HESPERIA COMMUNITY SCHOOLS

PROFESSIONAL EVALUATION FRAMEWORK FOR TEACHERS

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INTRODUCTION

The Hesperia Community Schools Teaching Framework and Evaluation Program and Standards for Effective Teaching are a rigorous, transparent and fair performance evaluation system that fully aligns with the following requirements in Public Act 102 of 2011:

1. Evaluates the teacher's job performance at least annually while providing timely and constructive feedback.

2. Establishes clear approaches to measuring student growth and provides teachers with relevant data on student growth.

3. Evaluates a teacher's job performance, using multiple rating categories that take into account data on student growth as a significant factor. For these purposes, student growth shall be measured by national, state, or local assessments and other objective criteria.

4. Uses the evaluations, at a minimum, to inform decisions regarding all of the following:

    a. The effectiveness of teachers, ensuring that they are given ample opportunities for improvement.

    b. Promotion, retention, and development of teachers, including providing relevant coaching, instruction support, or professional development.

    c. Whether to grant tenure or full certification, or both, to teachers using rigorous standards and streamlined, transparent, and fair procedures.

    d. Removing ineffective tenured and untenured teachers after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

WHAT THE TEACHING FRAMEWORK AND EVALUATION PROGRAM AND STANDARDS FOR EFFECTIVE TEACHING ***IS*****:**

- It *IS* a commitment to the growth and development of teachers and administrators.
- It *IS* a statement that communicates our beliefs about effective teaching.
- It *IS* a synthesis of teaching behaviors that promotes student learning and is supported by research, learning theory, and expert opinion.
- It *IS* a continuous source of information on effective teaching which will be reviewed and updated periodically.
- It *IS* a resource for teachers and administrators to use in their roles as instructional decision makers.

WHAT THE FRAMEWORK FOR EFFECTIVE TEACHING IS ***NOT***

- It is *NOT* an attempt to supercede Board adopted curriculum or prescribe one way for all Hesperia Community teachers to teach.
- It is *NOT* an outline of elements of instruction that are expected every day in every lesson and in the same order in which they appear in the Standard.

OVERVIEW OF THE STANDARDS FOR EFFECTIVE TEACHING

Domain 1: Planning and Preparation

1a: Demonstrating knowledge of content and pedagogy
- Content and the structure of discipline
- Prerequisite relationships
- Content related pedagogy

1b: Demonstrating knowledge of students
- Child and adolescent development
- Learning process
- Students' skills, knowledge, and language proficiency
- Students' interests and cultural heritage
- Students' special needs

1c: Setting instructional outcomes
- Value, sequence, and alignment
- Clarity
- Balance
- Suitability for diverse learners

1d: Demonstrating knowledge of resources
- For classroom use
- To extend content knowledge and pedagogy
- For students

1e: Designing coherent instruction
- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f: Designing student assessment
- Congruence with instructional outcomes
- Criteria and standards
- Design of formative assessments
- Use for planning

Domain 2: The Classroom Environment

2a: Creating an environment of respect and rapport
- Teacher interactions with students
- Student interaction with other students

2b: Establishing a culture for learning
- Importance of content
- Expectations for learning and achievement
- Student pride in work

2c: Managing classroom procedures
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional tasks

2d: Managing student behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

2e: Organizing physical space
- Safety and accessibility
- Arrangement of furniture and use of physical resources

Domain 3: Instruction

3a: Communicating with Students
- Expectations for learning
- Directions and procedures
- Explanations of contents
- Use of oral and written language

3b: Using questions and discussion techniques
- Quality of questions
- Discussion techniques
- Student participation

3c: Engaging students in learning
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d: Using assessment in instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3d: Demonstrating flexibility and responsiveness
- Lesson adjustment
- Response to students
- Persistence

Domain 4: Professional Responsibilities

4a: Reflecting on teaching
- Accuracy
- Use in future teaching

4b: Maintaining accurate records
- Student completion of assignments
- Student progress in learning
- Non-instructional records

4c: Communicating with families
- Information about the instructional program
- Information about the individual students
- Engagement of families in the instructional program

4d: Participating in a professional community

- Relationships with colleagues
- Involvement in a culture of professional inquiry
- Participation in school and/or district projects or events

4e: Growing and developing professionally

- Enhancement of content knowledge and pedagogical skills
- Receptivity to feedback from colleagues
- Service to the profession

Domain 5: Student Achievement Growth Systems

5a: Assessment of student achievement growth as measured by national, state or local assessments and other objective criteria (see Appendix A)

- A baseline for learning has been established.
- Student Learning Objective goals are clear and assessment tools align with Student Learning Objectives that are tied to past learning data.
- A system is in place to monitor student performance growth data on concepts identified in District and State curriculum standards.
- Pacing of instruction is informed by student performance on National, State or local assessments aligned to curriculum standards.

Domain6: Student Achievement Growth

OVERVIEW OF THE TEACHING FRAMEWORK AND EVALUATION PROGRAM

Standards for Effective Teaching

Domain 1 - Planning and Preparation
Domain 2 - The Classroom Environment
Domain 3 - Instruction
Domain 4 - Professional Responsibilities
Domain 5 - Student Achievement Growth Systems
Domain 6 - Student Achievement Growth

PLAN I INITIAL DEVELOPMENT	PLAN II PROFESSIONAL GROWTH	PLAN III INDIVIDUALIZE DEVELOPMENT
WHO ▪ Probationary teachers with experience of five years or less ▪ Teachers who have not taught previously in Michigan ▪ Newly hired Michigan tenured teachers - first 2 years of employment	**WHO** Tenured teachers who are demonstrating the Standards for Effective Teaching	**WHO** Tenured teachers identified by their evaluator as performing at a "minimally effective" or "ineffective" level on the Standard(s) for Effective Teaching or based, in part, on student achievement growth data.
PURPOSE ▪ To ensure that the Standards for Effective Teaching are understood, accepted and demonstrated at an "effective" or "highly effective" level. ▪ To provide support in implementing the Standards. ▪ To provide accountability for decisions to continue employment. ▪ To use the IDP as a tool for specific development and assistance.	**PURPOSE** ▪ To improve student achievement ▪ To focus on school improvement initiatives ▪ To enhance professional growth ▪ To provide feedback on professional issues	**PURPOSE** ▪ To demonstrate the commitment of the District to the ongoing growth and development of individual staff members. ▪ To improve the performance of staff members who have been identified by their evaluator as needing assistance in meeting the Standards for Effective Teaching. ▪ To provide ample opportunity for improvement.
WHAT ▪ Formal observations and evaluation of performance ▪ Informal observations/walkthroughs ▪ Reflection ▪ Mentor	**WHAT** ▪ Informal observations/walkthroughs to assess Standards ▪ Develop and implement Professional Growth Plan	**WHAT** ▪ Individualized Development Plan
METHOD ▪ Classroom observation with feedback ▪ Discussion of professional practices ▪ Mentor support/reflection ▪ Annual summative evaluation	**METHOD** ▪ Ongoing informal discussion of teacher performance ▪ Teacher teams/individual teacher develop a Professional Growth Plan ▪ Collaboration between teacher teams/teacher and Evaluator ▪ Establish goals and indicators of progress ▪ Administrative support of teacher teams/teacher ▪ Feedback to teacher teams/ teacher ▪ Annual summative evaluation	**METHOD** ▪ Observation and feedback focused specifically on identified area(s) of needed improvement

GENERAL ROLES DURING THE EVALUATION PROCESS

TEACHER	EVALUATOR*
▪ Continually communicate goals, objectives and struggles ▪ Reflect and review previous year's performance and identify specific areas of growth ▪ Provide data: student achievement growth data, student work, lesson plans, current practices/research, and professional development activities log ▪ Focus all goals and objectives on student growth and learning ▪ Ask open and honest questions about best instructional practices and feedback with specific tips for improvement ▪ Connect building goals and classroom objectives	▪ Evaluate teachers in their building ▪ Notify and review the evaluation process with all teachers annually ▪ Be attentive and supportive of strengths and challenges facing the teacher ▪ Encourage innovation, support professional activities, provide current best practice research, and review lesson plans ▪ Review prior year's performance objectives and development plan ▪ Complete focused classroom / work environment walkthroughs throughout the school year ** ▪ Be open, flexible, truthful, and frank regarding performance ▪ Assist teacher(s) to align instructional practices with the direction of the building and district goals

* The evaluator is the immediate supervisor or another administrator designated for such purpose.

** Walkthroughs – Unannounced and informal visits into classrooms/work environments, throughout the school year, that fulfill a responsibility of an evaluator to collect necessary sources of feedback that will help form a professional judgment.

Personnel Decisions and Effectiveness Expectations
Personnel decisions shall be made based on the following factors in accordance with PA 102 of 2011 (not in rank or process order):

1. Individual performance shall be the majority factor in making personnel decisions, and shall consist of but is not limited to all of the following:
    a. Evidence of student growth, which shall be the predominant factor in assessing an employee's individual performance.

    b. The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart that knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.

    c. The teacher's management of the classroom, manner and efficacy of disciplining pupils, rapport with parents and other teachers, and ability to withstand the strain of teaching.

    d. The teacher's attendance and disciplinary record, if any.

2. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.

3. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

Summative Ratings, Probationary Period and Renewal Guidance

While it is essential to hold high expectations for all teachers from their earliest days in the classroom, it is unrealistic to expect even talented novice teachers to meet the same expectations as more practiced educators. For this reason, expectations should increase steadily during a teacher's first years in the classroom - the time when the greatest amount of improvement typically occurs. This will allow for an easy assessment of an early-career teacher's development trajectory, so that evaluators can determine whether the teacher is on track to meet the district's ultimate expectations within a reasonable amount of time. For example, the district might renew a first-year teacher who is rated "Ineffective" because he/she is improving at a reasonable rate and is just beginning his/her career. If that teacher was still rated "Ineffective" a year later or when he/she came up for tenure, however, he/she might be subject to dismissal.

Table 1: General guidance on the renewal of teachers based on effectiveness levels:

Experience (in years)	Ineffective	Minimally Effective	Effective	Highly Effective
1	Renew if improving rapidly	Renew if improving	Renew	Renew
2	Do not renew	Renew if improving	Renew	Renew
3	Dismiss or counsel out	Do not renew	Renew	Renew
4	Dismiss or counsel out	Retain if teacher was "effective" last year; otherwise dismiss or counsel out	Renew	Grant tenure if 3 years of "highly effective" plus 4 years of experience.
5	Dismiss or counsel out	Dismiss or counsel out	Grant tenure	Grant tenure

Clarification on Table 1

1. If a teacher is rated as highly effective on 3 consecutive annual year-end summative evaluations and has completed at least 4 full school years of employment in a probationary period, the teacher shall be considered to have successfully completed the probationary period.

2. If a teacher is rated as highly effective on 3 consecutive annual year-end summative evaluations, the district may choose to conduct a year-end evaluation biennially instead of annually. However, if a teacher is not rated as highly effective on 1 of these biennial year-end evaluations, the teacher shall again be provided with annual year-end evaluations.

3. If a teacher is rated as ineffective on 3 consecutive annual year-end evaluations, the district shall dismiss the teacher from his or her employment. This does not affect the ability of a district to dismiss an ineffective teacher from his or her employment regardless of whether the teacher is rated as ineffective on 3 consecutive annual year-end evaluations.

4. A teacher who is in a probationary period may be dismissed from his or her employment by the controlling board at any time.

Annual Summative Evaluation Guidance on Use of Student Achievement Data

All employees will receive at least an annual year-end summative evaluation that will include the following:

1. Student growth and assessment data:
    a. For the 2013-2014 school year, at least 25% of the Annual Year-end Summative Evaluation shall be based on student growth and assessment data.
    b. For the 2014-2015 school year, at least 40% of the Annual Year-end Summative Evaluation shall be based on student growth and assessment data.
    c. For the 2015-2016 school year, at least 50% of the Annual Year-end Summative Evaluation shall be based on student growth and assessment data.

2. All student growth and assessment data shall, at least, be measured using the student growth assessment tool that is required under legislation enacted by the legislature under PA 102 of 2011 section 1249 when it becomes available (Appendix A provides examples of student growth measures available in the District).

3. If there are student growth and assessment data available for at least 3 school years, the annual year-end summative evaluation shall be based on the student growth and assessment data for the most recent 3-consecutive-school year period.

4. If there are not student growth and assessment data available for at least 3 school years, the Annual Year-end Summative Evaluation shall be based on all student growth and assessment data that are available.

5. The Annual Year-end Summative Evaluation shall include specific performance goals that will assist in improving effectiveness for the next school year and are developed by the evaluator conducting the evaluation, in consultation with the teacher, and any recommended training identified by the evaluator, in consultation with the teacher that would assist the teacher in meeting these goals.

PLAN I – INITIAL DEVELOPMENT PURPOSE

Plan I is designed for all newly hired probationary teachers. Teachers previously tenured in the state of Michigan will complete years one and two of Plan I. All other newly hired teachers, regardless of experience, will complete five years of the Plan. The purposes of Plan I are:

1. Introduce beginning staff to programs, procedures, policies, and expectations.
2. Educate beginning staff on the The Standards for Effective Teaching.
3. Provide training and support for new staff.
4. Provide ongoing professional development experiences.
5. Promote professional self-reflection.
6. Evaluate performance for continuing employment.
7. Provide a Plan I - Individualized Development Plan (IDP) developed by the evaluator in consultation with the individual teacher.
8. Provide a Midyear Progress Report, if necessary, to gauge a teachers' improvement.
9. Provide a Year-end Summative Evaluation.

Please Note: Plan I is a standalone program (i.e. Do not use Plan I for less than satisfactory performance for tenured staff).

Points of Clarification for IDP

1. A probationary teacher shall be provided with an IDP developed by the evaluator in consultation with the probationary teacher.
2. A probationary teacher shall be provided with at least an annual year-end performance evaluation each year during the teacher's probationary period.
3. For a teacher who is in the first year of the probationary period or who received a rating of minimally effective or ineffective in his/her most recent Annual Year-end Summative Evaluation, the evaluator shall develop, in consultation with the teacher, a Midyear Progress Report that includes goals and training that are designed to assist the teacher to improve his/her effectiveness.
4. The IDP and Midyear Progress Report (if applicable) goals will be evaluated on the Plan I - Summative Evaluation Form.
5. The summative evaluation of the IDP shall be based on multiple formal classroom/worksite observation cycles and/or walkthroughs conducted during the period covered by the evaluation.
6. Student achievement growth data for a particular pupil for a school year may be exempted upon the recommendation of the evaluator and approval of the superintendent or his designee.

Walkthroughs

1. Walkthroughs will be utilized by the evaluator to assist in the performance evaluations. All of the following apply to these walkthroughs:
2. The evaluator will review teacher's lesson plans, the state curriculum standard being used in the lesson, and pupil engagement in the lesson.
3. The evaluator will review performance related to the Standards for Effective Teaching.
4. A walkthrough does not have to be for an entire class period.

Formal Classroom/Worksite Observation Cycle
There shall be multiple formal classroom/worksite observation cycles each school year, unless a teacher has received a rating of effective or highly effective on his/her 2 most recent annual year-end summative evaluations. A formal classroom/worksite observation cycle shall be defined as having the following:

1. Pre-observation conference - The teacher must provide the evaluator a copy of the lesson plans for the lesson that will be observed during the formal classroom/worksite observation (including curriculum standards being used in the lesson) and be ready to discuss at this conference (Plan I – Pre-Observation Conference Form).
2. Classroom/worksite observation(s).
3. Post-observation conference. The purposes for the post-observation conference are to:
    a. review the lesson(s) with a focus on student learning
    b. reinforce the strengths of the teaching performance
    c. identify areas for improvement
    d. offer specific feedback on classroom management
    e. direct the new teacher toward relevant professional development opportunities
    f. provide opportunities for self-reflection
4. A written evaluation will result from the formal classroom/worksite observation and the walkthroughs (Plan I – Post-Observation Conference Form).

Timeline of Plan I
Each probationary teacher shall be evaluated annually. The annual year-end summative evaluation shall be based on necessary formal classroom/worksite observations and walkthroughs. Before the end of each school year (June 30), the Board shall provide the probationary teacher with a definite written statement as to whether or not his/her work has been effective. However, a probationary teacher shall be employed for the ensuing year unless notified in writing at least 15 days before the end of the school year (June 30) that his or her services will be discontinued. Below is a sample timeline to follow for implementing Plan I:

1. The evaluator will meet with all probationary teachers to review Plan I expectations and evaluation timelines. At this time, the evaluator will review and communicate how to access and submit all evaluation forms.
2. The evaluator meets with each teacher to develop an Individual Development Plan (IDP) based on the Standards for Effective Teaching and student assessment data. This form is to be completed by the evaluator in consultation with the teacher and may be directive.
3. The evaluator will complete necessary formal classroom/worksite observation cycles and walkthroughs throughout the year.
4. *The evaluator will provide a Midyear Progress Report, if necessary.
5. The evaluator will provide an opportunity to the employee to voluntarily submit a Self-Reflection regarding their performance on the Summative Evaluation.
6. The evaluator will provide, prior to June 30, a written Year-end Summative Evaluation to the employee.

* The Midyear Progress Report is required for a teacher who is in the first year of the probationary period or who received a rating of "minimally effective" or "ineffective" in his/her most recent annual year-end summative evaluation.

Mentors
The evaluator will team the probationary teacher with an appropriate experienced teacher for the mentoring process. The mentor/mentee relationship will continue through year three for employees new to the teaching profession and year one for all other teachers new to the District. The role of the teacher mentor is to guide and support the new teacher through the probationary period.

PLAN I - INDIVIDUAL DEVELOPMENT PLAN (IDP) FORM

This form is to be developed by the evaluator in consultation with the individual teacher and may be directive.

