Sumter District Schools

Instructional Evaluation System

Table of Contents

1. Performance of Students

For all instructional personnel, including classroom teachers newly hired by the district and non-classroom teachers, the percentage of the evaluation based on the performance of students is 34%.   This portion of the evaluation is based on either growth or proficiency level.

The student performance portion of the evaluation is based on data and indicators of student learning growth assessed annually by statewide assessments or, for subjects and grade levels not measured by statewide assessments, by school district determined assessments as illustrated in the chart to follow. The state-adopted value-added formula (VAM) and state scores will be utilized as the student performance score in all courses associated with statewide assessments. (If a teacher instructs both VAM and non-VAM courses, the student performance value will be determined by a weighted average based on the number of students included in the VAM and local student performance formulas.) For all other grades and subjects, the district will utilize proficiency levels for determining student performance.

The student performance portion of the evaluation will include growth or proficiency data for students assigned to the teacher over the course of three years, including the current school year. If less than three years of data are available, the years for which data are available will be used, including the current school year.

Sumter County will accept the state determined VAM score of each teacher. This score will be a 1 – 4 score, indicated by U to HE. The chart below demonstrates how this score will be converted to points for the summative evaluation score:

VAM Score Conversion	Categorical Score	= Points
4	Highly Effective	4
3	Effective	3
2	Needs Improvement/Developing	2
1	Unsatisfactory	1

Sumter County will convert non-VAM scores as illustrated in the chart below:

Non-VAM Score Conversion	Categorical Score	= Points
growth, achievement, or proficiency percent on any non-VAM assessment is 5.00 percentage/percentile points or greater than the national[+], state or district* average	Highly Effective	4

growth, achievement, or proficiency percent on any non-VAM assessment is between 4.99 percentage points above and 4.99 percentage/percentile points below the national[+], state or district* average	Effective	3
growth, achievement, or proficiency percent on any non-VAM assessment is between 5.00 percentage/percentile points below and 9.99 percentage points below the national[+], state or district* average	Needs Improvement/Developing	2
growth, achievement, or proficiency percent on any non-VAM assessment is 10.00 percentage/percentile points below the national[+], state or district* average	Unsatisfactory	1

[+] Largest available population average used on kindergarten to second grade ELA and Math assessments

*District average used on all college ready assessments including ACT, SAT and PERT where no current state average can be located

STUDENT PERFORMANCE MEASURES

Teaching Assignment	Performance Measure	Standard of Measurement
Pre-K ESE and Data-folio Eligible ESE Students	IEP Instructional Goals; BDI Exit Growth Data; Data-folio	Proficiency Scale or Learning Gains
KG	District approved assessment: ELA & Math	Proficiency Scale (Level 1 based on mid-year District approved assessment: ELA & Math)
1st grade	District approved assessment: ELA & Math	Proficiency Scale, (Level 1 based on previous year: District approved assessment: ELA & Math)

2nd grade	District approved assessment: ELA & Math	Proficiency Scale (Level 1, based on previous year: District approved assessment: ELA & Math)
3rd grade	Florida Standards Assessment (FSA): ELA & Math	Proficiency Scale (Level 1, based on previous year: District approved assessment: ELA & Math)
4th grade	Florida Standards Assessment (FSA): ELA & Math	VAM for Reading, ELA and Math courses Proficiency Scale for all other courses (Level 1, based on previous year FSA: ELA & Math)
5th grade	Florida Standards Assessment (FSA): ELA & Math Statewide Science Assessment	VAM for Reading, ELA and Math courses Proficiency Scale for all other courses (Level 1, based on previous year FSA: ELA & Math
K-2nd Music/PE 3rd – 5th Music/PE	District approved assessment: ELA- For the students taught by the Music/PE teacher FSA: ELA- For the students taught by the Music/PE teacher	Proficiency Scale (Level 1, based on previous year District approved assessment or FSA: ELA)
6th-8th grade Reading, ELA & Math	Florida Standards Assessment (FSA): ELA & Math, 8th grade Algebra EOC	VAM
6th-8th grade EOC	Civics, 7th grade Algebra, Geometry EOCs, and Statewide Science Assessment	Proficiency Scale (Level 1, based on previous year FSA: ELA or Math)
6th-8th grade Elective/Other teachers	Florida Standards Assessment (FSA) for students taught by these teachers	Proficiency Scale (Level 1, based on previous year FSA: ELA)
9th-10th grade	Florida Standards Assessment (FSA): ELA and 9th grade Algebra I EOC	VAM
9th-10th grade EOCs	Geometry, Algebra I, Biology, US History EOC's Liberal Arts Math	Proficiency Scale (Level 1, based on previous year FSA: ELA or Math) Proficiency Scale based on Retakes Only

9th-10th Elective teachers	Florida Standards Assessment (FSA): ELA for students taught by these teachers	Proficiency Scale (Level 1, based on previous year FSA: ELA)
High School EOC Courses	Geometry, Biology, US History EOC's	Proficiency Scale (Level 1, based on most recent FSA: ELA or Math)
High School Non-EOC Courses	PERT ELA & Math (or other college ready assessment)	Proficiency Scale (Level 1, based on most recent FSA: ELA or Math)
Advanced Placement Courses	Advanced Placement (AP) Exams	Proficiency Scale (Level 1, based on most recent FSA: ELA or Math)
11th-12th grade Elective teachers	PERT ELA & Math (or other college-ready assessment)	Proficiency Scale (Level 1, based on most recent FSA: ELA or Math)
ESE Staffing Specialist Guidance Counselors Instructional Specialists Media Specialists School Psychologists	District or school score, as per assigned content area	VAM/Proficiency Scale District approved assessment EOC's FSA PERT FAA
ESE, Sumter Prep and SOAR Academy teachers	Same as regular education teachers, by subject: Florida Standards Assessment (FSA): ELA & Math, Florida Alternative Assessment (FAA) & applicable state End of Course exams (EOC's).	VAM/Proficiency Scale/ Learning Gains (Level 1, based on previous year ELA & Math)
Speech Language Pathologists	District approved assessment in ELA Florida Standards Assessment (FSA) in ELA of students served	VAM/Learning Gains/ Proficiency Scale (Level 1, based on most recent District approved assessment or FSA: ELA)
Industry Certification teachers	Appropriate Industry Certification Exam	Proficiency Scale (Level 1, based on most recent FSA: ELA)

RATING CALCULATIONS PROCEDURES

The academic performance score for each teacher will be determined by the weighted average based upon the number of students taking each exam.

For year-long courses, teachers will receive scores for students present in both FTEs, with the exception of teachers hired after Survey 2 who work one day over half of the contract year. These teachers will receive scores for students present during Survey 3. For block or single-semester courses, scores will be based on the percentage of time students are enrolled in the class (i.e., 90% of course length). In the event a teacher transfers between FTE periods, he/she will receive scores for students present in each FTE period based on the percentage of time the teacher was assigned each class.

PROFICIENCY SCALE

An average student score will be established per test utilizing national, state, or district averages. (College Ready comparisons will use a 2-yr. rolling average.)

			Average	
Range	-10% and below	-9.99% - 5.00%	-4.99% - +4.99%	+5.00% and above
Score	1	2	3	4

Sumter County will allow site-based principals to determine student performance measures for the newly hired for the first evaluation and use non-VAM calculations for scoring.

BONUS POINTS

In an effort to include students' prior performance in the instructional effectiveness score of all teachers, non-VAM teachers who have high percentages of Level 1 students in their verified rosters will earn bonus points. The bonus points are added to the percent of student growth, achievement or proficiency score prior to comparing to the national, state or district average. The table below lists the bonus points earned based upon the percentage of Level one students in the verified roster. Prior year Math scores are used for math courses. Prior year ELA scores are used for all other courses.

Percent of Level 1 students included in the verified roster	Bonus points added to the percent of students growth, achievement, or proficiency
20% to 30%	**15** points
31% to 40%	**20** points
41% and greater	**25** points

2. Instructional Practice

The Framework for Teaching defines four levels of performance for each component. The weighting of components is indicated in the chart below. The instructional practice portion will account for 66% of the teacher's evaluation.

		% of totals
I e	Designing Coherent Instruction	7
II a	Creating an Environment of Respect and Rapport	3
II b	Establishing a Culture for Learning	3
II c	Managing Classroom Procedures	3
II d	Managing Student Behavior	20
III a	Communicating with Students	7
III b	Using Questioning and Discussion Techniques	8
III c	Engaging Students in Learning	20
III d	Using Assessment in Instruction	10
IV a	Reflecting on Teaching	1
IV b	Maintaining Accurate Records	3
IV c	Communicating with Families	1
IV d	Participating in a Professional Community	1
IV e	Growing and Developing Professionally	3
IV f	Demonstrating Professionalism	10
		100

Contemporary Research Basis in Effective Educational Practices

The philosophy of the teacher evaluation system is underpinned by sound education principles which support the use of contemporary research in effective assessment practices. The Sumter County Teacher Evaluation System uses the *Framework for Teaching* (Danielson, ASCD, 2007) as criteria against which effective teaching will be assessed and professional goals developed. The *Framework for Teaching* and its respective Descriptors of Practice with Levels of Performance is identified as a research-based set of criteria for teaching practice. The use of this core of effective practices ensures that assessments of teacher performance are based upon valid criteria that have been shown to improve student achievement.

The framework is based on Praxis III criteria developed by the Educational Testing Service (ETS) after extensive surveys of the research literature, consultation with expert practitioners and researchers, wide-ranging job analyses, summaries of the demands of state licensing programs, and fieldwork. Other work also influenced the development of the framework: documents from the standards committees of the National Board for Professional Teaching Standards (NBPTS); work at the University of Wisconsin (Newmann, Secada, & Wehlage, 1995); Michael

Scriven's (1994) conceptions of teacher duties; and recent research on the pedagogical implications of constructivist learning. The Danielson *Framework for Teaching* has also been successfully aligned to the Florida Educator Accomplished Practices.

The Sumter County School District has embraced Learning-Focused (*Leadership for Learning-Focused Schools*, Thompson, 2010) as an additional means for implementation of exemplary practices. Learning-Focused provides an instructional model for teachers distinguished by clear standards-driven learning goals communicated to students through lessons and units that connect research-based instructional strategies and ensure that students learn what is expected. (See Appendix A) The exemplary practices of Learning-Focused provide additional evidence to support the *Framework for Teaching* criteria.

Description of the District Evaluation Framework

The *Framework for Teaching* is organized into four domains and contains 22 components. Evidence can be gathered for all components, although only Domains 2 and 3 are usually observed during a classroom lesson.

The four *Framework* domains are as follows:

Domain 1: Planning and Preparation - Defines how a teacher designs instruction and organizes the content that students are to learn. All elements of the instructional design: learning activities, materials, assessments, and strategies should be appropriate to both the content and the students. The components of Domain 1 are demonstrated through the plans that teachers prepare to guide their teaching. Effectiveness of the plan is observable through artifacts and actions in the classroom.

Domain 2: The Classroom Environment - Consists of the non-instructional interactions that occur in a classroom. Activities and tasks establish a respectful classroom environment and a culture for learning. The atmosphere is businesslike; routines and procedures are handled efficiently. Student behavior is cooperative and non-disruptive, and the physical environment supports instruction. The components of Domain 2 are demonstrated through classroom interaction and are observable.

Domain 3: Instruction - Consists of the components that actually engage students in the content. These components represent distinct elements of instruction. Students are engaged in meaningful work that is important to learners as well as teachers. Like Domain 2, the components of Domain 3 are demonstrated through teacher classroom interaction and are observable.

Domain 4: Professional Responsibilities - Encompasses the professional's role outside the classroom. These roles include professional responsibilities such as self-reflection and professional growth, in addition to contributions made to the schools, the district, and to the profession as a whole. The components in Domain 4 are demonstrated through teacher interactions with colleagues, families, and the larger community.

Evidence on *Framework* components will be gathered through classroom observations and evaluations, artifacts validating parent involvement and student progress, and professional conversations about practice. Teachers usually demonstrate varying degrees of proficiency on different components. Such variation is to be expected as the scoring rubric provides a foundation for continual self-improvement.

SUMTER's 15 ESSENTIAL COMPONENTS (2015-16)

The following fifteen (15) essential components meet the requirements of the Florida Educator Accomplished Practices for Teachers of the 21st Century and will be used for evaluation purposes:

DOMAIN 1
1e   **Designing Coherent Instruction**

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

DOMAIN 3
3a   **Communicating with Students**
3b   **Using Questioning and Discussion Techniques**
3c   **Engaging Students in Learning**
3d   **Using Assessment in Instruction**

DOMAIN 4
4a   **Reflecting on Teaching**
4b   **Maintaining Accurate Records**
4c   **Communicating with Families**
4d   **Participating in a Professional Community**
4e   **Growing and Developing Professionally**
4f   **Showing Professionalism**

Alignment to the Florida Educator Accomplished Practices (FEAPs)

Practice	Evaluation Indicators

1. Instructional Design and Lesson Planning

Applying concepts from human development and learning theories, the effective educator consistently:

Practice	Evaluation Indicators
a. Aligns instruction with state-adopted standards at the appropriate level of rigor;	1a, 1c, 1f
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1c, 1e
c. Designs instruction for students to achieve mastery;	1a, 1b, 1e
d. Selects appropriate formative assessments to monitor learning;	1f, 3d
e. Uses diagnostic student data to plan lessons; and,	1b, 3d
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	1a, 1b, 1d, 1e

2. The Learning Environment

To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

Practice	Evaluation Indicators
a. Organizes, allocates, and manages the resources of time, space, and attention;	2c, 2e
b. Manages individual and class behaviors through a well-planned management system;	2c, 2d
c. Conveys high expectations to all students;	2b
d. Respects students' cultural linguistic and family background;	1b, 2a
e. Models clear, acceptable oral and written communication skills;	2a, 3a
f. Maintains a climate of openness, inquiry, fairness and support;	2a, 2b
g. Integrates current information and communication technologies;	1d, 3c
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and	1b, 2c, 2e
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.	1d, 3c

3. Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

Practice	Evaluation Indicators
a. Deliver engaging and challenging lessons;	1a, 3a, 3c
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	2c, 3b, 3c
c. Identify gaps in students' subject matter knowledge;	3b, 3d
d. Modify instruction to respond to preconceptions or misconceptions;	3d, 3e
e. Relate and integrate the subject matter with other disciplines and life experiences;	1e, 3c
f. Employ higher-order questioning techniques;	3b
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	1d, 1e, 3c
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1b, 1c, 3d
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement;	2a, 3a, 3d
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3d, 3e

4. Assessment
The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;	1b, 1f, 3d
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	1c, 1f, 3d
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	3d
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	1b, 1f, 2e, 3d
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,	3d, 4c
f. Applies technology to organize and integrate assessment information.	1d, 3d, 4b

5. Continuous Professional Improvement
The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	1b, 4a, 4e
b. Examines and uses data-informed research to improve instruction and student achievement;	1e, 1d, 4e
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	3d, 3e, 4d
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	4c, 4d, 4f
e. Engages in targeted professional growth opportunities and reflective practices; and,	4a, 4e
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	1e, 4e

6. Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.	4f

OBSERVATION INSTRUMENTS

All classroom teachers will be assessed using the Charlotte Danielson 2013 *Framework for Teaching* evaluation rubric (See Appendix B). Results will be transferred to the ***Annual Teacher Instructional Practice Form – Classroom Teacher***. (See Appendix D)

The teacher assessment instruments will be used to guide teacher improvement and to make specific personnel decisions involving annual award of contracts and continuation of employment.

