

# Table of Contents

<b>The Process</b>	<b>2</b>
Ratings of Teacher Performance	
Transition from Phase I to Phase II	
Phase II-A Description	
Phase II-B Description	
<b>Phase I</b>	<b>6</b>
Who Qualifies?	
What is the Process?	
The Evaluation	
<b>Phase II</b>	<b>8</b>
Who Qualifies?	
What Constitutes a Phase II-A Evaluation?	
What is the Process for Phase II-A Evaluation?	
What Constitutes a Phase II-B Evaluation?	
What is the Process for Phase II-B Evaluation?	
<b>Framework for Teachers</b>	<b>12</b>
Domain 1    Planning and Preparation	
Domain 2    The Classroom Environment	
Domain 3    Instruction	
Domain 4    Professional Responsibilities	
<b>Framework for Specialists</b>	<b>67</b>
(Counselors, Speech Pathologists, Librarian, etc.)	
Domain 1    Planning and Preparation	
Domain 2    The Counseling Environment	
Domain 3    Instruction	
Domain 4    Professional Responsibilities	
<b>Appendices</b>	<b>90</b>
Teacher (T-1 thru T-11)	91
Counselor (C-1 thru C-11)	108

# The Process of the Northwestern Local School District Teacher Evaluation Program

In this section, the term “teachers” refers to all certificated/licenced individuals, excluding administrators and supervisory personnel.

The teacher evaluation program defined on the following pages is a differentiated system that consists of two phases that are qualitatively different and designed to provide beginning and veteran professionals with developmentally appropriate support. The two phases are:

- Phase I – Enhancing Professional Practice
- Phase II-A – Elevating Professional Performance
- Phase II-B – Exploring Professional Growth

**Phase I – Enhancing Professional Practice**, is designed to meet the needs of the following professional staff members:

- Teachers new to the profession
- Experienced teachers who are new to Northwestern
- Teachers applying for a continuing contract
- Teachers moving from a teaching to a non-teaching position or vice versa
- Teachers placed in Phase I by the building administrator

Phase I is based on the components of classroom performance as articulated in *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 1996, 2007). Classroom observations by building administrators trained to systematically observe and rate teacher performance using the identified components is the primary evaluation method used in this phase.

## Ratings of Teacher Performance

Ratings of teacher performance in Phase I will be accomplished using the rubrics contained in this document which were developed by the Northwestern Local School District Evaluation Committee, consisting of teachers and administrators, based on the rubrics of Danielson (1996, 2007).

LEVELS OF PERFORMANCE (See also Appendices T-11 or C-11)

As teachers remain in the profession, gaining experience and developing expertise, their performance becomes more polished. As has been noted, teaching is highly complex work; teachers juggle multiple demands simultaneously. When they are new to the profession, it is not unusual for teachers to be overwhelmed by the various aspects of the task and for even their best-laid plans to go awry.

In the framework for teaching, levels of performance are provided for the four domains and for each of the elements that make up the 21 components of the domains. The levels of performance are Unsatisfactory, Basic, Proficient, and Distinguished. The levels range from describing teachers who are still striving to master the rudiments of teaching (Unsatisfactory) to highly accomplished professionals who are able to share their expertise (Distinguished). It is important to recognize that the levels are levels of performance of teaching, not of teachers. This distinction is significant and reflects the fact that performance is highly variable; whereas at a general level there are patterns and consistencies, any individual lesson may be highly successful or it may fall apart.

The levels of performance are especially useful when the components are used to support mentoring, coaching, or

professional growth. The levels can inform a professional discussion and suggest areas for further learning. Although the levels are also useful for supervision and teacher evaluation, it is important that they be used to structure professional conversations and not in a “gotcha” manner.

#### UNSATISFACTORY

The teacher performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area. In some areas of practice, performance at the Unsatisfactory level represents teaching that is below the licensing standard of “do no harm.” For example, students are treated with sarcasm or put-downs (Component 2a), the environment is chaotic (Component 2c), or learning is shut down (Component 3c.) Therefore, if a supervisor encounters performance at the Unsatisfactory level, it is time to intervene.

#### BASIC

The teacher performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by an administrator) will enable the teacher to become proficient in this area.

Performance at the Basic level is characteristic of teachers new to the profession—those for whom virtually everything they do, almost by definition, is being done for the first time. So it is not surprising that not everything goes according to plan. Even when experienced teachers try a new activity, its implementation may be rough or inconsistent (for example, it may take longer than planned or not as long, or the directions for the activity may not be clear). In fact, when trying a new activity or when teaching in a new assignment, experienced teachers may perform at the Basic level for the same reason a new teacher might—they are doing something for the first time.

For supervision or evaluation purposes, this level is generally considered minimally competent for teachers early in their careers; improvement is likely to occur with experience, and no actual harm is being done to students. But enhancement of skill is important, and a mentoring or coaching program will ensure that such improvement occurs in a supportive environment.

#### PROFICIENT

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

Teachers at the Proficient level are experienced, professional educators. They thoroughly know their content, they know their students, they know the curriculum and have a broad repertoire of strategies and activities to use with students, and they can move easily to Plan B if that turns out to be necessary. And they have

eyes in the backs of their heads! Many of the routines of teaching have become automatic, and proficient teachers have developed a sophisticated understanding of classroom dynamics and are alert to events that don't conform to the expected pattern.

Teachers performing at the Proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they participate in a professional community.

#### DISTINGUISHED

Teachers performing at the Distinguished level are master teachers and make a contribution to the field, both in and out side their school. Their classrooms operate at a qualitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. All the common themes are manifested, as appropriate, in the classroom of a teacher performing at a Distinguished level.

A classroom functioning at the Distinguished level seems to be running itself; it almost appears that the teacher is not doing anything. It is seamless; the students know what to do and get right to work. When novice teachers observe a class at this level, they typically don't recognize what they are seeing; they can observe the results of what the teacher has created but aren't always aware of how the teacher did it.

Distinguished-level performance is very high performance, and, indeed, some teachers (particularly with some groups of students) may never attain it consistently. As some educators have phrased it, "Distinguished-level performance is a good place to visit, but don't expect to live there." The student component is important, because with some groups of students it is a daunting challenge to create a community of learners. It may take all year to make much progress at all. But the Distinguished level remains a goal for all teachers, regardless of how challenging it may be in any particular set of circumstances.



As a summary of the levels of performance, a swimming metaphor is helpful. The teacher at the Unsatisfactory level could be compared to a non-swimmer who has been thrown in deep water and is drowning. The swimmer who can manage the dog paddle, but nothing else, is similar to the teacher performing at the Basic level; the swimmer can get across the lake but may be swamped if any waves come up. A swimmer with command of a number of different strokes, and the knowledge of when to use which, is similar to a teacher performing at the Proficient level. A competitive swimmer who is perfecting her strokes, or a swimming teacher, would be the equivalent of the teacher performing at the Distinguished level.

The criteria for **Unsatisfactory, Basic, Proficient, and Distinguished** are contained in the components of the Northwestern Framework (see Appendices for further descriptions). Examination of the rubrics reveals that it is possible and in fact likely, that many teachers will be performing at different levels of

proficiency across the components. Importantly, an **unsatisfactory** rating on any component should alert the teacher that serious attention must be given to improved performance in that area. Upon issuing an unsatisfactory rating, administrators will provide written suggestions for improvements that are necessary for the teacher to move to at least a **basic** level of professional performance.

### **Transitioning From Phase I to Phase II**

Teachers who have satisfied the requirements of Phase I will have the opportunity to select from one of the two evaluation processes described below. A teacher's choice of a Phase II-A or a Phase II-B is reflective of his or her interests and needs at a given time. One year a teacher may choose to focus on a specific aspect of his or her classroom teaching as a Phase II-A performance goal, and the next year choose to focus on a Phase II-B project, perhaps in cooperation with one or more colleagues.

**Phase II-A: Elevating Professional Performance**, is designed to provide teachers who have met the requirements of Phase I with the opportunity to focus their professional growth activities and annual evaluation on one or more of the components of professional practice that comprise the Northwestern Framework. Teachers selecting to engage in a Phase II-A evaluation process will identify one to three components of professional practice from the Framework and then write personal performance goals relative to the identified component(s). Each teacher will be responsible for describing the activities or strategies they plan to employ in pursuing the goals as well as appropriate indicators of success. (See Appendix pg. T-9 or C-9 for a copy of the Phase II-A form).

**Phase II-B: Exploring Professional Growth**, provides teachers who have fulfilled the requirements of the Phase I evaluation program with the opportunity to pursue a professional growth project that involves the development of knowledge or skill in a specific area of professional development that may transcend the Northwestern Framework. For example, teachers desiring to pursue National Board Certification could structure a Phase II-B project based on their portfolio preparation. Teachers selecting to participate in Phase II-B will work with their administrator who will provide collegial support throughout the project. (See Appendices T-10 or C-10 for a copy of the Phase II-B form).

# Phase I: Enhancing Professional Practice

**The purpose of Phase I** is to assess and enhance the professional competency of participating teachers by employing performance-based standards developed by the Northwestern Evaluation Committee.

### ***Who qualifies and for what period of time?***

Phase I – Enhancing Professional Practice, is designed to meet the needs of the following professional staff members:

- Teachers new to the profession – 3 years
- Experienced teachers who are new to Northwestern – 2 years
- Teachers moving from a teaching to a non-teaching position or vice versa – 2 years
- Teachers applying for a continuing contract – 1 year
- Teachers placed in Phase I by the building administrator – 1 – 3 years
- Nationally Board Certified Teachers new to Northwestern District – 1 year

### **What is the process for Phase I Evaluation?**

Phase I will consist of two cycles (see chart below). At the completion of each observation a conference will be held within five working days (this conference may need to be postponed if either the teacher or the administrator is not at work). The first cycle will be completed before December 15 and the second cycle will be completed by April 1. The first observation in each cycle may be unscheduled. As a result, there may not be a pre-observation conference. In the case of an unscheduled observation, one complete lesson will be observed.

Cycle 1 to be completed by December 15<sup>th</sup>

#### Cycle 1 by December 15

Pre-observation Conference

Observation

Post-observation Conference

Pre-observation Conference (this will not occur if the second observation is unannounced)

Observation

Post-observation Conference

Evaluation Conference

Cycle 2 to be completed by April 1st

#### Cycle 2 by April 1

Pre-observation Conference

Observation

Post-observation Conference

Pre-observation Conference (this will not occur if the second observation is unannounced)

Observation

Post-observation Conference

Evaluation Conference

### **Phase I:**

#### **Pre-observation**

Teachers participating in Phase I should bring to the pre-

observation conference a completed copy of Form T-1 (page 75), the lesson plan and seating chart for the lesson to be observed.

### **Formal Observation**

The primary foci of the classroom observation cycles are the nine components of the professional practice that constitute Domains 2 and 3 of the Northwestern Framework. However, administrators may also use the pre-observation and post-observation conferences to collect and record evidence relating to Domains 1 and 4 from the Framework. Once completed the observation report (Form T-3) and the final evaluation report (Form T-4) will be placed in the teacher's personnel file.

All teachers participating in the Phase I evaluation process will be encouraged by their respective administrators (and mentor teachers, if applicable) to review the rubrics for the performance-based components. Teachers may submit evidence of their professional performance in Domains 1 through 4 (Form T-5) to their administrator at any time prior to the evaluation conference. Teachers interested in providing such evidence will find sample forms in the Appendix (Forms T-6, T-7, T-8).

### **Post-observation**

Form A-2 will be provided to the teacher at the conclusion of the observation. This form will be completed and returned to the administrator the next working day. A post-observation conference will be held within five working days from the observation (this conference may need to be postponed if either the teacher or administrator is not at work).

### ***The Evaluation***

The evaluation is based on the administrator's prior classroom visitations as well as their holistic and summative evaluation of the teacher's professional performance. The Phase I evaluation will be based on the performance based standards developed by the Northwestern Local School District Evaluation Committee. (On each of the, Phase I observations, the teacher has the opportunity to reflect on, and respond to, the administrator's summary statements and recommendations (Form T-3 or C-3 in the Appendix)). Each observation will be recorded on the Phase I: Observation Report (Form T-3 or C-3). There will be opportunities for the administrator to acquire first-hand information about a teacher's performance, including but not limited to the following: a post-observation conference, an invited visit, a "drop-in" visit, or from a professional dialogue with the teacher.

## **Phase II: Elevating Professional Performance – Exploring Professional Growth**

The purpose of Phase II is to provide veteran teachers an option to the traditional evaluation programs. Teachers choosing Phase II-A or Phase II-B are working on professional growth rather than an evaluation. Both of these options are designed to be formative in nature.

### ***Who qualifies for Phase II?***

Teachers who have satisfied the requirements of Phase I will have the opportunity to select from one of the two evaluation processes described below. A teacher's choice of a Phase II-A or a Phase II-B is reflective of his or her interests and needs at a given time. One year a teacher may choose to focus on a specific aspect of his or her classroom teaching as a Phase II-A performance goal, and the next year choose to focus on a Phase II-B project, perhaps in cooperation with one or more colleagues.

### ***What constitutes a Phase II-A evaluation?***

A teacher selecting Phase II-A will be responsible for developing a minimum of one, and a maximum of three, professional performance goals, mutually agreeable to the teacher and his or her administrator, however the administrator has the right to select one goal. Phase II-A goals must be grounded in the Northwestern framework and will include a description of relevant strategies and the indicators of success for each goal. (See Appendix T-9 or C-9).

### ***What is the process of a Phase II-A evaluation?***

A minimum of two conferences (planning and evaluation) will set the context in which the teacher and administrator have the opportunity to discuss the teacher's goals, strategic plan, and indicators for success. The first of the two conferences, the planning conference, may be held in the spring of the school year preceding the year in which the goals are to be pursued or in the fall of the school year. The time of the planning conference is to be mutually agreeable to the teacher and administrator but must be completed no later than October 1 of the school year in which the goals are to be pursued. The purpose of the goal setting conference is for the teacher and administrator to reach agreement on the performance goals to be pursued and the success indicators to be applied.

The second conference, the evaluation conference, provides the context in which the teacher and administrator meet to discuss the extent to which the indicators of success have or have not been achieved. The administrator is responsible for evaluating the teacher's success in achieving the stated goal(s) by writing a narrative evaluation statement. The teacher has the opportunity to reflect on and respond to the administrator's statement (See Form A9). This conference must be held before April 1. Once the evaluation has been completed a copy will be placed in the teacher's personnel file.

Additional conferences may be held when requested by either the teacher or the administrator.

### ***What constitutes a Phase II-B evaluation?***



A teacher participating in the Phase II-B evaluation process does so by designing and completing an Exploring Professional Growth Project (See Appendix T-10 or C-10). The Exploring Professional Growth Project represents a high form of teacher evaluation consistent with state and national trends in the profession of teaching. It is specifically designed to provide veteran practitioners with autonomy to pursue professional growth through a wide variety of activities ranging from action research to pursuing National Board Certification.

***What is the Process of a Phase II-B evaluation?***

The evaluation of a Phase II-B project is a collegial process in which teacher(s) and administrator jointly assess the progress made toward the accomplishment of the project’s stated objective(s). The final evaluation of the project should be limited to the space provided in Form T-10 or C-10. The teacher(s) may of course choose to provide artifact evidence of progress made. Such evidence will, however, not become a part of the teacher’s personnel file. For multiple year projects, an annual report on progress will be filed by the end of the school year. At the conclusion of the project, a final report developed jointly by the participant(s) and the administrator will be completed by May 1 of the year of completion.

***What distinguishes a Phase II-A Performance Goal from a Phase II-B Project?***

The following table highlights several factors that teachers and administrators may use to help them decide whether a professional development idea or activity is best developed through the Phase II-A or Phase II-B evaluation process.