TEACHER:_____ **BUILDING:**_____ **DEPT/GRADE:**_____

1. STUDENT ACHIEVEMENT GROWTH GOALS based on your School Improvement Plan Goals/Objectives. *Goals will be based, in significant part, on student achievement on national, state or local assessment data. Samples are provided in Appendix A.*

Student Learning Objective #1	
Assessment Tool Used	
Baseline Data	
Student Growth Target	
Target timeline	

Student Learning Objective #2	
Assessment Tool Used	
Baseline Data	
Student Growth Target	
Target timeline	

Student Learning Objective #3	
Assessment Tool Used	
Baseline Data	
Student Growth Target	
Target timeline	

Assessment tool must be a national, state, or local assessment or other objective criteria. Multiple measures of learning are encouraged to increase validity and reliability.

2. TEACHER EFFECTIVENESS/BEHAVIOR GOALS taking into account the Standards for Effective Teaching and the School Improvement Framework Rubric result**s.**

3. INDICATORS: What evidence/artifacts will be provided to demonstrate progress on these goals?

Staff Member Signature _____ Date _____

Evaluator signature _____ Date _____

The signature of the evaluator expresses approval and support of the above documented Professional Growth Plan and that the goals fall within the established criteria in Professional Evaluation Framework for Teachers.

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PLAN I – PRE-OBSERVATION CONFERENCE FORM

This form is to be completed by the evaluator at the Pre-Observation Conference

TEACHER:_____ **BUILDING:**_____ **DEPT/GRADE:** _____

SCHEDULED DATE OF OBSERVATION: _____ **PERIOD/TIME:** _____

DATE OF PRE-OBSERVATION CONFERENCE: _____ **TIME:** _____

TEACHER STATUS: Probationary 1 2 3 4 5 (circle year)
Newly hired Michigan tenured 1 2 (circle year)

☐ Teacher provided the evaluator a copy of the lesson plans for the lesson that will be observed (including state curriculum standards addressed) during the formal classroom/worksite observation.

Evaluator Signature _____ Date _____

Teacher Signature _____ Date _____

Signature acknowledges completion of the Pre-Observation Conference prior to the classroom/worksite formal observation.

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PLAN I – POST-OBSERVATION CONFERENCE FORM

Completed by the evaluator after the Post-Observation Conference

TEACHER: _____ **BUILDING:** _____ **DEPT/GRADE:** _____

DATE OF LESSON: _____ **PERIOD/TIME:** _____

DATE OF POST-OBSERVATION CONFERENCE: _____ **TIME:** _____

TEACHER STATUS: Probationary 1 2 3 4 5 (circle year)
Newly hired Michigan tenured 1 2 (circle year)

Evaluator comments regarding the formal classroom/worksite observation and walkthroughs:

Evaluator Signature _____ Date _____

Teacher Signature _____ Date _____
Signature acknowledges completion of the Post-Observation Conference and receipt of form.

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PLAN I – WALKTHROUGH FORM

Completed by the evaluator during/after Walkthroughs as necessary

TEACHER: _____ **BUILDING:** _____ **DEPT/GRADE:** _____

DATE OF LESSON: _____ **PERIOD/TIME:** _____

DATE OF WALKTHROUGH: _____ **TIME:** _____

TEACHER STATUS: Probationary 1 2 3 4 5 (circle year)
Newly hired Michigan tenured 1 2 (circle year)

Evaluator comments regarding the walkthroughs:

Evaluator Signature _____ Date _____

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PLAN I – MIDYEAR PROGRESS REPORT

This form is to be completed by the Evaluator in consultation with a teacher who is in the first year of the probationary period or who received a rating of minimally effective or ineffective in his or her most recent annual year-end evaluation

TEACHER: _____ BUILDING: _____ DEPT/GRADE: _____

1. Specific goals for remainder of school year including any training identified as necessary by the evaluator:
(Goals will be based at least in part on student achievement growth data and aligned with IDP)

Staff Member Signature _____ Date _____
Signature acknowledges completion of the Midyear Progress Report Meeting and receipt of form.

Evaluator Signature _____ Date _____

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PLAN I - SUMMATIVE EVALUATION FORM

TEACHER: _____ **BUILDING:** _____ **DEPT/GRADE:** _____

TEACHER STATUS: Probationary: 1 2 3 4 5
Newly hired Michigan tenured: 1 2 (circle year)

The following Summative Evaluation on the Standards for Effective Teaching is based on formal classroom/ worksite observations and walkthroughs and the performance on the Individualized Development Plan.
*See Appendix B for definitions of the levels of performance and understanding.

Standards for Effective Teaching **Page 1 of 5**	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
DOMAIN 1: PLANNING AND PREPARATION				
1a: Demonstrating knowledge of content and pedagogy				
Content and the structure of discipline				
Prerequisite relationships				
Content related pedagogy				
1b: Demonstrating knowledge of students				
Child and adolescent development				
Learning process				
Students' skills, knowledge, and language proficiency				
Students' interests and cultural heritage				
Students' special needs				
1c: Setting instructional outcomes				
Value, sequence, and alignment				
Clarity				
Balance				
Suitability for diverse learners				
1d: Demonstrating knowledge of resources				
For classroom use				
To extend content knowledge and pedagogy				
For students				
1e: Designing coherent instruction				
Learning activities				
Instructional materials and resources				
Instructional groups				
Lesson and unit structure				
1f: Designing student assessment				
Congruence with instructional outcomes				
Criteria and standards				
Design of formative assessments				
Use for planning				
Narrative feedback:				

Standards for Effective Teaching Page 2 of 5	Ineffective	Minimally Effective	Effective	Highly Effective
DOMAIN 2: THE CLASSROOM ENVIRONMENT				
2a: Creating an environment of respect and rapport				
Teacher interactions with students				
Student interaction with other students				
2b: Establishing a culture for learning				
Importance of content				
Expectations for learning and achievement				
Student pride in work				
2c: Managing classroom procedures				
Management of transitions				
Management of materials and supplies				
Performance of non-instructional tasks				
2d: Managing student behavior				
Expectations				
Monitoring of student behavior				
Response to student misbehavior				
2e: Organizing physical space				
Safety and accessibility				
Arrangement of furniture and use of physical resources				
Narrative feedback:				
DOMAIN 3: INSTRUCTION				
3a: Communicating with Students				
Expectations for learning				
Directions and procedures				
Explanations of contents				
Use of oral and written language				
3b: Using questions and discussion techniques				
Quality of questions				
Discussion techniques				
Student participation				
3c: Engaging students in learning				
Grouping of students				
Instructional materials and resources				
Structure and pacing				
3d: Using assessment in instruction				
Assessment criteria				
Monitoring of student learning				
Feedback to students				
Student self-assessment and monitoring of progress				
3e: Demonstrating flexibility and responsiveness				
Lesson adjustment				
Response to students				
Persistence				
Narrative feedback:				

Standards for Effective Teaching Page 3 of 5	Ineffective	Minimally Effective	Effective	Highly Effective
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
4a: Reflecting on teaching				
Accuracy				
Use in future teaching				
4b: Maintaining accurate records				
Student completion of assignments				
Student progress in learning				
Non-instructional records				
4c: Communicating with families				
Information about the instructional program				
Information about the individual students				
Engagement of families in the instructional program				
4d: Participating in a professional community				
Relationships with colleagues				
Involvement in a culture of professional inquiry				
Participation in school and/or district projects or events				
4e: Growing and developing professionally				
Enhancement of content knowledge and pedagogical skills				
Receptivity to feedback from colleagues				
Service to the profession				
Narrative feedback:				
DOMAIN 5: STUDENT ACHIEVEMENT GROWTH SYSTEMS				
5a: Systems for assessment of student achievement growth as measured by National, State, or local assessments and other objective criteria (see Appendix A for examples of student growth measures available)				
Baseline data for learning has been established.				
Student Learning Objective goals are clear and assessment tools align with Student Learning Objectives that are tied to past learning data.				
A system is in place to monitor student performance growth data on concepts identified in District and State curriculum standards.				
Pacing of instruction is informed by student performance on National, State or local assessments aligned to curriculum standards.				
Narrative feedback:				

Standards for Effective Teaching Page 4 of 5	Ineffective	Minimally Effective	Effective	Highly Effective

OVERALL ASSESSMENT OF 5 DOMAINS (INCLUDING PERFORMANCE ON IDP)

Taking into consideration the relevant accomplishments, contributions, special training, teacher effectiveness/ behavior goals, and performance on Standards for Effective Teaching.

The work performance of this employee is:	Unsatisfactory		Satisfactory	
	Ineffective	Minimally Effective	Effective	Highly Effective
SCORE				

DOMAIN 6: ASSESSMENT OF STUDENT ACHIEVEMENT GROWTH GOALS ON THE IDP

Teacher shall provide evidence to demonstrate progress on goals stated in IDP or attach reports. Must include National, State, or local assessments and other objective criteria.