Rubrics for ESE Staffing Specialist, Instructional Specialist, Guidance Counselor, Library/Media Specialist, School Psychologist, and Speech Language Pathologist/Therapist have been adapted from Charlotte Danielson's Frameworks for Specialist Positions found in *Enhancing Professional Practice, A Framework for Teaching*, 2nd Edition. The Florida Education Accomplished Practices have been aligned with each of the domain components on

the non-classroom teacher rubrics. Non-classroom teachers will be assessed on all components of their respective rubrics.

Non-classroom teachers will be assessed using their respective framework. Results will be transferred to one of the following annual teacher assessment forms relative to their job classification. (See Appendix D)

OBSERVATION PROCEDURES

Probationary teachers hired by the district for a full school year (one day over half their contract period) will have at least two announced formal observations during the first year of teaching in the school district. Other contract teachers shall be formally observed at least once each year. The purpose of the announced observation is to give the employee an opportunity to plan for the demonstration of competencies which might not occur naturally during some classroom activities. Highly effective teachers may be given the option of using either the collective data from informal observations or the traditional formal observation for their summative evaluation.

During each classroom observation (announced or unannounced), the observer will collect both teacher and student evidence related to Domains 2 and 3 of the Framework for Teaching. The observer will focus on the degree to which the teacher is exhibiting the indicators for each component. Data collection during the observation may occur manually or electronically through the notes of the observer, or with any other appropriate clearly understood form or electronic device. The observer will complete as many informal observations as necessary to collect the information needed to accurately rate a teacher on Instructional Practice.

Assessment of Domains 1, Planning and Preparation, and 4, Professional Responsibilities, will occur through on-going observations. If the observer deems it necessary, he/she may hold a conference with the teacher and/or request artifacts from the teacher to secure additional information regarding the components of Domains 1 and 4.

STEP BY STEP PROCESS

STEP 1:   ADMINISTRATOR INFORMS TEACHER ABOUT EVALUATION PROCESS

- School and/or district administrators will meet with instructional staff no later than September 30 to orient and inform them regarding assessment criteria and procedures, and to provide a common language for defining and reflecting on teacher effectiveness. <u>Attendance at this meeting is mandatory</u>. Administrators will have teachers sign an attendance roster for this meeting.

- Directions for obtaining access to an electronic version of the Sumter County Schools Framework for Teaching evaluation handbook and the appropriate assessment forms from the district website will also be provided. As additional staff is employed, the criteria and procedures of the assessment system will be reviewed during new employee orientation.

STEP 2: ADMINISTRATOR SCHEDULES OBSERVATION AND <u>OPTIONAL</u> PRE-OBSERVATION CONFERENCE
- Collaboratively, the administrator and teacher will set an observation date and time. The teacher must be given at least a **two day** notice prior to the announced classroom observation.
- If a Pre-Observation Conference is requested by either the teacher or the assessor, the administrator will schedule the Pre-Observation conference preferably 1 – 5 school days before the observation.
- The administrator will provide either an electronic or paper Pre-Observation Conference Form PS-011, to the teacher in advance of the conference and will ask him or her to bring the completed form to the conference.

STEP 3: ADMINISTRATOR HOLDS PRE-OBSERVATION CONFERENCE (If Applicable)

- The teacher will bring a copy of the completed Pre-Observation Conference Form   PS-011, to the conference. The administrator will use it to guide the conversation and to organize notes as he/she records evidence of the domains in the *Framework for Teaching* evaluation rubric.
- The teacher will discuss the lesson to be observed. The teacher should do most of the talking, but the administrator should ask questions and offer suggestions for improvement to the lesson.

STEP 4: ADMINISTRATOR OBSERVES TEACHER

- The administrator gathers evidence of the teacher's and students' actions, statements, and questions using an electronic device or evidence collection tool. The length of the announced formal observation may vary from 20 minutes to one full class period.

STEP 5: ADMINISTRATOR SCHEDULES POST-OBSERVATION CONFERENCE

- The administrator schedules the post-observation conference for **no later than ten (10) teacher working days after the observation takes place.**
- The administrator gives the teacher the Post-Observation Conference Form PS-156, to complete in advance of the post-observation conference.

STEP 6: ADMINISTRATOR ALIGNS EVIDENCE USING THE FRAMEWORK

- After the observation, the administrator will identify the relevant component(s) for each piece of evidence.
- The administrator will compare the evidence listed under each component to the level of performance descriptions, as indicated on the *Sumter Framework for Teaching* evaluation rubric, and will choose the level of performance for each component that most closely aligns to the evidence.
- The administrator will complete the Annual Teacher Instructional Practice Form for the teacher's appropriate job classification, i.e. classroom teacher, guidance counselor, etc.

STEP 7: ADMINISTRATOR HOLDS POST-OBSERVATION CONFERENCE

- The teacher will reflect on the lesson using the Post-Observation Conference Form   PS-156.
- The administrator and teacher will discuss the evidence collected and the levels of performance chosen on the Annual Teacher Instructional Practice Form.

- The administrator and teacher will sign the Annual Teacher Instructional Practice Form. The teacher will have the right to initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.

STEP 8: DISTRICT FINALIZES ANNUAL TEACHER ASSESSMENT FORM

- The district will combine the teacher instructional practice rating with the student performance data, upon availability, at the end of the school year (June 30), or within 90 days thereafter. (September 30).

STEP 9: ADMINISTRATOR NOTIFIES TEACHER OF FINAL OVERALL RATING and HOLDS ADDITIONAL POST CONFERENCE

For teachers receiving an overall rating of effective or highly effective:

- The administrator will notify the teacher of the overall final rating and will schedule an additional post conference after the receipt of student performance data prior to September 30.
- The administrator will hold an additional post conference with the teacher and present student performance data and the finalized Annual Teacher Assessment Form.
- The administrator and teacher will sign the Annual Teacher Assessment Form. The teacher will have the right to review the student test data and initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.

For teachers receiving an overall rating of needs improvement or unsatisfactory:

- The administrator will notify teachers in writing of the overall final rating.
- The teacher will schedule the post conference with administrator as soon as practical, but no later than September 30.
- The administrator will hold an additional post conference with the teacher and present student growth data and the finalized Annual Teacher Assessment Form.
- The administrator and teacher will sign Part II of the Annual Teacher Assessment Form. The teacher will have the right to review the student test data and initiate a written response to the assessment, and the response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file.
- As per the Sumter County Education Association contract, teachers will have the right to appeal the evaluation rating based on procedural issues related to the student performance part of the evaluation. No appeal of the Instructional Practices section may be made.
- The administrator and teacher will work collaboratively to create a Professional Improvement Plan (PIP).

Correlation Map of LEARNING-FOCUSED to Danielson's Evaluation Framework for Teaching
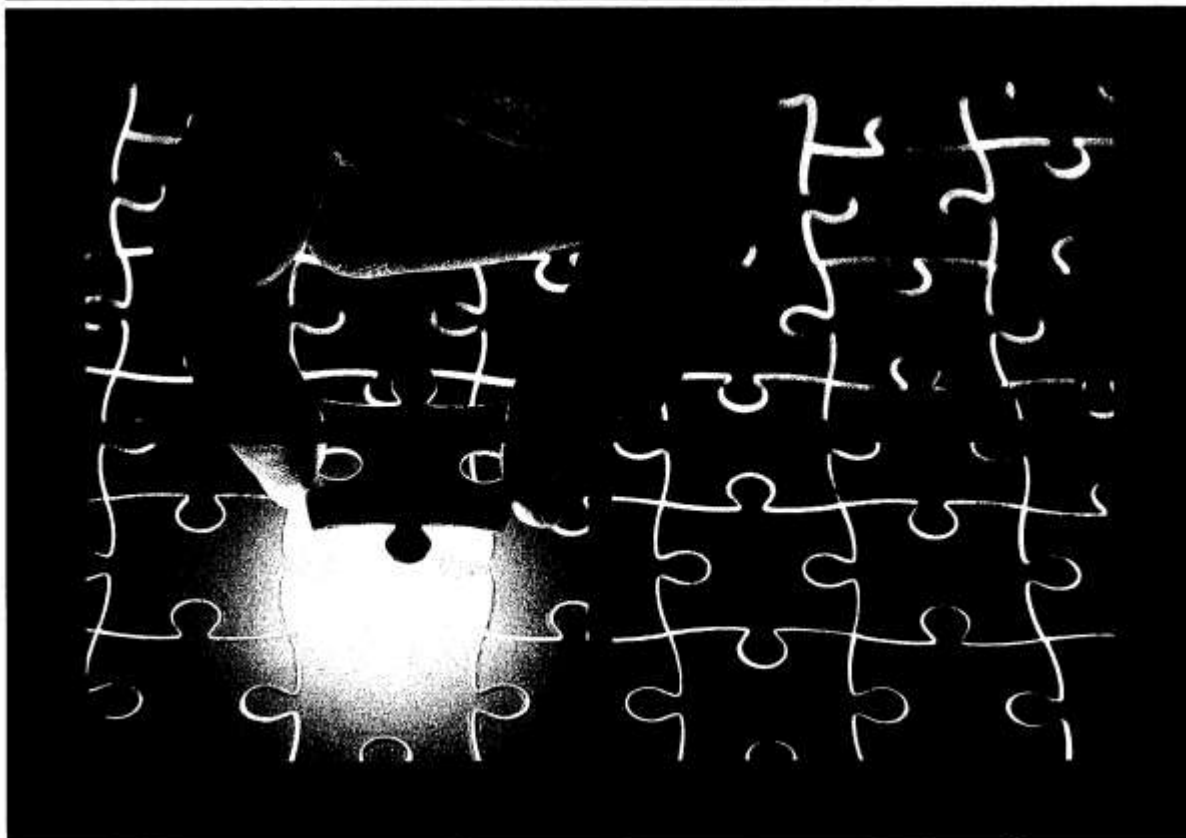
Correlation Map of LEARNING-FOCUSED to Danielson's Evaluation Framework for Teaching

LEARNING-FOCUSED provides schools and districts with the best solutions for ensuring that teachers will be successful on teacher evaluations. LEARNING-FOCUSED is the only model that prepares your teachers to consistently and pervasively implement every domain and element of the Danielson evaluation.

This correlation map provides the direct connections of day-to-day implementation of LEARNING-FOCUSED with the Danielson Evaluation Model by domain area.

Domain 1: Planning and Preparation

Danielson's Framework	LEARNING-FOCUSED
1a: Demonstrating Knowledge of Content and Pedagogy: **Knowledge of Content**	**Mapping Standards** Teachers gain deep knowledge of content by unpacking standards to identify what students will know and be able to do as a result of instruction. **LEARNING-FOCUSED Lessons** Teachers analyze standards selected for a lesson to develop clear learning goals that identify what students will know and be able to do as a result of lesson instruction.
1a: Demonstrating Knowledge of Content and Pedagogy: **Knowledge of Prerequisite Relationships**	**Mapping Standards** Teachers identify relationships among concepts to integrate and link standards into interdisciplinary lessons and units. **LEARNING-FOCUSED Lessons** Teachers analyze standards-driven learning goals to determine a logical sequence of instruction that links and builds concepts and skills across each lesson. **Effective Assignments and Assessments for Learning** Teachers plan assignments that require students to integrate knowledge and skills from multiple standards to demonstrate understanding and proficiency. **Accelerating Learning For All Students** Teachers identify prerequisite background knowledge and plan Preview Lessons to build background knowledge prior to instruction. Teachers anticipate students' misconceptions and plan methods for addressing them.
1a: Demonstrating Knowledge of Content and Pedagogy: **Knowledge of Content-Related Pedagogy**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.

Page **2** of 23

Domain 1: Planning and Preparation Continued

Danielson's Framework	LEARNING-FOCUSED
1b: Demonstrating Knowledge of Students: **Knowledge of Characteristics of Age Group**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
1b: Demonstrating Knowledge of Students: **Knowledge of Students' Varied Approaches to Learning**	**LEARNING-FOCUSED Lessons** Using the LEARNING-FOCUSED Lesson plan, teachers use student interests and background experiences during Activating Strategies in order to motivate them and link to their background knowledge. **Accelerating Learning For All Students** Teachers use previewing before lessons, apply scaffolding strategies during lessons and differentiate assignments that incorporate student interests, background and ability. **Differentiated Assignments** Teachers learn strategies for surveying students' interests and backgrounds. Students are given a variety of ways to show their understanding of topics under study, some of which are based on student interests and talents.
1b: Demonstrating Knowledge of Students: **Knowledge of Students' Skills and Knowledge**	**LEARNING-FOCUSED Lessons** Teachers use Assessment Prompts, Distributed Practice, Distributed Summarizing, Summary Point Writing, projects, assignments, and other formative and summative assessments to gain knowledge of each student's knowledge and skills. **Effective Assignments and Assessments for Learning** Teachers use formative assessment information from Assessment Prompts and Assignments to provide targeted feedback that moves students forward in their learning. **Accelerating Learning For All Students** Teachers use information on students' current knowledge and skills to proactively plan and use Acceleration strategies and practices such as Previewing, scaffolding, additional challenge, and differentiated assignments. **Differentiated Assignments** Teachers plan and use tiered assignments based on students' readiness levels.

