primarily done by the teacher with minimal opportunities for students to self-assess their work.</i>	<i>Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and activities.</i>  <i>Formative assessments are designed to help the teacher make immediate instructional adjustments.</i>  <i>Plans indicate opportunities for student self-assessment and student involvement in the development of assessment criteria.</i>	<i>Planning indicates the use of formative* and/or summative assessment strategies appropriate to the lesson's learning targets and activities.</i>  <i>Formative assessments are designed to help the teacher make immediate and future instructional adjustments.</i>  <i>Plans indicate frequent opportunities for students to assess themselves and their colleagues against clearly established exemplars and/or performance criteria.</i>  <i>Plans indicate opportunities for student involvement in the development of assessment criteria.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers in the developing, implementing and analyzing formative and summative assessment data to inform next instructional decisions at various levels (such as classroom, department, program, grade levels and/or school/district).</i>
<b>II.</b> <b>Plans for differentiation**</b> <i>**Differentiation is the process teachers use to plan learning experiences which intentionally respond to learner differences. Students have opportunities to work at their levels of readiness (assessed levels of skills and knowledge), in preferred and varied learning modes/styles, and engage their interests in order to achieve curricular goals.</i>	<i>No evidence of differentiation** of learning experiences, content, assessments or product based on student data or otherwise documented student needs.</i>	<i>Limited evidence of differentiation** of learning experiences, content, assessments or product based on student data or otherwise documented student needs.</i>	<i>Planning of differentiation** is based on student data and/or otherwise documented student needs and takes into consideration the learning experiences, content, assessments or product.</i>	<i>Planning of differentiation** is based on student data and takes into consideration the learning experience, content, assessments and product.</i>  <i>Provides leadership for differentiation of instruction for targeted groups of students, in the team, grade level, department, program and/or school in planning.</i>

<p style="text-align: center;"><b>Domain 2</b>  <b>Classroom Environment</b>  The teacher creates and implements a physical and interpersonal classroom environment that supports student learning.</p>				
<p style="text-align: center;"><b>Indicator A: Creates a Respectful Classroom Culture of Trust, Safety and High Expectations</b>  How does your classroom promote a culture of learning?</p>				
Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>I.</b> <b>Creates a safe learning environment</b>	<p><i>Teacher creates a physical environment and classroom culture that is not safe and/or does not support the development of positive social and personal skills.</i></p>	<p><i>Teacher creates a physical environment and classroom culture that partially supports the development of positive social and personal skills.</i></p> <p><i>Teacher and students build positive relationships within the classroom.</i></p>	<p><i>Teacher creates a physical environment and classroom culture that supports the development of positive social and personal skills.</i></p> <p><i>Teacher and students build positive relationships within the classroom and school.</i></p>	<p><i>Teacher creates a physical environment and classroom culture that supports the development of positive social and personal skills.</i></p> <p><i>Teacher and students build positive relationships within the classroom and school.</i></p> <p><i>Teacher provides school leadership and collaborates with others to build a positive classroom and school learning environment.</i></p>
<b>II.</b> <b>Establishes a culture of learning</b>	<p><i>Teacher does not display or encourage enthusiasm or positive attitude for learning.</i></p> <p><i>Classroom instruction is characterized by low expectations and task completion.</i></p>	<p><i>Teacher displays a positive attitude and importance of the work but with minimal buy-in by the students.</i></p> <p><i>Instructions and interactions convey only modest expectations for student learning and achievement.</i></p>	<p><i>The teacher supports a culture where instructional outcomes and classroom interactions convey high cognitive expectations for most students.</i></p> <p><i>Students engage in work of high quality and demonstrate enthusiasm and effort in completing work.</i></p>	<p><i>Students engage in complex cognitive tasks, and there is evidence of students constructing their own knowledge.</i></p> <p><i>Instructional outcomes and classroom interactions convey high expectations for all students.</i></p> <p><i>Students independently and collaboratively engage in work of high quality and demonstrate enthusiasm and effort in completing work.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in establishing a collaborative culture for learning.</i></p>
<b>III.</b> <b>Creates a culture of persistence</b>	<p><i>No evidence that the teacher perseveres through challenges and instead gives up or blames students for their lack of success.</i></p> <p><i>No evidence that students are developing an ability to persevere through challenging or complex learning tasks.</i></p>	<p><i>Teacher takes responsibility for leading students to mastery of learning targets.</i></p> <p><i>There is minimal evidence that students are developing an ability to persevere through challenging or complex tasks.</i></p>	<p><i>Students and teacher take responsibility for achieving learning targets.</i></p> <p><i>Teacher provides support so that students persevere when challenged with complex learning activities.</i></p>	<p><i>Students and teacher take responsibility for achieving learning targets.</i></p> <p><i>Teacher provides support, including external resources, so that students persevere when challenged with complex learning activities.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in creating a classroom and school wide culture for persistence.</i></p>



**Indicator B: Establishes and Maintains Clear Expectations for Classroom and Behavior Management**  
How do you manage your classroom?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>I. Establishes and maintains classroom routines and procedures</b>	<p><i>Teacher does not clearly communicate directions and procedures.</i></p> <p><i>Students do not comply or are unaware of classroom procedures or behavior expectations and excessive instructional time is lost.</i></p>	<p><i>Teacher establishes clear expectations for procedures; however, there is evidence of inconsistent management of routines that result in a loss of instructional time.</i></p> <p><i>Students comply minimally with procedures that are set and monitored by the teacher.</i></p>	<p><i>Teacher and students collaboratively establish clear expectations for classroom procedures.</i></p> <p><i>Transitions are organized and orderly.</i></p> <p><i>Most students adhere to procedures.</i></p> <p><i>Minimal instructional time is lost in handling non-instructional duties.</i></p>	<p><i>Teacher and students collaboratively establish clear expectations for classroom procedures and are flexible to adapt to the learning goals and needs of students.</i></p> <p><i>Transitions are organized and orderly.</i></p> <p><i>Students take ownership for classroom routines and procedures that result in no loss of instructional time.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in how to establish classroom routines and procedures.</i></p>
<b>II. Monitors and provides feedback on student behavior</b>	<p><i>Students receive behavior feedback that is neither constructive nor timely.</i></p> <p><i>Students receive little or no feedback on positive behavior.</i></p> <p><i>Instruction is frequently disrupted by behavior incidents.</i></p>	<p><i>Students receive behavior feedback that is constructive and timely, but infrequently receive acknowledgement of positive behavior.</i></p> <p><i>The teacher monitors student behavior but approaches to behavior are punitive rather than proactive.</i></p> <p><i>Students may be unclear about the behavior expectations.</i></p> <p><i>Instruction is occasionally disrupted by behavior incidents.</i></p>	<p><i>Students receive behavior feedback that is constructive and timely.</i></p> <p><i>Students receive frequent acknowledgement of positive behavior.</i></p> <p><i>The teacher monitors student behavior and approaches to behavior are proactive, respectful, and appropriate for individual student needs.</i></p>	<p><i>Students receive behavior feedback that is constructive and timely.</i></p> <p><i>Students receive frequent acknowledgement of positive behavior.</i></p> <p><i>Student behavior is monitored and approaches to behavior and preventative, respectful, and appropriate for individual students.</i></p> <p><i>Students assume responsibility for monitoring their behavior and the behavior of their colleagues.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in effective approaches in student behavior and providing feedback on student/classroom behavior.</i></p>

### Domain 3 Classroom Instruction

The teacher engages students in learning and utilizes instructional strategies that help students understand content.