Student Learning Objective #1				
Student Learning Objective #2				
Student Learning Objective #3				

The work performance of this employee is:	Unsatisfactory		Satisfactory	
	Ineffective	Minimally Effective	Effective	Highly Effective
SCORE				

Standards for Effective Teaching Page 5 of 5	Ineffective	Minimally Effective	Effective	Highly Effective

FINAL EVALUATOR'S RECOMMENDATION				
Considering all factors, the work performance of this employee is:	Unsatisfactory		Satisfactory	
	Ineffective	Minimally Effective	Effective	Highly Effective
FINAL SCORE				

Recommended for continued employment?	No	Yes

SPECIFIC PERFORMANCE GOALS FOR NEXT SCHOOL YEAR
Specific performance goals developed by the evaluator that will assist in improving effectiveness for the next school year and are developed by the evaluator, in consultation with the teacher, and any recommended training identified by the evaluator, in consultation with the teacher, that would assist the teacher in meeting these goals.

Evaluator signature _____ Date _____

☐ Plan I documents (IDP and Pre/Post Observation Conference Forms) are attached for review by the Superintendent and placement into personnel file.

Teacher's signature _____ Date _____

In no case shall the employee's signature be construed to mean that he/she necessarily agrees with the contents of the evaluation. The final formal/written evaluation document is to be placed in the teacher's personnel file. The refusal of an employee to sign any material shall not prevent its inclusion in the personnel file.

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PLAN II - PROFESSIONAL GROWTH

Purpose

From the beginning of the first tenure year and continuing throughout the teacher's professional career, the teacher and evaluator work collaboratively to ensure the strengthening of the Standards. There are two major components to this process:

1. Demonstration of Standards for Effective Teaching

Demonstration of the Standards, the first component, is an ongoing process and is assessed by the evaluator through formal classroom/worksite observations, walkthroughs, and other school settings, i.e., faculty meetings, committee work, in-service training, parent conferences, parent communications, and/or co-curricular activities. The evaluator will arrange for a conference to discuss performance related to the Standards as needed.

2. Continued Professional Growth Plan

Planning for Professional Growth is the second component. It is both proactive and collaborative. The teacher and evaluator collaborate to identify goals and develop a plan that will meet those goals. Each teacher is held accountable to the Standards and student achievement growth data; therefore, the Professional Growth Plan will reflect the Standards and/or building and District goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth.

Points of Clarification

1. A teacher successfully exiting Plan I – Initial Development has met the criteria established by Michigan law to become tenured and must continue to demonstrate the Standards for Effective Teaching.
2. Although there may be a cyclical process to develop new Professional Growth Plans at least annually, there is no down time or 'off years' for participation.
3. The Professional Growth Plan process is considered a required part of the Teaching Framework and Evaluation Program.
4. All teachers in Plan II are considered to be performing satisfactorily on the Standards for Effective Teaching unless otherwise notified by their evaluator.
5. In the event that any PGP meeting is cancelled, the person canceling holds the responsibility of rescheduling.

Role of the Evaluator

1. The role of the evaluator during the Professional Growth Plan is to ask good questions, encourage tightening or broadening the scope of the plan as may be needed, and share ideas about ways to facilitate the implementation of the plan, or identify resources that may be available to support the plan. The idea is to support/enhance the plan and ensure it aligns within the established guidelines listed in the Goals section below.
2. The designated evaluator has the right and responsibility to evaluate teachers. To fulfill this responsibility, daily interactions, informal walkthroughs or drop-ins, and other indicators as stated in this document are necessary sources of feedback that will help form his/her professional judgments.
3. The evaluator has the right to adjust or reject a submitted PGP. It is not the role of the evaluator to utilize Plan II in order to insert a remedial focus for the employee. Bringing awareness to such concerns shall be addressed outside of Plan II, including but not limited to Plan III.

Walkthroughs

Walkthroughs will be utilized by the evaluator to assist in the performance evaluations. All of the following apply to these walkthroughs in Plan II:

1. The evaluator may review teacher's lesson plans, the state curriculum standard being used in the lesson, and pupil engagement in the lesson.
2. The evaluator will review performance related to the Standards for Effective Teaching.
3. A walkthrough does not have to be for an entire class period.

Criteria for Goals

The major purpose of this formative process is the promotion of professional growth (taking competent staff beyond competence) or professional learning (active involvement in learning within a collaborative and reflective community). The purpose is not to provide directed, structured remediation. In Plan II, teachers take the initiative in identifying the desired focus (goals) for their efforts and sharing this with their evaluator for review. The identification of these goals can come from self-reflections, from building and/or District School Improvement goals, from student learning concerns, or from personal motivation to gain new skills or to acquire new knowledge. All goals will fall within the following established criteria:

1. The goals will be set at least annually.
2. Multiple measures of learning are encouraged to increase validity.
3. The goals will take into account the Standards for Effective Teaching as published in this document (teacher behavior)
4. The goals will be based on District and school improvement plans and the School Improvement Framework Rubric results.
5. Goals will be based, in significant part, on student achievement growth data (student outcomes). For these purposes, student achievement growth shall be measured by national, state, or local assessments and other objective criteria.
6. Teachers may participate as part of a team with grade level colleagues, members of department teams, across schools within the District, or in any combination. Teachers may elect to work individually. In cases of inter-school teams, all evaluators of the involved schools participate in the planning and evaluation process. To clarify, if participating in a team, each member of the team shall complete their own PGP form with individualized goals where the teacher's progress on the goals is assessed independently.

Points of Clarification for PGP and Goals

1. The summative evaluation of the PGP shall be based on necessary walkthroughs conducted during the period covered by the evaluation.
2. Student achievement growth data for a particular pupil for a school year may be exempted upon the recommendation of the evaluator and approval of the superintendent or his designee.
3. The goals will be evaluated on the PGP Summative Evaluation Form.

Activities/Methods/Strategies to Reach Goals May Include (See Appendix A):

- Action
- Research
- Peer-Coaching
- Video Taping
- Self-Assessment
- Mentoring
- College Courses
- Simulations
- Workshops
- Visitation Days
- Conferences
- Classroom Observations
- Teacher Academies
- Development of Teaching Materials, Instructional Units, Discussion Groups
- Other

Indicators to Demonstrate and Document Progress May Include:

- Student Work Portfolios
- Professional Portfolios
- Videotapes of Classes
- Peer Observation
- Evaluator Observation
- Parent Responses
- Written Curriculum
- Student Responses
- Statistical Measures
- Student Achievement Growth Measures
- Performance Assessment
- Reflective Journal Entries
- Case Study Analysis
- Benchmarks
- Anecdotal Records

*The collected materials are the property of the teacher

Resources that May be Included as Part of the Teacher's Professional Growth Plan

- Classroom Materials
- Appropriate Technology
- Student Materials
- Mentoring
- Journals
- Collegial Support
- Workshops
- Release Time
- Resources
- Administrative Support
- Books
- Collegial Time
- Othe

Timeline of Plan II

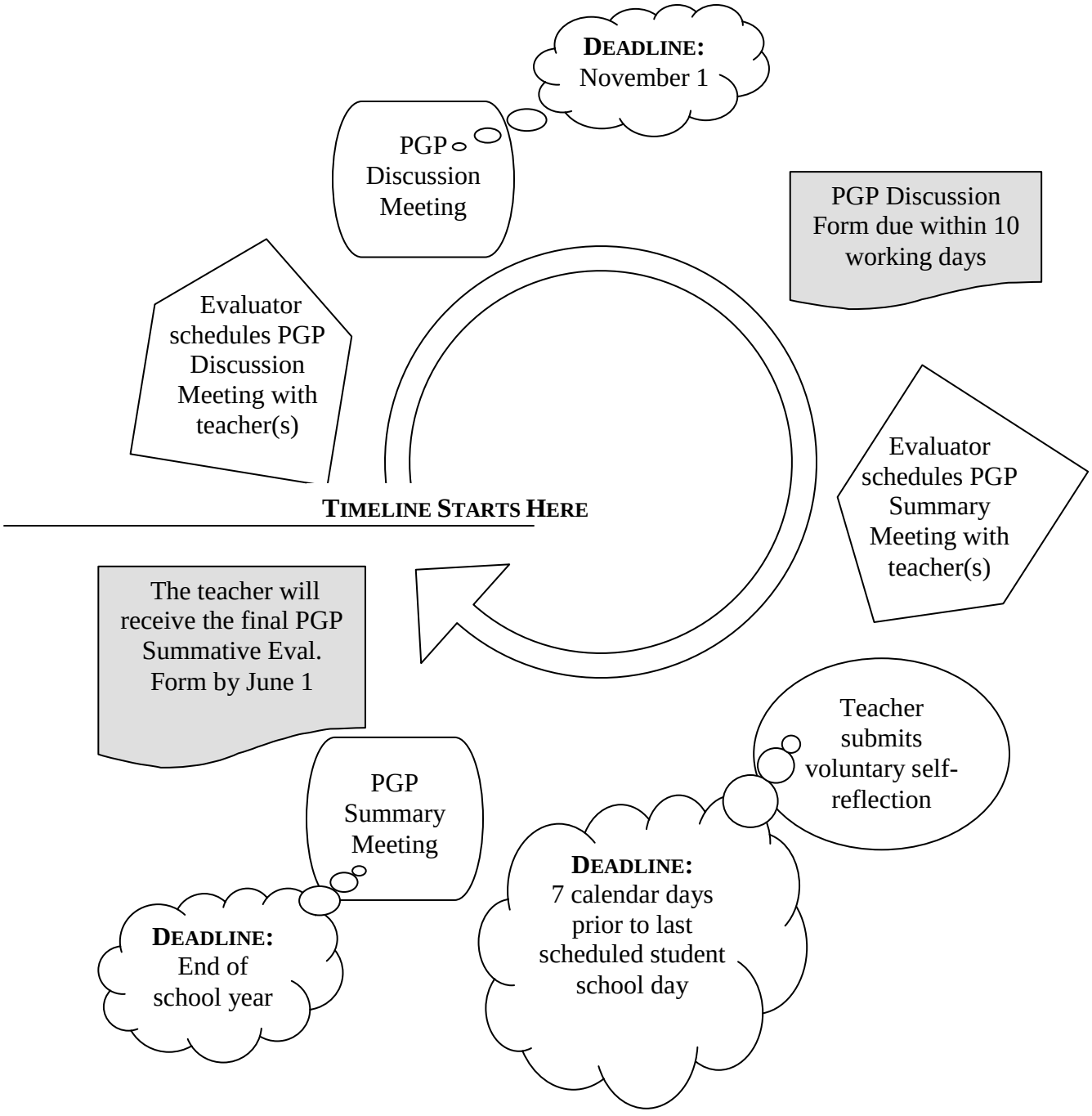
1. The evaluator will schedule all teachers in Plan II for their PGP Discussion Meeting to occur as early as the spring of the prior school year (after the conclusion of the prior PGP), and no later than November 1, to discuss the Professional Growth Plan (PGP - Discussion Form). The finalized PGP – Discussion Form is due to the evaluator within 10 working days after the PGP Discussion meeting.
2. The evaluator will monitor progress on the PGP via walkthroughs and analysis of student achievement growth data.