Domain 1: Planning and Preparation Continued

Danielson's Framework	LEARNING-FOCUSED
1b: Demonstrating Knowledge of Students: · **Knowledge of Students' Interests and Cultural Heritage**	**LEARNING-FOCUSED Lessons** Using the LEARNING-FOCUSED Lesson plan, teachers use student interests and background experiences during Activating Strategies in order to motivate them and link to their background knowledge. **Accelerating Learning For All Students** Teachers apply scaffolding strategies during lessons and differentiate assignments that incorporate student interests and background experiences. **Differentiated Assignments** Teachers learn strategies for surveying students' interests and backgrounds. Students are given a variety of ways to show their understanding of topics under study, some of which are based on student interests and talents.
1c: Selecting Instructional Goals: **Value**	**Mapping Standards** Teachers unpack state standards and Common Core State Standards to develop Advance Organizers that establish clear standards-driven learning goals for each unit. **LEARNING-FOCUSED Lessons** Teachers identify standards-driven learning goals for each lesson in terms of what students will know and will be able to do. **Higher Order Thinking and Effective Assignments Assessments for Learning** Teachers develop rigorous learning goals that involve higher order thinking strategies and processes. **Effective Assignments Assessments for Learning** Teachers select and link learning goals from multiple standards to plan cross-disciplinary lessons.
1c: Selecting Instructional Goals: **Clarity**	**Mapping Standards** Teachers unpack state standards and Common Core State Standards to develop Advance Organizers that establish clear, standards-driven learning goals for each unit. **LEARNING-FOCUSED Lessons** Teachers identify clear, standards-driven learning goals for each lesson in terms of what students will know and will be able to do. **Higher Order Thinking** Teachers identify clear, standard-driven learning goals for each lesson that include higher order thinking skills and processes. **Effective Assignments and Assessments for Learning** Teachers plan and use learning activities and formative assessments clearly linked to each of the established learning goals.

Domain 1: Planning and Preparation Continued

Danielson's Framework	LEARNING-FOCUSED
1c: Selecting Instructional Goals: **Suitability for Diverse Students**	**Accelerating Learning For All Students** Common, rigorous learning goals are established for each lesson, but individual students are provided the additional challenge or scaffolding necessary to be successful in meeting those goals.
1c: Selecting Instructional Goals: **Balance**	**Mapping Standards** Teachers unpack standards to identify the knowledge, understanding and skills students will learn as a result of each unit of instruction. **LEARNING-FOCUSED Lessons** Teachers identify learning goals for each lesson in terms of what students will know and will be able to do. **Higher Order Thinking** Teachers identify learning goals that include higher order thinking skills and processes. **Effective Assignments and Assessments for Learning** Teachers plan and use learning activities and formative assessments that use methods aligned to the type of learning goal.
1d: Demonstrating Knowledge of Resources: **Resources for Classroom Use**	Teachers use the LEARNING-FOCUSED framework to plan and prepare appropriate resources aligned to learning goals of lessons and units.
1d: Demonstrating Knowledge of Resources: **Resources to Extend Content Knowledge and Pedagogy**	LEARNING-FOCUSED provides professional development and resources to increase teaching effectiveness and accelerate learning for all students. LEARNING-FOCUSED encourages and models collaborative planning, teaming, and conferencing that help teachers increase their effectiveness. *LFS EngagED* provides teachers with a community of peers and experts to collaborate with on areas of needs and interests.
1d: Demonstrating Knowledge of Resources: **Resources for Students**	Teachers use the LEARNING-FOCUSED framework to plan and prepare appropriate resources aligned to learning goals of lessons and units. **Differentiated Assignments** Students are provided with a variety of resources and guidance as they complete tasks based on their readiness levels, learning preferences, and interests.

Domain 1: Planning and Preparation Continued

Danielson's Framework	LEARNING-FOCUSED
1e: Designing Coherent Instruction: **Learning Activities**	**LEARNING-FOCUSED Lessons** Teachers purposefully incorporate a variety of research-based and evidence-based learning strategies to engage all students throughout learning activities. **Higher Order Thinking** Teachers plan learning activities, questions and assignments that require higher order thinking. **Effective Assignments and Assessments for Learning** Teachers purposefully sequence learning activities to engage students and advance them through Levels of Learning to deepen their understanding and mastery of the content.
1e: Designing Coherent Instruction: **Instructional Materials and Resources**	**LEARNING-FOCUSED Lessons** Teachers use the LEARNING-FOCUSED framework to plan and prepare appropriate resources aligned to learning goals of lessons and units. **Higher Order Thinking** Teachers select instructional materials and resources that support higher order thinking. **Effective Assignments and Assessments for Learning** Teachers align instructional materials and resources to the cognitive level of learning activities. **Accelerating Learning For All Students** Instructional materials and resources are differentiated to provide scaffolding for struggling learners and additional challenge for high performing students.
1e: Designing Coherent Instruction: **Instructional Groups**	**LEARNING-FOCUSED Lessons** Teachers purposefully plan and use a variety of Collaborative Pairs structures and teams during lesson instruction to actively engage all students. **Differentiated Assignments** Students are provided a variety of ways to deepen and show their understanding based on their readiness levels, learning preferences, and interests.

Page 6 of 23

Domain 1: Planning and Preparation Continued

Danielson's Framework	LEARNING-FOCUSED
1e: Designing Coherent Instruction: **Lesson and Unit Structure**	**Mapping Standards** Teachers sequence lessons and units in a logical progression to advance learning. **LEARNING-FOCUSED Lessons** Teachers use a common lesson plan that guides them to consistently and pervasively plan and deliver instruction using the top research-based learning strategies and evidence-based exemplary practices. **Higher Order Thinking** Teachers plan with a common lesson plan that embeds multiple opportunities for students to use higher-order thinking. **Effective Assignments and Assessments for Learning** Learning activities are aligned to learning goals and are sequenced in a progression based on levels on learning. All learning activities are purposefully selected to appropriately align to the level of learning of the learning goal. Learning activities are structured to promote student engagement and higher order thinking. **Accelerating Learning for All Students** Teachers differentiate lessons and assignments to provide scaffolding and additional challenge as needed by individual students.
1f: Assessing Student Learning: **Congruence with Instructional Goals**	**Mapping Standards** Teachers plan a common Major Unit Assignment aligned to the learning goals of the unit. **LEARNING-FOCUSED Lessons** Assessment Prompts aligned to learning goals are distributed throughout the lesson in order to gather data on student understanding which allows teachers to adjust instruction to meet the needs of students at strategic points throughout lesson. **Effective Assignments and Assessments for Learning** Assessment Prompts are strategically selected to align to the level of learning of the learning goal being assessed. Rubrics aligned to learning goals are developed and used to assess Assignments. Assignments are authentic applications of the knowledge and skills defined in the learning goals of the lesson. **Accelerating Learning for All Students** Formative assessments and Assignments are differentiated to meet the needs of individual students.

Domain 1: Planning and Preparation Continued

Danielson's Framework	LEARNING-FOCUSED
1f: Assessing Student Learning: **Criteria and Standards**	**Mapping Standards** Teachers develop and use Student Learning Maps to communicate learning goals of the unit to students. The Major Unit Assignment is included on the Student Learning Map to communicate learning expectations to students. **LEARNING-FOCUSED Lessons** Assessment Prompts are planned for each lesson based on Essential Question and standards. Assessment Prompts are distributed throughout the lesson in order to gather data on student understanding which allows teachers to adjust instruction to meet the needs of students at strategic points throughout the lesson. Distributed summarizing and practice, often through collaborative student pairs, are used throughout the lesson between assessment prompts to continually check for understanding informally. A Summarizing Strategy is used at the end of the lesson to determine if students can answer the Essential Question. Students may keep a journal of Student Learning Maps, Essential Questions, Assessment Prompts, Key Vocabulary and responses to Essential Questions.
1f: Assessing Student Learning: **Use for Planning**	**LEARNING-FOCUSED Lessons** Assessment Prompts provide student feedback that allows the teacher to monitor and adjust instruction throughout the lesson. Teachers use the results from Assignments, Summarizing Strategies, and Assessments to plan adjustments to lessons.

Domain 2: The Classroom Environment

Danielson's Framework	LEARNING-FOCUSED
2a: Creating an Environment of Respect and Rapport: **Teacher Interaction with Students**	**LEARNING-FOCUSED Lessons** Teachers plan and deliver lessons that actively engage all students in respectful discourse and collaboration with the teacher and with each other. **Accelerating Learning for All Students** Teachers use techniques to gather information about students' interests and learning preferences. Teachers use scaffolding strategies to help struggling students meet grade level expectations and challenge strategies to provide additional challenge for more advanced students. **Differentiated Assignments** Teachers use techniques to gather information about students' interests and learning preferences. Students are held to grade level standards while provided scaffolding or tiered assignments which enable them to be successful.
2a: Creating an Environment of Respect and Rapport: **Student Interaction**	**LEARNING-FOCUSED Lessons** Teachers implement the distributed Assessment Prompts to formally pay attention to student engagement and make adjustments as necessary. Using Collaborative Pairs, teams, and individual/group presentations, students communicate to each other and the class about their personal understanding of concepts and skills. Summarizing strategies and reflection questions sometimes provide opportunities for students to express their thoughts about learning activities and how they feel about their learning and progress.
2b: Establishing a Culture for Learning: **Importance of Content**	**Mapping Standards** Teachers begin units with Unit Essential Question(s). Teachers begin units with a Launch Activity that previews the critical content (important ideas/key learning) to be learned in the unit. **LEARNING-FOCUSED Lessons** Teachers communicate Learning Goals with a Lesson Essential Question. The Lesson Essential Question is referred to throughout the lesson and students understand that they will answer the question to give evidence of learning at the end of the lesson. Activating Strategies are used at the beginning of lessons to inform students of what they are going to learn and to connect to what students already know about the topic.

Domain 2: The Classroom Environment Continued

Danielson's Framework	LEARNING-FOCUSED
2b: Establishing a Culture for Learning: **Importance of Content**	**Effective Assignments and Assessments for Learning** Teachers plan assignments that communicate high expectations for student learning. **Exemplary Vocabulary Instruction** Teachers prioritize key vocabulary from the standards. Critical vocabulary is previewed as part of the Unit Launch Activity and Lesson Activating Strategies. Students learn to use research-based strategies to identify key vocabulary in text and preview meaning.
2b: Establishing a Culture for Learning: **Student Pride in Work**	**LEARNING-FOCUSED Lessons** Successful use of Collaborative Pairs is used in order to help individuals and peers acknowledge understanding and learning. Successful use of Collaborative Pairs during guided practice and distributed summarizing help students acknowledge and deepen their understanding of important knowledge and skills. Work (drafts and final products) is displayed in classrooms and hallways to acknowledge student understanding and learning. Students update their journals with evidence of their learning and constructive feedback is provided by teacher(s) and peer(s) (depending on age group). Teachers provide immediate feedback to students during Activating Strategies, Vocabulary Strategies, Assessment Prompts and Summarizing Strategies, that is informative and acknowledges individual and class learning. **Higher Order Thinking** Students are provided with rubrics and other resources to guide and self-assess their effective use of higher order thinking strategies and processes. **Effective Assignments and Assessments for Learning** Students take an active role in self-assessing and reflecting on their own learning.

Domain 2: The Classroom Environment Continued

Danielson's Framework	LEARNING-FOCUSED
2b: Establishing a Culture for Learning: **Expectations for Learning and Achievement**	**Mapping Standards** Expectations for student performance are clearly defined by unpacking grade-level standards and developing Student Learning Maps and Major Unit Assignments. **LEARNING-FOCUSED Lessons and Higher Order Thinking** Rigor and high expectations are provided by embedding higher order thinking throughout lessons. **Effective Assignments and Assessments for Learning** All lesson assignments reflect grade-level standards, are aligned to the learning goals of the lesson and incorporate higher order thinking and writing. **Accelerating Learning for All Students** All students are held to high standards with scaffolding for students who require more support. High performing students are provided with additional challenge. **Differentiated Assignments** Students receive assignments that focus on the same learning goals but are differentiated for readiness, interest, or learning preferences.
2c: Managing Classroom Procedures: **Management of Instructional Groups**	**LEARNING-FOCUSED Lessons** Collaborative pairs think together, listen to each other and work together to complete learning activities. **Higher Order Thinking** Students learn to use higher order thinking strategies such as inferring and deductive reasoning in order to strategically apply their higher level thinking to what they have learned and to help them learn or develop new concepts. Teachers have students work individually, in pairs, and in teams during higher order thinking activities. Students use graphic organizers and other memory and learning strategies to store and retrieve their knowledge. **Writing Assignments** Students organize their learning in frequent Writing to Inform tasks. **Differentiated Assignments** Students are organized by readiness levels and learning preferences to complete cognitively complex tasks in a variety of ways.

Domain 2: The Classroom Environment Continued

Danielson's Framework	LEARNING-FOCUSED
2c: Managing Classroom Procedures: **Management of Transitions**	LEARNING-FOCUSED provides teachers with a wealth of research-based and evidence-based learning activities to engage students. Student attention span is considered when planning and delivering lessons. Transitions and routines are handled efficiently and without loss of instructional time. Teachers model classroom expectations. Students are provided multiple opportunities to model classroom expectations that develop qualities of leadership. Learning expectations are the focus of lessons, not teaching expectations. Collaborative Pairs are used to ensure that every student is actively engaged and following expectations. LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills. Consistent, pervasive use of rules, procedures, and routines in lessons among all teachers provides students with an easy way to remember and understand what they should do.
2c: Managing Classroom Procedures: **Management of Materials and Supplies**	Teachers use the LEARNING-FOCUSED Strategies framework to plan, prepare and identify appropriate resources while planning their lessons and units.
2c: Managing Classroom Procedures: **Performance of Non-Instructional Duties**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
2c: Managing Classroom Procedures: **Supervision of Volunteers and Paraprofessionals**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.

Page **12** of **23**

Domain 2: The Classroom Environment Continued

Danielson's Framework	LEARNING-FOCUSED
2d: Managing Student Behavior: **Expectations**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills. Consistent, pervasive use of rules, procedures, and routines in lessons among all teachers provides students with an easy way to remember and understand what they should do.
2d: Managing Student Behavior: **Monitoring of Student Behavior**	**LEARNING-FOCUSED Lessons** Teachers implement the distributed Assessment Prompts to formally pay attention to student engagement and make adjustments as necessary. Teachers use Collaborative Pairs throughout lessons to monitor engagement and keep all students engaged.
2d: Managing Student Behavior: **Response to Student Misbehavior**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills. Consistent, pervasive use of rules, procedures, and routines in lessons among all teachers provides students with an easy way to remember and understand what they should do.
2e: Organizing Physical Space: **Safety and Arrangement of Furniture**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
2e: Organizing Physical Space: **Accessibility to Learning and Use of Physical Resources**	IN LEARNING-FOCUSED CLASSROOMS: Walls are used for Student Learning Maps, Word Walls, and student work. Posted Student Learning Maps and Essential Questions are displayed in a way that all students can easily read them. Teachers learn to organize classroom displays by content area in order to facilitate student use of learning displays. Students are grouped in pairs and teams to facilitate cooperative/collaborative learning. LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.