#### Indicator A: Communicates Learning Targets and Content Clearly and Effectively

How will you communicate content to students?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>I.</b> <b>Uses content knowledge to promote learning</b>  ***Culturally and contextually relevant instruction that considers the applicability of teaching materials, methods or programs to students' ethnicity, social status, gender, religion, home and community environment, and/or personal experiences, so that learning environments created build upon the language, experiences, learning styles and strengths of students.	<p><i>Teacher does not emphasize important concepts and skills appropriate to the content area.</i></p> <p><i>Teacher's use of content knowledge contains content errors showing a lack of content knowledge, which impedes learning.</i></p> <p><i>Explanation of content is not culturally relevant.</i></p> <p><i>Teacher provides limited opportunity for students to apply content-specific vocabulary.</i></p>	<p><i>Teacher sometimes emphasizes important concepts and skills appropriate to the content area.</i></p> <p><i>Teacher uses content knowledge that is accurate; however, the use of culturally and contextually relevant*** content explanations are limited/inconsistent.</i></p> <p><i>Teacher provides some opportunities for students to apply content-specific vocabulary.</i></p>	<p><i>Teacher regularly emphasizes important concepts and skills appropriate to the content area and makes connection to other content areas.</i></p> <p><i>Teacher makes content knowledge culturally and contextually relevant*** to increase student understanding and engagement.</i></p> <p><i>Teacher provides multiple opportunities for student to apply content-specific vocabulary.</i></p>	<p><i>Teacher regularly emphasizes important concepts and skills appropriate to the content area, make connections to other content areas and creates opportunities for interdisciplinary learning.</i></p> <p><i>Teacher's accurate use of content knowledge that is culturally and contextually relevant*** contributes to student use and acquisition of content and vocabulary while enriching the lesson.</i></p> <p><i>Students have internalized the content-specific language and demonstrate its appropriate use in classroom interactions and activities.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers to deepen content knowledge.</i></p>
<b>II.</b> <b>Communicates learning targets and content</b>	<p><i>Learning targets and/or explanations of the content are unclear, inappropriate, or missing; expectations or directions are unclear.</i></p>	<p><i>Learning targets and explanation of content are clear for most students and contain appropriate levels of detail, however some students are confused; expectations or directions may be unclear.</i></p>	<p><i>Learning targets and explanation of content are communicated during the lesson in a variety of formats and contain appropriate levels of detail.</i></p> <p><i>Students can articulate the learning targets and understand directions.</i></p>	<p><i>Teacher's explanation of content is creative and connected to students' knowledge and experience. Students contribute by explaining content to their colleagues.</i></p> <p><i>Students understand directions; students may develop directions and procedures when appropriate to the activity.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in understanding and communicating learning targets and content.</i></p>

## Indicator B: Facilitates Activities and Discussions that Promote High Cognitive Engagement

What strategies do you use to engage students and promote their ownership of learning?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>I. Uses instructional strategies to engage students in learning</b>	<p><i>Teacher provides instructional strategies that minimally engage the student.</i></p> <p><i>Instructional strategies are not aligned with learning targets and/or do not promote learning for some students.</i></p> <p><i>Instruction is not differentiated based on students' level of understanding.</i></p> <p><i>Teacher does not offer opportunities to students to practice, apply or demonstrate their learning.</i></p>	<p><i>Teacher provides instructional strategies that may engage some but not all learners in rigorous and relevant learning experiences.</i></p> <p><i>The use of higher order thinking opportunities are infrequent in instruction and discussion.</i></p> <p><i>Some instructional strategies are aligned with learning targets and/or promote learning for some students.</i></p> <p><i>Some differentiation of instruction is provided based on students level of understanding.</i></p> <p><i>Teacher provides limited opportunities to practice, apply and demonstrate what students are learning.</i></p>	<p><i>Teacher provides instructional strategies that engage most learners in rigorous and relevant learning experiences.</i></p> <p><i>The use of higher order thinking opportunities is frequent in instruction and discussion, and the use of inquiry methods is relevant.</i></p> <p><i>Instructional strategies are aligned with learning targets and promote learning for all students.</i></p> <p><i>Differentiation of instruction is based on each student's level of understanding.</i></p> <p><i>Teacher provides multiple opportunities for students to practice, apply and demonstrate what they are learning.</i></p>	<p><i>Teacher provides instructional strategies that engage all learners in rigorous and relevant learning experiences.</i></p> <p><i>The use of higher order thinking opportunities is frequent and varied in instruction and discussion, and the use of inquiry methods is relevant.</i></p> <p><i>Teacher provides appropriate options for student initiative and choice to increase relevance and cognition.</i></p> <p><i>Teacher provides differentiation in instruction, and class and individual activities.</i></p> <p><i>Teacher provides multiple and a varied opportunities for students to practice, apply and demonstrate what they are learning.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in applying appropriate instructional strategies to engage students in learning.</i></p>
<b>II. Uses questioning and discussion techniques</b>	<p><i>Teacher uses classroom questioning techniques that result in student recitation with low cognitive challenge.</i></p> <p><i>Teacher engages few students in the discussion.</i></p>	<p><i>Teacher utilizes a mixture of cognitively challenging questions irrespective of current and desired level of understanding.</i></p> <p><i>Teacher facilitated discussions elicit limited evidence of cognitive engagement.</i></p> <p><i>Teacher addresses student mistakes and misconceptions.</i></p> <p><i>Teacher attempts to engage all students.</i></p>	<p><i>Teacher poses a range of cognitively challenging questions, based on current and desired level of understanding.</i></p> <p><i>Teacher facilitated discussions elicit evidence of cognitive engagement.</i></p> <p><i>Teacher addresses student mistakes and misconceptions.</i></p> <p><i>Teacher holds all students accountable to answer questions.</i></p> <p><i>Teacher fosters discussions that engage students in initiating, participating and leading academic discourse.</i></p>	<p><i>Teacher poses a range of cognitively challenging questions, based on current and desired level of understanding.</i></p> <p><i>Teacher facilitated discussions elicit substantial evidence of cognitive engagement.</i></p> <p><i>Teacher addresses student misconceptions.</i></p> <p><i>Teacher holds all students accountable to answer questions.</i></p> <p><i>Teacher fosters discussions that engage students in initiating, participating and leading academic discourse.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in facilitating discussions.</i></p>