<b>Phase II-A Elevating Professional Performance</b>	<b>Phase II-B Exploring Professional Growth</b>
One teacher	One or more teachers
Takes place during one school year	Can take place in one year or multiple years depending on the proposed activity
Will be based in Domains I, II, III, and/or IV of the Northwestern Framework	Can go outside of the domains e.g. project by second grade teachers on creating math units to deepen understanding of the concepts involved and improve assessment processes
One to three goals mutually agreeable to the teacher and administrator. However, The administrator has the right to select one goal. The total goals will not exceed three.	Three year maximum time frame with a reevaluation at the end of three years to discuss whether the project merits an extension beyond those three years
Results are intended for personal professional growth and may be shared	Results will be shared with the staff, entire district, at a conference or in other ways as appropriate
Focus is on improvement within the traditional job description.	Focus is on acquiring advanced skill and knowledge that may transcend the Northwestern Framework
Administrator assess performance	Teacher(s) and administrators collaboratively reflect on project

Teacher(s) choosing to pursue a Phase II-B professional growth project must submit a completed Appendix T-10 or C-10 that

includes the following three steps:

***What are the steps for completing a Phase II-B project?***

**Step One: Exploration**

In order to qualify for Phase II-B, the proposed project must be designed to develop or improve the participating teacher(s) professional skills. In other words, the project must attempt to answer a question or solve a problem that requires the teacher(s) to conduct an exploration of relevant information from the field of interest. The inquiry could take one or more of the following forms: literature reviews, site visits, interviews, participant observation, or other forms of data collection relevant to the proposed project.

**Step Two: Development**

The second required step in a Phase II-B project requires that the participating teacher(s) develop a final product that represents the results of the efforts, which may go beyond a single school year. The final product may take any number of forms depending on the nature of the exploration conducted. For example, the answer to an action research question may take the form of a written paper or multi-media presentation that explains the results of the inquiry. Comparatively, a curriculum development project may result in the development of a syllabus for a new course or unit of instruction.

**Step Three: Dissemination**

The third and final step in a Phase II-B project requires that the participating teacher(s) disseminate the results of the project. Dissemination may take any number of forms but must provide a vehicle for the wider sharing of the teacher's efforts. Wider sharing might include dissemination within the school or district but could also include broader dissemination to local, state, or national audiences. Importantly, dissemination may take the form of written, electronic, or oral presentation. Sample forms of dissemination include organizing and leading a study group within one's department, grade level, or building; developing and delivering a Summer or Winter Institute workshop; writing an article for publication in a professional journal; preparing and delivering a presentation for a professional conference. While it is impossible to identify all of the types of activities that might constitute a Phase II-B project, some broad categories and sample activities are presented on the next page.

**Sample Phase II-B Activities**

Inquiry

Self-Study  
Action Research  
Peer Observation  
Child Study  
Professional Reading & Discussion Groups

Curriculum and Instruction

Course Development  
Unit Development  
Design of New Student Assessments  
Design of Innovative Instructional Procedures  
Interdisciplinary Teaming Projects

Program Leadership and Development

Entry-Year Program  
Professional Development School Initiatives  
Community Service Projects

Other

National Board Certification  
Grant Writing

# The Framework for the Northwestern Local School District Teacher Evaluation Program

The rubrics in this document have been adapted from **Enhancing Professional Practice: A Framework for Teaching**, Charlotte Danielson, Association for Supervision and Curriculum Development, 1996, with permission from the author. The narratives have been adapted from Newport News (VA) Public School District's Teacher Performance Assessment System, with permission from the district.

This instrumentation is to be used for definition and clarification at times when teachers and administrators discuss performance in Phase I. Additionally, it can be used for additional information as teachers complete their Professional Growth Plans in Phase II.

- Domain 1 Planning and Preparation**
- Component 1a Demonstrating Knowledge of Content and Pedagogy
  - Component 1b Demonstrating Knowledge of Students
  - Component 1c Selecting Instructional Goals
  - Component 1d Demonstrating Knowledge of Resources
  - Component 1e Designing Coherent Instruction
  - Component 1f Assessing Student Learning

- Domain 2 The Classroom Environment**
- Component 2a Creating an Environment of Respect and Rapport
  - Component 2b Establishing a Culture for Learning
  - Component 2c Managing Classroom Procedures
  - Component 2d Managing Student Behavior

- Domain 3 Instruction**
- Component 3a Communicating Clearly and Accurately
  - Component 3b Using Questioning and Discussion Techniques
  - Component 3c Engaging Students in Learning
  - Component 3d Providing Feedback to Students
  - Component 3e Demonstrating Flexibility and Responsiveness

- Domain 4 Professional Responsibilities**
- Component 4a Reflecting on Teaching
  - Component 4b Maintaining Accurate Records
  - Component 4c Communicating with Families
  - Component 4d Contributing to the School and District
  - Component 4e Growing and Developing Professionally
  - Component 4f Showing Professionalism

The description for each component has three parts:

- Rationale and Explanation: provides information and examples relevant to the component
- Documentation: provides suggestions for gathering evidence of each component
- Levels of Performance Table: provides descriptions of performance for each element assessed in the component

Although the elements and components are arranged into four domains, there are many overlaps. For example, providing feedback to students (Component 3d) is part of an established culture for learning (Component 2b).

## **Domain 1: Planning and Preparation**

### **Component 1a: Demonstrating Knowledge of Content and Pedagogy Rationale and Explanation**

#### **Rationale and Explanation**

"A person cannot teach what he or she does not know." This statement captures the essence of why content knowledge is important in teaching. Regardless of a teacher's instructional techniques, he or she must have sufficient command of a subject to guide student learning. This requirement is independent of a teacher's approach: Even those who embrace a constructivist or inquiry approach to instruction must understand the content to be learned, the structure of the discipline of which that content is a part, and the methods of inquiry unique to that discipline. Teachers must be aware of the connections among different divisions of the discipline (e.g., between writing and literature) and among the different disciplines themselves.

The term "content" includes, of course, far more than factual information. It encompasses all aspects of a subject: concepts, principles, relationships, methods of inquiry, and outstanding issues. Teachers who understand their subjects know which questions are likely to interest students, yield greater understanding, or represent conceptual dead ends.

Students look to teachers as their source of information about a subject. Although teachers may sometimes withhold information to encourage student inquiry, what they do convey should be accurate. Content must be presented so that it respects the nuances of a discipline. When engaging students in a discussion, teachers should show they understand the complexities and patterns of the content to be learned. For example, teachers of non-English languages should be able to speak with the appropriate accent. Teachers of physical education should be able to demonstrate or explain the skills they are teaching.

Although necessary for good teaching, subject knowledge is not enough. An example is the teacher who knows chemistry but cannot convey that knowledge or engage students in the subject. Teachers use pedagogical techniques particular to the different disciplines to help convey information and teach skills. Approaches used in writing for example, may be very different from those in science. In addition, knowledgeable teachers know which concepts are central to a discipline and which are peripheral. Some disciplines, particularly mathematics, have important prerequisite relationships. For example, students must understand place value before they can understand addition and subtraction with regrouping. Other disciplines have similar internal constraints; students need to learn concepts or skills before they can tackle others. Knowledgeable teachers know where these important relationships are in the subjects they teach.

A teacher's knowledge of content and pedagogy is reflected in an awareness of common student misconceptions or likely sources of error—and how these should be handled. Elementary students, for example, sometimes confuse area and perimeter. A knowledgeable teacher recognizes that students may make this mistake and knows how to anticipate or correct it. Students may hold a naive and incorrect concept in science, such as how light is transmitted. Teachers who are knowledgeable about subject-based pedagogy anticipate such misconceptions and work to dispel them.

Certainly, knowledge of content and pedagogy is not stagnant but evolves over time. Even when teachers specialize at the university level in the disciplines they later teach, their knowledge, unless renewed, can become dated and stale. And if teachers' responsibilities for instruction change, they have an even greater need to become thoroughly acquainted with their new field or subfield. For example, suppose a teacher has been teaching high school chemistry for many years and switches to biology. That change will require content and pedagogical preparation in addition to that required if the teacher also continues to teach chemistry. Even teachers who stay with the same content must keep apprised of developments in the field and in the accepted best methods of engaging students with it.

Knowledge of content and pedagogy are appropriately different for teachers of different levels. Content specialists, who teach only one subject, may be held to a higher standard than generalists, who teach many subjects. Moreover, the balance between content and pedagogical knowledge varies from one discipline to another. In some disciplines, such as reading, the content does not change, but the pedagogy is critical. In others, such as science, both the content and the pedagogy change over time. That is, in reading, the instructional goal is for students to be able to derive meaning from written text. Although this goal has remained stable over many years, the approaches used (e.g., phonics and whole language) have been the subject of much controversy. Alternatively, science teachers must alter not only their instructional strategies over time but also the topics taught as new knowledge evolves.

Because of shifting enrollments, teachers are occasionally assigned to subjects or levels for which they have little professional preparation. When this happens, both the school and the teacher have a responsibility to remedy the deficiency.

### **Documentation**

Teachers provide evidence of their evolving knowledge of content and pedagogy by developing instructional plans and participating in professional growth activities. Some examples of how teachers can demonstrate their commitment to remaining abreast of new developments follow:

- Preparing lessons based on recently accepted views of best practice (e.g., using a process approach to teach writing).
- Taking graduate-level courses in a discipline or in general teaching techniques.
- Taking an active role in adapting the new content standards and curriculum frameworks to their teaching.

Since many of these activities are not directly observable in the classroom, this component is primarily displayed through written documentation. Teachers can also display knowledge of the subjects they teach through instructional artifacts, comments on student work, and their classroom interactions with students. Content errors reflect a shaky understanding of the subject, and evasive responses to students may suggest only a thin knowledge of content. Some responses are deliberately unrevealing, though, because the teacher wants to engage students in their own investigations. When in doubt, an observer should ask the teacher if such responses are deliberate.

**DOMAIN 1: Planning and Preparation**  
**Component 1a: Demonstrating Knowledge of Content and Pedagogy**

Elements:  
 Knowledge of content  
 Knowledge of prerequisite relationships  
 Knowledge of content-related pedagogy

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Knowledge of Content</b>	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
<b>Knowledge of Prerequisite Relationships</b>	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete.	Teacher's plans and practices reflect understanding of prerequisite relationships among standards topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
<b>Knowledge of Content-Related Pedagogy</b>	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.



## **Domain 1: Planning and Preparation**

### **Component 1b: Demonstrating Knowledge of Students**

#### **Rationale and Explanation**

Teachers do not teach their subject in a vacuum; they teach them to students. To maximize learning, teachers must know not only their subject and its accompanying pedagogy, but also their students.

Each age group has certain developmental characteristics—intellectual, physical, social, and emotional. Therefore, teachers' knowledge of their students should include the students' stage of developmental understanding.

Current research on cognition states that understanding involves students in actively constructing meaning based on their experiences. Knowledge acquired through memorizing information and procedures is not permanent and is generally retained only until it is tested or until its use is ended. And if such knowledge is not fully understood, it is easily dislodged.

Because students are actively constructing meaning, they build their understanding on what they already know. Some students may have erroneous information. Teachers' knowledge of students includes knowing what these misunderstandings and misconceptions are.

Students vary enormously in their interests, talents, and preferred approaches to learning. Therefore knowledge of learning styles, modalities and different intelligences should be evident as teachers help students build on their strengths while developing all areas of competence.

Many classes contain students with special needs. Part of knowing students is knowing which ones require additional assistance in learning parts of the curriculum or which ones must demonstrate knowledge in unique ways. Teachers' knowledge of students should include information about such special cases, which is used in instructional planning.

Students' academic knowledge is not the only area that affects their experiences in learning. Students bring out-of-school knowledge of everyday events, interests, and activities, as well as misunderstandings and parents' opinions to school with them. This knowledge influences school-based learning.

Students come to the school environment with social and cultural characteristics that influence how they see the world, participate in learning activities, and absorb new information.

#### **Documentation**

Evidence should be provided that indicates teachers accommodate students' background knowledge and skills as this information relates to the content, students' interests outside school and their cultural heritage. Work plans, choices in assigned student work, and student surveys all have potential as evidence for this component.

**DOMAIN 1: Planning and Preparation**  
**Component 1b: Demonstrating Knowledge of Students**

Elements:

Knowledge of characteristics of age group (intellectual, physical, social, and emotional)

Knowledge of students' varied approaches to learning

Knowledge of students' skills and knowledge

Knowledge of students' interests and cultural heritage

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Knowledge of Characteristics of Age Group</b>	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays through understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
<b>Knowledge of Students' Varied Approaches to Learning</b>	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
<b>Knowledge of Students' Skills and Knowledge</b>	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
<b>Knowledge of Students' Interests and Cultural Heritage</b>	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

# Domain 1: Planning and Preparation

## Component 1c: Selecting Instructional Goals

### Rationale and Explanation

Teaching is a purposeful activity. It is goal directed and designed to achieve certain well-defined purposes. These purposes should be clear.

In general, it is a teacher's responsibility to establish instructional goals. In classrooms organized as a community of learners, however, teachers engage students in determining these goals. As students assume an increasingly greater responsibility for their own learning, they select their own learning tasks in pursuit of shared goals.

When teachers establish instructional goals, they must take into account a number of factors: a district's curriculum (grounded in Ohio's Academic Content Standards), the requirements of external mandates (e.g., state-testing or voluntary programs such as Advanced Placement examinations), and community expectations. Instructional goals must be worthwhile and represent learning central to a discipline as well as high-level learning for the students. Not all knowledge and skills in a discipline are worth learning; trivial facts, although they may be true, are of little value. In selecting instructional goals, teachers should consider the importance of what they introduce to students.

Instructional goals must be clear and stated in terms of student learning rather than student activity: "What will students *learn* as a result of the instructional engagement?" Not, "What will students do?" There can be many types of instructional goals and they may reflect diverse long-range purposes of schooling. The goals may deal with knowledge and understanding, thinking, or social skills. Indeed, content and process goals are usually present simultaneously; far from being in conflict with one another, they complement and build on one another. That instructional goals are clearly stated does not imply that they should be low level in their cognitive challenge. Instructional goals should be capable of assessment. They must be stated in clear language that permits viable methods of evaluation and the establishment of performance standards. Verbs that define instructional goals should be unambiguous and suggest assessment techniques. For example, the goal, "The student will write for a variety of purposes and audiences," is too general to suggest assessment methodologies or standards of performance. It is Basic as a broad program goal or outcome; however, for instructional planning and assessment, it should be narrowed, tightened, and illustrated with a sample of student work.

The goals must be appropriate to the diverse students in a teacher's charge, providing for the students' age and developmental levels, prior skills and knowledge, interests, and backgrounds. Not all goals are equally suitable for all students, nor are the same goals always appropriate for all students in a class. Skilled teachers adjust their instructional goals to accommodate the diversity represented by their students.

Together, instructional goals should reflect a balance among different types of learning. Some may represent factual knowledge or conceptual understanding. Others may include reasoning skills, social skills, or communication. Still others may include

dispositions, such as a willingness to listen to all points of view or taking pride in one's work. A single lesson may incorporate only a few types of goals; a longer unit generally includes a balance.

**Documentation**

Teachers state their instructional goals and describe how the goals relate to district curriculum guidelines, state frameworks, content standards, and curriculum goals in a discipline. They can also explain how the goals are appropriate for their students. Further indication of a teacher's skill in establishing instructional goals can be derived from conversations with the teacher, either before or after a lesson is observed. The suitability of instructional goals for a diverse group of students is best observed during a classroom visit.

**DOMAIN 1: Planning and Preparation**  
**Component 1c: Selecting Instructional Goals**

Elements:

VALUE: Goals represent high expectations for students; goals reflect and demonstrate an understanding of subject matter

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, thinking as well as facts- and coordination or integration within or across disciplines.

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Value</b>	Objectives are not valuable and represent low expectations or no conceptual understanding for students. Objectives do not reflect important learning.	Objectives are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Objectives are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the objectives valuable, but the teacher can also clearly articulate how objectives establish high expectations and relate to the course of study and academic content standards.
<b>Clarity</b>	Objectives are either not clear or are stated as student activities. Objectives do not permit viable methods of assessment.	Objectives are only moderately clear or include a combination of objectives and activities. Some objectives do not permit viable methods of assessment.	Most of the objectives are clear but may include a few activities. Most permit viable methods of assessment.	All the objectives are clear, written in the form of student learning, and permit viable methods of assessment.
<b>Suitability for Diverse Students</b>	Objectives are not suitable for the class.	Most of the objectives are suitable for most students in the class.	All the objectives are suitable for most students in the class.	Objectives take into account the varying learning needs of individual students or groups.
<b>Balance</b>	Objectives reflect only one type of learning and one discipline or strand.	Objectives reflect several types of learning but no effort at coordination or integration.	Objectives reflect several different types of learning and opportunities for integration.	Objectives reflect student initiative in establishing important learning.