Page **13** of **23**

Domain 3: Instruction

Danielson's Framework	LEARNING-FOCUSED
3a: Communicating Clearly and Accurately: **Directions and Procedures**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
3a: Communicating Clearly and Accurately: **Oral and Written Language**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
3b: Using Questioning and Discussion Techniques: **Quality of Questions**	**Higher Order Thinking** Teachers use higher order thinking strategies and processes to frame questions that require students to think at high cognitive levels to deepen understanding of content. Students are asked to justify their responses. **Effective Assignments and Assessments for Learning** Teachers plan and use questions and tasks that require students to go beyond recall and to justify their ideas with evidence. **Questioning Strategies** Teachers use effective questioning to elicit deeper thinking about concepts and strategies in order to strengthen comprehension. LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
3b: Using Questioning and Discussion Techniques: **Discussion Techniques**	**LEARNING-FOCUSED Lessons** Using Collaborative Pairs, teams, and individual/group presentations, students communicate to each other and the class about their personal understanding of concepts and skills. Summarizing strategies and reflection questions provide opportunities for students to express their thoughts about learning activities and how they feel about their learning and progress. **Effective Assignments and Assessments for Learning** Teachers use Collaborative Pairs strategies that require students to engage in in-depth academic conversations.

Domain 3: Instruction Continued

Danielson's Framework	LEARNING-FOCUSED
3b: Using Questioning and Discussion Techniques: **Student Participation**	**LEARNING-FOCUSED Lessons** Teachers implement the distributed Assessment Prompts to formally pay attention to student engagement and make adjustments as necessary. Teachers use Collaborative Pairs throughout lessons to monitor engagement and keep all students engaged.
3c: Engaging Students in Learning: **Representations of Content**	**LEARNING-FOCUSED Lessons** Non-verbal representations such as graphic organizers are planned and used in every lesson. Students use advance organizers, word maps, graphic organizers, and other visual representations to organize and store new knowledge. Teachers use Mnemonic Devices with students to help them learn concepts.
3c: Engaging Students in Learning: **Activities and Assignments**	**LEARNING-FOCUSED Lessons** Teachers use a wealth of research-based and evidence-based learning strategies and practices to engage all students in every lesson. Using the LEARNING-FOCUSED Lesson, teachers present unusual and intriguing information using Activating Strategies to motivate and increase interest in every lesson. Lessons are divided into a series of Learning Activities that build on each other and incorporate a variety of strategies to actively involve students in learning. Distributed summarizing is used throughout the lesson to engage students in active learning. At the end of each lesson, students summarize their learning from the lesson. **Higher Order Thinking** Teachers plan learning activities and questions that require higher order thinking to engage students and deepen their understanding of content. Students frequently justify their thinking. **Effective Assignments and Assessments for Learning** Teachers plan and use rigorous, engaging assignments that require higher order thinking and application of knowledge and skills. Learning activities are intentionally planned to provide the knowledge and skills needed for successful completion of the rigorous assignment. Assessment Prompts require students to go beyond recall by explaining and justifying responses.

Domain 3: Instruction Continued

Danielson's Framework	LEARNING-FOCUSED
3c: Engaging Students in Learning: **Grouping of Students**	**LEARNING-FOCUSED Lessons** Using Collaborative Pairs, teams, and individual/group presentations, students communicate to each other and the class about their personal understanding of concepts and skills. Summarizing strategies and reflection questions provide opportunities for students to express their thoughts about learning activities and how they feel about their learning and progress.
3c: Engaging Students in Learning: **Instructional Materials and Resources**	Teachers use the LEARNING-FOCUSED Strategies framework to plan, prepare and identify appropriate resources while planning their lessons and units.
3c: Engaging Students in Learning: **Structure and Pacing**	**All LEARNING-FOCUSED** All lessons are structured with an Activating Strategy to begin the lesson, Lesson Instruction and a Summarizing Strategy in which students consolidate and give evidence of their learning. Teachers use the wealth of provided research-based and evidence-based practices to engage students in active learning. Student attention span is considered when planning and delivering lessons. Distributed summarizing and practice is used to break the lesson into manageable chunks. Transitions and routines are handled efficiently and without loss of instructional time.

Domain 3: Instruction Continued

Danielson's Framework	LEARNING-FOCUSED
3d: Using Assessment in Instruction: **Assessment Criteria**	**Mapping Standards** Student Learning Maps are used as Advance Organizers with students. Unit Essential Question and each lesson's focus are presented at beginning of unit. Essential Questions, student expectations and vocabulary are added as students progress through the unit. A major unit assignment is detailed on each map. **LEARNING-FOCUSED Lessons** Teachers clarify clear learning goals for each lesson and determine how they will assess that each learning goal has been met. Essential Questions are posted and used to start lessons, and referred to during lessons. Students learn that the Essential Question represents the learning goals and will be answered at the end of the lesson. **Higher Order Thinking** Rubrics are provided for Higher Order Thinking assignments to clarify quality use of thinking strategies. **Effective Assignments and Assessments for Learning** Teachers intentionally align assignments to learning goals. Assignments along with Lesson Essential Questions are used to communicate learning goals and assessment criteria to students. Rubrics that communicate assessment criteria accompany assignments.
3d: Using Assessment in Instruction: **Assessment Criteria**	**Effective Assignments and Assessments for Learning** Teachers intentionally align assignments to learning goals. Assignments along with Lesson Essential Questions are used to communicate learning goals and assessment criteria to students. Rubrics that communicate assessment criteria accompany assignments.

Domain 3: Instruction Continued

Danielson's Framework	LEARNING-FOCUSED
3d: Using Assessment in Instruction: **Monitoring of Student Learning**	**Mapping Standards** Major Unit Assignments are collaboratively planned and utilized to assess student learning at the end of the unit. **LEARNING-FOCUSED Lessons** Teachers intentionally plan Assessment Prompts aligned to learning goals to check for understanding after each Learning Activity. Assessment Prompts and distributed summarizing/practice are embedded in lesson instruction to provide on-going formative assessment. Collaborative pairs and other "every student responds" strategies are used to collect evidence of learning from all students. A Summarizing Strategy is used at the end of each lesson to determine if students can answer the Essential Question. Students keep a journal of Student Learning Maps, Essential Questions, Assessment Prompts, Key Vocabulary and responses to Essential Questions. **Effective Assignments and Assessments for Learning** Assignments are planned and implemented as the major assessment for each lesson. Questions and tasks are carefully constructed to collect evidence of understanding that goes beyond recall of information and rote performance of skills.
3d: Using Assessment in Instruction **Providing Feedback to Students:**	**LEARNING-FOCUSED Lessons** Teachers provide immediate feedback to students during Activating Strategies, Vocabulary Strategies, Assessment Prompts and Summarizing Strategies, that is informative and acknowledges individual and class learning. Teachers circulate during Collaborative Pairs discussions and learning activities to gather evidence of learning. **Higher Order Thinking** Rubrics are provided for higher order thinking assignments to clarify quality use of thinking strategies. **Effective Assignments and Assessments for Learning** Rubrics are used to provide feedback specific to learning goals. Students receive specific feedback designed to move learning forward.

Page **19** of **23**

Domain 3: Instruction Continued

Danielson's Framework	LEARNING-FOCUSED
3d: Using Assessment in Instruction: **Student self-assessment and monitoring of progress**	**Effective Assignments and Assessments for Learning** Students use rubrics and reflection strategies to self-assess and monitor their own learning.
3e: Demonstrating Flexibility and Responsiveness: **Lesson Adjustment**	**LEARNING-FOCUSED Lessons** Assessment Prompts are used to determine if adjustments are needed. Teachers have a variety of research-based and evidence-based practices that can be implemented when instruction requires alternative strategies. **Accelerating Learning for All Students** Teachers intentionally plan lesson adjustments and modify learning activities based on potential "struggle points" and "challenge points."
3e: Demonstrating Flexibility and Responsiveness: **Response to Students**	**LEARNING-FOCUSED Lessons** Opportunities are provided throughout lessons for teachers to make connections to students' interests and questions. **Accelerating Learning for All Students** Teachers take into consideration students' interests as they plan adjustments in instruction for individuals and groups of students. **Differentiated Assignments** Students are provided assignment choices based on learning preferences and areas of interest.
3e: Demonstrating Flexibility and Responsiveness: **Persistence**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills. **Accelerating Learning for All Students** Teachers carefully analyze lessons and student needs to select instructional strategies and make adjustments to meet the needs of all students. Teachers use the Acceleration model to provide needed support up front decreasing the need for extensive remediation.

Domain 4: Professional Responsibilities

Danielson's Framework	LEARNING-FOCUSED
4a: Reflecting on Teaching: **Accuracy**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills. Schools collect, analyze and reference achievement data that monitors the progress of all students on a consistent basis. Reflection meetings provide opportunities for teachers to individually and collectively reflect on the effectiveness of lessons. *LFS EngagED* provides expert coaching and peer support for evaluating the effectiveness of teaching practices. Study guides and rubrics provide individuals and teams with support and guidance for evaluating the effectiveness of lessons and units.
4a: Reflecting on Teaching: **Use in Future Teaching**	Reflection meetings provide opportunities for teachers to individually and collectively determine adjustments needed to make lessons more effective. *LFS EngagED* provides expert coaching and peer support for evaluating the effectiveness of teaching practices and gathering alternative strategies for use in future lessons.
4b: Maintaining Accurate Records: **Student Completion of Assignments**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills
4b: Maintaining Accurate Records: **Student Progress in Learning**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills
4b: Maintaining Accurate Records: **Non-Instructional Records**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.

Domain 4: Professional Responsibilities Continued

Danielson's Framework	LEARNING-FOCUSED
4c: Communicating with Families: **Information about the Instructional Program**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
4c: Communicating with Families: **Information about Individual Students**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
4c: Communicating with Families: **Engagement of Families in the Instructional Program**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills. Parents will gain the ability to help their children use learning strategies successfully at home through the use of LEARNING-FOCUSED parent workshop materials and training.
4d: Contributing to the School and District: **Relationships with Colleagues**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills. Teachers are provided opportunities for reflection and sharing meetings.
4d: Contributing to the School and District: **Service to the School**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
4d: Contributing to the School and District: **Participation in School and District Projects**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
4e: Growing and Developing Professionally: **Enhancement of Content Knowledge and Pedagogical Skill**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.

Page **22** of **23**

Domain 4: Professional Responsibilities Continued

Danielson's Framework	LEARNING-FOCUSED
4e: Growing and Developing Professionally: **Service to the Profession**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
4f: Showing Professionalism: **Service to Students**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
4f: Showing Professionalism: **Advocacy**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.
4f: Showing Professionalism: **Decision Making**	LEARNING-FOCUSED provides the research-based and evidenced-based practices that best promote learning for all students. This gives teachers the confidence and motivation to attend to these issues more consistently. LEARNING-FOCUSED also encourages and models collaborative planning, teaming, and conferencing that help teachers develop these skills.

Sumter's Best Teaching Practices

PLANNING & PREPARATION: Designing Coherent Instruction

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Learning Activities • Materials and Resources • Grouping • Lesson and Unit Structure	• UEQ/LEQ • Activating Strategy • Common Lesson Plan (MAP) • Assessment Prompts • Graphic Organizers • Collaborative Pairs • Differentiated Assignments • Summarizing Strategy • Formative/Summative Assessments	**PROVIDE RIGOROUS COURSEWORK:** • High expectations from teacher • Linked to curriculum map • Assessment prompts tied to LEQ • Increased rigor throughout unit • ORGANIZATION! • Progress monitoring • Scaffolding/Acceleration • Required Accommodations • College-ready environment • Using data from: Formative, District, Classroom Assessments to guide planning/pacing. **BUILD STRONG READING and WRITING CURRICULUM:** • Vocabulary in context • Advance organizers • Close reading • Marking the text • Summarizing • Note-taking • Structured writing assignments **PROMOTE INQUIRY and CRITICAL THINKING:** • Higher-order questions • Non-verbal representations • Reflections **USE COLLABORATION:** • Flexible grouping • Socratic Seminars • Philosophical Chairs

CLASSROOM ENVIRONMENT: Creating Respect and Rapport

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Teacher interaction with students • Student interactions with each other	• Collaborative Pairs • Constructive Feedback • Differentiated Assignments • Transitions • Flexible grouping • Collaborative teaming • Conferences	**SUSTAINED COMMITMENT:** • School-wide implementation • Interdisciplinary site team **USE COLLABORATION:** • Flexible grouping • Socratic Seminars • Philosophical Chairs

CLASSROOM ENVIRONMENT: Establishing a Culture for Learning

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Importance of Content • Expectations for Learning and Achievement • Student Pride in Work	• UEQ/LEQ • Student Learning Maps • Activating Strategy • Vocabulary Strategies • Graphic Organizers • Assessment Prompts • Summarizing Strategies • Collaborative Pairs • Constructive Feedback • Differentiated Assignments • Formative/Summative Assessments	**COLLEGE-READY ENVIRONMENT:** • High expectations from teacher • Increased rigor throughout unit. • ORGANIZATION! • Progress monitoring • Scaffolding/Acceleration • Required Accommodations **BUILD STRONG READING and WRITING CURRICULUM:** • Vocabulary in context • Advance organizers • Close reading • Marking the text • Summarizing • Note-taking • Structured writing assignments **PROMOTE INQUIRY and CRITICAL THINKING:** • Higher-order questions • Non-verbal representations • Reflections **USE COLLABORATION:** • Flexible grouping • Socratic Seminars • Philosophical Chairs

CLASSROOM ENVIRONMENT: *Managing Classroom Procedures*

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Instructional Groups • Transitions • Materials and Supplies • Non-Instructional Duties • Volunteers and Paraprofessionals	• Modeling rules & procedures • Transitions • Collaborative Pairs • Flexible grouping • Collaborative teaming • Conferences	**SUSTAINED COMMITMENT:** • School-wide implementation • Interdisciplinary site team