3. The evaluator will provide an opportunity to the employee to voluntarily submit a Self-Reflection, prior to the date which is 7 calendar days before the last scheduled student school day, regarding their performance on the PGP Summative Evaluation. The employee will provide evidence/indicators to demonstrate and document progress on PGP goals.
4. The evaluator will notify teachers of a PGP Summary Meeting to occur prior to the end of the school year to review the results of the PGP.
5. The evaluator will provide, prior to June 30, a written Year-end PGP Summative Evaluation Form to the employee.

Revisions

1. In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed with the evaluator of the teacher.
2. In the event that a new evaluator is hired, the current PGP remains in effect.
3. If a teacher is reassigned during the middle of a PGP, the teacher may revise the portions of the PGP Discussion Form that no longer applies to the reassigned position.

Flow Chart of Plan II



The teacher shall be employed for the ensuing year unless notified in writing at least 15 days before the end of the school year (June 30) that his or her services will be discontinued.

PLAN II - PROFESSIONAL GROWTH PLAN (PGP) - DISCUSSION FORM

This form is to be completed by the staff member participating in this PGP and may be adjusted or rejected by the Evaluator.

TEACHER: _____ **BUILDING:** _____ **DEPT/GRADE:** _____

1. STUDENT ACHIEVEMENT GROWTH GOALS based on your School Improvement Plan Goals/Objectives.
Goals will be based, in significant part, on student achievement national, state, or local assessment data. Samples are provided in Appendix A.

STUDENT LEARNING OBJECTIVE #1	
Assessment Tool Used	
Baseline Data	
Student Growth Target	
Target timeline	

STUDENT LEARNING OBJECTIVE #2	
Assessment Tool Used	
Baseline Data	
Student Growth Target	
Target timeline	

STUDENT LEARNING OBJECTIVE #3	
Assessment Tool Used	
Baseline Data	
Student Growth Target	
Target timeline	

Assessment tool must be a national, state, or local assessment or other objective criteria. Multiple measures of learning are encouraged to increase validity and reliability.

2. TEACHER EFFECTIVENESS/BEHAVIOR GOALS taking into account the Standards for Effective Teaching and the School Improvement Framework Rubric results.

3. INDICATORS: What evidence/artifacts will be provided to demonstrate progress on these goals?

This finalized/signed form is due to the evaluator within 10 working days of the actual PGP Discussion

STAFF MEMBER SIGNATURE _____ **DATE** _____

EVALUATOR SIGNATURE _____ **DATE** _____
The signature of the evaluator expresses approval and support of the above documented Professional Growth Plan and that the goals fall within the established criteria in the Professional Evaluation Framework for Teachers

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PLAN II – WALKTHROUGH FORM

Completed by the evaluator during/after Walkthroughs as necessary

TEACHER: _____ BUILDING: _____ DEPT/GRADE: _____

DATE OF LESSON: _____ PERIOD/TIME: _____

DATE OF WALKTHROUGH: _____ TIME: _____

TEACHER STATUS: Probationary 1 2 3 4 5 (circle year)
Newly Hired Michigan Tenured 1 2 (circle year)

EVALUATOR COMMENTS REGARDING THE WALKTHROUGHS:

EVALUATOR SIGNATURE _____ DATE _____

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PLAN II – PROFESSIONAL GROWTH PLAN (PGP) - SUMMATIVE EVALUATION FORM

TEACHER: _____ BUILDING: _____ DEPT/GRADE: _____

DATE OF PGP SUMMARY DISCUSSION: _____ TIME: _____

The following Summative Evaluation on the Standards for Effective Teaching is based on necessary formal classroom/worksite observations and walkthroughs and the performance on the PGP and incorporates the evaluation of an IDP, if applicable.
*See Appendix B for definitions of the levels of performance and understanding.

Standards for Effective Teaching **Page 1 of 5**	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
DOMAIN 1: PLANNING AND PREPARATION				
1a: Demonstrating knowledge of content and pedagogy				
Content and the structure of discipline				
Prerequisite relationships				
Content related pedagogy				
1b: Demonstrating knowledge of students				
Child and adolescent development				
Learning process				
Students' skills, knowledge, and language proficiency				
Students' interests and cultural heritage				
Students' special needs				
1c: Setting instructional outcomes				
Value, sequence, and alignment				
Clarity				
Balance				
Suitability for diverse learners				
1d: Demonstrating knowledge of resources				
For classroom use				
To extend content knowledge and pedagogy				
For students				
1e: Designing coherent instruction				
Learning activities				
Instructional materials and resources				
Instructional groups				
Lesson and unit structure				
1f: Designing student assessment				
Congruence with instructional outcomes				
Criteria and standards				
Design of formative assessments				
Use for planning				
Narrative feedback:				

Standards for Effective Teaching Page 2 of 5	Ineffective	Minimally Effective	Effective	Highly Effective
DOMAIN 2: THE CLASSROOM ENVIRONMENT				
2a: Creating an environment of respect and rapport				
Teacher interactions with students				
Student interaction with other students				
2b: Establishing a culture for learning				
Importance of content				
Expectations for learning and achievement				
Student pride in work				
2c: Managing classroom procedures				
Management of transitions				
Management of materials and supplies				
Performance of non-instructional tasks				
2d: Managing student behavior				
Expectations				
Monitoring of student behavior				
Response to student misbehavior				
2e: Organizing physical space				
Safety and accessibility				
Arrangement of furniture and use of physical resources				
Narrative feedback:				
DOMAIN 3: INSTRUCTION				
3a: Communicating with Students				
Expectations for learning				
Directions and procedures				
Explanations of contents				
Use of oral and written language				
3b: Using questions and discussion techniques				
Quality of questions				
Discussion techniques				
Student participation				
3c: Engaging students in learning				
Grouping of students				
Instructional materials and resources				
Structure and pacing				
3d: Using assessment in instruction				
Assessment criteria				
Monitoring of student learning				
Feedback to students				
Student self-assessment and monitoring of progress				
3e: Demonstrating flexibility and responsiveness				
Lesson adjustment				
Response to students				
Persistence				
Narrative feedback:				

Standards for Effective Teaching Page 3 of 5	Ineffective	Minimally Effective	Effective	Highly Effective
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
4a: Reflecting on teaching				
Accuracy				
Use in future teaching				
4b: Maintaining accurate records				
Student completion of assignments				
Student progress in learning				
Non-instructional records				
4c: Communicating with families				
Information about the instructional program				
Information about the individual students				
Engagement of families in the instructional program				
4d: Participating in a professional community				
Relationships with colleagues				
Involvement in a culture of professional inquiry				
Participation in school and/or district projects or events				
4e: Growing and developing professionally				
Enhancement of content knowledge and pedagogical skills				
Receptivity to feedback from colleagues				
Service to the profession				
Narrative feedback:				
DOMAIN 5: STUDENT ACHIEVEMENT GROWTH SYSTEMS				
5a: Systems for assessment of student achievement growth as measured by National, State, or local assessments and other objective criteria (see Appendix A for examples of student growth measures available)				
Baseline data for learning has been established.				
Student Learning Objective goals are clear and assessment tools align with Student Learning Objectives that are tied to past learning data.				
A system is in place to monitor student performance growth data on concepts identified in District and State curriculum standards.				
Pacing of instruction is informed by student performance on National, State or local assessments aligned to curriculum standards.				
Narrative feedback:				

Standards for Effective Teaching Page 4 of 5	Ineffective	Minimally Effective	Effective	Highly Effective

OVERALL ASSESSMENT OF 5 DOMAINS (including performance on PGP and IDP if applicable)

Taking into consideration the relevant accomplishments, contributions, special training, teacher effectiveness/ behavior goals, and performance on Standards for Effective Teaching.