# **Domain 1: Planning and Preparation**

## **Component 1d: Demonstrating Knowledge of Resources**

### **Rationale and Explanation**

There are two primary types of resources: those to assist in teaching and those to help students. Although the balance between the two types varies in different settings, both should be, to some degree, evident in all contexts.

Resources for teaching include the myriad of things used in any classroom; they may be simple or complex, purchased or made by the teacher or students. Resources also include aids outside the classroom, such as museums, concert performances, and materials from local businesses. Teachers can draw from a wide variety of human resources, from experts within the classroom community (students and parents), to those from the larger business and civic world. Some resources are available from a school or district, such as texts. Most teachers extend their reach for instructional materials beyond what a school provides, thereby enhancing their students' experiences.

Other resources that should be considered as teachers design work for students are such things as time, space, information represented by curricula and records, and technology. If a teacher's goal is success for all students, varying the amount of time given to produce a product or develop meaning may be called for. True learning doesn't conform to 30 or 50 minute time blocks. Teachers also control the learning environment. Furniture arrangement should be carefully considered and designed to match with the intended goals. Likewise, a teacher can choose to move a class to a new location to enhance the learning. Designing an experience for the school playground or an outdoor classroom can have a positive effect on student achievement, but only if the environment and the goals are congruent. Regardless of the types of resources used to engage students, it remains the teacher's responsibility to assume that they are appropriate for the work and that they are managed in a purposeful fashion.

When teachers are knowledgeable about the range of resources to aid their teaching, they can expand their repertoire of instructional goals knowing that they can go to these resources for help. Awareness of these resources is the first step in using them in a classroom.

Knowledge of resources to assist students is part of all teachers' responsibility. Students' full potential can only be realized if their teachers are aware of what is available. Resources for students include items and services available both through and beyond the school. These resources can take the form of special services, such as an instructional aide to help a hearing-impaired student. Resources may include a range of offerings within a regular school setting, for example, resource room assistance for learning disabled students at the elementary level or courses geared for different levels of challenge at the secondary level. Some outside resources help academic learning: tutoring services and homework hot lines. Others meet non-academic needs: Big Brother and Big Sister programs and mentoring programs. Most communities sponsor agencies to help students who have acute physical needs (e.g., providing winter coats and shoes) and students who are victims of physical or sexual abuse or who themselves abuse alcohol or drugs.

**Documentation**

Information about teachers' knowledge of resources is shown primarily through the development of unit plans that encompass at least a week, and other long-range planning done by the teacher. In addition, this component can be discussed during the evaluation conference or at other times to also provide some evidence of this element.

**DOMAIN 1: Planning and Preparation**  
**Component 1d: Demonstrating Knowledge of Resources**

Elements:  
 Resources for teaching (e.g. time, space, people, information, technology)  
 Resources for students

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Resources for Teaching</b>	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
<b>Resources for Students</b>	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.



# Domain 1: Planning and Preparation

## Component 1e: Designing Coherent Instruction

### Rationale and Explanation

A teacher translates instructional goals into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, the teacher is in charge of organizing the environment, managing the learning process, and establishing the framework for investigations.

Since instructional goals are varied, the choice of instructional strategies is also likely to vary. For example, the methods used in helping students understand a routine procedure, such as how to clean laboratory glassware, are likely to be different from those used in enabling students to engage in independent projects. Some lessons consist of presentations, while others are more like workshops, with a teacher's role correspondingly different.

A critical element in instructional design is the creation or adaptation of a series of learning activities within an instructional unit. This sequence should be logical and likely to engage students in meaningful activities. The activities should progress from easier to harder, simple to more complex, from attention to one domain of learning to integration across several. The activities should be suitable to students in terms of their age, prior knowledge and interests, and approaches to learning. The activities and grouping strategies should vary, showing many ways to engage students in the content. Small group work and reporting out may be an effective approach, but as a steady diet, such activity will become tedious.

Another element in instructional design is the choice of materials and resources. Teachers should select these carefully and make sure they clearly support the instructional goals. Materials and resources also need to engage students in meaningful learning; hence, directions and guidelines for a project are likely to yield higher quality student learning than a fill-in-the-blanks worksheet. Compatibility with recent research findings that are reported in professional journals and reflected in the content standards is another important element of good instructional design. For example, with the National Council of Teachers of Mathematics standards and many state curriculum guides urging a problem-solving approach to the teaching of mathematics, coherent instruction should reflect such an orientation. Similarly, educators are urged to engage students in the "doing" of science and in investigating history topics in depth.

A coherent instructional unit has a well-defined structure. Individual activities support the whole, with each activity playing an important role. Time allocations are reasonable, with opportunities for students to engage in reflection and closure. Topics from one part of the unit are connected with others; students explore a subject from many different angles and understand the relationship of the parts to the whole. Instructional groups are suitable to both the instructional goals and the students. Where appropriate, students themselves take some initiative in choosing their own work group.

### Documentation

Planning for coherent instruction is demonstrated by a unit plan encompassing at least a week. This time span enables teachers to

demonstrate their skill in organizing and sequencing activities to engage students in learning, in using a variety of materials and groups appropriately, and in allocating reasonable time. Lesson plans reveal detailed planning and enables observers to see the coherence of that instructional event.

**DOMAIN 1: Planning and Preparation**  
**Component 1e: Designing Coherent Instruction**

Elements:  
 Learning Activities  
 Instructional materials and resources  
 Instructional groups  
 Lesson and unit structure

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Learning Activities</b>	Learning activities are not suitable to students or instructional objectives. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional objectives. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional objectives. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional objectives. They progress coherently, producing a unified whole and reflecting recent professional research.
<b>Instructional Materials and Resources</b>	Materials and resources do not support the standards based instructional objectives or engage students in meaningful learning.	Some of the materials and resources support the instructional objectives, and some engage students in meaningful learning.	All materials and resources support the instructional objectives, and most engage students in meaningful learning.	All materials and resources support the instructional objectives, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
<b>Instructional Groups</b>	Instructional groups do not support the instructional objectives and offer no variety.	Instructional groups are inconsistent in suitability to the instructional objectives and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional objectives.	Instructional groups are varied, as appropriate to the different instructional objectives. There is evidence of student choice in selecting different patterns of instructional groups.
<b>Lesson and Unit Structure</b>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

# Domain 1: Planning and Preparation

## Component 1f: Assessing Student Learning

### Rationale and Explanation

Only through the assessment of student learning can teachers know if students have met the instructional goals of a unit or lesson. The more diverse the types of instructional goals, the more diverse the approaches to assessment must be.

One requirement of a design for assessing student learning is that each instructional goal can be assessed in some way. Moreover, the assessment methodologies must be appropriate to the different types of goals. For example, a science unit may contain seven instructional goals: one related to factual knowledge, one to conceptual understanding, two to data analysis, two to communication of findings, and one to collaboration skills. Clearly, no single approach is suitable for all these goals. A simple factual test may be appropriate for the factual knowledge; but for conceptual understanding, data analysis, communication of findings, and collaboration skills, other approaches are necessary.

A well-designed approach is clear about how student work will be evaluated. Again, this type of evaluation is relatively easy with a test in which questions have a single right answer. Student responses can be counted and percentages calculated. But for more complex instructional goals and for assessment methods that don't yield a single correct response, part of designing an assessment is to determine a scoring system or a rubric for evaluating student work. Such a rubric not only identifies the criteria of an acceptable response but also establishes standards of performance. An example is an instructional goal that states, "Students will write a descriptive essay." For the goal to be meaningful, a teacher needs to define the length and organization of the essay, attention needed for the mechanics, and use of language. If possible, students should know the required standards of achievement.

Secrecy has no role in assessment –such an environment feels like "gotcha" to students. Of course, the exact questions that will appear on an assessment should not be given to students in advance. But there is no reason they can't be informed about the type of questions that will be asked and the content to be learned. Then by studying that content and by reviewing exemplary responses to sample items, students can better prepare for the assessment.

Assessment methodologies ideally should reflect authentic, real-world applications of knowledge and understanding. Although not always possible, such authenticity motivates students and provides teachers with excellent insight into student learning.

Some schools collect student work in a portfolio and use that as the basis for assessment and future placement, for example, in advanced courses. Such an approach requires careful consideration of what goes into the portfolio and the criteria used in evaluating each piece of work.

The full power of assessment is its use in providing feedback to students (Component 3d), reflecting on teaching (Component 4a), and assessing student learning (Component 1f). When used to inform the instructional process and plans for next steps, assessment becomes integral to the act of teaching.

### Documentation

Teachers' skill in assessing student learning is demonstrated primarily through their lesson and unit plans.

**DOMAIN 1: Planning and Preparation**  
**Component 1f: Assessing Student Learning**

Elements:  
 Congruence with instructional goals  
 Criteria and standards  
 Use for planning

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Congruence with Instructional Goals</b>	Content and methods of assessment lack congruence with instructional objectives.	Some of the instructional objectives are assessed through the proposed approach, but many are not.	All the instructional objectives are nominally assessed through the proposed plan, but the approach is more suitable to some objectives than to others.	The proposed approach to assessment (e.g. for more complex instructional objectives a scoring system, or a rubric for evaluating student work is developed) is completely congruent with the instructional objectives, both in content and process.
<b>Criteria and Standards</b>	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards. (e.g. This might be accomplished by sharing a 'model' project or paper and having students identify the elements that should be used in assessing their own work.)
<b>Use for Planning</b>	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps. (e.g. students actively participate in writing conferences and use the feedback in their own writing.)

## **Domain 2: The Classroom Environment**

### **Component 2a: Creating an Environment of Respect and Rapport**

#### **Rationale and Explanation**

Teaching is a matter of relationships among individuals. These relationships should be grounded in rapport and mutual respect, both between a teacher and students and among students.

Teachers create an environment of respect and rapport in their classrooms by the ways in which they interact with students and by the interaction they encourage and cultivate among students. In a respectful environment, all students feel valued and safe. It is important that the students feel protected from adverse consequences for initial failures. They know they will be treated with dignity, even when they take intellectual risks. High levels of respect and rapport are sometimes characterized by friendliness and openness, and frequently by humor, but never by a teacher forgetting his or her role as an adult.

Sometimes, teachers convey their caring for students through a somewhat stern demeanor and businesslike atmosphere. Underneath, however, is the essential caring that teachers exhibit for their students and the caring that students are encouraged to exhibit for one another.

It is important that affiliation needs between students and adults are satisfied in the learning environment. Lack of respect and rapport are demonstrated in many ways. Teachers may disregard or demean some students' contributions. They may use sarcasm and put-downs, or they may permit students to engage in similar behavior. Teachers may show favoritism or be inappropriately friendly or pals with their students.

Appropriate ways of demonstrating respect and rapport reflect the context and depend on nonverbal as well as verbal behavior. What is suitable for kindergarten children is unusual, or even inappropriate, for high school students. Parts of student-teacher interaction may be influenced by the authenticity of the lesson and cultural traditions of students; for example, ways of showing respect in one environment may be offensive in another.

#### **Documentation**

Teachers demonstrate skill in establishing an environment of respect and rapport through their words and actions in the classroom. Occasionally, interaction with a student may require that a teacher offer an explanation so that an observer can fully understand the teacher's actions. Such explanations can take place in a discussion following the class.

**DOMAIN 2: The Classroom Environment**  
**Component 2a: Creating an Environment of Respect and Rapport**

Elements:  
Teacher interaction with students  
Student interaction

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Teacher Interaction with Students</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
<b>Student Interaction</b>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

## **Domain 2: The Classroom Environment**

### **Component 2b: Establishing a Culture for Learning**

#### **Rationale and Explanation**

In classrooms with a strong culture for learning, everyone, including the teacher, is engaged in pursuits of value. Rather than an atmosphere of "getting by," or "punching the time clock," both students and teachers take pride in their work and give it their best energy. In such classrooms, it is "cool" to be smart, and good ideas are valued.

A culture for learning implies high expectations for all students and a safe environment for taking risks. Students know that they do not have to fear ridicule when they advance an idea and that their teachers will ensure that their ideas receive a thoughtful reception. Moreover, students know that their teacher has a high regard for their abilities, and they are strengthened in their commitment to high-quality work. These high expectations, which students internalize and convey, are at the heart of a culture for learning.

Classrooms without a culture for learning are characterized by an atmosphere where no one—teacher or students—cares about the content to be learned. The teacher may even indirectly blame the textbook, the administration, the state, or the district for a curriculum that he or she doesn't think has much value. Students are lethargic or alienated, do not invest energy in their work, and appear motivated by the desire to get by, preferably with as little effort as possible. On the other hand, classrooms with a culture for learning are cognitively busy places, with students and teacher setting a high value on high-quality work. Students work may be displayed, and student-teacher interactions are characterized by teacher insistence on and student acceptance of the need for students to expend their best efforts. Both students and teacher see the content as important, and students take obvious pride in their work.

Students, as well as the teacher, demonstrate that a culture for learning has been established. Such a culture is highly dependent on factors outside the school. For example, some families value education more than others. Nevertheless, teachers have a responsibility to create such an atmosphere in their classrooms.

A culture for learning can be established in every classroom. School-wide commitment to the culture greatly strengthens the classroom environment. Formal and informal school norms, from awards and assemblies, to recognition by the principal, to displays of student work in hallways and other public spaces, reinforce the commitment. Such a school demonstrates high levels of intellectual energy, extending beyond the specific demands of the school curriculum.

#### **Documentation**

Evidence of a culture for learning is found primarily in the classroom itself, where it's evident from the look of the room (which shows student work), nature of the interactions, and tone of the conversations. Teachers' instructional goals and activities, described in lesson plans and in instructional units, also document high expectations for learning of all students. Conversations with students reveal that they value learning and hard work.



**DOMAIN 2: The Classroom Environment**  
**Component 2b: Establishing a Culture for Learning**

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

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Importance of the Content</b>	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
<b>Student Pride in Work</b>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
<b>Expectations for Learning and Achievement</b>	Instructional objectives and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional objectives and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional objectives and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

## **Domain 2: The Classroom Environment**

### **Component 2c: Managing Classroom Procedures**

#### **Rationale and Explanation**

Teaching requires good management before good instruction is possible. The best instructional techniques are worthless in an environment of chaos. Therefore, teachers find that they must develop procedures for the smooth operation of the classroom and efficient use of time before they can address instructional techniques. Routines are established for the movement and management of classroom groups, distribution and collection of materials, performance of non-instructional responsibilities, and supervision of volunteers and paraprofessionals. Students understand where they are to go and what they are to do, with minimal confusion.

A poorly managed classroom is easy to spot. Time is wasted in non-instructional matters, students must wait for a teacher's attention, instructional groups are off-task, materials are not at hand, and transitions are confused. In a well-managed classroom, procedures and transitions are seamless and students assume responsibility for the classroom's smooth operation. Instructional groups are engaged at all times with students functioning well in those groups. Even when the teacher is not directly monitoring their activities, students working in groups maintain their momentum, seeking help when they need it.

Experienced teachers demonstrate their skill in managing smooth transitions. Different activities have clear beginnings and endings, and minimal time is lost as the teacher and students move from one lesson segment to another. Materials needed for instruction are at hand. Procedures for distributing and collecting them are well established and followed. Students assume responsibility for the care and location of materials, which are easily found.

Experienced teachers devise routine techniques for expediting the myriad non-instructional duties for which they are responsible, leaving maximum time for instruction. Little time is lost in taking attendance or lunch count, collecting permission slips, and organizing extracurricular activities.

Classroom volunteers and paraprofessionals can greatly enhance the quality of a program, but they generally require a considerable amount of supervision before they can make much of a contribution. Experienced teachers devote the necessary time to providing guidance to their assistants. As a result, they ensure that those assistants make a substantial contribution to the class.

#### **Documentation**

Evidence for how teachers manage classroom procedures is obtained through classroom observation. Most teachers also explain their procedures.