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>III.</b> <b>Uses appropriate pacing and structure</b>	<p><i>The lesson has no evidence of a structure.</i></p> <p><i>No opportunities are provided for students to engage or reflect during the lesson.</i></p> <p><i>Pacing of the lesson is too slow or too rushed so that it hinders active engagement.</i></p>	<p><i>Lesson structure is generally appropriate for the class and supports meeting some of the goals of the lesson.</i></p> <p><i>Teachers provide limited opportunities for students to engage and reflect during the lesson.</i></p> <p><i>Pacing is generally appropriate for the class as a whole.</i></p> <p><i>Students who progress at different learning rates have limited opportunities for success within lesson structure.</i></p>	<p><i>Lesson structure is appropriate for the class and supports meeting the goals of the lesson.</i></p> <p><i>Students have opportunities for cognitive engagement and reflection during the lesson.</i></p> <p><i>Pacing is appropriate.</i></p> <p><i>Students who progress at different learning rates have opportunities for success within lesson structure.</i></p>	<p><i>Lesson structure is generally appropriate for the class and supports meeting the goals of the lesson.</i></p> <p><i>Students have multiple opportunities for cognitive engagement and reflection during the lesson.</i></p> <p><i>Pacing is appropriate.</i></p> <p><i>Students who progress at different learning rates are provided many opportunities for success within lesson structure.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in lesson structure and pacing.</i></p>

## Indicator C: Uses Varied Assessment Techniques to Advance Student Learning

How do you utilize student data to advance each student's learning?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>I. Uses formative assessments to inform instruction</b>	<i>Teacher does not use formative assessment techniques to monitor student progress and adjust instruction to help students master the learning targets.</i>	<i>Teacher uses some formative assessment techniques to monitor student progress and adjust instruction to help students master the learning targets.</i>	<i>Teacher uses formative assessment practices to monitor and adjust instruction.</i>	<i>Teacher uses formative assessment practices to monitor and adjust instruction to meet learning targets and the needs of all students.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers in formative assessment strategies to inform instruction.</i>
<b>II. Provides feedback to advance learning</b>	<i>Teachers provide nonspecific feedback that does not guide learning.</i>  <i>Teachers provide feedback that is not timely.</i>	<i>Teachers provide specific feedback, but emphasis is on procedures, compliance or grades.</i>  <i>Timeliness of teacher feedback is inconsistent.</i>	<i>Teachers provide specific feedback that promotes cognition.</i>  <i>Teacher feedback is provided in a timely manner to all students.</i>	<i>Teachers provide specific feedback that promotes higher levels of thinking by the student.</i>  <i>Students provide feedback to each other that promotes learning.</i>  <i>Teacher feedback is provided in a timely manner to all students.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers in student feedback methods to advance learning.</i>
<b>III. Promotes student self-assessment</b>	<i>Teachers do not engage students in self-assessment.</i>  <i>Teacher expectations for student learning and assessment criteria are not provided.</i>	<i>Teachers provide students some self-assessment opportunities to be aware of their own level of achievement against established expectations for student learning and established assessment criteria.</i>	<i>Teachers provide students frequent opportunities to assess and monitor the quality of their own work against established expectations for student learning and established assessment criteria.</i>	<i>Teachers provide students frequent opportunities to assess and monitor the quality of their own work and the work of their colleagues against established expectations for student learning and assessment criteria.</i>  <i>Teachers provide students with opportunities to continually revise their work and set goals to meet the expectations for learning.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers with student self-assessment strategies.</i>

## Domain 4 Professionalism

The teacher participates in on-going professional development activities and collaborates with colleagues and families to advance learning for teachers and students

### Indicator A: Reflects on Teaching Practices

How do you reflect on your teaching?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>I. Uses self-reflection to improve instruction</b>	<i>Teacher does not effectively use reflection and self-assessment of instruction.</i>	<i>Teacher occasionally uses reflection and self-assessment to assess instructional effectiveness and make modifications in instruction.</i>	<i>Teacher regularly assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength, areas for growth and modify instruction.</i>	<i>Teacher continuously and accurately assesses his or her own effectiveness using lesson artifacts and student data to identify areas of strength and areas for growth.  Model, coach and mentor colleagues and/or pre-service teachers in reflective practice methods to improve instruction.</i>
<b>II. Uses feedback to improve instruction</b>	<i>Feedback from colleagues, administrators, families, students and professional literature is resisted and/or does not result in changes in professional practice.</i>	<i>Teacher occasionally uses feedback from colleagues, administrators and professional literature to enhance professional practice.</i>	<i>Teacher seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice.</i>	<i>Teacher continuously seeks and uses feedback from colleagues, administrators, families, students and professional literature to enhance professional practice.  Model, coach and mentor colleagues and/or pre-service teachers in the use of feedback to improve instruction.</i>
<b>III. Plans for professional growth</b>	<i>Teacher does not use reflection and feedback to plan for professional growth.</i>	<i>Teacher occasionally uses reflection and feedback to plan for professional growth.</i>	<i>Teacher regularly uses reflection and feedback to plan for professional growth and implements an action plan to reach intended targets.</i>	<i>Teacher regularly uses reflection and feedback to plan for professional growth and implements an action plan to reach intended targets.  Collaborates with colleagues in planning for professional growth.</i>