The work performance of this employee is:	Unsatisfactory		Satisfactory	
	Ineffective	Minimally Effective	Effective	Highly Effective
SCORE				

DOMAIN 6: ASSESSMENT OF STUDENT ACHIEVEMENT GROWTH GOALS ON THE PGP AND IDP IF APPLICABLE

Teacher shall provide evidence to demonstrate progress on goals stated in PGP and/or IDP or attach reports. Must include National, State, or local assessments and other objective criteria.

Student Learning Objective #1				
Student Learning Objective #2				
Student Learning Objective #3				

The work performance of this employee is:	Unsatisfactory		Satisfactory	
	Ineffective	Minimally Effective	Effective	Highly Effective
SCORE				

Standards for Effective Teaching **Page 5 of 5**	**Ineffective**	**Minimally Effective**	**Effective**	**Highly Effective**
FINAL EVALUATOR'S RECCOMENDATION				
Considering all factors, the work performance of this employee is:	Unsatisfactory		Satisfactory	
	Ineffective	Minimally Effective	Effective	Highly Effective
FINAL SCORE				

Recommended for continued employment?	No	Yes

SPECIFIC PERFORMANCE GOALS FOR NEXT SCHOOL YEAR
Specific performance goals developed by the evaluator that will assist in improving effectiveness for the next school year and are developed by the evaluator, in consultation with the teacher, and any recommended training identified by the evaluator, in consultation with the teacher, that would assist the teacher in meeting these goals.

EVALUATOR SIGNATURE _____ **DATE** _____

TEACHER'S SIGNATURE _____ **DATE** _____

In no case shall the employee's signature be construed to mean that he/she necessarily agrees with the contents of the evaluation. The final formal/written evaluation document is to be placed in the employee's personnel file. The refusal of an employee to sign any material shall not prevent its inclusion in the personnel file. If a teacher who is not in a probationary period is rated as ineffective on an annual year-end evaluation, the teacher may request a review of the evaluation and the rating by the school district superintendent.

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PLAN III – INDIVIDUALIZED DEVELOPMENT PLAN (IDP)

Purpose

The purpose of Plan III - Individualized Development Plan (IDP) is to improve the performance of tenured teachers who have been identified by their evaluator as performing at a "Minimally Effective" or an "Ineffective" level on one or more of the following: Standards for Effective Teaching, PGP, or student achievement growth. This process may begin at any time and may be directive. Plan III - Individualized Development Plan (IDP) is intended to provide the best possible likelihood that everyone who is placed in this program will successfully exit it. Because of the personal nature of this Plan, confidentiality is expected of all participants. For the protection of all parties, all forms will be placed in the personnel file.

Timeline of Plan III - IDP

1. If a tenure teacher has been identified by their evaluator as performing at a "Minimally Effective" level or "Ineffective" level as stated above, the evaluator, in consultation with the teacher, shall develop an Individual Development Plan (IDP) having the purpose of performance remediation (Plan III – IDP Form).
    a. The IDP will contain the following: performance objectives, specific area(s) needing improvement, specific suggestions for improvement and designated forms of assistance to be provided by the evaluator or other sources. The evaluator and tenured teacher shall be jointly responsible for implementing the IDP.
    b. The IDP shall require the teacher to make progress toward IDP goals within a specified time period, not to exceed 180 days.
2. Multiple formal classroom/worksite observation cycles shall be conducted during the period covered by the evaluation that may occur before and/or after the Mid-year/Mid-IDP Progress Report.
3. Mid-year/Mid-IDP Progress Report Meeting. The evaluator will set up a meeting to occur near the midpoint of the IDP timeline to discuss progress on the IDP. All of the following shall apply to the Mid-year/Mid-IDP Progress Report provided to the employee at this meeting:
    a. Be based at least in part on student achievement.
    b. Be aligned with the teacher's IDP.
    c. Include specific performance goals for the remainder of the IDP that are developed by the evaluator and any recommended training identified by the evaluator that would assist the teacher in meeting these goals.
    d. It will not take the place of an annual year-end summative evaluation.
4. The evaluator will set up a meeting to occur near the conclusion of the specified timeline in the IDP to review what progress has been made (Plan III - IDP Summary Form).
5. For those employees placed in Plan III, the performance on the IDP may be incorporated into the Plan II - PGP Summative Evaluation.
6. One of the following conclusions will be made upon reviewing the teacher's progress:
    a. The concern is satisfactorily resolved and the teacher devotes full attention back to the Professional Growth Plan, or
    b. The teacher remains in the IDP Phase with revised goals and timelines, or
    c. The concern is not satisfactorily resolved

Points of Clarification for IDP

1. For a tenured teacher who has been identified by their evaluator as performing at a minimally effective or ineffective level, the evaluator shall develop, in consultation with the teacher, an individualized development plan (IDP) that includes goals and training that are designed to assist the teacher to improve his/her effectiveness.

2. For a tenured teacher who has received a rating of minimally effective or ineffective in his/her most recent Annual Year-end Summative Evaluation, the evaluator shall develop, in consultation with the teacher, a Midyear Progress Report that includes goals and training that are designed to assist the teacher to improve his/her effectiveness.
3. The teacher may simultaneously be working on their PGP while implementing the IDP in Plan III.
4. Performance on the IDP in Plan III may be incorporated into the PGP Summative Evaluation Form at the end of the school year.
5. The Plan III – IDP Summary Form shall be based on necessary formal classroom/worksite observations and walkthroughs conducted during the period covered by the evaluation.
6. Student growth data for a particular pupil for a school year may be exempted upon the recommendation of the evaluator and approval of the superintendent or his designee.

PLAN III – IDP FORM

This form is to be completed by the evaluator in consultation with the teacher and may be directive.

NAME OF TEACHER: _____

AREA(S) NEEDING IMPROVEMENT *(specify Standard(s) for Effective Teaching being performed less than satisfactorily):*

DESCRIPTION OF SPECIFIC CONCERN:

PERFORMANCE OBJECTIVES DESIRED *(Must be based at least in part on student achievement data):*

SPECIFIC SUGGESTIONS FOR IMPROVEMENT:

FORMS OF ASSISTANCE TO BE PROVIDED BY ADMINISTRATOR OR OTHER SOURCES:

TIMELINE

EVALUATOR SIGNATURE: _____ **DATE:** _____

TEACHER SIGNATURE: _____ **DATE:** _____

In no case shall the teacher's signature be construed to mean that he/she necessarily agrees with the contents of the IDP. I acknowledge that this IDP was developed in consultation with my evaluator.

NEXT MEETING DATE: _____

The employee may have a representative present from the Association. This meeting may result in disciplinary action.

PLAN III – MID-YEAR/MID-IDP PROGRESS REPORT

This form is to be completed by the Evaluator in consultation with the teacher who is on an IDP.

TEACHER: _____ **BUILDING:** _____

DEPT/GRADE: _____ **DATE OF PROGRESS MEETING:** _____

1. SPECIFIC GOALS INCLUDING ANY TRAINING IDENTIFIED AS NECESSARY BY THE EVALUATOR:
(Goals will be based at least in part on student achievement data and aligned with IDP)

STAFF MEMBER SIGNATURE _____ **DATE** _____
Signature acknowledges completion of the Mid-year/Mid-IDP Progress Report Meeting and receipt of form.

EVALUATOR SIGNATURE _____ **DATE** _____

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PLAN III – IDP SUMMARY FORM

This form is to be completed by the evaluator.

NAME OF TEACHER: _____

STATUS OF AREA(S) NEEDING IMPROVEMENT *(specify Standard(s) for Effective Teaching being addressed):*

SUMMARY OF PROGRESS:

EVALUATOR CONCLUSION:

☐ **SATISFACTORILY RESOLVED**; devote full attention back to Plan II – Professional Growth Plan

☐ **REVISE PERFORMANCE OBJECTIVES AND TIMELINES**

NEXT MEETING DATE: _____

The employee may have a representative present from the Association. This meeting may result in disciplinary action.

☐ **CONCERN NOT SATISFACTORILY RESOLVED**

EVALUATOR SIGNATURE: _____ **DATE:** _____

TEACHER SIGNATURE: _____ **DATE:** _____

In no case shall the teacher's signature be construed to mean that he/she necessarily agrees with the contents of the IDP Summary. The final formal/written IDP Summary document, together with the teacher's written response (if any), is to be placed in the teacher's personnel file.