CLASSROOM ENVIRONMENT: *Managing Student Behavior*

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Expectations • Monitoring Student Behavior • Response to Student Misbehavior	• Consistent use of rules & procedures • Using routines in lessons • Transitions • Assessment Prompts • Collaborative Pairs • Flexible grouping • Collaborative teaming • Conferences	**PROVIDE RIGOROUS COURSEWORK:** • High expectations from teacher • Linked to curriculum map • Assessment prompts tied to LEQ • Increased rigor throughout unit • ORGANIZATION! • Progress monitoring • Scaffolding/Acceleration • Required Accommodations • College-ready environment • Using data from: Formative, District, Classroom Assessments to guide planning/pacing. **USE COLLABORATION:** • Flexible grouping • Socratic Seminars Philosophical Chairs **PROVIDE SUPPORT FOR STUDENTS:** • Emphasize academic potential **SUSTAINED COMMITMENT:** • School-wide implementation • Interdisciplinary site team

CLASSROOM INSTRUCTION: Communicating with Students

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
- Expectations for Learning - Directions and Procedures - Explanations of Content - Oral and Written Language	- Student Learning Map - Learning Aids -Grouped by subject -Chunked -Used by students/teachers - Collaborative teaming - Constructive Feedback - Conferences	**PROVIDE RIGOROUS COURSEWORK:** - High expectations from teacher - Linked to curriculum map - Assessment prompts tied to LEQ - Increased rigor throughout unit - ORGANIZATION! - Progress monitoring - Scaffolding/Acceleration - Required Accommodations - College-ready environment **BUILD STRONG READING and WRITING CURRICULUM:** - Vocabulary in context - Advance organizers - Close reading - Marking the text - Summarizing - Note-taking - Structured writing assignments **PROVIDE SUPPORT FOR STUDENTS:** - Emphasize academic potential - Make tutoring available

CLASSROOM INSTRUCTION: Using Question and Discussion

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
- Quality of questions - Discussion techniques - Student participation	- Generating ideas - Problem-solving - Decision-making - Investigating/Researching - Experimenting - Learning Aides -Advance organizers -Word Maps -Graphic organizers - Transitions	**PROMOTE INQUIRY and CRITICAL THINKING:** - Higher-order questions - Non-verbal representations - Reflections **USE COLLABORATION:** - Flexible grouping - Socratic Seminars - Philosophical Chairs

CLASSROOM INSTRUCTION: Communicating with Students

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID

• Expectations for Learning
• Directions and Procedures
• Explanations of Content
• Oral and Written Language
	• Student Learning Map
	• Learning Aids
	  -Grouped by subject
	  -Chunked
	  -Used by students/teachers
	• Collaborative teaming
	• Constructive Feedback
	• Conferences
		PROVIDE RIGOROUS COURSEWORK:
		
		• High expectations from teacher
		• Linked to curriculum map
		• Assessment prompts tied to LEQ
		• Increased rigor throughout unit
		• ORGANIZATION!
		• Progress monitoring
		• Scaffolding/Acceleration
		• Required Accommodations
		• College-ready environment
		
		BUILD STRONG READING and WRITING CURRICULUM:
		
		• Vocabulary in context
		• Advance organizers
		• Close reading
		• Marking the text
		• Summarizing
		• Note-taking
		• Structured writing assignments
		
		PROVIDE SUPPORT FOR STUDENTS:
		
		• Emphasize academic potential
		• Make tutoring available

CLASSROOM INSTRUCTION: Using Question and Discussion

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID

• Quality of questions
• Discussion techniques
• Student participation
	• Generating ideas
	• Problem-solving
	• Decision-making
	• Investigating/Researching
	• Experimenting
	• Learning Aides
	  -Advance organizers
	  -Word Maps
	  -Graphic organizers
	• Transitions
		PROMOTE INQUIRY and CRITICAL THINKING:
		• Higher-order questions
		• Non-verbal representations
		• Reflections
		
		USE COLLABORATION:
		• Flexible grouping
		• Socratic Seminars
		• Philosophical Chairs

CLASSROOM INSTRUCTION: *Communicating with Students*

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID

• Expectations for Learning
• Directions and Procedures
• Explanations of Content
• Oral and Written Language
	• Student Learning Map
	• Learning Aids
	  -Grouped by subject
	  -Chunked
	  -Used by students/teachers
	• Collaborative teaming
	• Constructive Feedback
	• Conferences
		PROVIDE RIGOROUS COURSEWORK:
		
		• High expectations from teacher
		• Linked to curriculum map
		• Assessment prompts tied to LEQ
		• Increased rigor throughout unit
		• ORGANIZATION!
		• Progress monitoring
		• Scaffolding/Acceleration
		• Required Accommodations
		• College-ready environment
		
		BUILD STRONG READING and WRITING CURRICULUM:
		
		• Vocabulary in context
		• Advance organizers
		• Close reading
		• Marking the text
		• Summarizing
		• Note-taking
		• Structured writing assignments
		
		PROVIDE SUPPORT FOR STUDENTS:
		
		• Emphasize academic potential
		• Make tutoring available

CLASSROOM INSTRUCTION: *Using Question and Discussion*

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID

• Quality of questions
• Discussion techniques
• Student participation
	• Generating Ideas
	• Problem-solving
	• Decision-making
	• Investigating/Researching
	• Experimenting
	• Learning Aides
	  -Advance organizers
	  -Word Maps
	  -Graphic organizers
	• Transitions
		PROMOTE INQUIRY and CRITICAL THINKING:
		• Higher-order questions
		• Non-verbal representations
		• Reflections
		
		USE COLLABORATION:
		• Flexible grouping
		• Socratic Seminars
		• Philosophical Chairs

CLASSROOM INSTRUCTION: Communicating with Students

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID

• Expectations for Learning
• Directions and Procedures
• Explanations of Content
• Oral and Written Language
	• Student Learning Map
	• Learning Aids
	  -Grouped by subject
	  -Chunked
	  -Used by students/teachers
	• Collaborative teaming
	• Constructive Feedback
	• Conferences
		PROVIDE RIGOROUS COURSEWORK:
		
		• High expectations from teacher
		• Linked to curriculum map
		• Assessment prompts tied to LEQ
		• Increased rigor throughout unit
		• ORGANIZATION!
		• Progress monitoring
		• Scaffolding/Acceleration
		• Required Accommodations
		• College-ready environment
		
		BUILD STRONG READING and WRITING CURRICULUM:
		
		• Vocabulary in context
		• Advance organizers
		• Close reading
		• Marking the text
		• Summarizing
		• Note-taking
		• Structured writing assignments
		
		PROVIDE SUPPORT FOR STUDENTS:
		
		• Emphasize academic potential
		• Make tutoring available

CLASSROOM INSTRUCTION: Using Question and Discussion

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID

• Quality of questions
• Discussion techniques
• Student participation
	• Generating ideas
	• Problem-solving
	• Decision-making
	• Investigating/Researching
	• Experimenting
	• Learning Aides
	  -Advance organizers
	  -Word Maps
	  -Graphic organizers
	• Transitions
		PROMOTE INQUIRY and CRITICAL THINKING:
		• Higher-order questions
		• Non-verbal representations
		• Reflections
		
		USE COLLABORATION:
		• Flexible grouping
		• Socratic Seminars
		• Philosophical Chairs

CLASSROOM INSTRUCTION: *Communicating with Students*

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID

• Expectations for Learning
• Directions and Procedures
• Explanations of Content
• Oral and Written Language
	• Student Learning Map
	• Learning Aids
	  -Grouped by subject
	  -Chunked
	  -Used by students/teachers
	• Collaborative teaming
	• Constructive Feedback
	• Conferences
		PROVIDE RIGOROUS COURSEWORK:
		  • High expectations from teacher
		  • Linked to curriculum map
		  • Assessment prompts tied to LEQ
		  • Increased rigor throughout unit
		  • ORGANIZATION!
		  • Progress monitoring
		  • Scaffolding/Acceleration
		  • Required Accommodations
		  • College-ready environment
		
		BUILD STRONG READING and WRITING CURRICULUM:
		  • Vocabulary in context
		  • Advance organizers
		  • Close reading
		  • Marking the text
		  • Summarizing
		  • Note-taking
		  • Structured writing assignments
		
		PROVIDE SUPPORT FOR STUDENTS:
		  • Emphasize academic potential
		  • Make tutoring available

CLASSROOM INSTRUCTION: *Using Question and Discussion*

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID

• Quality of questions
• Discussion techniques
• Student participation
	• Generating ideas
	• Problem-solving
	• Decision-making
	• Investigating/Researching
	• Experimenting
	• Learning Aides
	  -Advance organizers
	  -Word Maps
	  -Graphic organizers
	• Transitions
		PROMOTE INQUIRY and CRITICAL THINKING:
		  • Higher-order questions
		  • Non-verbal representations
		  • Reflections
		
		USE COLLABORATION:
		  • Flexible grouping
		  • Socratic Seminars
		  • Philosophical Chairs

CLASSROOM INSTRUCTION: Communicating with Students

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID

• Expectations for Learning
• Directions and Procedures
• Explanations of Content
• Oral and Written Language
	• Student Learning Map
	• Learning Aids
	  -Grouped by subject
	  -Chunked
	  -Used by students/teachers
	• Collaborative teaming
	• Constructive Feedback
	• Conferences
		PROVIDE RIGOROUS COURSEWORK:
		
		• High expectations from teacher
		• Linked to curriculum map
		• Assessment prompts tied to LEQ
		• Increased rigor throughout unit
		• ORGANIZATION!
		• Progress monitoring
		• Scaffolding/Acceleration
		• Required Accommodations
		• College-ready environment
		
		BUILD STRONG READING and WRITING CURRICULUM:
		
		• Vocabulary in context
		• Advance organizers
		• Close reading
		• Marking the text
		• Summarizing
		• Note-taking
		• Structured writing assignments
		
		PROVIDE SUPPORT FOR STUDENTS:
		
		• Emphasize academic potential
		• Make tutoring available

CLASSROOM INSTRUCTION: Using Question and Discussion

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID

• Quality of questions
• Discussion techniques
• Student participation
	• Generating ideas
	• Problem-solving
	• Decision-making
	• Investigating/Researching
	• Experimenting
	• Learning Aides
	  -Advance organizers
	  -Word Maps
	  -Graphic organizers
	• Transitions
		PROMOTE INQUIRY and CRITICAL THINKING:
		• Higher-order questions
		• Non-verbal representations
		• Reflections
		
		USE COLLABORATION:
		• Flexible grouping
		• Socratic Seminars
		• Philosophical Chairs

CLASSROOM INSTRUCTION: Engaging Students in Learning

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Activities and Assignments • Grouping • Materials and Resources • Structure and Pacing	• Relevant assignments that increase interest in lessons -Compare/Contrast -Determining patterns -Analyzing relationships -Analyzing viewpoints -Constructing arguments -Evaluating -Inferring/Deducing information • Graphic organizers • Mnemonic devices • Authentic products • Collaborative pairs • Flexible grouping • Summarizing strategies -Writing to provide evidence of student understanding -Reflection questions	**BUILD STRONG READING and WRITING CURRICULUM:** • Vocabulary in context • Advance organizers • Close reading • Marking the text • Summarizing • Note-taking • Structured writing assignments **PROMOTE INQUIRY and CRITICAL THINKING:** • Higher-order questions • Non-verbal representations • Reflections **USE COLLABORATION:** • Flexible grouping • Socratic Seminars • Philosophical Chairs

CLASSROOM INSTRUCTION: Using Assessment in Instruction

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Assessment Criteria • Monitoring Student Learning • Feedback to Students • Student Self-Assessment and Monitoring of Progress	• Collaborative teaming • Common lesson plan (MAP) • UEQ/LEQ • Assessment prompts • Collaborative pairs • Summarization strategies -Writing to provide evidence of student understanding -Reflection questions • Authentic products • Rubrics • Conferences • Constructive Feedback • Common assessments	**PROVIDE RIGOROUS COURSEWORK:** • High expectations from teacher • Linked to curriculum map • Assessment prompts tied to LEQ • Increased rigor throughout unit • Progress monitoring • Scaffolding/Acceleration • Required Accommodations • Structured writing assignments **PROMOTE INQUIRY and CRITICAL THINKING:** • Higher-order questions • Non-verbal representations • Reflections **USE COLLABORATION:** • Flexible grouping • Socratic Seminars • Philosophical Chairs

Professional Responsibilities: Reflecting on Teaching

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Accuracy • Use in Future Teaching • Non-Instructional Records	• Collaborative teaming • Common lesson plan (MAP) • Reflection questions • Rubrics • Common Assessments • Analyzing achievement data • Monitoring student progress	**SUSTAINED COMMITMENT:** • School-wide implementation • Interdisciplinary site team

Professional Responsibilities: Maintaining Accurate Records

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID

• Student Completion of Assignments
• Student Progress in Learning
• Non-instructional records
	• Common lesson plan (MAP)
	• UEQ/LEQ
	• Assessment prompts
	• Common assessments
	• Summarizing strategies
	  -Collaborative pairs
	  -Key Vocabulary
	  -Writing to provide evidence of student understanding
	  -Reflection questions
		PROVIDE RIGOROUS COURSEWORK:
		• High expectations from teacher
		• Linked to curriculum map
		• Assessment prompts tied to LEQ
		• Increased rigor throughout unit
		• Progress monitoring
		• Scaffolding/Acceleration
		• Required Accommodations
		• Structured writing assignments

Professional Responsibilities: Communicating with Families

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Information about the Instructional Program • Information about Individual Students • Engagement of Families in the Instructional Program	• Common lesson plan (MAP) • Collaborative teaming • Conferences • LFS parent workshops and materials	**SUSTAINED COMMITMENT:** • School-wide implementation • Interdisciplinary site team

Professional Responsibilities: Participating in a PLC

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Relationships with Colleagues • Involvement in Culture of Professional Inquiry • Service to the School • Participation in School and District Projects	• Common lesson plan (MAP) • Collaborative teaming • Analyzing achievement data • Monitoring student progress • Reflection questions • Conferences	SUSTAINED COMMITMENT: • School-wide implementation • Interdisciplinary site team

Professional Responsibilities: Growing & Developing Professionally

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Enhancement of Content Knowledge and Pedagogical Skill • Receptivity to Feedback from Colleagues • Service to the Profession	• Common lesson plan (MAP) • Collaborative teaming • Analyzing achievement data • Monitoring student progress • Reflection questions • LFS workshops or PD	SUSTAINED COMMITMENT: • School-wide implementation • Interdisciplinary site team

Professional Responsibilities: Demonstrating Professionalism

Danielson's Framework	LEARNING-FOCUSED STRATEGIES (LFS)	AVID
• Service to Students • Advocacy • Decision-making	• Common lesson plan (MAP) • Collaborative teaming • Analyzing achievement data • Monitoring student progress • Reflection questions • Conferences	SUSTAINED COMMITMENT: • School-wide implementation • Interdisciplinary site team PROVIDE SUPPORT FOR STUDENTS: • Emphasize academic potential • Make tutoring available

SUMTER COUNTY SCHOOLS FRAMEWORK FOR TEACHING

Rubric for Classroom Teacher

-Based on Charlotte Danielson's Evaluation Instrument-
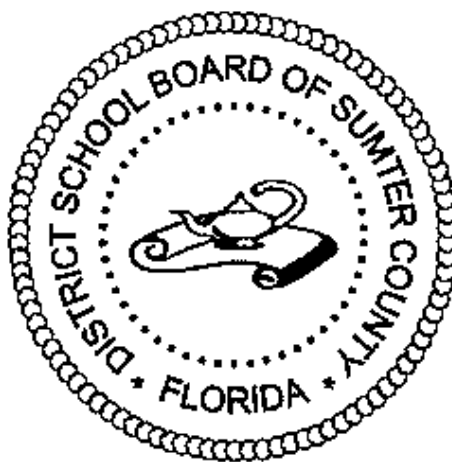
*"Of all the factors that contribute to student learning, the **quality of teaching** is the single most important. This research validates what every parent (and many students) already knows: if they want to really understand complex subject matter, or to find it interesting and engaging, there is no substitute for high-quality teaching. Furthermore, the one system in place in most schools to ensure the quality of teaching is the* teacher evaluation system."