## Indicator B: Engages in Professional Development

How do you continue to improve your practices?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>I. Participates in profession development</b>	<i>Teacher does not contribute to or actively and consistently participate in professional learning activities.</i>	<i>Teacher provides evidence of continual participation in professional learning activities.</i>  <i>Teacher participation results in implementation of practices from activities.</i>	<i>Teacher provides evidence of continual participation in relevant professional learning activities.</i>  <i>Teacher implements practices from activities resulting in increased student learning.</i>	<i>Teacher creates and engages in meaningful professional growth activities that result in increased student growth.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers by providing and/or leading professional development activities.</i>
<b>II. Collaborates with colleagues regarding student learning</b>	<i>Teacher resists collaboration with colleagues and detracts from collaborative processes engaged with them.</i>	<i>Teacher collaborates with colleagues to address student needs identified by data.</i>	<i>Teacher collaborates with colleagues to analyze student data, set focused goals, design common assessments and analyze student work.</i>  <i>Collaboration results in increased student learning and instructional effectiveness.</i>	<i>Teacher collaborates with colleagues where they analyze student data, set focused goals, design common assessments and analyze student work.</i>  <i>Collaboration results in increased student learning and instructional effectiveness.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers in analyzing student data, setting goals, designing assessments and/or analyzing student work.</i>
<b>III. Contributes to school and district culture of learning</b>	<i>Teacher does not support the culture for professional learning at site and/or district.</i>	<i>Teacher occasionally contributes to development of a productive learning environment at the site and/or district levels.</i>	<i>Teacher contributes to development of a productive learning environment at the site and district level.</i>	<i>Teacher shows initiative, has made substantial contributions at the school and district levels and larger community.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers in selecting appropriate venues that contributes to the school and district culture of learning.</i>

## Indicator C: Maintains Professional Responsibilities and Communicates with Families.

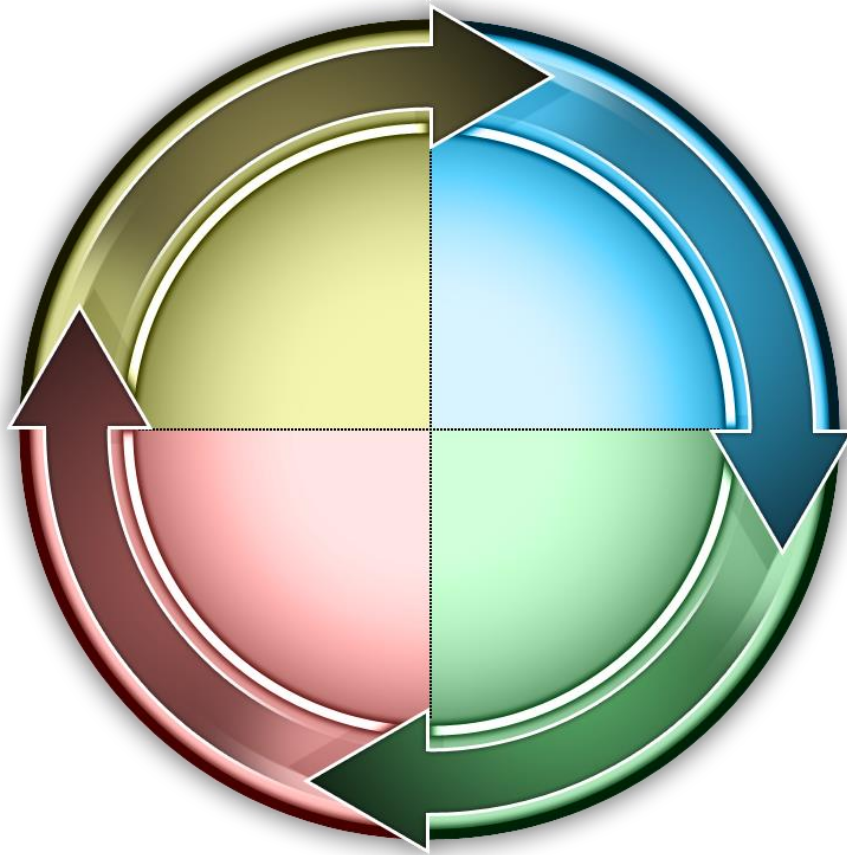
How do you conduct yourself as a professional?

Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>I. Adheres to standards of ethical conduct</b>	<i>Teacher is non-compliant with school and/or district policies and procedures.</i>	<i>Teacher complies with school and district policies and procedures and acts in a professional and ethical manner.</i>	<i>Teacher complies with school and district policies and procedures and models high standards of professional and ethical conduct.</i>	<i>Teacher models school and district policies and procedures and advocates for high standards of professional and ethical conduct in the school and community.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers in ethical behavior and practice.</i>
<b>II. Maintains accurate records</b>	<i>Teacher's records and reports are inaccurate and/or consistently late.</i>  <i>Teacher's record keeping system demonstrates errors or lack of professional attention, or does not adequately track student progress.</i>	<i>Teacher's records and reports are basic and only partially effective.</i>  <i>Teacher's record keeping system is incomplete and inconsistent.</i>  <i>Teacher's record keeping system tracks progress of some students.</i>	<i>Teacher's records and reports are timely, complete and accurate.</i>  <i>Teacher's record system is complete and consistent.</i>  <i>Teacher's record keeping system tracks progress of all students.</i>	<i>Teacher's records and reports are timely, complete and accurate.</i>  <i>Teacher's record system is complete and consistent.</i>  <i>Teacher's record keeping system tracks progress of all students.</i>  <i>The teacher involves students in the participation and interpretation of progress in knowledge and skill development.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers in establishing effective record keeping systems.</i>
<b>III. Completes tasks in an organized and efficient manner</b>	<i>Teacher does not complete required and/or routine tasks/duties in a timely manner.</i>	<i>Teacher sometimes completes required and/or routine tasks/duties.</i>	<i>Teacher completes required and/or routine tasks/duties in a well-organized manner.</i>	<i>Teacher completes required and/or routine tasks in an efficient and organized manner.</i>  <i>Model, coach and mentor colleagues and/or pre-service teachers in establishing protocols and processes for organization of tasks and duties efficiently.</i>