**DOMAIN 2: The Classroom Environment**  
**Component 2c: Managing Classroom Procedures**

Elements:

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties
- Accessibility to learning and use of physical resources

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Management of Instructional Groups</b>	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed to maximize student engagement.	Groups, working independently, are engaged in the task, with students assuming responsibility for the productivity of their team.
<b>Management of Transitions</b>	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
<b>Management of Materials and Supplies</b>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation
<b>Performance of Non-instructional Duties</b>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
<b>Accessibility to Learning and Use of Physical Resources</b>	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

## **Domain 2: The Classroom Environment**

### **Component 2d: Managing Student Behavior**

#### **Rationale and Explanation**

Learning occurs best in an environment where students are well managed and in control of their behaviors. When students are deeply engaged in authentic work, they are less likely to engage in off-task behaviors which can be disruptive to the learning process. Most classrooms are crowded places, with students sharing space and materials. This proximity, exacerbated by other elements, can cause students to be disruptive. Experienced teachers recognize that much of what appears to be student misbehavior is actually the result of other causes:

- Students who are not prepared attempt to camouflage their situation by "acting out."
- Students who find a task un-engaging let their attention wander to more interesting matters. For example, high school students pass notes or discuss out-of-class events; a second grader converts his pencil to a "car" and runs it around his desk, using appropriate sound effects.
- Students who have poorly developed social skills and low self-esteem find opportunities to initiate oral and physical confrontations with other students, disrupting a class.

A key to efficient and respectful management of student behavior lies in agreed-upon standards of conduct and clear consequences for overstepping the bounds. Such standards may encompass appropriate language (e.g. no swearing), attire (e.g. no hats), and various procedures for being recognized to speak during a discussion (e.g. raise hand or other signal for the discussion leader), for entering or leaving the classroom (e.g. lining up or dismissal by rows), for sharpening pencils, for getting materials, and for going to the restroom.

Whatever the details of the standards of conduct, which may be expressed in a variety of ways in individual classrooms, approaches to managing student behavior in classrooms with high engagement levels share certain common characteristics:

- Expectations are clear to everyone and may be posted.
- The standards of behavior are appropriate to the developmental levels of the students and are consistent with the cultural norms of students in the class.
- Expectations are consistently applied without favoritism.
- Teachers are aware of what is going on; they have "eyes in the backs of their heads." Teachers sometimes influence students, for example, by calling on a student to redirect her attention or by moving nearer to a student.
- Teachers refrain from losing their temper, banging books on desks, or otherwise demonstrating that they have lost their composure. Students do not fear being physically or orally attacked.
- Any chastisement of conduct focuses on a student's behavior, not on the student. It is carried out so that the classroom rhythm is only minimally disrupted and the student's dignity is maintained.
- Teachers teach students to monitor their own behavior and encourage them to do so.

#### **Documentation**

A teacher's skill in managing student behavior must be observed in

the classroom. Standards of conduct, however, must frequently be inferred because in a smooth running classroom, an observer may not witness explicit attention to those standards. Rather, student behavior indicates that a teacher has established standards at the beginning of the year and has maintained them consistently. Even though most teachers can also articulate their approach to standards of conduct, implementation is critical.

**DOMAIN 2: The Classroom Environment**  
**Component 2d: Managing Student Behavior**

Elements:

Expectations

Monitoring of student behavior

Response to student misbehavior

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Expectations</b>	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 for most situations, 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.
<b>Monitoring of Student Behavior</b>	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to and consistently corrects student behavior.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior.
<b>Response to Student Misbehavior</b>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	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 3: Instruction**

### **Component 3a: Communicating Clearly and Accurately**

#### **Rationale and Explanation**

For students to become engaged in learning, they must be exposed to clear directions and explanations. In addition, a teacher's use of vivid and expressive language can enhance a learning experience. Clear and accurate communication has two elements.

The first element is clarity of directions and procedures. When students work independently or in small groups, the information they receive must be clear. Otherwise, valuable time is lost while they are confused or engaged in the wrong activity. Clear directions may be given orally, in writing, or a combination of the two. When students are determining their own procedures or activities, a teacher should make clear any limits to their choices.

The second element is the quality of oral and written language. Teachers communicate with students largely through language, which must be understood. Students often model their use of language on that of their teachers. Teacher's language should reflect correct usage and contain expressive vocabulary. Formal and informal languages are both acceptable at appropriate times. If teachers decide to use informal language, they should be aware that they are doing so and make their students aware of the difference. Teachers' language should also reflect a careful choice of words and a vocabulary suitable to the richness of the discipline.

#### **Documentation**

Information about the clarity and accuracy of teacher communication is derived from classroom observation.

**DOMAIN 3: Instruction**  
**Component 3a: Communicating Clearly and Accurately**

Elements:  
 Directions and procedures  
 Oral and written language

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Directions and Procedures</b>	Teacher directions and procedures and confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.



## **Domain 3: Instruction**

### **Component 3b: Using Questioning and Discussion Techniques**

#### **Rationale and Explanation**

Teachers' skill in questioning and in leading discussions is valuable for many instructional purposes, eliciting student reflection and challenging deeper student engagement.

Before teachers have acquired skill in questioning and discussion, they tend to pose primarily rapid-fire, short-answer, low-level questions to their students, using questions as a vehicle for students to demonstrate their knowledge. Such questioning is better labeled "recitation" rather than "discussion," because the questions are not true questions. Rather, they are a form of quiz in which teachers elicit from students their knowledge on a particular topic.

Alternatively, poor questions may be those that are boring, comprehensible to only a few students, or narrow - the teacher has a single answer in mind even when choices are possible. When teachers use skilled questioning they engage their students in an exploration of content. Carefully framed questions enable students to reflect on their understanding and consider new possibilities. The questions rarely require a simple yes/no response and may have many possible correct answers. Competent teachers allow students time to think before they must respond to a question. They encourage all students to participate. Teachers often probe a student's answer, seeking clarification or elaboration through such questions as, "Could you give an example of that?" or "Would you explain further what you mean?" Teachers show students how to frame questions of high cognitive challenge and how to use the questions to extend learning.

Competent teachers also cultivate their skills in leading discussions. As a result, class discussions are animated, engaging all students in important questions and using discussion format as a technique to extend knowledge. In a well-run discussion, a teacher does not hold the center stage but rather encourages students to comment on one another's answers and request further elaboration. In classes accustomed to discussion, students assume considerable responsibility for the depth and breadth of the discussions.

In a well-run discussion, all students are engaged. The dialogue is not dominated by a few "star" students and the teacher is not simply waiting for someone to provide the answers he or she has been looking for. Rather, all students are drawn into the conversation; the perspectives of all students are sought. In other words, all voices are heard.

One mark of skill in leading discussions is a teacher's response when students pursue an enjoyable but irrelevant tangent. Accomplished teachers are able to pull the group back to the topic while demonstrating respect for the student.

In a classroom where a teacher uses questions and discussions to enhance learning, the teacher may pose a single, well-crafted question, then wait for a thoughtful response. Follow-up questions like, "Does anyone see another possibility?" or "Who would like to comment on Jerry's idea?" may provide a focus for the entire class period. The teacher gradually moves from the center to the side of

the discussion and encourages students to maintain the momentum. At times the teacher may find it necessary to rephrase the question to refocus group attention on the topic. In the hands of a skilled teacher, discussion becomes a vehicle for deep exploration of content.

Lastly, a well-run discussion uses questions posed by the students. The formulation of questions requires that students engage in analytical thinking. This motivates them more than questions the teacher presents.

**Documentation**

Teachers' skill in questioning and discussion techniques is seen almost exclusively in classroom observations. The initial questions may be included in a submitted lesson plan.

**DOMAIN 3: Instruction**  
**Component 3b: Using Questioning and Discussion Techniques**

Elements:  
 Quality of questions  
 Discussion techniques  
 Student participation

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Quality of Questions</b>	Teacher's questions are virtually all of poor quality. They generally require students to recall facts and terms.	Teacher's questions are generally at the knowledge and comprehension levels of Bloom's taxonomy. Only some questions encourage students to infer, synthesize, or evaluate the information contained in the lesson or unit.	Teacher's questions require students to infer, synthesize, or evaluate the information contained in the lesson or unit. Adequate time is available for students to respond.	Teacher's questions require students to infer, synthesize, or evaluate the information contained in the lesson or unit, with adequate time for students to respond. Students formulate many questions.
<b>Discussion Techniques</b>	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<b>Student Participation</b>	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages most students in the discussion.	Teacher successfully engages all students in the discussion.

## Domain 3: Instruction

### Component 3c: Engaging Students in Learning

#### Rationale and Explanation

If one component can claim to be the most important, this is the one. Engaging students in learning is the "raison d'être" of education. All other components are in the service of student engagement, from designing and planning work, to establishing a supportive environment, to reflecting on classroom events. Lack of engagement is easy to spot, manifesting itself as students doodling on their notebooks, passing notes, or gazing out of the window. Occasionally, lack of engagement takes more aggressive forms such as disruptive student behavior.

Student engagement is not the same as "time on task," a concept that refers to student involvement in instructional activities. Students may be completing a worksheet (rather than talking or passing notes) and therefore be "on task" even if the worksheet does not engage them in significant learning. Perhaps the worksheet requires skills and knowledge that they do not yet have. Perhaps it represents concepts that, because the students learned them long ago, constitute no challenge. Mere activity, then, is inadequate for engagement. Nor is simple participation sufficient. What is required for student engagement is intellectual involvement with the content, or active construction of understanding. School is not a spectator sport. Successful instruction requires the active and invested participation of all parties.

Physical materials may enhance student engagement in learning. For example, many elementary-level mathematics concepts are best explained and explored using physical representations. When students use physical materials, they are more likely to be actively engaged in learning than if they don't use them. But physical materials are no guarantee of engagement—students can mess around unproductively with manipulatives, learning nothing. What is required is mental engagement, which may or may not involve physical activity. Hands-on activity is not enough; it must also be "minds-on."

Students can be engaged in different ways, making mental engagement more difficult to identify. For example, suppose a teacher is introducing the concept of symbolism in literature or explaining the difference between active and passive solar energy. The method for presenting information may be reading, followed by small group discussion or a teacher-led mini-representation, followed by an individual activity. If the instructional goals relate to information that must eventually be learned by rote (e. g. multiplication facts), the activities can still engage students intellectually. Searching for patterns in the numbers or devising techniques to enhance memorization are examples of this. Student engagement consists of several distinct, though related, elements:

**Representation of Content** All teachers face the challenge of helping students understand new content. The new content may consist of concepts (e.g. buoyancy and density or place value), skills (e.g. a basketball lay-up), or relationships (e.g. the role of the Renaissance on the development of art in Europe). How this content is presented, or represented, to students has enormous bearing on their understanding. When students remember a teacher years afterward, it is often the teacher's skill in this area

that has been memorable.

Skilled teachers select examples and metaphors that illuminate the new ideas or skills, connecting new content to students' knowledge, interests, and a school's culture. For example, in explaining the Trojan Horse, a teacher may liken it to a possible (or actual) infiltration of a high school's football team by the opposition. Presentation of content can take the form of oral description, visual representation, as through some type of graphic organizer, or teacher-led discussion.

**Activities and Assignments** (including homework) For students to engage deeply with content, they must participate in learning activities that challenge them to construct understanding. These activities and assignments may take many forms and depend on the context, but they tend to share certain characteristics:

- *Emphasize problem-based learning.* Successful knowledge work requires that students solve a problem or answer an important question. For example, when fourth graders determine which set of objects conducts electricity or when high school students determine if the number of delegates to the Constitutional Convention was related to each state's population, they are engaging in problem solving. The fact that each question actually has a correct answer does not make it trivial. The students must determine an approach, interpret their findings, and possibly formulate additional questions. From their point of view, they are answering a question and engaging in problem-based learning.
- *Permit student choice and initiative.* Many well-designed activities encourage or even require students to make choices and take initiative. To some degree, student choice naturally accompanies a problem-based approach. In addition, even when activities and assignments are not problem-based (e.g. a journal entry), students are more deeply engaged in the content if they have a high degree of choice on the details of the activity. The highest level of student engagement happens when students exercise initiative in formulating their own questions and designing their own investigations.
- *Encourage depth rather than breadth.* Activities and assignments designed to enhance student engagement are not superficial. They challenge students to search for underlying causes, explain their thinking, and justify a position. Work designed for depth represents an appropriate cognitive challenge for students, not permitting easy answers or flippant responses. Typically such activities engage students in generating knowledge, finding patterns, and testing hypotheses.
- *Require student thinking.* Activities and assignments that students can complete without thinking are not engaging them. Of course, the level of thinking required must be appropriate to students' age and skill. What is considered a trivial bit of knowledge for an adult, such as identifying the different ways to make 23 cents with coins, represents high-level thinking for first graders. The optimal level of thinking needed for a task stretches students, but they can still complete it successfully. Ensuring this success for

large numbers of diverse students is not an easy task, which is why activities and assignments that can be approached on several levels are particularly suitable for a diverse group.

- *Designed to be relevant and authentic.* Typically, activities and assignments designed for maximum student engagement represent relevant and authentic applications of knowledge. Searching for a contemporary analogy or metaphor for a historical event is an effective technique to promote deep understanding. Some content, however, is and must be abstract, such as the behavior of trigonometric functions.

**Grouping of students.** Students may be grouped in many different ways to enhance their level of engagement: in a single, large group led by either the teacher or another student; in small groups, either independent or in an instructional setting with the teacher; and independently. In small groups, the ability level and skill in an area can be homogeneous or heterogeneous. Students can choose their own groupings, with partners, in triads, or in other configurations that they or the teacher establish.

Teacher decisions about student groupings are based on a number of considerations. Chief among these is suitability to the instructional goals and desired products. Most important, the type of instructional group should reflect what a teacher is trying to accomplish and should serve those purposes.

**Use of Instructional Materials and Resources.** Instructional materials can include any item that assists students in engaging with content: textbooks, readings, lab equipment, maps, charts, videos, math manipulatives, and technology. Instructional materials are not, in themselves, engaging and un-engaging; rather, it is the teacher's and students' use of the materials that is the determinant. For instance, students can use laboratory materials to formulate and test hypotheses about a phenomenon, or a teacher can use them to present an experiment, while students simply observe.

**Structure and Pacing.** Pacing in the classroom is appropriate to the students and content, and suitable opportunities for closure are provided. Students do not feel rushed in their work; nor does time drag while some students are completing their work.

Last and related to timing, is the structure of the instructional episode or work plan. Well designed instruction has a defined structure and students know where they are in that structure. Some work plans have a recognizable beginning, middle, and end, with a clear introduction and closure. Others consist more of a working session. Work done in studio art is an example of such a session. In either case, there is a structure to what happens and that structure has been created through the teacher's design.

#### **Documentation**

Observing a class is the best method for witnessing a teacher's skill in promoting student engagement. Other indications include an instructional artifact submitted, videotape of a class, and examples of student work. A teacher's planning for engagement can be seen in the unit plan.

**DOMAIN 3: Instruction**  
**Component 3c: Engaging Students in Learning**

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

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Representation of Content</b>	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students may contribute to representation of content.
<b>Activities and Assignments</b>	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students may initiate or adapt activities and projects to enhance understanding.
<b>Grouping of Students</b>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional objectives of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional objectives of a lesson.	Instructional groups are productive and fully appropriate to the instructional objectives of a lesson. Students may take the initiative to influence instructional groups to advance their understanding.
<b>Instructional Materials and Resources</b>	Instructional materials and resources are unsuitable to the instructional objectives or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional objectives, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional objectives and engage students mentally.	Instructional materials and resources are suitable to the instructional objectives and engage students mentally. Students may initiate the choice adaptation, or creation of materials to enhance their own purposes.
<b>Structure and Pacing</b>	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

## Domain 3: Instruction

### Component 3d: Providing Feedback to Students

#### Rationale and Explanation

Feedback is information teachers provide to students about their progress in learning. In using feedback or affirmation of performance, such as comments on a piece of writing or an explanation of how the process a student used to solve a math problem was misguided, students advance their understanding.

The process of feedback individualizes instruction. Even when instructional goals and learning activities are common to an entire class, the experience of individual students is distinct. It is essential that teachers provide feedback equitably, that all students receive feedback on their work. It is not equitable, for example, for a few pupils to receive detailed, constructive suggestions on their papers, while others receive negative feedback only, or the teacher gives little attention to other students' work.

To provide affirmation of performance, teachers must carefully watch and listen to students. Students reveal their understanding through the questions they ask, their approaches to projects and assignments, and the work they produce. Students frequently surprise their teachers with their interests and insights. Based on such unexpected events, teachers occasionally alter their plans so that students can pursue alternate instructional goals from those originally envisioned.