The Plan III IDP Summary Form shall be attached to the Plan III IDP Form when distributing to the following recipients.

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APPENDIX A – PROFESSIONAL DEVELOPMENT ACTIVITIES, MODEL GOALS, AND DATA POINTS

Action Research

This option allows a teacher to work on a question he or she might have in regard to classroom performance, student needs, or the impact of various teaching methods on learning. The information gathered by the teacher is then used to improve teaching and student learning. Classroom based research can be self-directed or be done by a group of teachers who have a common interest/question to be researched. Teachers are then called upon to report their findings and share their insight with the rest of the faculty.

Curriculum Development

This is the process of designing curriculum or a component of the curriculum and analyzing the impact on student learning. Specific activities may include deepening of the curriculum, refocusing the curriculum to support engaging students in the work of the classroom integrating the curriculum through cross discipline conversations, and developing new ways of better assessing student on curriculum based work.

Instructional Strategies Implementation

This involves teacher(s) investigating particular strategies, such as cooperative learning, problem based learning, inclusion activities, and alternative classroom management techniques. This would be followed by the implementation of the strategy within the instructional program, and the documentation and analysis of the effectiveness of the strategy on student learning.

Peer Consultation/Coaching

This activity involves the training of teams of teachers to use clinical supervision to help each other grow professionally. It involves certain key characteristics:

- The process is observation based: colleagues observe each other teach
- The observations are data based: the observer records full information about the class observed
- There is collaborative assessment: each participant tries to identify patterns of teacher and learner behavior
- There is a concern for student outcomes
- The collaborative assessment is based on the goals and the desired outcomes established in the professional growth plan
- The process involves a cycle of observation, conferences, and documentation

Professional Growth Portfolios

A portfolio can be a means of collecting, displaying, and reflecting on a professional growth experience or it can be a professional development event of its own. Professional growth portfolios should:

1. Articulate their visions of teaching and learning
2. Develop professional goals and plans
3. Document progress in achieving the goals
4. Interact with peers throughout the process
5. Reflect on the learning experience and attainment of goals
6. Share insights with others

Examples:

- Products: evidence of student learning
- Description of course materials: syllabi, assignments, and handouts
- Lesson plans and designs
- Photos, pictures, tapes, disks
- Parent connections: newsletters, notes, communication

- Journal for self-reflection
- Teacher and student accomplishments
- Sample of teacher-generated tests/assessments
- Anecdotal observations or comments
- A self-designed unit and related materials
- A one week sample of all printed materials distributed to student and parents
- Student description of class
- Parent feedback

Structured Professional Dialogue-Study Groups-Support Teams
Small groups of teachers gather together regularly to hold focused discussions of a current development in education, to examine a school based teaching or learning issue, to develop an individual or team based professional development plan, or to support and assist an individual teacher's required improvement action plan.

Potential "Indicators" for Measuring Teaching as Professional Practice

DATA SOURCE	DESCRIPTION
Self-Reflections	Guided process where an instructor reflects upon their practice, either in writing or orally with an evaluator.
Lesson Plans	Documents from a teacher's planning process
Student Work	Any student outcome or demonstration of student knowledge
Syllabus	A syllabus is an outline or summary of topics to be covered
Course Calendar	Paces and plans objectives and content over time
Lesson Materials	Lesson materials are any materials that a teacher uses in a lesson
Classroom Records	Record keeping documents used to track student information
Participation Log	A written record kept by the teacher that tracks their own participation in activities, events etc.
Family Contact Log	A written record kept by the teacher documenting communication with families, as well as artifacts of family communication

Examples of Student Growth Measures Available

Hesperia Community Schools has taken an inventory of student growth measures already used in the school district in order to present options for measuring student growth. This list is provided as an example and may not be reflective of all data available or in use.

ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
MEAP Scale Scores	MEAP Scale Scores	MEAP/MME Scale Scores
DIBELS	Explore	Explore/Plan
Common Assessments	Common Assessments	Common Assessments
STAR Read/Math	STAR Read/Math	STAR Read/Math
Accelerated Reader/Math	Accelerated Reader/Math	Accelerated Reader/Math
Benchmark Assessment (Running Records)	# of students pass/fail rate	# of students pass/fail rate
MLPP	IEP Goals, Mi-Access, MEAP-Access, Woodcock Johnson	ACT Work keys
IEP Goals, Mi-Access, MEAP-Access, Woodcock Johnson	Fitness measures	# of students – credits earned
Fitness measures	Teacher developed rubrics based on observation of skills presented	ACT Benchmark scores
Teacher developed rubrics based on observation of skills presented		AP Test Scores
		IEP Goals, Mi-Access, MEAP-Access Woodcock Johnson
		Fitness measures
		Teacher developed rubrics based on observation of skills presented

Examples of Student Learning Objectives for Student Achievement Growth Goals

STUDENT LEARNING OBJECTIVE #1	My students will fluently read identified grade level high frequency words
Assessment Tool	Teacher made reading assessment
Baseline Data	15 students did not recognize high frequency words on diagnostic test
Student Growth Target	12-15 students recognize high frequency words on assessments
Student Growth Target timeline	End of semester 1

STUDENT LEARNING OBJECTIVE #2	My students will self-select physical activities that develop locomotor skills
Assessment Tool	Teacher observational assessment log
Baseline Data	New activity (no baseline data)
Student Growth Target	95% of students will select physical activities that develop locomotor skills
Student Growth Target timeline	End of semester 1

STUDENT LEARNING OBJECTIVE #3	Students will improve their communication skills
Assessment Tool	Rubric developed and reviewed with IEP team
Baseline Data	0% of my students currently meet their IEP goal for communication skills
Student Growth Target	90% of my student will meet their IEP goal for increasing communication skills
Student Growth Target timeline	End of School Year

STUDENT LEARNING OBJECTIVE #4	Students will improve their reading comprehension skills
Assessment Tool	STAR Reading Assessment
Baseline Data	66% percent of students are reading at benchmark
Student Growth Target	80% percent of students will read at benchmark level
Student Growth Target timeline	End of School Year

STUDENT LEARNING OBJECTIVE #5	Students will improve their fitness levels
Assessment Tool	President's Challenge Fitness Test
Baseline Data	All students have been assessed with baseline scores
Student Growth Target	100% percent of students will improve their fitness levels by 10% in aerobic fitness, flexibility, and Muscular strength & Endurance. 20% of students will improve 20% on same levels.
Student Growth Target timeline	End of Semester

STUDENT LEARNING OBJECTIVE #6	Students will improve their math proficiency levels
Assessment Tool	Governor's Council Value-Added Pre/Post Assessments
Baseline Data	All students have baseline scale scores
Student Growth Target	90% of students will improve their scale score by 95 points, 10% of students will improve 80 points.
Student Growth Target timeline	End of School Year

STUDENT LEARNING OBJECTIVE #7	Students will improve their understanding of the branches of government
Assessment Tool	Department Common Assessment
Baseline Data	2010-11 data had 82% of student demonstrate proficiency
Student Growth Target	2011-12 data – 89% of students will demonstrate a proficient level of understanding.
Student Growth Target timeline	End of Unit

STUDENT LEARNING OBJECTIVE #8	Students will demonstrate their understanding of ____ artistic concepts
Assessment Tool	Teacher Rubric and Observation Tool for the _____ art project.
Baseline Data	None
Student Growth Target	All students will demonstrate their understanding of _____ artistic concepts
Student Growth Target timeline	End of Unit

APPENDIX B: STANDARDS FOR EFFECTIVE TEACHING RUBRICS

Levels of Performance

INEFFECTIVE: The teacher does not demonstrate the concepts underlying the component or is not effectively implementing the component. Student learning or effective teacher performance is jeopardized in this environment.

MINIMALLY EFFECTIVE: The teacher demonstrates an understanding of the concepts underlying the component but improvement is needed. Implementation of the elements of this component is sporadic, intermittent, or otherwise not entirely effective. This level is minimally competent. Improvement must occur through an Individualized Development Plan.

EFFECTIVE: The teacher clearly understands the concepts underlying the component and implements it effectively. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

HIGHLY EFFECTIVE: Teachers at this level are master teachers and make a contribution to the field, both inside and outside of their school. Though the expectation is that no teacher will be exceptional in all areas, these teachers' classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

Understanding the Levels of Performance

Each level of teaching performance listed above has a set of definitions. However, an explanation of the expectation and relationship of each level to another may be beneficial. First and foremost, the levels of performance will be looked at as falling into two general categories. *"Ineffective*" and *"Minimally Effective*" performance will be considered in the category of "U*nsatisfactory*" performance. A teacher who has received a rating at either of these levels needs improvement. It is expected that probationary teachers will move beyond the *"Ineffective*" and "*Minimally Effective*" performance levels before tenure is granted.

"*Effective*" and "*Highly Effective*" performance levels will be considered within the category of *"Satisfactory*" performance and/or teaching. Teachers at this "*Satisfactory"* level are certainly effective teachers who can still enhance their abilities to a greater degree. Instructors at the "*Highly Effective*" level, **though this level will most likely only be obtained in a few areas**, are considered to be at the ultimate top of their abilities and performance. The "*Highly Effective*" level of performance descriptors are meant to serve as a map to perfection, rather than an expectation that all teachers will obtain perfection.