Elements	Unsatisfactory	Development Needed	Effective	Exemplary
<b>IV.</b> <b>Communicates with families</b>	<p><i>Teacher has not established a pattern of communication with families of appropriate frequency and content.</i></p> <p><i>Teacher has not demonstrated establishing positive relationships with family.</i></p> <p><i>Teacher rarely confers with families to provide specific feedback to inform them of their student's progress.</i></p>	<p><i>Teacher responds appropriately to family requests for communication.</i></p> <p><i>Teacher interacts appropriately with families.</i></p> <p><i>Teacher sometimes confers with families to provide specific feedback to inform them of their student's progress.</i></p>	<p><i>Teacher initiates interactions with families that are appropriate in frequency and establish positive relationships with families.</i></p> <p><i>Teacher displays sensitivity for families and involves families in problem solving.</i></p> <p><i>Teacher frequently confers with families to provide specific feedback to inform them of their student's progress.</i></p>	<p><i>Teacher frequently confers with families to provide specific feedback on student progress.</i></p> <p><i>Teacher develops systems for ongoing appropriate two-way interactions with families.</i></p> <p><i>Teacher-parent interactions are appropriate in frequency, focuses on creating positive relationships with families and involves families in problem solving.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in establishing positive relationships and communication links with families.</i></p>
<b>V.</b> <b>Understands the cultural and linguistic backgrounds of students, their families and the community</b>	<p><i>Teacher demonstrates little interest in acquiring knowledge about or engaging in experiences that expose him or her to student's home languages or cultures.</i></p>	<p><i>Teacher has some experiences with students' home languages and cultures and demonstrates some understanding of the importance of this knowledge.</i></p> <p><i>Teacher understands how this knowledge and experience informs instructional practice and student achievement.</i></p>	<p><i>Teacher seeks out experiences with and understanding of students' home languages and cultures.</i></p> <p><i>Teacher adapts instructional practices based on this knowledge and experiences.</i></p>	<p><i>Teacher leads opportunities for other educators that increase experiences with and understanding of students' home languages and cultures.</i></p> <p><i>Teacher adapts instructional practices based on this knowledge and experience.</i></p> <p><i>Model, coach and mentor colleagues and/or pre-service teachers in establishing practices that incorporate the students' cultural backgrounds with instructional decisions.</i></p>

## Teacher Intensive Assistance Program





## **Teacher Intensive Assistance Program**

### **Statement of standards and intent**

The TIAP is a mechanism for the district to work with tenured teachers who have been identified as in need of additional assistance in order to resolve concerns about their performance and to meet effectiveness standards for NPAS certified staff. The TIAP is not intended to address circumstances of serious misconduct.

### **Entry into the TIAP**

A teacher may be recommended for the TIAP upon formal evaluation or informal observation.

### **Typical Steps to initiate the TIAP**

- Administrator recommendation, based upon one or more assessment areas
- Preliminary meeting with teacher to discuss concerns
- Teacher may request the opinion of another licensed administrator
- Teacher may request the assistance of a union representative and may have a union representative present at meetings with administrator(s)
- Teacher or administrator may request the presence or facilitation of the Director of Human Resources
- Administrator provides written summary of area(s) of concern, benchmarks for successful performance, timelines to reach benchmarks, and resources available for teacher assistance.

### **Written Summary - Assessment areas:**

- Communication / rapport with students
- Communication with parents
- Respectful conduct with students, parents, colleagues and administrators
- Participates effectively in professional efforts among colleagues
- Effective incorporation of technology into lessons
- Effective use of instructional time
  - Classroom management
  - Comprehensive planning for lessons
  - Maintaining class plans sufficient to enable an unplanned substitute to be effective
  - Teaching the state standards
  - Adequate organization to enable effective learning
  - Clearly and effectively translates lessons to students
  - Effective incorporation of technology into lessons
  - Effective management of student discipline
- Adherence to district policies and procedures
- Current on educational research and incorporating that research into the classroom

- Identifies areas for growth potential and seeks out opportunities for growth
- Maintains appropriate confidentiality of student information

The written summary should indicate the area(s) of concern and should include specific examples of why the administrator has concerns about a particular area.

#### **Specific course of action for each area of concern**

- Area of Concern
- Benchmarks for demonstration of resolution of concern (what we need to see)
- Resources available to assist teacher in growth in this area
- Time frame to resolve concern. If the ultimate time frame to resolve the concern is more than approximately 2 weeks, schedule of check-ins during the time frame.

#### **Benchmarks for successful completion**

The written summary must contain what standards administration will use to determine whether each area of concern has been satisfactorily resolved.

#### **Timeline to achieve benchmarks**

The written summary must include a reasonable time frame for a teacher to demonstrate satisfactory resolution to the area(s) of concern. The time frame for different areas of concern may vary and must be reasonably related to the particular area(s) of concern.

#### **Potential resources:**

- Observing another teacher
- Arrangement with a peer coach -similar to a mentorship - confidential
- Teaming with another teacher
- External education opportunities (specify)
- Targeted staff development opportunities
- Follow up meeting with administrator
- Other resources may be specifically identified

#### **Teacher Input**

At any point during the TIAP, the teacher may provide a written statement regarding the teacher's perception of the reasonableness of any of the expectations laid out in the TIAP document(s). A teacher in the TIAP may request review by another licensed administrator regarding the reasonableness of the expectations included in the TIAP document(s). The teacher's statement will be included in the personnel file on the same basis as the TIAP document(s).

## **Exiting the TIAP:**

### **Successful completion**

If the teacher and the administrator agree that the benchmarks have been completed and the concerns have been resolved, the teacher will be exited from the TIAP. The administrator will provide written confirmation of the exit from the TIAP. After a teacher exits the TIAP, the teacher and the administrator will meet at least three times over the following year to discuss maintenance of progress in the areas of concern that led to the TIAP.

### **Lack of successful completion**

If the benchmarks for success are not achieved in the time frames included in the written summary, the administrator will provide his or her decision in writing regarding next steps. Subsequent steps may include, but are not limited to:

- Extension of the time to achieve benchmarks
- Additional internal or external resources to be used
- Alternate placement for the teacher if administration believes such an alternate placement will assist the teacher to be successful
- Disciplinary action including potential dismissal from employment

## Peer Review Forms & Professional Growth Plan





# Teacher Evaluation Binder Continuing Contract Teacher

Staff Name:

---

*For the years of:*

20\_\_\_\_ - 20\_\_\_\_



## Individual Professional Growth Plan

*Deadline for submission is October 1<sup>st</sup>*

### APPENDIX A

Staff Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Year in Professional Growth Cycle: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup>

Building: EC FR RS EV MS HS

Summative Evaluator: \_\_\_\_\_ Peer Reviewer: \_\_\_\_\_

#### Areas to consider:

1. What areas of growth have you identified based on your summative evaluation, peer reviews and self-assessment?
2. What are current district, school and/or professional learning community priorities, goals and activities?

#### Professional Growth Plan:

The individual growth and development plan must have at least one professional growth goal and one student learning goal, both accompanied by a supporting plan. Growth goals are based on the teacher's individual areas for growth and should support district, school and/or professional learning priorities, goals, and activities. Student Learning Goal (SLG) is a measurable, long term academic growth target that a teacher sets at the beginning of the year for all students or for groups of students.

Specific      Measureable      Attainable      Result Oriented      Time Bound

Growth Goal 1: \_\_\_\_\_

How will this goal enhance student achievement?