-Charlotte Danielson, 2006

Sumter's <u>15</u> Essential Components
(There are 22 components in the full Danielson rubric)

DOMAIN 1
1e: Designing Coherent Instruction

DOMAIN 2
2a: Creating an Environment of Respect and Rapport
2b: Establishing a Culture for Learning
2c: Managing Classroom Procedures
2d: Managing Student Behavior

DOMAIN 3
3a: Communicating with Students
3b: Using Questioning and Discussion Techniques
3c: Engaging Students in Learning
3d: Using Assessment in Instruction

DOMAIN 4
4a: Reflecting on Teaching
4b: Maintaining Accurate Records
4c: Communicating with Families
4d: Participating in a Professional Community
4e: Growing and Developing Professionally
4f: Demonstrating Professionalism

Domain 1e: Designing Coherent Instruction

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan.

It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students.

Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in Domain 3.

Elements of component 1e:

- *__Learning activities__*- Instruction is designed to engage students and advance them through the content.

- *__Instructional materials and resources__*- Aids to instruction are appropriate to the learning needs of the students.

- *__Instructional groups__*- Teachers intentionally organize instructional groups to support student learning.

- *__Lesson and unit structure__*- Teachers produce clear and sequenced lesson and unit structures to advance student learning.

Indicators of 1e include:

- Lessons that support instructional outcomes and reflect important concepts.

- Instructional maps that indicate relationships prior to learning.

- Activities that represent high-level thinking.

- Opportunities for student choice.

- Use of varied resources.

- Thoughtfully planned learning groups.

- Structured lesson plans.

Domain 1e: Designing Coherent Instruction

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.
CRITICAL ATTRIBUTES	• Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or do not meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations.	• Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random, or they only partially support objectives. • Lesson structure is uneven or may be unrealistic about time expectations.	• Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • The teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations.	• Activities permit student choice. • Learning experiences connect to other disciplines. • The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.

POSSIBLE EXAMPLES			
• *After his ninth graders have memorized the parts of the microscope, the teacher plans to have them fill in a worksheet.* • *The teacher plans to use a 15-year-old textbook as the sole resource for a unit on communism.* • *The teacher organizes her class in rows, seating the students alphabetically; she plans to have students work all year in groups of four based on where they are sitting.* • *The teacher's lesson plans are written on sticky notes in his gradebook; they indicate: lecture, activity, or test, along with page numbers in the text.* • *And others…*	• *After a mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught.* • *The teacher finds an atlas to use as a supplemental resource during the geography unit.* • *The teacher always lets students self-select a working group because they behave better when they can choose whom to sit with.* • *The teacher's lesson plans are well formatted, but the timing for many activities is too short to actually cover the concepts thoroughly.* • *The plan for the ELA lesson includes only passing attention to students' citing evidence from the text for their interpretation of the short story.* • *And others…*	• *The teacher reviews her learning activities with a reference to high-level "action verbs" and rewrites some of the activities to increase the challenge level.* • *The teacher creates a list of historical fiction titles that will expand her students' knowledge of the age of exploration.* • *The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style.* • *The teacher reviews lesson plans with her principal; they are well structured, with pacing times and activities clearly indicated.* • *The fourth-grade math unit plan focuses on the key concepts for that level.* • *And others…*	• *The teacher's unit on ecosystems lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.* • *While completing their projects, the students will have access to a wide variet6y of resources that the teacher has coded by reading level so that students can make the best selections.* • *After the cooperative group lesson, the students will reflect on their participation and make suggestions.* • *The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to link the current lesson outcomes to those they previously learned.* • *The teacher has contributed to a curriculum map that organized the ELA Common Core State Standards in tenth grade into a coherent curriculum.* • *And others…*

Domain 2a: Creating an Environment of Respect and Rapport

An essential skill of teaching is managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students.

An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

Respect shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

Elements of component 2a:

Teacher interactions with students, including both words and actions

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions

As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another, but also acknowledge such interactions.

Indicators include:

- Respectful talk, active listening and turn-taking.

- Acknowledgement of students' backgrounds and lives outside the classroom.

- Body language indicative of warmth and caring shown by teacher and students.

- Physical proximity.

- Politeness and encouragement.

- Fairness.

Domain 2a: Creating an Environment of Respect and Rapport

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students; ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and student's exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

CRITICAL ATTRIBUTES	• The teacher is disrespectful toward students or insensitive to students' ages, culture backgrounds, and developmental levels. • Student body language indicates feelings of hurt, discomfort, or insecurity. • The teacher displays no familiarity with, or caring about, individual students. • The teacher disregards disrespectful interactions among students.	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. • The teacher attempts to respond to disrespectful behavior among students, with uneven results. • The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	• Talk between teacher and students and among students is uniformly respectful. • The teacher successfully responds to disrespectful behavior among students. • Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. • The teacher makes general connections with individual students. • Students exhibit respect for the teacher.	• The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. • There is no disrespectful behavior among students. • When necessary, students respectfully correct one another. • Students participate without fear of put-downs or ridicule from either the teacher or other students. • The teacher respects and encourages students' efforts.
POSSIBLE EXAMPLES	• *A student slumps in his chair following a comment by the teacher.* • *Students roll their eyes at a classmate's idea; the teacher does not respond.* • *Many students talk when the teacher and other students are talking; the teacher does not correct them.* • *Some students refuse to work with other students.* • *The teacher does not call students by their names.* • *And others…*	• *Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.* • *A few students do not engage with others in the classroom, even when put together in small groups.* • *Students applaud halfheartedly following a classmate's presentation to the class.* • *The teacher says, "Don't talk that way to your classmates," but the student shrugs her shoulders.* • *And others…*	• *The teacher greets students by name as they enter the class or during the lesson.* • *The teacher gets on the same level with students, kneeling, for instance, beside a student working at a desk.* • *Students attend fully to what the teacher is saying.* • *Students wait for classmates to finish speaking before beginning to talk.* • *Students applaud politely following a classmate's presentation to the class.* • *Students help each other and accept help from each other.* • *The teacher and students use courtesies such as "please," "thank you," and "excuse me."* • *The teacher says, "Don't talk that way to your classmates," and the insults stop.* • *And others…*	• *The teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).* • *Student says "Shhh" to classmates who are talking while the teacher or another student is speaking.* • *Students clap enthusiastically for one another's presentations for a job well done.* • *The teacher says, "That's an interesting idea, Josh, but you're forgetting…"* • *A student questions a classmate, "Didn't you mean _____?" and the classmate reflects and responds, "Oh, maybe you are right!"* • *And others…*

Domain 2b: Establishing a Culture for Learning

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and the teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students valued learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An insistence on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

Elements of component 2b:

- ***Importance of the content and of learning***- In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

- ***Expectations for learning and achievement***- In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teacher's expectations for high student achievement is their insistence on the use of precise language by students.

- ***Student pride in work***- When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators of 2b include:

- Belief in the value of what is being learned.

- High expectations, supported through both verbal and non-verbal behaviors, for both learning and participation.

- Expectation of high-quality work on the part of students.

- Expectation and recognition of effort and persistence on the part of students.

- High expectations for expression and work products.

Domain 2b: Establishing a Culture for Learning

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvement, making revisions, adding detail, and/or assisting peers in their precise use of language.
CRITICAL ATTRIBUTES	- The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. - The teacher conveys to at least some students that the work is too challenging for them. - Students exhibit little or no pride in their work. - Students use language incorrectly; the teacher does not correct them.	- The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. - The teacher conveys high expectations for only some students. - Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." - The teacher's primary concern appears to be to complete the task at hand. - The teacher urges, but does not insist, that students use precise language.	- The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. - The teacher demonstrates a high regard for students' abilities. - The teacher conveys an expectation of high levels of student effort. - Students expend good effort to complete work of high quality. - The teacher insists on precise use of language by students.	- The teacher communicates passion for the subject. - The teacher conveys the satisfaction that accompanies a deep understanding of complex content. - Students indicate through their questions and comments a desire to understand the content. - Students assist their classmates in understanding the content. - Students take initiative in improving the quality of their work. - Students correct one another in their use of language.

• The teacher tells students that they're doing a lesson because it's in the book or is district-mandated. • The teacher says to a student, "Why don't you try this easier problem?" • Students turn in sloppy or incomplete work. • Many students don't engage in an assigned task, and yet the teacher ignores their behavior. • Students have not completed their homework; the teacher does not respond. • And others…	• The teacher says, "Let's get through this." • The teacher says, "I think most of you will be able to do this." • Students consult with one another to determine how to fill in a worksheet, without challenging one another's thinking. • The teacher does not encourage students who are struggling. • Only some students get right to work after an assignment is given or after entering the room. • And others…	• The teacher says, "This is important; you'll need to speak grammatical English when you apply for a job." • The teacher says, "This idea is really important! It's central to our understanding of history." • The teacher says, "Let's work on this together; it's hard, but you all will be able to do it well." • The teacher hands a paper back to a student, saying "I know you can do a better job on this. "The student accepts it without complaint. • Students get to work right away when an assignment is given or after entering the room. • And others…	• The teacher says, "It's really fun to find the patterns for factoring polynomials." • A student says, "I don't really understand why it's better to solve this problem that way." • A student asks a classmate to explain a concept of procedure since he didn't quite follow the teacher's explanation. • Students question one another on answers. • A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened. • And others…

(left margin label: POSSIBLE EXAMPLES)

Domain 2c: Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

Elements of component 2c:

- **_Management of instructional groups_**- Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.

- **_Management of transitions_**- Many lesson engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.

- **_Management of materials and supplies_**- Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

- **_Performance of classroom routines_**- Overall, little instructional time is lost in activities such as: taking attendance, recording the lunch count, or the return of permission slips for a class field trip.

Indicators of 2c include:

- Smooth functioning of all routines.

- Little or no loss of instructional time.

- Students playing an important role in carrying out the routines.

- Students knowing what to do, where to move.

Domain 2c: Managing Classroom Procedures

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
CRITICAL ATTRIBUTES	- Students not working with the teacher are not productively engaged. - Transitions are disorganized, with much loss of instructional time. - There do not appear to be any established procedures for distributing and collecting materials. - A considerable amount of time is spent off task because of unclear procedures.	- Students not working directly with the teacher are only partially engaged. - Procedures for transitions seem to have been established, but their operation is not smooth. - There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. - Classroom routines function unevenly.	- Students are productively engaged during small-group or independent work. - Transitions between large-and small-group activities are smooth. - Routines for distribution and collection of materials and supplies work efficiently. - Classroom routines function smoothly.	- With minimal prompting by the teacher, students ensure that their time is used productively. - Students take initiative in distributing and collecting materials efficiently. - Students themselves ensure that transitions and other routines are accomplished smoothly.

POSSIBLE EXAMPLES			
• *When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc.* • *There are long lines for materials and supplies.* • *Distributing or collecting supplies is time consuming.* • *Students bump into one another when lining up or sharpening pencils.* • *At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.* • *And others…*	• *Some students are not working with the teacher are off task.* • *Transition between large-and small-group activities requires five minutes but is accomplished.* • *Students ask what they are to do when materials are being distributed or collected.* • *Students ask clarifying questions about procedures.* • *Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.* • *And others…*	• *In small-group work, students have established roles; they listen to one another summarizing different views, etc.* • *Students move directly between large-and small-group activities.* • *Students get started on an activity while the teacher takes attendance.* • *The teacher has an established timing device, such as counting down, to signal students to return to their desks.* • *The teacher has an established attention signal, such as raising a hand or dimming the lights.* • *One member of each small group collects materials for the table.* • *There is an established color-coded system indicating where materials should be stored.* • *Cleanup at the end of a lesson is fast and efficient.* • *And others…*	• *Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.* • *A student reminds classmates of the roles that they are to play within the group.* • *A student redirects a classmate to the table he should be at following a transition.* • *Students propose an improved attention signal.* • *Students independently check themselves into class on the attendance board.* • *And others…*

Domain 2d: Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior, not as an end in itself, but as a prerequisite to high levels of engagement in content.

Elements of component 2d:

- *__Expectations__*- It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

- *__Monitoring of student behavior__*- Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventative and subtle, which may make it challenging to observe.

- *__Response to student misbehavior__*- Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark

of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (Are they unsure of the content? Are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators of 2d include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson.

- Absence of acrimony between teacher and students concerning behavior.

- Teacher awareness of student conduct.

- Preventative action when needed by the teacher.

- Absence of misbehavior.

- Reinforcement of positive behavior.

Domain 2d: Managing Student Behavior

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
CRITICAL ATTRIBUTES	• The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	• The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. • The teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent; sometimes harsh, other times lenient.	• Standards of conduct appear to have been established and implemented successfully. • Overall, student behavior is generally appropriate. • The teacher frequently monitors student behavior. • The teacher's response to student misbehavior is effective.	• Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. • The teacher silently and subtly monitors student behavior. • Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

POSSIBLE EXAMPLES			
• Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, apparently without the teacher's notice. • Students are running around the room, resulting in chaos. • Students use their phones and other electronic devices; the teacher doesn't attempt to stop them. • And others…	• Classroom rules are posted, but neither the teacher nor the students refer to them. • The teacher repeatedly asks students to take their seats; some ignore her. • To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." • And others…	• Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom, keeping a close eye on student behavior. • The teacher gives a student a "hard look," and the student stops talking to his neighbor. • And others…	• A student suggests a revision to one of the classroom rules. • The teacher notices that some students are talking among themselves and without a work moves nearer to them; the talking stops. • The teacher speaks privately to a student about misbehavior. • A student reminds her classmates of the class rule about chewing gum. • And others…

Domain 3a: Communicating with Students

Teachers communicate with students for several independent, but related purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do. When additional help is appropriate, teachers model these activities.