Teachers typically provide affirmation of performance to students on their learning, perhaps subtly, when they use quizzical looks as students attempt an explanation or nods of encouragement as a student works through a math problem. But there are other sources of feedback in addition to teachers:

- Instructional activities (e.g. when students discover from a science experiment that their understanding was incorrect)
- Materials (e.g. the answers to math problems in the back of the textbook)
- Computer programs
- Other students (e.g. peer review of a writing assignment)
- Other adults inside and outside the school (e.g. community member judges for a science fair)
- Parents and other family members

Affirmation of performance should be provided on all significant work: papers, test, quizzes, and classwork. Some student assignments are valuable even if the students receive no feedback. An example is student improvement in writing fluency simply through writing. But most student learning depends on attention to instructional goals, with teachers assisting on meeting those goals. This focus implies that opportunities for feedback should be fully exploited by means such as written comments on a student's test, a teacher-student conference, or teacher feedback using an audiotape. Some affirmation may be non-verbal. Teachers convey meaning in many ways, from smiles and nods to a puzzled look or a reassuring gesture.

To be effective, feedback should be accurate, constructive, substantive, specific, and timely. Global comments such as "very good" do not qualify as feedback, nor do comments to an entire class about the weaknesses of a few students. Peer suggestions



may not be accurate or helpful; feedback that undercuts a student's sense of value does not promote learning. A teacher's responsibility is to see that the feedback is accurate. Papers returned three weeks after students handed them in, regardless of the quality of the comments, do not provide timely feedback.

The value of affirmation of performance is maximized if students use it in their learning. That is, if students don't use a teacher's comments, they can't learn from them. In most cases, such student use of feedback requires planning by the teacher, and time must be made available for it.

**Documentation**

Affirmation of performance can occasionally be witnessed during classroom observations. This depends upon the activities planned. Generally, affirmation of performance is documented in other ways, such as on teacher or peer comments.

<b>DOMAIN 3: Instruction</b> <b>Component 3d: Providing Feedback to Students</b> Elements: Quality: accurate, substantive, constructive, and specific Timeliness				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Quality: Accurate, Substantive, Constructive, and Specific</b>	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
<b>Timeliness</b>	Feedback is not provided in a timely manner.	Timeliness of feedback in inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

As stated on page 100 of Enhancing Professional Practice: A Framework for Teaching, "... comments such as 'very good' do not qualify as feedback, nor do comments to an entire class about the weaknesses of a few students." Robert Marzano in Classroom Instruction that Works provides data from various research studies that found the best type of feedback is corrective in nature. He states, "This means that it provides students with an explanation of what they are doing that is correct and what they are doing that is not correct." Marzano goes on to state that "simply telling students that their answer is right or wrong has a negative effect on achievement ... the best feedback appears to involve an explanation as to what is accurate and what is inaccurate in terms of student responses." He goes on to say that "when possible, teachers should try to focus their feedback on specific types of knowledge and skill."

## Domain 3: Instruction

### Component 3e: Demonstrating Flexibility and Responsiveness

#### Rationale and Explanation

Teaching means making hundreds of decisions daily. Some are small and trivial; most are not. The most difficult decisions have to do with adjusting a lesson plan in midstream when it is apparent that such adjustments will improve students' experience. For example, an activity may be confusing to students or require understanding they have not yet acquired. Alternatively, a planned activity may be suitable for only some in a class, requiring adjustments for others.

Teachers can demonstrate flexibility and responsiveness in three types of situations. **One** is an instructional activity that is not working. If students have never heard of a phenomenon upon which a teacher is basing an entire explanation, or if an activity is not appropriate for them, the teacher may choose to abandon an entire activity or to modify it significantly. Sometimes such adjustments involve a major change. At other times, the shift is more modest. Occasionally a change in pace is all that is required; students are lethargic when the pace is too slow, but they become re-energized when the pace increases.

The **second** situation that happens occasionally is a spontaneous event that provides an opportunity for valuable learning. A second grader arrives at school with a caterpillar that immediately captures the interest of the rest of the class. Events at the secondary level, such as an athletic contest or a schoolwide conflict, can divert the attention of the entire school. Handling such events is a challenge every teacher faces. These events offer a "teachable moment" and a springboard for an important and memorable intellectual experience. Teachers demonstrate flexibility when they seize upon a major event and adapt their work plan to fit it, fulfilling their instructional goals but in a way that is different from what they had originally planned.

The **third** manifestation of flexibility and responsiveness is related to a teacher's sense of efficacy and commitment to the learning of all students. When some students experience difficulty in learning, a teacher who is responsive and flexible persists in the search for alternative approaches. Helping students engage, persist with the work, and ultimately feel satisfaction in its products can be achieved by using a variety of instructional methods. These include, but are not limited to, direct instruction, cooperative learning, peer tutoring, hands-on approaches, small groups, and inquiry sessions. Blaming the student, the home environment, or the larger culture for the deficiency has no place in a flexible, customer-focused learning environment.

In general, flexibility and responsiveness are the mark of experience. Novice teachers rarely have the instructional repertoire or the confidence to abandon a plan in mid-stream and embark in a new direction. Such a response requires both the courage and confidence that come with experience.

Teachers demonstrate lack of flexibility and responsiveness when they stick to a plan, even when the plan is clearly not working; when they brush aside students' comments or questions; when they quickly dismiss the caterpillar in the interests of returning to "real work." Teachers may stay with an approach even when it is

clearly inappropriate for some students. Such decisions are, indeed, tricky. Sometimes the instructional goals of the day simply cannot accommodate the caterpillar, and the students are not really that interested. But when the conditions are right, flexibility can enrich students' experience. Not every episode in a classroom represents a spontaneous opportunity for learning, but many do. With experience, teachers become more skilled at exploiting them while still achieving their instructional goals.

**Documentation**

Flexibility and responsiveness can be observed when they occur in a classroom. A teacher may describe such an event, but it is best observed. There are many lessons in which no such opportunities arise. Their absence is not necessarily a sign of rigidity; rather, it may simply reflect a lack of opportunity.

**DOMAIN 3: Instruction**  
**Component 3e: Demonstrating Flexibility and Responsiveness**

Elements:  
 Lesson adjustment  
 Response to students  
 Persistence

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Lesson Adjustment</b>	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results. The pace of the lesson may be too slow or too fast for a portion of the class.	Teacher makes a minor adjustment in the pacing or content of a lesson, and the adjustment occurs smoothly. The majority of students are able to demonstrate proficiency in terms of meeting the instructional objective(s).	Teacher successfully makes adjustments in the pacing or content of a lesson. The changes are based on the individual needs of students and allow all of the students to demonstrate mastery of the lesson's objectives.
<b>Response to Students</b>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests. The accommodations enhance students' mastery of the learning objectives.	Teacher successfully accommodates questions that will enhance students' mastery of the learning objectives and skillfully redirects misguided questions. Teacher uses students' questions as an assessment tool to enhance the lesson's coherence.
<b>Persistence</b>	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

## **Domain 4: Professional Responsibilities**

### **Component 4a: Reflecting on Teaching**

#### **Rationale and Explanation**

Many educators, as well as researchers, believe that the ability to reflect on teaching is the mark of a true professional. Through reflection, real growth and, therefore, excellence are possible. By trying to understand the consequences of actions and by contemplating alternative courses of action, teachers expand their repertoire of practice.

Reflection on teaching includes the thinking that follows an instructional event. During that follow-up thinking, teachers consider if their goals were met and if a plan "worked." Sensitivity to the engagement of students, both in quantity and quality, helps teachers know to what extent the approach used was appropriate or if an alternative approach would have been more effective. Of course, judgments on effectiveness are related to the quality of subsequent student participation and student success on assessments, which may not be known for several days.

Beginning teachers need to cultivate the skill of accurate reflection. Novices tend to believe that a lesson was "fine" if the students were busy throughout the lesson and if they themselves survived the effort. With experience, teachers become more discerning and can evaluate their successes as well as their errors. Accuracy in these judgments helps teachers refine their approach the next time. Accuracy also helps improve their practice. This constant improvement is the true benefit of reflection, enabling teachers to focus on those aspects of their teaching that can be strengthened and to delete those actions that hamper improvement of their teaching.

In addition to making accurate judgments, teachers must use these reflections in practice. Most teachers have an opportunity to teach the same topic another year, or even the next class period. By reflecting on what went well and what could have been strengthened, teachers are able to improve their next encounter with a topic. Since many of the principles they learn from reflecting on practice apply to many instructional settings, their overall teaching improves.

#### **Documentation**

Teachers demonstrate their skill in reflection when they participate in a post-observation conference.

**DOMAIN 4: Professional Responsibilities**  
**Component 4a: Reflecting on Teaching**

Elements:  
 Accuracy  
 Use in future teaching

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Accuracy</b>	Teacher does not know if a lesson was effective or achieved its objectives, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional objectives were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its objectives 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 objectives, citing many specific examples from the lesson and weighing the relative strength of each.
<b>Use in Future Teaching</b>	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

## **Domain 4: Professional Responsibilities**

### **Component 4b: Maintaining Accurate Records**

#### **Rationale and Explanation**

One indication of the complexity of teaching is the need for teachers to keep accurate records. Although not an inherent part of interaction with students, such records inform those interactions and enable teachers to respond to individual needs.

When teachers make assignments, particularly those with important deadlines, they must keep track of which students have completed which assignments, fully or in part. Few shortcomings of teachers are more irritating to students, particularly those at the secondary level, than a habit of losing or otherwise not recording student work. A well-designed system for recording student work enables both the students and the teachers to know at all times what work has been completed and what remains outstanding.

Teachers must also keep track of student learning so that they know which parts of the curriculum students have learned and which are still awaiting understanding. Such tracking may take the form of checklists, records of competencies that are demonstrated, and portfolios of student work. A system for monitoring student progress must align with a teacher's approach to assessment (Component 1f). For example, if performance tasks are used to evaluate student understanding, then the records must include the level of student success on those tasks and provide information for feedback to students (Component 3d). Similarly, records of student progress enable a teacher to provide information to families (Component 4c). Masterful teachers also help students develop their own systems to track and record their own progress (Component 2b).

Records must also be maintained on the non-instructional activities that are essential to a school's smooth operation. Examples of this are records of which students have returned their signed field trip permission slips and records of which students regularly buy milk for lunch. Such records need to be kept accurately. Teachers are also required to complete certain paperwork, such as inventories and supply orders, in an accurate and timely fashion.

Many successful record keeping methods are managed as paper-and-pencil systems. In this age of inexpensive computer technology, however, many teachers have discovered that they can maintain better records with electronic assistance. Teachers should use technology whenever possible to streamline record keeping. They should also teach students to use it.

#### **Documentation**

Information showing teachers' skill in maintaining accurate records is derived from evidence and artifacts such as a grade book, skills worksheets, results of student assessments, records of classroom non-instructional duties, and financial records.



**DOMAIN 4: Professional Responsibilities**  
**Component 4b: Maintaining Accurate Records**

Elements:  
 Student completion of assignments  
 Student progress in learning  
 Non-instructional records

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Student Completion of Assignments</b>	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 the maintenance of records.
<b>Student Progress in Learning</b>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
<b>Non-instructional Records</b>	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

## **Domain 4: Professional Responsibilities**

### **Component 4c: Communicating with Families**

#### **Rationale and Explanation**

Educators have long recognized that enlisting the participation of students' families in the educational process enhances student learning. Although parents and guardians vary enormously in how active a part they can take in their children's learning, most parents care deeply about the progress of their children and appreciate meaningful participation.

Communicating with families involves keeping them informed of events in a class, such as procedures and grading systems. Such communication is especially important when teachers use approaches that may be unfamiliar to parents. Most schools schedule a back-to-school night early in the school year for teachers to touch base with parents and explain the goals for the year. Some teachers find that engaging parents in a typical but brief instructional activity during that time is helpful. This strategy is especially useful when the methods used are unfamiliar to parents. Teachers may send home a regular newsletter or periodic information on upcoming school and classroom events.

Some parents are reluctant to come to the school. This may be a result of their negative school experiences as a child. Overcoming this reluctance often requires a deliberate outreach, carried out with sensitivity and goodwill

Teachers must keep parents informed about the academic and social progress of their children. Schools have formalized procedures for reporting to parents and many teachers supplement these systems with additional information. Although sometimes difficult to achieve, communicating honestly with parents about their children's learning is essential for teachers. No one is well served when a teacher, however well intentioned, conveys to a parent that a student is "doing fine" when in fact the student is struggling.

When parents express specific concerns about their children in school, it is because they care deeply about their child's progress. Any response should be handled with empathy and respect. Communicating with families about individual students must be two-way and occur at times of success as well as when the student is experiencing difficulty.

Many teachers find ways to engage parents in the actual instructional program. Even though this area of communication with families varies with the age of the students and the subjects taught, much communication is possible. For example, primary grade teachers can send home books that are suitable for bedtime reading or suggestions of activities for parents to do with their children. Older students can be asked to interview an older relative. Most teachers find that when they can engage the families in the actual learning process, all areas of communication are improved.

#### **Documentation**

Teachers demonstrate their communication with families when they participate in a post-observation or evaluation conference. Optionally, a teacher may complete the Family Contact Log or its equivalent to record information about contacts with families of students. Teachers may also add other materials, such as class newsletters, to their collection of evidence.

**DOMAIN 4: Professional Responsibilities**  
**Component 4c: Communicating with Families**

Elements:

Information about the instructional program  
 Information about individual students  
 Engagement of families in the instructional program

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Information About the Instructional Program</b>	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents as appropriate, about the instructional program. Students assist in preparing materials for their families.
<b>Information About Individual Students</b>	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
<b>Engagement of Families in the Instructional Program</b>	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently 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 will be enhanced by family participation.

## **Domain 4: Professional Responsibilities**

### **Component 4d: Contributing to the School and District**

#### **Rationale and Explanation**

Leadership is an expected function of a teacher's professional life. The essence of leadership is influencing people to do things. Leadership is easy to see when teachers are in classrooms with students. The teaching role is one in which teachers influence students' thoughts and actions. Certainly the teacher as leader is the overriding concept that comes into play as teachers design and facilitate knowledge work for students. Instructional leadership functions are thoroughly outlined in the components of the first three domains. Additional leadership roles for teachers emerge as they become advocates for students' interests (see Component 4e).

However, many critical teacher responsibilities extend beyond the classroom's boundaries. In addition to instructional leadership, teachers are also leaders of change in the greater life of the school and the school district. Many opportunities exist for educators to assume traditional leadership roles within individual schools and across the district. Sometimes leadership comes in formalized roles such as a grade level or department chair position, a committee chairmanship, or a program coordinator. When formal leadership roles are presented to teachers, the duties and responsibilities of those roles are usually clearly defined. At other times, the leadership role is less structured as in the case of collegial friends supporting their mutual professional growth in using enhanced questioning strategies in the classroom. Teacher leadership is also seen when teachers accept, understand, and actively use new attitudes and behaviors to create higher learning for all students. Teacher leaders enhance or even change school culture when they support a learning environment in which more students can achieve. Roles and responsibilities may be less well defined in these instances. Whether in formalized roles or not, teacher leaders are the driving force behind the contributions that enhance the culture and efficacy of the entire organization.

Teacher leaders have extensive and highly professional relationships with their colleagues. They work hard to make the fabric of the school one of mutual support and enhancement. It is through these relationships that teacher leaders positively influence others and make important contributions to the school and the school district.

Teacher leaders examine data, whether it be informal assessment measures, standardized test data, discipline data, or formal grade reports, using this data to make decisions and to ask the big questions about the school's efforts to serve all students. Teacher leaders are risk takers and encourage others to take risks also, using their knowledge of best practices to advance learning. Above all, teacher leaders are serious about their accountability for the desired outcomes. They believe their efforts can make a positive impact on outcomes. The belief that an individual's efforts and skills can make a difference is known as efficacy and lies at the heart of leadership.

Professional educators are generous with their expertise. They willingly share materials, techniques, and insights. They are supportive and do not try to compete at the expense of other teachers. They do not attempt to manipulate the result of a

decision for their own convenience. The focus of their work is the students' well being and achievement and the development of initiatives that serve all students. They effectively collaborate with colleagues to attain these ends. For example, they actively participate on building committees, IAT, in the PTO, etc.

Through the contributions of teacher leaders, better programs are developed to support students, teachers, parents, and others working in schools. They create a school culture that supports all students' achievements. Their willingness to experiment, take risks, apply new ideas, and share results strengthens the school and the division.

**Documentation**

The optional Professional Development Log or its equivalent provides an opportunity for teachers to record their activities in this area.