List indicators of progress (artifacts) or activities that will be completed during this goal year (please attach):

(see APPENDIX J)

Target date of evidence of completion: \_\_\_\_\_

If you implement the activities and achieve the professional growth plan goal, what will be the impact on student learning and engagement?



Student Goal 2: \_\_\_\_\_

How will this goal enhance student achievement?

List indicators of progress (artifacts) or activities that will be completed during this goal year (please attach):

(see APPENDIX L)

Target date of evidence of completion: \_\_\_\_\_

If you implement the activities and achieve the professional growth plan goal, what will be the impact on student learning and engagement?

Points of contact with peer reviewer and summative evaluator:

**Peer Reviewer**

What points of contact have been agreed to with the peer reviewer (minimum of 3)?

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**Summative Evaluator**

What points of contact have been agreed to with the summative evaluator (minimum of 2)?

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The teacher and a peer reviewer will sign the individual growth and development plan to indicate that the professional growth goal(s) and peer review have been discussed and the planned points of the contact have been agreed to.

Teacher: \_\_\_\_\_

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

Peer reviewer: \_\_\_\_\_

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

The summative evaluator will sign the individual growth and development plan to indicate that the identified peer reviewer, professional growth goals and activities, and points of contact have been reviewed and agreed to.

Administrator: \_\_\_\_\_

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



## Professional Growth Plan

*Deadline for submission is February 1<sup>st</sup>*

### APPENDIX B

Staff Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Year in Professional Growth Cycle: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup>

Building: EC FR RS EV MS HS

Summative Evaluator: \_\_\_\_\_ Peer Reviewer: \_\_\_\_\_

#### Areas to consider:

1. What areas of growth have you identified based on your summative evaluation, peer reviews and self-assessment?
2. What are current district, school and/or professional learning community priorities, goals and activities?

**Specific    Measureable    Attainable    Result Oriented    Time Bound**

List indicators of progress (artifacts) or activities that have been collected this year (please attach):  
(see APPENDIX J)

Student Achievement Performance Level			
<input type="radio"/> Proficient	<input type="radio"/> On-going Development	<input type="radio"/> Needs Improvement	
My SMART goal(s) has had positive impact on my instruction/student learning			
<input type="radio"/> Very Much So	<input type="radio"/> Somewhat	<input type="radio"/> Less than expected	<input type="radio"/> None

Changes to this goal:

Reason for changes:

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

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



## Professional Growth Plan

*Deadline for submission is June 1<sup>st</sup>*

### APPENDIX C

Staff Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Year in Professional Growth Cycle: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup>

Building: EC FR RS EV MS HS

Summative Evaluator: \_\_\_\_\_ Peer Reviewer: \_\_\_\_\_

#### Areas to consider:

1. What areas of growth have you identified based on your summative evaluation, peer reviews and self-assessment?
2. What are current district, school and/or professional learning community priorities, goals and activities?

**Specific    Measureable    Attainable    Result Oriented    Time Bound**

List indicators of progress (artifacts) or activities that have been collected this year (please attach):  
(see APPENDIX J)

Student Achievement Performance Level			
<input type="radio"/> Proficient	<input type="radio"/> On-going Development		<input type="radio"/> Needs Improvement
My SMART goal(s) has had positive impact on my instruction/student learning			
<input type="radio"/> Very Much So	<input type="radio"/> Somewhat	<input type="radio"/> Less than expected	<input type="radio"/> None

I will keep this goal for next year:                      YES                      NO

If yes, what changes will be made to make the goal more successful:

If no, explain how you know your goal was achieved.

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

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



## Peer Review Pre-Observation Teacher Planning Questionnaire

### APPENDIX D

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

Peer Reviewer: [Click here to enter text.](#)

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

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

- Attach lesson plan or use this form as a lesson template.
- Everyone should complete Observation Information section
- Letters and numbers in () correspond to Danielson Rubric

#### Learning Targets

1. What are your targets for student learning for this lesson? What do you want students to know or be able to do as a result of the lesson? *(In the event that students are working on individual objectives, choose two or three students and provide their objectives.)* (1A)

[Click here to enter text.](#)

2. How are the learning targets aligned with state curriculum standards? (1A)

[Click here to enter text.](#)

3. What specific data have you gathered about your students in relation to the learning targets? (1A, 3C)

[Click here to enter text.](#)

How have you used that information in the design of this lesson? (1A, 1C)

[Click here to enter text.](#)

#### Assessment

4. How will you know students accomplished the expected learning targets for the lesson? Identify specific assessment data. (1C, 3C)

[Click here to enter text.](#)

Why did you select this method of assessment? (1C, 3C)

[Click here to enter text.](#)

## Instructional Strategies and Activities

5. What teaching strategies will you use to teach this lesson? What resources will be utilized? (1B, 3B)  
[Click here to enter text.](#)

Why did you choose these strategies and resources? (1A, 1B)  
[Click here to enter text.](#)

## Connecting Learning

6. In what ways does this lesson build on previous lessons? (1A, 1B)  
[Click here to enter text.](#)

7. Describe the connections between this lesson and future lessons. (1A, 1B)  
[Click here to enter text.](#)

How will you determine the students' retention and ongoing application of learning from this lesson? (1C, 3C)  
[Click here to enter text.](#)

## Observation Information

8. Choose a minimum of four indicators from the Peer Evaluation (Danielson) Rubric for your peer to observe for.  
[Click here to enter text.](#)

9. Explain any special situations or circumstances of which the observer might need to be aware.  
[Click here to enter text.](#)

10. In addition to general feedback the observer will provide based on the observation cycle, what specific feedback would you like from the process?  
[Click here to enter text.](#)



## Selective Scripting Tool

*For Peer Observations*

### APPENDIX E

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Observer: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

Lesson Topic: \_\_\_\_\_ Domain/Indicator(s): \_\_\_\_\_

Teacher	Students	Domain/Indicator



## Peer Observation

*Post Observation Tool*

### APPENDIX F

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Peer Observer: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_

<p>Framework Domain/Indicator: _____</p> <p>Summary:</p>   <p>Next Steps:</p>	<p>Framework Domain/Indicator: _____</p> <p>Summary:</p>   <p>Next Steps:</p>
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p>Content Area Focus:</p> <p>Professional Growth Goal:</p> </div>	
<p>Framework Domain/Indicator: _____</p> <p>Summary:</p>   <p>Next Steps:</p>	<p>Framework Domain/Indicator: _____</p> <p>Summary:</p>   <p>Next Steps:</p>