Lastly, for further elaboration, background scenarios, and examples of Levels of Performance and the following Standards for Effective Teaching, please refer to the book "Enhancing Professional Practice – A Framework for Teaching", 2nd edition by Charlotte Danielson. This book played a significant role in the development of the Standards for Effective Teaching.

Standards for Effective Teaching

DOMAIN 1: **PLANNING AND PREPARATION** **Component 1a:** **Demonstrating Knowledge of Content and Pedagogy**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors and does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practices indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts and are a link to a necessary cognitive structure by students to ensure understanding.
Knowledge of content related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, and in anticipating student misconceptions.

Standards for Effective Teaching

DOMAIN 1: PLANNING AND PREPARATION **Component 1b: Demonstrating Knowledge of Students**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interest and cultural heritage	Teacher displays little or no knowledge of students' interest or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

Standards for Effective Teaching

DOMAIN 1: PLANNING AND PREPARATION
Component 1c: Setting Instructional Outcomes
Definitions
Value: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks.
Clarity: Goals are clearly stated as student learning and permit sound assessment.
Suitability for diverse students: Goals reflect needs of all students in a class.
Balance: Goals represent opportunities for different types of learning – for example, think as well as knowledge – and coordination or integration within or across disciplines.

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

Standards for Effective Teaching

DOMAIN 1: **PLANNING AND PREPARATION** **Component 1d:** **Demonstrating Knowledge of Resources**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

Standards for Effective Teaching

DOMAIN 1: **PLANNING AND PREPARATION** **Component 1e:** **Designing Coherent Instruction**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Learning Activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all de-signed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and re-sources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Standards for Effective Teaching

DOMAIN 1: **PLANNING AND PREPARATION** **Component 1f:** **Designing Student Assessment**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed throughout the proposed approach, but many are not.	All the instructional outcomes are assessed throughout the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessments is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Standards for Effective Teaching

DOMAIN 2: **THE CLASSROOM ENVIRONMENT** **Component 2a:** **Creating an Environment of Respect and Rapport**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Teacher Interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interaction with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

Standards for Effective Teaching

DOMAIN 2: **THE CLASSROOM ENVIRONMENT** **Component 2b:** **Establishing a Culture for Learning**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to compete a task rather than to do high-quality work	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

Standards for Effective Teaching

DOMAIN 2: **THE CLASSROOM ENVIRONMENT** **Component 2c:** **Managing Classroom Procedures**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional* duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with student assuming considerable responsibility for efficient operation.

*Examples of non-instructional duties include but are not limited to the following: taking attendance, lunch count procedures, return of permission slips or other forms, distribution or newsletters, execution of school emergency procedures, etc.

Standards for Effective Teaching

DOMAIN 2: **THE CLASSROOM ENVIRONMENT** **Component 2d:** **Managing Student Behavior**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: **THE CLASSROOM ENVIRONMENT** **Component 2e:** **Organizing Physical Space**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Standards for Effective Teaching

DOMAIN 3: **INSTRUCTION** **Component 3a:** **Communicating With Students**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Direction and procedures	Teacher's directions and procedure are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken or written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

Standards for Effective Teaching

DOMAIN 3: **INSTRUCTION** **Component 3b:** **Using Questioning and Discussion Techniques**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates an engaging genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions
Student participation	A few students dominate the discussion	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Standards for Effective Teaching

DOMAIN 3: **INSTRUCTION** **Component 3c:** **Engaging Students in Learning**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly define structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

Standards for Effective Teaching

DOMAIN 3: **INSTRUCTION** **Component 3d:** **Using Assessment in Instruction**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

Standards for Effective Teaching

DOMAIN 3: **INSTRUCTION** **Component 3e:** **Demonstrating Flexibility and Responsiveness**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Standards for Effective Teaching

DOMAIN 4: **PROFESSIONAL RESPONSIBILITIES** **Component 4a:** **Reflecting on Teaching**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcome and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.

Standards for Effective Teaching

DOMAIN 4: **PROFESSIONAL RESPONSIBILITIES** **Component 4b:** **Maintaining Accurate Records**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress is fully effective.	Teacher's system for maintaining information on student progress is fully effective. Students contribute information and participate in interpreting the records.
Non-instructional records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Standards for Effective Teaching

DOMAIN 4: **PROFESSIONAL RESPONSIBILITIES** **Component 4c:** **Communicating With Families**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

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DOMAIN 4: **PROFESSIONAL RESPONSIBILITIES** **Component 4d:** **Participating in a Professional Community**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teachers volunteer to participate in school events, making a substantial contribution, and assume a leadership role in at least one aspect of school life.
Participation in school and/or district projects or events	Teacher avoids becoming involved in schools and/or district projects or events.	Teacher participates in school and/or district projects or events when specifically asked.	Teacher volunteers to participate in school and/or district projects or events, making a substantial contribution.	Teacher volunteers to participate in school and/or district projects or events, making a substantial contribution, and assumes a leadership role in a major school or district project.

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DOMAIN 4: **PROFESSIONAL RESPONSIBILITIES** **Component 4e:** **Growing and Developing Professionally**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Enhancement of content knowledge and pedagogical skills	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession.	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

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DOMAIN 4: **PROFESSIONAL RESPONSIBILITIES** **Component 4f:** **Showing Professionalism**				
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participated in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

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DOMAIN 5:	**STUDENT ACHIEVEMENT GROWTH SYSTEMS**			
Component 5a:	Systems for assessment of student achievement growth as measured by National, State, or local assessments and other objective criteria. (see Appendix A for examples of student growth measures available)			
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Baseline data for learning has been established.	Teaching makes no reference to baseline student performance data or teaching is directed by the textbook	Teaching makes no reference to prior student performance but teacher is directed by the State Standards listed in the grade level or departmental common syllabus/curriculum map.	Previous scores on National or State assessments are recorded and monitored. Where these instruments are not available, a local assessment is administered to determine current level of student performance at the beginning, middle, and end of the year.	Previous scores on National or State assessments, District progress monitoring assessments, and/or local teacher made benchmark testing that encompasses learning levels on a periodic basis are recorded and utilized to determine modifications for instruction.
Student Learning Objective goals are clear and assessment tools align with Student Learning Objectives that are tied to past learning data.	Does not set Student Learning Objective goals	Student Learning Objective goals are not clear and frequently assessment tools do not align with Student Learning Objectives	Student Learning Objective goals are clear and assessment tools mostly align with Student Learning Objectives.	Student Learning Objective goals are clear and assessment tools aligns with Student Learning Objectives, and are tied to past learning data.
A system is in place to monitor student performance growth data on concepts identified in District and State curriculum standards.	No system is in place. Pre and post assessments are not used.	A system is available, but not being used by the teacher to inform instruction. Pre-assessments are not used. Post-assessments are administered at the end of the instructional period.	A system is in place and students are instructed according to needs. Pre and post assessments are a part of ongoing classroom instruction where appropriate.	A system is in place, students are instructed according to needs, and individual student progress is being monitored. Pre and post assessments are used to provide group and individual instruction where appropriate.
Pacing of instruction is informed by student performance on National, State or local assessments aligned to curriculum standards.	Pacing of instruction is not identified.	Pacing of instruction has been identified but not in alignment with student performance needs.	Pacing of instruction is directed toward the total group and/or sub groups and informed by student performance on National, State or local assessments in alignment with curriculum standards.	Pacing of instruction is informed by student performance on National, State or local assessments in alignment with curriculum standards and allows for flexible grouping and individual student mastery of benchmarks.

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DOMAIN 6:	**STUDENT ACHIEVEMENT GROWTH**			
ELEMENT	**INEFFECTIVE**	**MINIMALLY EFFECTIVE**	**EFFECTIVE**	**HIGHLY EFFECTIVE**
Student Learning Objective #1	Satisfactory growth/progress on Student Learning Objective(s) was not met, but some of students may have demonstrated growth.	Satisfactory growth/progress on Student Learning Objective(s) was not met, but a majority of students demonstrated growth.	Satisfactory growth/progress on Student Learning Objective(s).	Significant growth/progress beyond Student Learning Objective(s).
Student Learning Objective #2	Satisfactory growth/progress on Student Learning Objective(s) was not met, but some of students may have demonstrated growth.	Satisfactory growth/progress on Student Learning Objective(s) was not met, but a majority of students demonstrated growth.	Satisfactory growth/progress on Student Learning Objective(s).	Significant growth/progress beyond Student Learning Objective(s).
Student Learning Objective #3	Satisfactory growth/progress on Student Learning Objective(s) was not met, but some of students may have demonstrated growth.	Satisfactory growth/progress on Student Learning Objective(s) was not met, but a majority of students demonstrated growth.	Satisfactory growth/progress on Student Learning Objective(s).	Significant growth/progress beyond Student Learning Objective(s).