**DOMAIN 4: Professional Responsibilities**  
**Component 4d: Contributing to the School and District**

Elements:  
 Relationships with colleagues  
 Service to the school  
 Participation in school and district projects

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Relationships with Colleagues</b>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district require.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
<b>Service to the School</b>	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.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
<b>Participation in School and District Projects</b>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

## **Domain 4: Professional Responsibilities**

### **Component 4e: Growing and Developing Professionally**

#### **Rationale and Explanation**

Continuing development is the mark of a true professional, an ongoing effort that is never completed. Educators committed to attaining and remaining at the top of their profession invest much energy in staying informed and increasing their skills. They are then in a position to exercise leadership among colleagues.

Content knowledge is one area where educators can grow and develop professionally. Superficial content knowledge is insufficient for good teaching; deeper understanding is essential. Elementary teachers who provide instruction in all disciplines face a challenge in understanding them well enough to be a resource to students. Teachers at the secondary level must be experts in their disciplines so they can enable their students to engage with a subject. All teachers can benefit from learning more about the subjects they teach. One of the characteristics of the present day is the rapid expansion of knowledge; many subjects that teachers teach have changed considerably from what they themselves learned in college. Continuing education is needed to stay abreast of the latest developments.

Developments in pedagogy create opportunities for educators to continually improve their practice. Educational research discovers new methods to engage students in learning. Developments in related fields, for example business management and cultural studies, can suggest promising approaches and applications. Most teachers can benefit from a focus on the latest work in pedagogical research and its applications to classroom practice.

Expanding developments in information technology are yet another vehicle for intense professional development. With increasing numbers of schools wired to the Internet, improving quality of software and more computers becoming available, many teachers find they need to keep learning, too.

Professional organizations are an important vehicle for informing educators. Journals written in the language of the practitioner are valuable resources. Conferences, particularly regional ones, are within the reach of most communities. Local universities and state agencies are other valuable resources. All these organizations recognize the complexity of teaching and are committed to assisting practitioners in becoming as effective as possible. Many educators find ways to make a substantial contribution to the profession by:

- Conducting research in their classrooms and making the results known to their colleagues through conference presentations and articles.
- Supervising student teachers and meeting periodically with the student teacher supervisors.
- Participating in or taking a leadership role in study groups with their colleagues.
- Supervising beginning teachers as a mentor and meeting periodically with the beginning teacher's supervisor.

#### **Documentation**

The optional Professional Development Log or its equivalent provides an opportunity for teachers to record their participation in professional activities.

**DOMAIN 4: Professional Responsibilities**  
**Component 4e: Growing and Developing Professionally**  
 Elements:  
 Enhancement of content knowledge and pedagogical skill  
 Service to the profession

<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Enhancement of Content Knowledge and Pedagogical Skill</b>	Teacher engages in little or no professional development activities to enhance knowledge or skill.	Teacher participates in required professional activities.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom. (e.g. conducting research on a topic such as the effectiveness of various spelling strategies, development of lifelong fitness skills, or the effectiveness of various approaches to reading on performance and attitude.)
<b>Service to the Profession</b>	Teacher makes little or no effort to share knowledge with others or to assume professional responsibilities.	Teacher contributes to the profession as required.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Action research is described by Richard Sagor in his book [Guiding School Improvement with Action Research](#). He details a process to undertake action research in the classroom. "These seven steps, which become an endless cycle for the inquiring teacher, are the following: 1. Selecting a focus 2. Clarifying theories 3. Identifying research questions 4. Collecting data 5. Analyzing data 6. Reporting results 7. Taking informed action"



## **Domain 4: Professional Responsibilities**

### **Component 4f: Showing Professionalism**

#### **Rationale and Explanation**

"Professionalism" is an elusive concept that permeates all aspects of a teacher's work. In addition to technical skills in planning and implementing the instructional program, accomplished teachers display certain professional qualities that help them serve their students and their profession.

First, highly professional teachers care deeply for the well being of their students and step in on their behalf when needed. They are aware of and alert to the signs of physical and substance abuse. They may locate a winter coat for a child or discuss a student's future plans with the student and his parents.

Second, professional educators are advocates for their students, particularly those whom the educational establishment had traditionally underserved. They work diligently for their students' best interests, whether it means convincing a colleague that a student deserves an opportunity or supporting a student's efforts at self-improvement.

At times, advocating for students requires challenging long-held assumptions of students, other faculty, or administration. For example, data suggest that girls perform poorly in mathematics and science because they have been led to believe that those are boys' subjects. Convincing girls and other teachers that girls can do well in those courses may require diligence and patience.

Third, highly professional teachers demonstrate a commitment to professional standards in problem solving and decision making. Professional educators maintain an open mind and are willing to attempt new approaches to old problems, even if in the short run, they are inconvenienced. They base their judgments and recommendations on hard information rather than on hearsay and tradition. They strive to use the best data available to support action.

#### **Documentation**

Teachers display professional ethics in daily interactions with students, parents, and colleagues.

**DOMAIN 4: Professional Responsibilities  
Component 4f: Showing Professionalism**

Elements:  
Service to students  
Advocacy  
Decision making

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Service to Students</b>	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
<b>Advocacy</b>	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 within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
<b>Decision Making</b>	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.

# The Framework for Specialist Positions for the Northwestern Local School District Teacher Evaluation Program

## FRAMEWORKS FOR SPECIALIST POSITIONS

The specialist positions described in this section involve many other responsibilities in addition to that of teaching students. In the case of instructional specialists—people who work as instructional coaches, for example—their principal “clients” are other teachers. Although school counselors, speech-language pathologists, and librarians work with students, they do so as part of a larger program that also includes coordinating their work with colleagues and outside agencies to an extent that is not essential for classroom teachers.

The frameworks for specialists described here should not be considered the last word on the subject; like the domains and components of the framework for teaching, they may have to be slightly modified to adequately reflect the conditions in any particular location. The frameworks for specialists represent an amalgam of a range of state- and district-developed frameworks but have not drawn extensively on the efforts of any single entity. They reflect, it is hoped, a good first draft that educators can use to formulate their own frameworks.

## THE GENERAL FRAMEWORKS FOR SPECIALISTS

The organization of the frameworks for specialists closely follows that of the framework for teaching. Each has four domains, and each domain has the same emphasis as in the framework for teaching:

**Planning and Preparation.** Each specialist framework includes a domain titled Planning and Preparation. Every specialist must plan and prepare, although some of the details of that planning may differ from that done by a teacher. However, it is primarily a matter of emphasis. For some specialists, the knowledge of resources is critical.

**The Environment.** Each specialist framework includes a domain that covers the environment. In some cases—for example, for school counselors—the environment may principally be an office or a center that students go to and that should be inviting. Librarians typically attend carefully to the environment in the media center, ensuring that it is organized for maximum productivity by both students and teachers. For an instructional specialist, who works primarily with other teachers, the environment may refer to the tone in the room where a workshop is conducted. For those specialists whose responsibilities include teaching students in regular classrooms, the environment includes, as with regular classroom teachers, how they establish an environment conducive to learning.

**Delivery of Service.** In the specialist frameworks, Delivery of Service is equivalent to Instruction in the framework for teaching. All specialists do important work, but not all of it is actual teaching; in some cases it involves assessing individual student needs or conducting small-group or individual counseling sessions. Specialists in all fields follow the established protocols and best practice of their own organizations; the components of the framework for teaching do not always apply.

**Professional Responsibilities.** Lastly, all specialists have

obligations in the domain of Professional Responsibilities, and many of these are virtually identical to those of classroom teachers. They all reflect on their practice and maintain records. For some of them, communicating with families is an even more significant part of their work than is the case with classroom teachers. Furthermore, all specialists participate in a professional community, and their collaboration with other teachers in the school is absolutely central to their work. So although most of the professional responsibilities are similar to those of classroom teachers, for some specialists they play a critical role.

Frameworks for the following specialists are given:

- Library or Media Specialists.
- School Counselors.
- Speech/ Language Pathologists

## SCHOOL COUNSELORS

School counselors work with other educators to ensure student success. They address students' emotional needs and design approaches to help students chart a course for their lives and careers beyond school. Counselors may work from a separate office or counseling center, or they may take their program into classrooms for sessions with entire classes. Most counselors combine the two settings, selecting the approach that is appropriate to the school's schedule and student needs. Counselors are advocates for the appropriate level of instruction for students, and they engage in interventions designed to support student growth and the achievement of goals. These interventions are accomplished with students individually as well as in small-group and whole-class settings, and consist of both proactive and responsive services.

Proactive guidance services are often referred to as development guidance, in which counselors offer a curriculum of classroom presentations based upon the known developmental needs of children of the particular age group. Responsive services, on the other hand, emerge from issues that appear either in individual students (such as a school phobia) or within the school culture as a whole (for example, when a member of a class dies suddenly).

The role of counselors at the secondary level is quite different from that at the elementary level. With young children, the emphasis is on ensuring appropriate instruction and helping all students acquire communication skills, healthy self-images, and appropriate relationships with their peers. At the secondary level, the counselor's responsibilities typically shift to more individual postsecondary planning, helping students determine their strengths and optimal courses of action.

School counselors work at several levels of responsibility, serving as a resource to individual students, teachers, parents and guardians, and the school as a whole. They counsel individual students regarding such matters as excessive tardiness or behavior problems and help them design an appropriate academic program. They may also collaborate with teachers to present curriculum-based guidance lessons or to offer advice on behavior management or study hall procedures. Guidance counselors

regularly confer with parents about any number of issues that affect student learning, typically including issues related to behavior and emotions. In addition, the counselor might work at the school level, interpreting cognitive, aptitude, and achievement tests; interpreting student records; and assisting the school principal and school psychologist in identifying and resolving student needs, issues, and problems.

The domains and components of a school counselor's responsibilities are as follows:

**Domain 1: Planning and Preparation**

- Demonstrating Knowledge of Counseling Standards and Best Practices
- Demonstrating Knowledge of Students
- Selecting Counseling Program Objectives
- Demonstrating Knowledge of Resources
- Designing Coherent Classroom and Small Group Instruction
- Assessing the Counseling Program

**Domain 2: The Counseling Environment**

- Creating an Environment of Respect and Rapport
- Establishing an Environment for Counseling
- Managing Counseling Procedures
- Managing Student Behavior

**Domain 3: Instruction**

- Communicating Clearly and Accurately
- Career Guidance (high school)
- Engaging Students in Individual, Group, and/ or Classroom Guidance
- Providing Feedback to Students

**Domain 4: Professional Responsibilities**

- Reflecting on Counseling
- Organizing Materials and Managing Time
- Communicating with Families and School Personnel
- Contributing to the School and District
- Growing and Developing Professionally
- Showing Professionalism

**PLANNING AND PREPARATION**  
**Component 1a: Demonstrating Knowledge of Counseling Standards and Best Practices**  
 Elements:  
 Knowledge of content  
 Knowledge of counseling strategies

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge of Content</b>	Counselor displays minimal knowledge about counseling standards and best practices.	Counselor demonstrates limited but accurate knowledge about counseling standards and best practices.	Counselor displays solid knowledge about counseling standards and best practices.	Counselor displays extensive knowledge about counseling standards and best practices.
<b>Knowledge of Counseling Strategies</b>	Counselor plans counseling strategies that are ineffective and/or inappropriate to the student.	Counselor plans a limited range of counseling strategies that are effective and appropriate to the student.	Counselor plans counseling strategies that are effective and appropriate to the student.	Counselor utilizes multiple approaches and a broad range of counseling strategies that are effective and appropriate to the student.

**PLANNING AND PREPARATION**  
**Component 1b: Demonstrating Knowledge of Students**  
 Elements:  
 Knowledge about students  
 Use of information about students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Knowledge About Students</b>	The counselor is unable to identify the needs of the students. The counselor infrequently provides assistance to students. The counselor is unaware that the student's background and circumstances affect student success.	The counselor inquires as to the needs of the students. The counselor usually provides assistance whether these needs are academic, career, personal or social, or a combination of these. The counselor rarely acknowledges that the student's background and circumstances may affect student success.	The counselor often analyzes the needs of the students. The counselor provides assistance whether these needs are academic, career, personal or social, or a combination of these. The counselor acknowledges that the student's background and circumstances may affect student success.	The counselor consistently analyzes the needs of the students. The counselor provides thorough assistance whether these needs are academic, career, personal or social, or a combination of these. The counselor consistently acknowledges that the student's background and circumstances may affect student success.
<b>Use of Information about Students</b>	Counselor planning shows little or no awareness of information about students.	Counselor planning shows general awareness of information about students.	Counselor planning shows solid awareness of information about students.	Counselor planning shows thorough awareness of information about students.

**PLANNING AND PREPARATION**  
**Component 1c: Selecting Counseling Program Objectives**

Elements:

Value

Balance and suitability for diverse students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Value</b>	Objectives are not valuable. Objectives do not reflect expectations for student success in academic, career and personal or social development.	Objectives are moderately valuable. Objectives reflect some important expectations for student success in academic, career and personal or social development.	Objectives are valuable and represent expectations for student success in academic, career and personal or social development.	Not only are objectives valuable, but counselor can also clearly articulate how objectives establish high expectations and relate to success in academic, career and personal or social development.
<b>Balance and Suitability for Diverse Students</b>	Objectives reflect only one type of learning and are unsuitable for all students.	Objectives reflect several types of learning but with little coordination or integration. Most objectives are suitable for most students.	Objectives reflect several different types of learning and opportunities for integration. All the objectives are suitable for most students.	Objectives reflect student initiative in establishing important learning and take into account the varying learning needs of individual students or groups.



**PLANNING AND PREPARATION**  
**Component 1d: Demonstrating Knowledge of Resources**  
 Elements:  
 Resources for counseling  
 Resources for student development

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Resources for Counseling</b>	Counselor is unaware of available district and non-district resources.	Counselor displays limited awareness of available district and non-district resources.	Counselor takes steps to utilize district and non-district resources.	Counselor takes steps to utilize district and non-district resources, and actively seeks other materials to enhance counseling practices.
<b>Resources for Student Development</b>	Counselor is unaware of resources available to assist students who need them.	Counselor displays awareness of some resources available and takes limited steps to connect students with resources.	Counselor takes steps to connect student with appropriate resources.	Counselor advocates for connecting to appropriate school, district, or community resources.

**PLANNING AND PREPARATION**  
**Component 1e: Designing Coherent Classroom and Small Group Instruction**

Elements:  
 Learning activities and instructional groups  
 Instructional materials and resources  
 Session structure

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Learning Activities and Instructional Groups</b>	Learning activities and grouping are not suitable to students or instructional objectives. They do not follow an organized progression and do not reflect best practices.	Only some of the learning activities and grouping are suitable to students or instructional objectives. Progression of activities is uneven, and only some activities reflect best practices.	Most of the learning activities and grouping are suitable to students and instructional objectives. Progression of activities is fairly even, and most activities reflect best practices.	Learning activities and grouping are relevant to students and instructional objectives. They progress coherently, producing a unified whole and reflecting best practices.
<b>Instructional Materials and Resources</b>	Materials and resources do not support the instructional objectives or engage students in meaningful growth and development.	Some of the materials and resources support the instructional objectives, and some engage students in meaningful growth and development.	Materials and resources support the instructional objectives, and most engage students in meaningful growth and development.	Materials and resources support the instructional objectives, and most engage students in meaningful growth and development. There is evidence of some student participation in selecting or adopting materials when appropriate.
<b>Session Structure</b>	The session has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The session has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The session has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The session structure is clear and allows for different pathways according to student needs.

**PLANNING AND PREPARATION**  
**Component 1f: Assessing the Counseling Program**

Elements:  
 Congruence with counseling objectives  
 Criteria and standards  
 Use for planning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Congruence with Counseling Objectives</b>	The assessment plan lacks variety and congruence with counseling objectives.	The assessment plan has minimal variety and addresses only some of the counseling objectives.	The assessment plan includes a variety of assessments and addresses most or all of the counseling objectives.	The assessment plan includes a variety of assessments, addresses all of counseling objectives and is completely congruent with the objectives of the assessment.
<b>Criteria and Standards</b>	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated.	Assessment criteria and standards are clear and have been clearly communicated.	Assessment criteria and standards are clear and have been clearly communicated. There is evidence of employing current research in the development of the criteria and standards.
<b>Use for Planning</b>	Counselor has no plan to use assessment results in designing future program.	Counselor uses assessment results to plan.	Counselor uses assessment results to plan for individuals and groups of students.	Counselor uses assessment results to plan for individuals and groups of students. Future plans are modified based on the results and the counselor shares the results with appropriate staff.