\*Add additional sheets if more than four indicators were selected

\*Fill out Next Steps during Post Observation Meeting



## Sample Reflection Questions for the Post Observation Conference

### APPENDIX G

1. How do you know if the objectives met?
2. How did the lesson meet the diverse needs and ability levels of the students?
3. How effectively was pertinent information communicated?
4. Do the students know if the objectives of the lesson were met? How do you know?
5. To what extent were the students productively engaged in the learning?
6. Describe the management techniques used with students during the lesson.
7. Describe efforts to keep interpersonal relations positive.
8. Describe the techniques/strategies that were most effective in promoting learning?
9. Was rapport with students evident? Explain.
10. Did you alter your goals or instructional plan as you taught the lesson? If so please explain.
11. After reflecting on the lesson, if the lesson was taught to this same group again, what changes would you make? Why?
12. How do you keep records for grades? What's working, not working in that process?
13. How do you assess student learning? How do you use pre-assessments, formative assessments, and post-assessments?
14. How do you communicate with parents on an on-going basis?
15. How do you respond to specific parental concerns?
16. Discuss professional responsibilities beyond the classroom walls and how you are contributing and growing in your skills and talents.
17. How effectively do you feel you are contributing your talents and expertise at your grade level or department, in your building, and on district committees including your curriculum team?
18. How effectively are you using the staff development and collegial opportunities for growth such as peer coaching, professional leave, learning communities, teacher to teacher time, etc.?
19. How can I as principal assist you to be as successful a teacher as possible?
20. Are there other topics we need to discuss that are relevant to this evaluation?



## APPENDIX H

### SMART Goals

# Writing Smart Goals



## SMART

**S**trategic & Specific

**M**easurable

**A**ttainable

**R**esults Oriented

**T**ime-Bound



## APPENDIX I

### A SMART Way of Thinking

Believing that learning and improvement should be explicitly linked is one thing: finding tools and methods that let you act on that belief is entirely different. SMART goals are very effective tools for making this translation. These goals are:

**S**trategic and Specific  
**M**easurable  
**A**ttainable  
**R**esults-based  
**T**ime-bound

*Strategic* goals are linked to strategic priorities that are part of a larger vision of success for the entire school district. *Strategic* and *specific* means that these goals will have both broad-based and a long-term impact because they are focused on the specific needs of the students for whom the goal is intended.

*Measurable* means being able to know whether actions made the kind of difference we wanted: being able to measure a change in results because of these actions. Measurement can and should occur in a number of different ways using a variety of different tools and strategies. Seeing results across measurements that yield consistent patterns gives us a greater confidence that our actions truly have made a difference.

A goal needs to be *attainable*: within the realm of our influence or control, and doable given current resources. To know whether a goal is attainable, you must know your starting point (baseline), how much time you have to accomplish the goal, and what kinds of resources you have to make the necessary changes. Setting a goal that is attainable then becomes an art of balancing the degree of stretch that will make the goal compelling without making it unattainable.

SMART goals are *results-based*: aimed at specific outcomes that can be measured or observed. Results-based goals define not only *what is expected*, but they also communicate a *desired end point*. Results could come in the form of student achievement in a particular area, a percentage of students who improve in a certain area, or as a demonstration of learning that can be defined and measured.

Finally, SMART goals are *time-bound*. As mentioned before, putting a time element in a goal helps you determine attainability. But even more importantly, agreeing on a time frame for achieving the goal helps to keep it a priority. It makes the goal more compelling by giving it some urgency. Having a time limit as part of a goal makes it imperative that we periodically check how well or swiftly we are progressing toward the goal. This helps to keep the goal a dynamic part of the improvement process.

In short, SMART goals let us monitor which of our efforts are making a difference and by how much. For example, here's a SMART goal from an intermediate school:

*Within the next two years, increase by 50% the number of 6<sup>th</sup> and 7<sup>th</sup> grade students scoring at proficient or advanced levels in reading and math. (Currently, only one third of students score at those levels.) This goal is:*

**Strategic and Specific**

It deals with students in grades 6 and 7 and with reading and math skills, both of which are strategic priorities in the district.

**Measurable**

The district knows how many students have scored at the desired levels in the past, and therefore can easily compute whether that figure increases by 50%

**Attainable**

It is neither so conservative to be uninspiring nor so high that people will think it is impossible to achieve.

**Results-based**

It describes the outcome (higher reading and math score), not a process or activity that might contribute to that goal, such as implementing a reading program.

**Time-bound**

It gives a time frame to achieve the goal: within the next two years.

Because SMART goals provide a basis for assessing progress, and a tool for assuring that team efforts are focused on strategically important targets, they become the engine that drives continuous improvement and learning.

**Writing a SMART Goal**

Identifying data used to determine how your growth and evaluation is measured provides a baseline or starting point. What qualities and expectations are already set? Use a process to identify the areas of high importance and the areas where you want to see improvement. The areas that are of BOTH high importance and where improvement is sought are where the greatest opportunity for improvement exists.

Questions will help you reflect and direct your thinking toward writing a SMART goal:

What strengths do you possess?

How can these strengths be used to improve and grow?

What indicators will tell you if you are making progress toward meeting your goal?

What measures, tools or assessments will allow you to check your progress?

What deadlines will help you make timely progress and keep you on track so you meet your goal?

Use this template to write SMART goals that address these areas. SMART

- Specific
- Measurable
- Attainable
- Results-based
- Time-bound

Represents a "stretch" beyond current performance

Improve \_\_\_\_\_  
(Specific measureable item)

By \_\_\_\_\_  
(How much - attainable unit)

By \_\_\_\_\_  
(By when?)



## **APPENDIX J**

### **Possible Artifact Samples**

- Class schedules
- Seating charts—photo or chart
- Semester and unit plans
- Daily lesson plans
- Activity descriptions
- Classroom rules and discipline procedures—referrals
- Student achievement data, summative, longitudinal, benchmarks
- Technology examples- Moodle, webpage, social media
- Copies of quizzes, tests, or assessments
- Copies of grade book
- Examples of student work
- Examples of written feedback
- Student profiles
- Copies of handouts or worksheets
- Reading lists
- Diagrams and photographs of room
- Parent and student surveys
- Logs of parent contacts
- Samples of messages to parents
- Video and audio records of student performances
- Log of professional activities/organizational involvement/college classes/conferences
- Peer observation
- Field trip records
- Parent/teacher conference records
- Student handbook



## **APPENDIX K**

### **Self-Directed Growth Activities**

#### **From the Professional Growth, Reflection and Evaluation Plan**

Self-directed growth activities selected may include any of the following:

- Self-reflection (journaling, video-recording)
- Special projects and programs/activities
- Continuing education activities, including: college course work, workshops, seminars
- Inquiry projects (action research, data collection)
- Implementation of new curriculum, including alignment with common core
- Peer observation
- Team planning activities
- Professional reading
- Study group
- National Board Certification
- Other \_\_\_\_\_



## **APPENDIX L**

### **Student Learning Goal Summary**

#### **1. What is a Student Learning Goal (SLG)?**

A Student Learning Goal (SLG) is a measurable, long-term academic growth target that a teacher sets at the beginning of the year for all students or for groups of students. SLGs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. Each SLG includes:

- The student population or sample included in the goal;
- The standards the SLG will align with;
- The assessments that will be used to measure student progress and goal attainment;
- The period of time covered by the SLG;
- The expected student growth (or outcomes); and
- The rationale for the expected student growth

#### **2. What does a high-quality SLG look like?**

High-quality SLGs state clearly which students are included in the learning goal, how growth will be measured over what time period, and why that level of growth should be expected of those students. High-quality SLGs include the following:

##### **The student population or student subgroup included**

Every student should be covered by at least one SLG to ensure that no group of students is overlooked.

##### **The standards the SLG addresses**

SLGs should link to specific national or state standard(s) for the grade or content area.

##### **The assessment(s) used**

The SLG should include assessments both to track student progress and make midcourse corrections (formative), and to indicate if the goal was achieved or to what extent the goal was achieved (summative). Guidance for choosing and approving assessments would be provided to ensure that teachers utilize assessments that to the greatest extent possible (1) are aligned to content standards; (2) assess student growth across a wide range of performance levels; (3) are valid, reliable, and specific; (4) capture true mastery of skills, including higher-order thinking skills; (5) provide data that can, as much as possible, be attributed directly to teacher efforts; and (6) include the potential for accommodations and modifications when appropriate.

##### **The period of time covered by the SLG**

The SLG should note the period of instruction used to meet the goal (i.e., quarter, semester, entire year); this period of instruction would typically be the length of the course or time with the group of learners. Depending on the length of the instruction period, teachers also should include timeframes for mid-year assessments of progress so that they can adjust instruction or, in some cases, modify SLGs as needed.

### **The expected student growth within that period**

The target for student growth should be realistic yet challenging. It also should include how growth will be measured.

### **The rationale for the expected student growth**

High-quality SLGs include strong justifications for why the goal is important and achievable for this group of students. Rationales should draw upon baseline assessment data, student outcomes, and curriculum standards.

High-quality SLGs specify measurable goals that are ambitious, yet attainable. SLGs should be broad enough to represent the most important learning or overarching skills, but narrow enough to measure. When possible, SLGs should align with Minnesota Academic Content Standards. If a subject area does not have Minnesota standards, teachers should use applicable national standards put forth by educational organizations. SLGs should align with and support school and/or district goals and priorities

## **3. What are the benefits of using SLGs?**

The SLG process reinforces best teaching practices and encourages educators to ensure that their students will be college and career-ready. Teachers using best practices already follow an informal SLG process: They set goals for their students, use data to assess student progress and adjust their instruction based upon that progress. Thus, the SLG process provides teachers with ways to formalize their teaching practice, give input on how student learning will be measured and how they will be evaluated.

Unlike some other measures of teacher effectiveness, all school personnel can set SLGs because the ability to create SLGs does not depend upon the availability of standardized assessment scores. The SLG process allows all educators to focus on the specific objectives they want to achieve with their students and measure student growth using measures that are most relevant for their student population and content areas. SLGs enable *all* educators to demonstrate their impact on student learning and receive recognition for their efforts.

SLGs provide opportunities for teachers to collaborate together in Professional Learning Communities, and in peer coaching and mentoring relationships. Groups of teachers can work together to assess students beginning knowledge and skills, to analyze data and set goals, to design quality assessments, to analyze student work, and to plan lessons and interventions. This creates a connection between growth and evaluation activities and school PLC processes, and meets the statute's requirement for PLC opportunities.

## **4. What could the SLG process look like?**

Local districts and even schools could have some flexibility to shape the process and documentation to fit local contexts, but the default model could include the following steps (that could be completed by teachers in PLCs):

1. Review baseline data;
2. Create SLGs;
3. Obtain SLG approval from peer reviewer(s) and/or summative evaluator(s);
4. Monitor progress toward attainment of SLG growth targets on a continuous basis;
5. Revise SLG, if necessary, with peer reviewer(s) and/or summative evaluator(s);
6. Review evidence and evaluate progress towards and attainment of SLG targets with peer reviewer(s) and/or summative evaluator(s).



## 5. What types of goals do teachers set in the Minnesota model for teacher evaluation?

This model identifies three student learning goals: class, targeted need, and shared performance. The following table shows how each goal meets the requirements of a high-quality student learning goal:

	<b>Class Goal</b>	<b>Targeted Need Goal</b>	<b>Shared Performance Goal</b>
<b>Student Population</b>	Most students for whom a teacher is responsible to deliver instruction or services.	A specific sub-group of students who are traditionally underperforming or struggling, who may need targeted instruction	The leadership team and principal of a school select the appropriate student population, typically being all students in the school
<b>Standards Addressed</b>	State standards, including CCSS, for which a teacher is responsible. If a grade level or content area does not have state standards, national or professional standards must be used	Specific standards that a teacher selects based on sub-group needs including: priority standards, college/career-readiness, basic skills, etc.	The leadership team and principal select goals to support student achievement of academic standards or district/building priorities (graduation rate, attendance, etc.)
<b>Assessments Used</b>	A teacher must select assessments that have the highest level of confidence and commonality, following model guidelines	A teacher may select any approved assessment to measure progress for the specific group of learners	The leadership team and principal select the measurement that best aligns with the goal
<b>Period of Time</b>	The entire academic term, not to exceed one school year, where the teacher works with the students	The entire academic term, not to exceed one school year, where the teacher works with the specific student group.	The entire academic term, not to exceed one school year. The leadership team and principal will determine the period of time
<b>Expected Student Growth</b>	A teacher, with the support of PLC or peer reviewer(s), sets a rigorous and realistic growth goal for their students	A teacher, with the support of PLC or peer reviewer(s), sets a rigorous and realistic growth goal for the targeted students.	The leadership team and principal of a building or district set a rigorous and realistic growth goal for the building or program
<b>Rationale for Growth</b>	In narrative or reflective form, a teacher offers a rationale for the expected student growth goal they selected	In narrative or reflective form, a teacher offers a rationale for the expected student growth goal they selected	In narrative or reflective form, the principal or leadership team offers a rationale for the expected student growth goal they selected