**THE COUNSELING ENVIRONMENT**  
**Component 2a: Creating an Environment of Respect and Rapport**  
 Elements:  
 Counselor interaction with students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Counselor Interaction with Students</b>	Counselor interaction with some students is negative, demeaning, or inappropriate. The counselor does not empower the student to solve his/her own concerns.	Counselor-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. The counselor sometimes empowers the student to understand that he/she has the ability to solve his/her own concerns.	Counselor-student interactions are generally friendly and respectful. The counselor empowers the student to understand that he/she has the power and ability to deal effectively with his/her concerns.	Counselor and students mutually demonstrate genuine, consistent care and respect for each other. The counselor consistently empowers the student to understand that he/she has the power and ability to deal effectively with his/her concerns.

**THE COUNSELING ENVIRONMENT**  
**Component 2b: Establishing an Environment for Counseling**  
 Elements:  
 The counseling atmosphere  
 Expectations for learning and achievement

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>The Counseling Atmosphere</b>	The counseling office is not conducive to a comfortable relationship with the student or to providing confidentiality. There are no materials available to supplement the objectives of the session.	The counselor usually maintains an office where a comfortable relationship with the student is possible. Generic materials are available to supplement the objectives of the counseling.	The counselor maintains an office where a comfortable relationship with the student is frequently possible. Relevant materials are accessible to supplement the objectives of the session.	The counselor maintains an office where a comfortable relationship with the student is possible. Numerous relevant materials to supplement the objectives of the counseling session are accessible and offered.
<b>Expectations for Learning and Achievement</b>	Counseling objectives and activities, interactions, and the counseling environment convey low expectations for student success.	Counseling objectives and activities, interactions, and the counseling environment convey modest expectations for student success.	Counseling objectives and activities, interactions, and the counseling environment convey high expectations for student success.	Counseling objectives and activities, interactions, and the counseling environment are established and maintained mutually by counselor and students at a high level.

**THE COUNSELING ENVIRONMENT**  
**Component 2c: Managing Counseling Procedures**  
 Elements:  
 Management of counseling time  
 Management of resources

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Management of Counseling Time</b>	Much time is lost during transitions and in the performance of non-counseling duties.	Transitions for performing non-counseling duties are fairly efficient, resulting in the loss of little counseling time.	Transitions for performing non-counseling duties are efficient, with minimal loss of counseling time.	Transitions for performing non-counseling duties are well established and efficient.
<b>Management of Resources</b>	Resources are handled inefficiently.	Resources are handled efficiently some of the time.	Resources are handled efficiently most of the time.	Resources are handled efficiently all of the time.

**THE COUNSELING ENVIRONMENT**  
**Component 2d: Managing Student Behavior**  
 Elements:  
 Expectations  
 Monitoring and responding to student behavior

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Expectations</b>	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 for most situations, 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.
<b>Monitoring and Responding to Student Behavior</b>	Counselor seems unaware to a significant degree of student behaviors in the school; when the counselor does respond to behavior issues, the response may be overly repressive, inconsistent, or lacking in respect for the students' dignity.	Counselor seems unaware of the activities of some students; counselor's attempts to respond to behavior issues are uneven.	Counselor is consistently alert to what students are doing in the school; student behavior is good, and the counselor responds appropriately to any misbehavior that occurs, with sensitivity to students' individual needs.	Monitoring by counselor is subtle and preventative. Students participate in monitoring their own and their peers' behavior. Counselor response to any misbehavior is consistently effective and sensitive to students' individual needs.

**INSTRUCTION**  
**Component 3a: Communicating Clearly and Accurately**  
 Elements:  
 Directions and procedures  
 Oral and written language

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Directions and Procedures</b>	Counselor directions and procedures are confusing to students.	Counselor directions and procedures are clarified after initial student confusion or are excessively detailed.	Counselor directions and procedures are clear to students and contain an appropriate level of detail.	Counselor directions and procedures are clear to students and anticipate possible student misunderstanding.
<b>Oral and Written Language</b>	Counselor's spoken language is inaudible, or written language is illegible. Spoken or written language may contain grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Counselor's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Counselor's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interest.	Counselor's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.



**INSTRUCTION**  
**Component 3b: Career Guidance (High School)**  
**Elements:**  
 Career planning  
 High school graduation requirements

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Career Planning</b>	The counselor has little awareness of the information available for career planning. The counselor rarely informs students of the college application process and scholarship opportunities.	The counselor has limited awareness of the information available for career planning. The counselor informs students on a limited basis of the college application process and scholarship opportunities.	The counselor provides a range of information on the most current information available for career planning. The counselor regularly informs students of the college application process and scholarship opportunities.	The counselor provides the most comprehensive information available for career planning. The counselor consistently informs students of the college application process and scholarship opportunities.
<b>High School Graduation Requirements</b>	The counselor fails to track student progress toward meeting the appropriate requirements for graduation.	The counselor is able to track student progress toward meeting the appropriate requirements for graduation.	The counselor tracks student progress toward meeting the appropriate requirements for graduation. The counselor notifies all students, as appropriate to grade level, of their progress towards graduation.	The counselor tracks student progress toward meeting the appropriate graduation requirements. The counselor consistently notifies all students, as appropriate to grade level, of progress towards graduation.

**INSTRUCTION**  
**Component 3c: Engaging Students in Individual, Group and/or Classroom Guidance**

Elements:  
 Skills and knowledge in individual counseling  
 Skills and knowledge in group and/or classroom guidance

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Skills and Knowledge in Individual Counseling</b>	The counselor is unable to elicit the nature of the student's concern. The counselor fails to exhibit the cornerstones of individual counseling.	The counselor demonstrates a limited ability to elicit the nature of the student's concern. The counselor occasionally exhibits some of the cornerstones of individual counseling.	The counselor usually elicits the nature of the student's concern. The counselor regularly exhibits some of the cornerstones of individual counseling.	The counselor always elicits the nature of the student's concern. The counselor consistently exhibits the cornerstones of individual counseling: empathy (understanding the student's concerns), positive regard (demonstrate respect for the student), and genuineness (show sincerity and commitment to helping.)
<b>Skills and Knowledge in Group and/or Classroom Guidance</b>	The counselor is unable to provide a functioning structure for the group or classroom setting. The counselor does not abide by the rules, boundaries, and role of confidentiality within the group. The counselor does not exhibit control over participation by all in the group. The counselor is not responsive to student questions within a classroom or informational setting.	The counselor displays some knowledge of group structure. The counselor does not establish some rules, boundaries, and role of confidentiality within the group. The counselor attempts to ensure participation by each person. The counselor generally responds to questions within the classroom or group setting.	The counselor regularly establishes a structure for group sessions. The counselor establishes rules, boundaries, and role of confidentiality within the group. The counselor usually encourages participation by each person. The counselor provides responses to questions within the classroom or group setting.	The counselor always establishes a structure for group sessions. The counselor establishes rules, boundaries, and role of confidentiality within the group. The counselor actively encourages participation by each person. The counselor consistently responds to questions within the classroom or group setting.

<b>INSTRUCTION</b> <b>Component 3d: Providing Feedback to Students</b> Elements: Quality; accurate, substantive, constructive, and specific				
<b>ELEMENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>Quality; Accurate, Substan- tive, Construc- tive, and Specific</b>	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality. Some elements of high quality are present; others are not.	Feedback is consistently of high quality.	Feedback is consistently of high quality. Provision is made for students to use feedback regarding their current situation.

As stated on page 100 of [Enhancing Professional Practice: A Framework for Teaching](#), "... comments such as 'very good' do not qualify as feedback, nor do comments to an entire class about the weaknesses of a few students." Robert Marzano in [Classroom Instruction that Works](#) provides data from various research studies that found the best type of feedback is corrective in nature. He states, "This means that it provides students with an explanation of what they are doing that is correct and what they are doing that is not correct." Marzano goes on to state that "simply telling students that their answer is right or wrong has a negative effect on achievement ... the best feedback appears to involve an explanation as to what is accurate and what is inaccurate in terms of student responses." He goes on to say that "when possible, teachers should try to focus their feedback on specific types of knowledge and skill."

**PROFESSIONAL RESPONSIBILITIES**  
**Component 4a: Reflecting on Counseling**  
 Elements:  
 Accuracy  
 Use in future counseling

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Accuracy</b>	Counselor does not know if an activity* was effective or achieved its objectives, or profoundly misjudges the success of an activity*.	Counselor has a generally accurate impression of an activity's* effectiveness and the extent to which objectives were met.	Counselor makes an accurate assessment of an activity's* effectiveness and the extent to which it achieved its objectives and can cite general references to support the judgment.	Counselor makes a thoughtful and accurate assessment of an activity's* effectiveness and the extent to which it achieved its objectives, citing many specific examples from the activity* and weighing the relative strength of each.
<b>Use in Future Counseling</b>	Counselor has no suggestions for how an activity* may be improved another time.	Counselor makes general suggestions about how an activity* may be improved.	Counselor makes a few specific suggestions of what he/she may try another time.	The counselor offers specific alternative actions, complete with probable successes of different approaches.

\* activity: counseling session, classroom presentation, large group presentation/events, etc...

**PROFESSIONAL RESPONSIBILITIES**  
**Component 4b: Organizing Materials and Managing Time**  
 Elements:  
 Organization of materials  
 Management of time

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Organiza- tion of Materials</b>	The counselor fails to maintain organized records, files and materials. The counselor's files are not secured.	The counselor demonstrates a limited ability to maintain organized records, files and materials. The counselor's are minimally secured.	The counselor maintains accurate records, files and materials. The counselor's confidential records are secured.	The counselor maintains systematic records, files and materials. The counselor's confidential records are secured.
<b>Manage- ment of Time</b>	The counselor fails to utilize available time for guidance curriculum, individual planning, responsive services, and consultation. The counselor does not reprioritize his/her daily schedule and has little or no flexibility during changing circumstances.	The counselor has difficulty utilizing time for guidance curriculum, individual planning, responsive services, and consultation. The counselor demonstrates limited ability to reprioritize daily schedule and has limited flexibility during changing circumstances.	The counselor schedules and utilizes available time for guidance curriculum, individual planning, responsive services, and consultation. The counselor demonstrates the ability to reprioritize daily schedules and remains flexible during changing circumstances.	The counselor consistently schedules and utilizes available time effectively for guidance curriculum, individual planning, responsive services, and consultation. The counselor reprioritizes daily schedules and remains flexible during changing circumstances.

**PROFESSIONAL RESPONSIBILITIES**  
**Component 4c: Communicating with Families and School Personnel**

Elements:  
 Information about the counseling program  
 Information about individual students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Information About the Counseling Program</b>	The counselor provides little or no information about the counseling program to families and school personnel.	The counselor provides minimal information about the counseling program to families and school personnel.	The counselor provides information about the counseling program to families and school personnel.	The counselor provides ongoing information about the counseling program to families and school personnel.
<b>Information About Individual Students</b>	The counselor does not provide feedback to school personnel, parents and others who have referred the student. The counselor occasionally ignores the rules of confidentiality.	The counselor infrequently provides feedback to school personnel, parents and others who have referred the student. The counselor is aware of the rules of confidentiality.	The counselor provides feedback to school personnel, parents and others who have referred the student, cognizant of confidentiality.	The counselor consistently provides feedback to school personnel, parents and others who have referred the student, always cognizant of confidentiality.

**PROFESSIONAL RESPONSIBILITIES**  
**Component 4d: Contributing to the School and District**

Elements:  
 Relationships with colleagues  
 Service to the school  
 Participation in school and district projects

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Relationships with Colleagues</b>	The counselor's relationships with colleagues are negative or self-serving.	The counselor maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. The counselor takes initiative in assuming leadership among the faculty.
<b>Service to the School</b>	The counselor avoids becoming involved in school events.	The counselor participates in school events when specifically asked.	The counselor volunteers to participate in school events, making a substantial contribution.	The counselor volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.
<b>Participation in School and District Projects</b>	The counselor avoids becoming involved in school and district projects.	The counselor participates in school and district projects when specifically asked.	The counselor volunteers to participate in school and district projects, making a substantial contribution.	The counselor volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

**PROFESSIONAL RESPONSIBILITIES**  
**Component 4e: Growing and Developing Professionally**  
 Elements:  
 Enhancement of knowledge and skill  
 Service to the profession

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Enhancement of Knowledge and Skill</b>	The counselor engages in no professional development activities to enhance knowledge or skill.	The counselor participates in professional activities to a limited extent when they are convenient.	The counselor seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	The counselor seeks out opportunities for professional development and makes a systematic attempt to demonstrate and/or articulate how these opportunities are applied to meet the needs of students.
<b>Service to the Profession</b>	The counselor makes no effort to share knowledge with others or to assume professional responsibilities.	The counselor finds limited ways to contribute to the profession.	The counselor participates actively in assisting other educators.	The counselor initiates important activities to contribute to the profession, such as mentoring new counselors/interns, writing articles for publication, and making presentations.



**PROFESSIONAL RESPONSIBILITIES**  
**Component 4f: Showing Professionalism**

Elements:  
 Service to the students  
 Advocacy  
 Decision making

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>Service to Students</b>	The counselor is not alert to students' needs.	The counselor's attempts to serve students are inconsistent.	The counselor is moderately active in service to students.	The counselor is highly proactive in serving students, seeking out resources when necessary.
<b>Advocacy</b>	The counselor contributes to school practices that result in some students being ill served by the school.	The counselor does not knowingly contribute to some students being ill served by the school.	The counselor works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	The counselor makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally under served, are honored in the school.
<b>Decision Making</b>	The counselor makes decisions based on self-serving interests.	The counselor's decisions are based on limited though genuinely professional considerations.	The counselor maintains an open mind and participates in team or departmental decision making.	The counselor takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards.

# Appendix Documents

## Teachers

Form T-1	Teacher Pre-Observation Information: Phase I
Form T-2	Teacher Post-Observation Reflection: Phase I
Form T-3	Teacher Classroom Observation Report
Form T-4	Teacher Evaluation Report for Phase I
Form T-5	Teacher Evidence of Professional Performance
Form T-6	Presentation of Evidence
Form T-7	Professional Development Log
Form T-8	Family Contact Log
Form T-9	Phase II-A Elevating Professional Performance Plan
Form T-10	Phase II-B Exploring Professional Growth Project
Form T-11	Levels of Performance

## Counselors

Form C-1	Counselor Pre-Observation Information
Form C-2	Counselor Post-Observation Reflection
Form C-3	Counseling Observation Report
Form C-4	Counselor Evaluation Report for Phase I
Form C-5	Counselor Evidence of Professional Performance
Form C-6	Presentation of Evidence
Form C-7	Professional Development Log
Form C-8	Family Contact Log
Form C-9	Phase II-A Elevating Professional Performance Plan
Form C-10	Phase II-B Exploring Professional Growth Project
Form C-11	Levels of Performance

## Teacher Pre-observation Information

Name: \_\_\_\_\_ School: \_\_\_\_\_  
Grade Level: \_\_\_\_\_ Subject: \_\_\_\_\_ Date: \_\_\_\_\_

1. Briefly describe the student(s) in this class, including those with special needs. [1b]
  
  
  
  
  
  
  
  
  
  
2. What are your objectives for the lesson? What do you want the student(s) to learn? [1c]
  
  
  
  
  
  
  
  
  
  
3. How do you plan to engage student(s) in the content? What will you do? What will the student(s) do? (Include time estimates). [1e]
  
  
  
  
  
  
  
  
  
  
4. What instructional materials or other resources, if any, will you use? [1d]
  
  
  
  
  
  
  
  
  
  
5. How do you plan to assess student achievement of the objectives? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) [1f]
  
  
  
  
  
  
  
  
  
  
6. Is there anything that you would like the administrator to look for during the observation?

## Teacher Post-observation Reflection

Complete this form and submit it to your observer within twenty-four hours after your observation.

Name:

School:

Grade Level:

Subject:

Date:

1. To what extent did student(s) achieve the stated objectives of the lesson?

- What did your student(s) do well?
- What did you do to help your student(s) do well?
- What did your student(s) have difficulty with in this lesson?
- What would you do differently the next time?

2. How did your assessment of this lesson affect your immediate instructional plans?

## Northwestern Local School District Teacher Classroom Observation Report

Name \_\_\_\_\_ School \_\_\_\_\_ Subject \_\_\_\_\_

Date of Observation \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

**Wherever a “U” or “B” is given, comments describing the performance are required.**

Key: U – Unsatisfactory B – Basic P – Proficient D – Distinguished N/O – Not Observed

Written comments relating to Domain I follow on the following page					
					<b>Domain II - The Classroom Environment</b>
<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>N/O</b>	
					2a Creating an Environment of Respect and Rapport Element 1 _____ Element 2 _____
					2b Establishing a Culture for Learning Element 1 _____ Element 2 _____ Element 3 _____
					2c Managing Classroom Procedures Element 1 _____ Element 2 _____ Element 3 _____ Element 4 _____ Element 5 _____
					2d Managing Student Behavior Element 1 _____ Element 2 _____ Element 3 _____
					<b>Domain III - Instruction</b>
<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>N/O</b>	
					3a Communicating Clearly and Accurately Element 1 _____ Element 2 _____
					3b Using Questioning and Discussion Techniques Element 1 _____ Element 2 _____ Element 3 _____
					3c Engaging Students in Learning Element 1 _____ Element 2 _____ Element 3 _____ Element 4 _____ Element 5 _____
					3d Providing Feedback to Students Element 1 _____ Element 2 _____
					3e Demonstrating Flexibility and Responsiveness Element 1 _____ Element 2 _____ Element 3 _____
Written comments relating to Domain IV follow on the following page					

Observations regarding Domain I (optional)	Observations regarding Domain IV (optional)
Administrator's Recommendation(s)	Summary Statement of Teacher <input type="checkbox"/> Check if attaching additional pages

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

I have examined and discussed this observation with the above-signed administrator. My signature does not imply agreement with the contents of this observation.

# Northwestern Local School District Teacher Evaluation Report for Phase I

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

The evaluation is based on the administrator's prior classroom visitations, formal and informal, as well as their holistic and summative evaluation of the teacher's professional performance.

Wherever a "U" or "B" is given, comments describing the performance are required.

Key: U – Unsatisfactory      B – Basic      P – Proficient      D – Distinguished

Domain I				Planning and Preparation
U	B	P	D	
				1a Demonstrating Knowledge of Content and Pedagogy
				1b Demonstrating Knowledge of Students
				1c Selecting Instructional Objectives
				1d Demonstrating Knowledge of Resources
				1e Designing Coherent Instruction
				1f Assessing Student Learning
Domain II				The Classroom Environment
U	B	P	D	
				2a Creating an Environment of Respect and Rapport
				2b Establishing a Culture for Learning
				2c Managing Classroom Procedures
				2d Managing Student Behavior
Domain III				Instruction
U	B	P	D	
				3a Communicating Clearly and Accurately
				3b Using Questioning and Discussion Techniques
				3c Engaging Students in Learning
				3d Providing Feedback to Students
				3e Demonstrating Flexibility and Responsiveness
Domain IV				Professional Responsibilities
U	B	P	D	
				4a Reflecting on Teaching
				4b Maintaining Accurate Records
				4c Communicating with Families
				4d Contributing to the School and District
				4e Growing and Developing Professionally
				4f Showing Professionalism

Summary Statement of Administrator

Administrator's Recommendation(s)

Summary Statement of Teacher

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

I have examined and discussed this evaluation with the above-signed administrator. My signature does not imply agreement with the contents of this evaluation.

Check if additional comments are attached.



## Northwestern Local School District Evidence of Professional Performance

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

- |                                                                                                                                                                                                                                                        |                                                                                                                                                                 |                                                                                                                                                                                                                       |                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1a Demonstrating Knowledge of Content and Pedagogy<br>1b Demonstrating Knowledge of Students<br>1c Selecting Instructional Objectives<br>1d Demonstrating Knowledge of Resources<br>1e Designing Coherent Instruction<br>1f Assessing Student Learning | 2a Creating an Environment of Respect and Rapport<br>2b Establishing a Culture for Learning<br>2c Managing Classroom Procedures<br>2d Managing Student Behavior | 3a Communicating Clearly and Accurately<br>3b Using Questioning and Discussion Techniques<br>3c Engaging Students in Learning<br>3d Providing Feedback to Students<br>3e Demonstrating Flexibility and Responsiveness | 4a Reflecting on Teaching<br>4b Maintaining Accurate Records<br>4c Communicating with Families<br>4d Contributing to the School and District<br>4e Growing and Developing Professionally<br>4f Showing Professionalism |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Description of Evidence	Domain Element

## Presentation of Evidence

- Family Contact Log
- School, District and Community Contributions Log
- Unit plan based on academic content standards
- Sample daily lesson plans
- Class activity descriptions, which include re-teaching and enrichment activities
- Student evaluation samples (teacher or student generated)
- Examples of student work
- Class schedules
- Instructional artifacts (project guidelines, class or homework assignments, worksheets)
  
- Samples of home communication or newsletters
- Reflection sheets on any components of the four domains

The purpose of the Presentation of Evidence is to document attainment of the components of the framework and to stimulate professional conversation. Other possible artifacts could be included other than those listed.

# Professional Development School, District and Community Contribution Log

Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_ School Year \_\_\_\_\_

Date	Activity Workshops, conferences, committee meetings, open house, etc.	Benefits Derived or Contributions Made	Notes

## Family Contact Log

Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_ School Year \_\_\_\_\_

Date	Student Name	Person Contacted	Type of Contact	Reason or Purpose	Notes

Northwestern Local School District  
**Phase IIA: Elevating Professional Performance Plan**

Teacher's Name:  
Administrator's Name:

School:  
School Year:

Grade/Subject:  
Date:

<b>Domain Element</b>	<b>Performance Objective</b>	<b>Strategies</b>	<b>Indicator(s) of Success</b>

Domain element to be selected from the framework.

Northwestern Local School District  
**Phase IIA: Elevating Professional Performance Plan**

Administrator's Statement	Teacher's Statement

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

I have examined and discussed this annual appraisal with the above-signed administrator. My signature does not imply agreement with the contents of this appraisal.

Northwestern Local School District  
**Phase IIB: Exploring Professional Growth Project**

School:	Beginning Month/Year	Ending Month/Year
Teacher(s) Name(s):	1. 2.	
	3. 4.	
Administrator(s) Name(s):	1. 2.	

1. Proposal Abstract: Briefly describe the proposed Professional Growth Project. Please include a description of what form(s) of inquiry you will employ.

2. Anticipated Impact: Briefly describe how involvement in this project will contribute to your professional growth and student learning.

Northwestern Local School District  
**Phase IIB: Exploring Professional Growth Project**

3. Briefly describe what resources (human and material) you will employ to support this project.

4. What evidence will constitute successful completion of this project? Projects that extend beyond one school year should include interim objectives that will provide evidence of progress toward project completion. Participants will meet with the administrator annually.

5. Please describe how you will disseminate the results of the proposed project.



Northwestern Local School District  
**Phase IIB: Exploring Professional Growth Project**

Consultation Date \_\_\_\_\_ Teacher(s) Initials \_\_\_\_\_ Administrator(s) Initials \_\_\_\_\_

Comments:

Consultation Date \_\_\_\_\_ Teacher(s) Initials \_\_\_\_\_ Administrator(s) Initials \_\_\_\_\_

Comments:

Consultation Date \_\_\_\_\_ Teacher(s) Initials \_\_\_\_\_ Administrator(s) Initials \_\_\_\_\_

Comments:

Consultation Date \_\_\_\_\_ Teacher(s) Initials \_\_\_\_\_ Administrator(s) Initials \_\_\_\_\_

Comments:

Northwestern Local School District  
**Phase IIB: Exploring Professional Growth Project**

In the space provided, describe the results of this project. Please make recommendations on how the progress initiated by this project might be extended to have greater impact on teacher growth and student learning.

Administrator(s) Response	Teacher(s) Response

Administrator(s) Signature(s) \_\_\_\_\_

Teacher(s) Signature(s) \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

## LEVELS OF PERFORMANCE

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



## Counselor Post-observation Reflection

Complete this form and submit it to your observer within twenty-four hours after your observation.

Name:

School:

Grade Level:

Subject:

Date:

1. To what extent did student(s) achieve the stated objectives of the session?

- What did your student(s) do well?
  
  
  
  
  
  
  
  
  
  
- What did you do to help your student(s) do well?
  
  
  
  
  
  
  
  
  
  
- What did your student(s) have difficulty with in this session?
  
  
  
  
  
  
  
  
  
  
- What would you do differently the next time?

2. How did your assessment of this lesson affect your immediate instructional plans?

## Northwestern Local School District Counseling Observation Report

Name \_\_\_\_\_ School \_\_\_\_\_ Subject \_\_\_\_\_

Date of Observation \_\_\_\_\_ From \_\_\_\_\_ To \_\_\_\_\_

**Wherever a “U” or “B” is given, comments describing the performance are required.**

Key: U – Unsatisfactory B – Basic P – Proficient D – Distinguished N/O – Not Observed

Written comments relating to Domain I follow on the following page					
<b>Domain II - The Classroom Environment</b>					
<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>N/O</b>	
					2a Creating an Environment of Respect and Rapport Element 1 _____
					2b Establishing an Environment for Counseling Element 1 _____ Element 2 _____
					2c Managing Counseling Procedures Element 1 _____ Element 2 _____
					2d Managing Student Behavior Element 1 _____ Element 2 _____
<b>Domain III - Instruction</b>					
<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>	<b>N/O</b>	
					3a Communicating Clearly and Accurately Element 1 _____ Element 2 _____
					3b Career guidance (high school) Element 1 _____ Element 2 _____
					3c Engaging students in individual, group, and/ or classroom guidance. Element 1 _____ Element 2 _____
					3d Providing feedback to students. Element 1 _____
Written comments relating to Domain IV follow on the following page					

Observations regarding Domain I (optional)	Observations regarding Domain IV (optional)
Administrator's Recommendation(s)	Summary Statement of Counselor <input type="checkbox"/> Check if attaching additional pages

## Northwestern Local School District Counselor Evaluation Report for Phase I

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

The evaluation is based on the administrator's prior classroom visitations, formal and informal, as well as their holistic and summative evaluation of the teacher's professional performance.

Wherever a "U" or "B" is given, comments describing the performance are required.

Key: U – Unsatisfactory B – Basic P – Proficient D – Distinguished

Domain I				Domain 1: Planning and Preparation
U	B	P	D	
				1a Demonstrating knowledge of counseling standards and best practices.
				1b Demonstrating knowledge of students.
				1c Selecting counseling program objectives.
				1d Demonstrating knowledge of resources.
				1e Designing coherent classroom and small group instruction.
				1f Assessing the counseling program.
Domain II				Domain 2: The Counseling Environment
U	B	P	D	
				2a Creating an environment of respect and rapport.
				2b Establishing an environment for counseling.
				2c Managing counseling procedures.
				2d Managing student behavior.
Domain III				Domain 3: Instruction
U	B	P	D	
				3a Communicating clearly and accurately.
				3b Career guidance (high school)
				3c Engaging students in individual, group, and/ or classroom guidance.
				3d Providing feedback to students.
Domain IV				Domain 4: Professional Responsibilities
U	B	P	D	
				4a Reflecting on counseling.
				4b Organizing materials and managing time.
				4c Communicating with families and school personnel.
				4d Contributing to the school and district.
				4e Growing and developing professionally.
				4f Showing professionalism.



Summary Statement of Administrator
Administrator's Recommendation(s)
Summary Statement of Counselor

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_

Counselor's Signature \_\_\_\_\_ Date \_\_\_\_\_

I have examined and discussed this evaluation with the above-signed administrator. My signature does not imply agreement with the contents of this evaluation.

Check if additional comments are attached.

## Northwestern Local School District Evidence of Professional Performance

Name \_\_\_\_\_ School \_\_\_\_\_ Date \_\_\_\_\_

- |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1a Demonstrating knowledge of counseling standards and best practices.</p> <p>1b Demonstrating knowledge of students.</p> <p>1c Selecting counseling program objectives.</p> <p>1d Demonstrating knowledge of resources.</p> <p>1e Designing coherent classroom and small group instruction.</p> <p>1f Assessing the counseling program.</p> | <p>2a Creating an environment of respect and rapport.</p> <p>2b Establishing an environment for counseling.</p> <p>2c Managing counseling procedures.</p> <p>2d Managing student behavior.</p> | <p>3a Communicating clearly and accurately.</p> <p>3b Career guidance (high school)</p> <p>3c Engaging students in individual, group, and/ or classroom guidance.</p> <p>3d Providing feedback to students.</p> | <p>4a Reflecting on counseling.</p> <p>4b Organizing materials and managing time.</p> <p>4c Communicating with families and school personnel.</p> <p>4d Contributing to the school and district.</p> <p>4e Growing and developing professionally.</p> <p>4f Showing professionalism.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<b>Description of Evidence</b>	<b>Domain Element</b>

## Presentation of Evidence

- Family Contact Log
- School, District and Community Contributions Log
- Unit plan based on academic content standards
- Sample daily lesson plans
- Class activity descriptions, which include re-teaching and enrichment activities
- Student evaluation samples (teacher or student generated)
- Examples of student work
- Class schedules
- Instructional artifacts (project guidelines, class or homework assignments, worksheets)
  
- Samples of home communication or newsletters
- Reflection sheets on any components of the four domains

The purpose of the Presentation of Evidence is to document attainment of the components of the framework and to stimulate professional conversation. Other possible artifacts could be included other than those listed.

## Professional Development School, District and Community Contribution Log

Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_ School Year \_\_\_\_\_

<b>Date</b>	<b>Activity Workshops, conferences, committee meetings, open house, etc.</b>	<b>Benefits Derived or Contributions Made</b>	<b>Notes</b>

## Family Contact Log

Name \_\_\_\_\_ Grade/Subject \_\_\_\_\_ School Year \_\_\_\_\_

Date	Student Name	Person Contacted	Type of Contact	Reason or Purpose	Notes

Northwestern Local School District  
**Phase IIA: Elevating Professional Performance Plan**

Teacher's Name:  
Administrator's Name:

School:  
School Year:

Grade/Subject:  
Date:

<b>Domain Element</b>	<b>Performance Objective</b>	<b>Strategies</b>	<b>Indicator(s) of Success</b>

Domain element to be selected from the framework.

Northwestern Local School District  
**Phase IIA: Elevating Professional Performance Plan**

Administrator's Statement	Teacher's Statement

Administrator's Signature \_\_\_\_\_ Date \_\_\_\_\_ Teacher's Signature \_\_\_\_\_ Date \_\_\_\_\_

I have examined and discussed this annual appraisal with the above-signed administrator. My signature does not imply agreement with the contents of this appraisal.

Northwestern Local School District  
**Phase IIB: Exploring Professional Growth Project**

School:	Beginning Month/Year	Ending Month/Year
Teacher(s) Name(s):	1.	2.
	3.	4.
Administrator(s) Name(s):	1.	2.

1. Proposal Abstract: Briefly describe the proposed Professional Growth Project. Please include a description of what form(s) of inquiry you will employ.

2. Anticipated Impact: Briefly describe how involvement in this project will contribute to your professional growth and student learning.



Northwestern Local School District  
**Phase IIB: Exploring Professional Growth Project**

3. Briefly describe what resources (human and material) you will employ to support this project.

4. What evidence will constitute successful completion of this project? Projects that extend beyond one school year should include interim objectives that will provide evidence of progress toward project completion. Participants will meet with the administrator annually.

5. Please describe how you will disseminate the results of the proposed project.

Northwestern Local School District  
**Phase IIB: Exploring Professional Growth Project**

C-10

Consultation Date _____ Teacher(s) Initials _____ Administrator(s) Initials _____ Comments:
Consultation Date _____ Teacher(s) Initials _____ Administrator(s) Initials _____ Comments:
Consultation Date _____ Teacher(s) Initials _____ Administrator(s) Initials _____ Comments:
Consultation Date _____ Teacher(s) Initials _____ Administrator(s) Initials _____ Comments:

Northwestern Local School District  
**Phase IIB: Exploring Professional Growth Project**

In the space provided, describe the results of this project. Please make recommendations on how the progress initiated by this project might be extended to have greater impact on teacher growth and student learning.

Administrator(s) Response	Teacher(s) Response

Administrator(s) Signature(s) \_\_\_\_\_

Teacher(s) Signature(s) \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

## LEVELS OF PERFORMANCE

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