When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language. Where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to the students' interests and prior knowledge.

Teachers occasionally withhold information from students (for example, an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. Teachers' use of language is vivid, rich, and error-free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

Elements of component 3a:

- *__Expectations for learning__*- The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson, students are clear about what they have been learning.

- *__Directions for activities__*- Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.

- ***Explanations of content***- Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.

- ***Use of oral and written language***- For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators of 3a include:

- Clarity of lesson purpose.

- Clear directions and procedures specific to the lesson activities.

- Absence of content errors and clear explanations of concepts and strategies.

- Correct and imaginative use of language.

Domain 3a: Communicating With Students

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teachers' explanation of content is scaffold, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

CRITICAL ATTRIBUTES	• At no time during the lesson does the teacher convey to students what they will be learning. • Students indicate through body language or questions that they don't understand the content being presented. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through their questions that they are confused about the learning task. • The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. • The teacher's vocabulary is inappropriate to the age or culture of the students.	• The teacher provides little elaboration or explanation about what the students will be learning. • The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. • The teacher makes no serious content errors but may make minor ones. • The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. • The teacher must clarify the learning task so students can complete it. • The teacher's vocabulary and usage are correct but unimaginative. • When the teacher attempts to explain academic vocabulary, it is only partially successful. • The teacher's vocabulary is too advanced, or too juvenile, for students.	• The teacher states clearly, at some point during the lesson, what the students will be learning. • The teacher's explanation of content is clear and invites student participation and thinking. • The teacher makes no content errors. • The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. • Students engage with the learning task, indicating that they understand what they are to do. • If appropriate, the teacher models the process to be followed in the task. • The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. • The teacher's vocabulary is appropriate to students' ages and levels of development.	• If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. • The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • The teacher points out possible areas for misunderstanding. • The teacher invites students to explain the content to their classmates. • Students suggest other strategies they might use in approaching a challenge or analysis. • The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. • Students use academic language correctly.
POSSIBLE EXAMPLES	• *A student asks, "What are we supposed to be doing?" teacher ignores the questions.* • *The teacher states that to add fractions they must have the same numerator.* • *Students have a quizzical look on their faces; some may withdraw from the lesson.* • *Students become disruptive or talk among themselves in an effort to follow the lesson.* • *The teacher uses technical terms without explaining their meanings.* • The teacher says "aint." • *And others…*	• *The teacher mispronounces "___"* • *The teacher says, "And oh, by the way, today we're going to factor polynomials."* • *A student asks, "What are we supposed to be doing?" and the teacher clarifies the task.* • *A student asks, "What do I write here?" in order to complete a tasks.* • *The teacher says, "Watch me while I show you how to ___," asking students only listen.* • *A number of students do not seem to be following the explanation.* • *Students are inattentive during the teacher's explanation of content.* • *Students' use of academic vocabulary is imprecise.* • *And others…*	• *The teacher says, "By the end of today's lesson you're all going to be able to factor different types of polynomials."* • *In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"* • *The teacher uses a board or projection devise for task directions so that students can refer to it without requiring the teacher's attention.* • *The teacher says, "When you're trying to solve a math problem like this, you might think of a similar, but simpler, problem you've done in the past and see whether the same approach would work."* • *The teacher explains passive solar energy by inviting students to think about the temperature in a closed car on a cold, but sunny day or about the water in a hose that has been sitting in the sun.* • *The teacher uses a Venn diagram to illustrate the distinctions between a republic and a democracy.* • *And others…*	• *The teacher says, "Here's a spot where some students have difficulty; be sure to read it carefully."* • *The teacher asks a student to explain the task to other students.* • *When clarification about the learning tasks is needed, as student offers it to classmates.* • *The teacher, in explaining the westward movement in U.S. history, invites students to consider that historical period from the point of view of the Native Peoples.* • *The teacher asks, "Who would like to explain this idea to us?"* • *A student asks, "Is this another way we could think about analogies?"* • *A student explains an academic term to classmates.* • *The teacher pauses during an explanation of the civil rights movement to remind students that the prefix* in- *as in* inequality *means "not" and that the prefix* un- *also means the same thing.* • *A student says to a classmate, "I think that side of the triangle is called the hypotenuse."* • *And others…*

Domain 3b: Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework it is important that questioning and discussion be used as techniques to deepen student understanding, rather than serve as a recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views.

Students' responses to questions are valued. Effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being non-formulaic is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on students responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level.

In addition, during lessons involving students in small group work, the quality of students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

Elements of component 3b:

- ***Quality of questions/prompts***- Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a

historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

- ***Discussion techniques***- Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining and justifying their reasoning and conclusions, based on specific evidence. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, "We discussed X," when what they mean is "I said X." That is, some teachers confuse discussion with explanation of content; as important as that is, it's not discussion. Rather, in a true discussion, a teacher poses a question and invites all students' views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the argument of others.

- ***Student participation***- In some cases, a few students tend to dominate the discussion. Other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators of 3b include:

- Questions of high cognitive challenge, formulated by both students and teacher.

- Questions with multiple correct answers or multiple approaches, even when there is a single correct response.

- Effective use of student responses and ideas.

- Discussion, with the teacher stepping out of the central, mediating role.

- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and their classmates.

- High levels of student participation in discussion.

Domain 3b: Using Questioning and Discussion Techniques

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited

contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	contributions. Students themselves ensure that all voices are heard in the discussion.
CRITICAL ATTRIBUTES • Questions are rapid-fire and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between the teacher and students; students are not invited to speak directly to one another. • The teacher does not ask students to explain their thinking. • Only a few students dominate the discussion.	• The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. • The teacher invites students to respond directly to one another's ideas, but few students respond. • The teacher calls on many students, but only a small number actually participate in the discussion. • The teacher asks students to explain their reasoning, but only some students attempt to do so.	• The teacher uses open-ended question, inviting students to think and/or offer multiple possible answers. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without ongoing mediation by teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. • The teacher asks students to justify their reasoning, and most attempt to do so.	• Students initiate higher-order questions. • The teacher builds on and uses student responses to questions in order to deepen student understanding. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion and challenge one another's thinking. • Virtually all students are engaged in the discussion.
POSSIBLE EXAMPLES • *All questions are of the "recitation" type, such as "What is 3 x 4?"* • *The teacher asks a question for which the answer is on the board; students respond by reading it.* • *The teacher calls only on students who have their hands up.* • *A student responds to a question with wrong information, and the teacher doesn't follow up.* • *And others…*	• *Many questions are of the "recitation" type, such as "How many members of the House of Representatives are there?"* • *The teacher asks, "Who has an idea about this?" The usual three students offer comments.* • *The teacher asks, "Maria, can you comment on Ian's idea?" but Maria does not respond or makes a comment directly to the teacher.* • *The teacher asks a student to explain his reasoning for why 13 is a prime number but does not follow up when the student falters.* • *And others…*	• *The teacher asks, "What might have happened if the colonists had not prevailed in the American war for independence?"* • *The teacher uses the plural form in asking questions, such as "What are some things you think might contribute to _____?* • *The teacher asks, "Maria, can you comment on Ian's idea?" and Maria responds directly to Ian.* • *The teacher poses a question, asking every student to write a brief response and then share it with a partner, before inviting a few to offer their ideas to the entire class.* • *The teacher asks students when they have formulated an answer to the questions "Why do you think Huck Finn did ____? To find the reason in the text and to explain their thinking to a neighbor.* • *And others…*	• *A student asks, "How many ways are there to get this answer?"* • *A student says to a classmate, "I don't think I agree with you on this, because…"* • *A student asks of other students, "Does anyone have another idea how we might figure this out?"* • *A student asks, "What if…?"* • *And others…*

Domain 3c: Engaging Students in Learning

Student engagement in learning is the centerpiece of the Framework for Teaching. All other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content.

The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read.

Critical questions for an observer in determining the degree of student engagement are: "What are students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential, not only to watch the teacher, but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner. It is essential, however, that they be challenged to be "minds-on."

Elements of component 3c:

- ***Activities and assignments***- The activities and assignments are the centerpiece of student engagement, since they determine what it is that students are asked to do. Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.

- ***Grouping of students***- How students are grouped for instruction (whole class, small groups, pairs, individuals is one of the many decisions teachers make every day. There are many options; students of similar background and skill may be clustered together, or the more advanced students may be spread around into the different groups. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

- ***Instructional materials and resources***-The instructional materials a teacher selects to use in the classroom can have an enormous impact on students' experience. Though some teachers are obliged to use a school's or a district's officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning- for example, the use of primary source materials in social studies.

- *Structure and pacing*- No one, whether an adult or a student, likes to be either bored or rushed in completing a task. Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. Since much of student learning results from their reflection on what they have done, a well-designed lesson included time for reflection and closure.

Indicators of 3c include:

- Student enthusiasm, interest, thinking, problem-solving, etc.

- Learning tasks that require high-level student thinking.

- Students highly motivated to work on all tasks and persistent even when the tasks are challenging.

- Students actively "working," rather than watching while their teacher "works."

- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection.

Domain 3c: Engaging Students in Learning

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

CRITICAL ATTRIBUTES	• Few students are intellectually engaged in the lesson. • Learning tasks/activities and materials require only recall or have a single correct response or method. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags or is rushed. • Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	• Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and those requiring recall. • Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. • The materials and resources are partially aligned to the lesson objectives. • Few of the materials and resources require student thinking or ask students to explain their thinking. • The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others. • The instructional groupings used are partially appropriate to the activities.	• Most students are intellectually engaged in the lesson. • Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. • Students are invited to explain their thinking as part of completing tasks. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged. • The teacher uses groupings that are suitable to the lesson activities.	• Virtually all students are intellectually engaged in the lesson. • Lesson activities require high-level student thinking and explanations of their thinking. • Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and /or (3) suggesting modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
POSSIBLE EXAMPLES	• *Most students disregard the assignment given by the teacher; it appears to be much too difficult for them.* • *Students fill out the lesson worksheet by copying words from the board.* • *Students are using math manipulative materials in a rote activity.* • *The teacher lectures for 45 minutes.* • *Most students don't have time to complete the assignment; the teacher moves on in the lesson.* • *And others…*	• *Students in only three of the five small groups are figuring out an answer to the assigned problem; the others seem to be unsure how they should proceed.* • *Students are asked to fill in a worksheet, following an established procedure.* • *There is a recognizable beginning, middle, and end to the lesson.* • *The teacher lectures for 20 minutes and provides 15 minutes for the students to write an essay; not all students are able to complete it.* • *And others…*	• *Five students (out of 27) have finished an assignment early and begin talking among themselves; the teacher assigns a follow-up activity.* • *Students are asked to formulate a hypothesis about what might happen if the American voting system allowed for the direct election of presidents and to explain their reasoning.* • *Students are given a task to do independently, then to discuss with a table group, followed by a reporting from each table.* • *Students are asked to create different representations of a large number using a variety of manipulative materials.* • *The lesson is neither rushed nor does it drag.* • *And others…*	• *Students are asked to write an essay in the style of Hemmingway and to describe which aspects of his style they have incorporated.* • *Students determine which of several tools-e.g., a protractor, spreadsheet, or graphing calculator-would be most suitable to solve a math problem.* • *A student asks whether they might remain in their small groups to complete another section of the activity, rather than work independently.* • *Students identify or create their own learning materials.* • *Students summarize their learning from the lesson.* • *And others…*

Domain 3d: Using Assessment in Instruction

Assessment of student learning plays an important new role in teaching. No longer signaling "the end" of instruction, it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment for learning has increasingly come to play an important role in classroom practice.

In order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes of bothering their neighbors.

When monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding. In the former, questions seek to reveal students' misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding.

For the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation.

Elements of component 3d:

- *Assessment criteria*- It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria (for example, a clear oral presentation).

- *Monitoring of student learning*- A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise. This is not a hit-or-miss effort, but it planned carefully in advance. Even after planning carefully, however, a teacher must weave monitoring of student learning seamlessly into the lesson, using a variety of techniques.

- *Feedback to students*- Feedback on learning is an essential element of a rich instructional environment. Without is, students are constantly guessing at how they are doing and at how their work can be improved. Valuable feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.

- *Student self-assessment and monitoring of progress*- The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. Of course, they can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.

Indicators of 3d include:

- The teacher paying close attention to evidence of student understanding.

- The teacher posing specifically created questions to elicit evidence of student understanding.

- The teacher circulating to monitor student learning and to offer feedback.

- Students assessing their own work against established criteria.

Domain 3d: Using Assessment in Instruction

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self-or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evident that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback from both teacher and peers is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

CRITICAL ATTRIBUTES	• The teacher gives no indication of what high-quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Students receive no feedback, or feedback is global or directed to only one student. • The teacher does not ask students to evaluate their own or classmates' work.	• There is little evidence that the students understand how their work will be evaluated. • The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. • Feedback to students is vague and not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self-or peer assessment.	• The teacher makes the standards of high-quality work clear to students. • The teacher elicits evidence of student understanding. • Students are invited to assess their own work and make improvements; most of them do so. • Feedback includes specific and timely guidance, at least for groups of students.	• Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. • The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher • High-qualit6y feedback comes from any sources, including students; it is specific and focused on improvement.
POSSIBLE EXAMPLES	• *A student asks, "How is this assignment going to be graded"* • *A student asks, "Is this the right way to solve this problem?" but receives no information from the teacher.* • *The teacher forges ahead with a presentation without checking for understanding.* • *After the students present their research on globalization, the teacher tells them their letter grade; when students ask how he arrived at the grade, the teacher responds, "After all these years in education, I just know what grade to give."* • *And others…*	• *The teacher asks, "Does anyone have a question?"* • *When a student completes a problem on the board, the teacher corrects the student's work without explaining why.* • *The teacher says, "Good job, everyone."* • *The teacher, after receiving a correct response from one student, continues without ascertaining whether other students understand the concept.* • *The students receive their tests back; each one is simply marked with a letter grade at the top.* • *And others…*	• *The teacher circulates during small-group or independent work, offering suggestions to students.* • *The teacher uses specifically formulated questions to elicit evidence of student understanding.* • *The teacher asks students to look over their papers to correct their errors; most of them engage in this task.* • *And others…*	• *The teacher reminds students of the characteristics of high-quality work, observing that the students themselves helped develop them.* • *While students are working, the teacher circulates, providing specific feedback to individual students.* • *The teacher uses popsicle sticks or exit tickets to elicit evidence of individual student understanding.* • *Students offer feedback to their classmates on their work.* • *Students evaluate a piece of their writing against the writing rubric and confer with the teacher about how it could be improved.* • *And others…*

Domain 4a: Reflecting on Teaching

Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons.

Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill.

Mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning- whether excellent, adequate, or inadequate- becomes a habit of mind, leading to improvement in teaching and learning.

Elements of component 4a:

- *Accuracy*- As teachers gain experience, their reflections on practice become more accurate, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections accurate, but teachers can provide specific examples from the lesson to support their judgments.

- *Use in future teaching*- If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Indicators of 4a include:

- Accurate reflections on a lesson.

- Citation of adjustments to practice that draw on a repertoire of strategies.

Domain 4a: Reflecting on Teaching

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES

• The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement.	• The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction.	• The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved.	• The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness. • The teacher's suggestions for improvement draw on an extensive repertoire.
• *Despite evidence to the contrary, the teacher says, "My students did great on that lesson!"* • *The teacher says, "That was awful; I wish I knew what to do!"* • *And others…*	• *At the end of the lesson, the teacher says, "I guess that went okay."* • *The teacher says, "I guess I'll try _____ next time."* • *And others…*	• *The teacher says, "I wasn't pleased with the level of engagement of the students."* • *The teacher's journal indicates several possible lesson improvements.* • *And others…*	• *The teacher says, "I think that lesson worked pretty well, although I was disappointed in how the group at the back table performed."* • *In conversation with colleagues, the teacher considers strategies for grouping students differently to improve a lesson.* • *And others…*

Domain 4b: Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. These include: student completion of assignments, student progress in learning, and non-instructional activities that are part of the day-to-day functions in a school setting, such as: the return of signed permission slips for a field trip and money for school pictures.

Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and data bases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

Elements of component 4b:

- *__Student completion of assignments__*- Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed, but also students' success in completing them.

- ***Student progress in learning***- In order to plan instruction, teachers need to know where each student "is" in his or her learning. This information may be collected formally or informally, but must be updated frequently.

- ***Non-instructional records***- Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples include tracking which students have returned their permission slips for a field trip or which students have paid for their school pictures.

Indicators of 4b include:

- Routines and systems that track student completion of assignments.

- Systems of information regarding student progress against instructional outcomes.

- Processes of maintaining accurate non-instructional records.

Domain 4b: Maintaining Accurate Records

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
CRITICAL ATTRIBUTES	• There is no system for either instructional or non-instructional records. • Record-keeping systems are in disarray and provide incorrect or confusing information.	• The teacher has a process for recording student work completion. However, it may be out of date or may not permit students to access the information. • The teacher's process for tracking student progress is cumbersome to use. • The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.	• The teacher's process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments. • The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. • The teacher's process for recording non-instructional information is both efficient and effective.	• Students contribut3 to and maintain records indicating completed and outstanding work assignments. • Students contribute to and maintain data files indicating their own progress in learning. • Students contribute to maintaining non-instructional records for the class.

POSSIBLE EXAMPLES	• A student says, 'I'm sure I turned in that assignment, but the teacher lost it!' • The teacher says, "I misplace the writing samples for my class, but it doesn't matter-I know what the students would have scored." • On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. • And others…	• A student says, "I wasn't in school today, and my teacher's website is out of date, so I don't know what the assignments are!" • The teacher says, "I've got all these notes about how the kids are doing; I should put them into the system, but I just don't have time." • On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before the bell rings. • And others…	• On the class website, the teacher creates a link that students can access to check on any missing assignments • The teacher's gradebook records student progress toward learning goals. • The teacher creates a spreadsheet for tracking which students have paid for their school pictures. • And others…	• A student from each team maintains the database of current and missing assignments for the team. • When asked about her progress in a class, a student proudly shows her portfolio of work and can explain how the documents indicate her progress toward learning goals. • When they bring in their permission slips for a field trip, students add their own information to the database. • And others…

Domain 4c: Communicating with Families

Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself.

The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's caring, valued by families of students of all ages.

Elements of component 4c:

- ***Information about the instructional program***- The teacher frequently provides information to families about the instructional program.

- ***Information about individual students***- The teacher frequently provides information to families about students' individual progress.

- ***Engagement of families in the instructional program***- The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Indicators of 4c include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress.

- Two-way communication between the teacher and families.

- Frequent opportunities for families to engage in the learning process.

Domain 4c: Communicating With Families

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
CRITICAL ATTRIBUTES	• Little or no information regarding the instructional program is available to parents. • Families are unaware of their children's progress. • Family engagement activities are lacking. • There is some culturally inappropriate communication.	• School-or district-created materials about the instructional program are sent home. • The teacher sends home infrequent or incomplete information about the instructional program. • The teacher maintains a school-required gradebook but does little else to inform families about student progress. • Some of the teacher's communications are inappropriate to families' cultural norms.	• The teacher regularly makes information about the instructional program available. • The teacher regularly sends home information about student progress. • The teacher develops activities designed to engage families successfully and appropriately in their children's learning. • Most of the teacher's communications are appropriate to families' cultural norms.	• Students regularly develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process. • All of the teacher's communications are highly sensitive to families' cultural norms.
POSSIBLE EXAMPLES	• *A parent says, "I'd like to know what my kid is working on at school."* • *A parent says, "I wish I could know something about my child's progress before the report card comes out."* • *A parent says, "I wonder why we never see any schoolwork come home."* • *And others…*	• *A parent says, "I received the district pamphlet on the reading program, but I wonder how it's being taught in my child's class."* • *A parent says, "I emailed the teacher about my child's struggles with math, but all I got back was a note saying that he's doing fine."* • *The teacher sends home weekly quizzes for parent or guardian signature.* • *And others…*	• *The teacher sends a weekly newsletter home to families that describe current class activities, community and /or school projects, field trips, etc.* • *The teacher creates a monthly progress report, which is sent home for each student.* • *The teacher sends home a project that asks students to interview a family member about growing up during the 1950's.* • *And others…*	• *Students create materials for Back-to-School Night that outline the approach for learning science.* • *Each student's daily reflection log describes what she or he is learning, and the log goes home each week for review by a parent or guardian.* • *Students design a project on charting their family's use of plastics.* • *And others…*

Domain 4d: Participating in a Professional Community

Schools are, first of all, environments to promote the learning of students. But, in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community.

The community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeing ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include things such as: school and district committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.

Elements of component 4d:

- ***Relationships with colleagues***- Teachers maintain professional, collegial relationships that encourage sharing, planning, and working together toward improved instructional skill and student success.

- ***Involvement in a culture of professional inquiry***- Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

- ***Service to the school***- Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

- ***Participation in schools and district projects***- Teachers contribute to and support larger school and district projects designed to improve the professional community.

Indicators of 4d include:

- Regular teacher participation with colleagues to share and plan for student success.

- Regular teacher participation in professional courses or communities that emphasize improving practice.

- Regular teacher participation in school initiatives.

- Regular teacher participation in community initiatives.

Domain 4d: Participating in the Professional Community

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
CRITICAL ATTRIBUTES	• The teacher's relationships with colleagues are characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and district and community projects.	• The teacher has cordial relationships with colleagues • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, as well as district and community projects.	• The teacher has supportive and collaborative relationships with colleagues. • The teacher regularly participates in activities related to professional inquiry. • The teacher frequently volunteers to participate in school events and school district and community projects.	• The teacher takes a leadership role in promoting activities related to professional inquiry. • The teacher regularly contributes to and leads events that positively impact school life. • The teacher regularly contributes to and leads significant district and community projects.
POSSIBLE EXAMPLES	• *The teacher doesn't share test-taking strategies with his colleagues. He figures that if his students do well, he will look good.* • *The teacher does not attend PLC meetings.* • *The teacher does not attend any school functions after the dismissal bell.* • *The teacher says, "I work from 8:30 to 3:30 and not a minute more. I won't serve on any district committee unless the get me a substitute to cover my class."* • *And others…*	• *The teacher is polite but seldom shares any instructional materials with his grade partners.* • *The teacher attends PLC meetings only when reminded by her supervisor.* • *The principal says, "I wish I didn't have to ask the teacher to 'volunteer' every time we need someone to chaperone the dance."* • *The teacher contributes to the district literacy committee only when requested to do so by the principal.* • *And others…*	• *The principal remarks that the teacher's students have been noticeably successful since her teacher team has been focusing on instructional strategies during its meetings.* • *The teacher has decided to take some free MIT courses online and to share his learning with colleagues.* • *The basketball coach is usually willing to chaperone the ninth-grade dance because she knows all of her players will be there.* • *The teacher enthusiastically represents the school during the district social studies renew and brings his substantial knowledge of U.S. history to the course writing team.* • *And others…*	• *The teacher leads the group of mentor teachers at school, which is devoted to supporting teachers during their first years of teaching.* • *The teacher hosts a book study group that meets monthly; he guides the book choices so that the group can focus on topics that will enhance their skills.* • *The teacher leads the annual "Olympics" day, thereby involving the entire student body and faculty in athletic events.* • *The teacher leads the district wellness committee, and involves healthcare and nutrition specialist from the community.* • *And others…*

Domain 4e: Growing and Developing Professionally

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues.

The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching.

Networking with colleagues through activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

Elements of component 4e:

- ***Enhancement of content knowledge and pedagogical skill***- Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

- ***Receptivity to feedback from colleagues***- Teachers actively pursue networks that provide collegial support and feedback.

- ***Service to the profession***- Teachers are active in professional organizations in order to enhance both their personal practice and their ability to provide leadership and support to colleagues.

Indicators of 4e include:

- Frequent teacher attendance in courses and workshops; regular academic reading.

- Participation in learning networks with colleagues; freely shared insights.

- Participation in professional organizations supporting academic inquiry.

Domain 4e: Growing and Developing Professionally

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
CRITICAL ATTRIBUTES	• The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attend conferences.	• The teacher participates in professional activities when they are required or provided by the district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to professional organizations.	• The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in organizations designed to contribute to the profession.	• The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organization in order to contribute to the profession.
POSSIBLE EXAMPLES	• *The teacher never takes continuing education courses, even though the credits would increase his salary.* • *The teacher endures the principal's annual observations in her classroom, knowing that if she waits long enough, the principal will eventually leave and she will be able to simply discard the feedback form.* • *Despite teaching high school honors mathematics, the teacher declines to join NCTM because it costs too much and makes too many demands on members' time.* • *And others…*	• *The teacher politely attends district workshops and professional development days but doesn't make much use of the materials received.* • *The teacher listens to his principal's feedback after a lesson but isn't sure that the recommendations really apply in his situation.* • *The teacher joins the local chapter of the American Library Association because she might benefit from the free books-but otherwise doesn't feel it's worth much of her time.* • *And others…*	• *The teacher eagerly attends the district's optional summer workshops, knowing they provide a wealth of instructional strategies he'll be able to use during the school year.* • *The teacher enjoys her principal's weekly walk-through visits because they always lead to a valuable informal discussion during lunch the next day.* • *The teacher joins a science education partnership and finds that it provides him access to resources for his classroom that truly benefits his students.* • *And others…*	• *The teacher's principal rarely spends time observing in her classroom. Therefore, she has initiated an action research project in order to improve her own instruction.* • *The teacher is working on a particular instructional strategy and asks his colleagues to observe in his classroom in order to provide objective feedback on his progress.* • *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.* • *And others…*

Domain 4f: Showing Professionalism

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student-focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simple the easier or more convenient procedure.

Accomplished teachers have a strong moral compass and are guided by what is in the best interest for each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom.

Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem-solving and decision-making, with student needs constantly in mind.

Finally, accomplished teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.

Elements of component 4f:

- ***Integrity and ethical conduct***- Teachers act with integrity and honesty.

- ***Service to students***- Teachers put students first in all considerations of their practice.

- ***Advocacy***- Teachers support their students' best interests, even in the face of traditional practice or beliefs.

- ***Decision-making***- Teachers solve problems with students' needs as a priority.

- ***Compliance with school and district regulations***- Teachers adhere to policies and established procedures.

Indicators of 4f include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board.

- The teacher frequently reminding participants during committee or planning work that students are the highest priority.

- The teacher supporting students, even in the face of difficult situations or conflicting policies.

- The teacher challenging existing practice in order to put students first.

- The teacher consistently fulfilling district mandates regarding policies and procedures.

Domain 4f: Showing Professionalism

	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The 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 teacher complies fully with school and district regulations, taking a leadership role with colleagues.
CRITICAL ATTRIBUTES	• The teacher is dishonest. • The teacher does not notice the needs of students • The teacher engages in practices that are self-serving. • The teacher willfully rejects district regulations.	• The teacher is honest. • The teacher notices the needs of students but is inconsistent in addressing them. • The teacher does not notice that some school practices result in poor conditions for students. The teacher makes decisions professionally but on a limited basis. • The teacher complies with district regulations.	• The teacher is honest and known for having high standards of integrity. • The teacher actively addresses student needs. • The teacher actively works to provide opportunities for student success. • The teacher willingly participates in team and departmental decision making. • The teacher complies completely with district regulations.	• The teacher is considered a leader in terms of honesty, integrity, and confidentiality. • The teacher is highly proactive in serving students. • The teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • The teacher takes a leadership role in team and departmental decision making. • The teacher takes a leadership role regarding district regulations.

	• *The teacher makes some errors when marking the most recent common assessment but doesn't tell his colleagues.* • *The teacher does not realize that three of her neediest students arrive at school an hour early every morning. because their mothers can't afford daycare.* • *The teacher fails to notice that one of his kindergartners is often ill, looks malnourished, and frequently has bruises on her arms and legs.* • *When one of her colleagues goes home suddenly because of illness, the teacher pretends to have a meeting so that she won't have to share in the coverage responsibilities.* • *The teacher does not file his students' writing samples in their district cumulative folders; it is time-consuming, and he wants to leave early for summer break.* • *And others…*	• *The teacher says, "I have always known my grade partner to be truthful. If she called in sick today, then I believe her."* • *The teacher considers staying late to help some of her students in after-school daycare but then realizes it would conflict with her health club class and so decides against it.* • *The teacher notices a student struggling in his class and sends a quick email to the counselor. When he doesn't get a response, he assumes the problem has been taken care of.* • *When the teacher's grade partner goes out on maternity leave, the teacher says "Hello" and "Welcome" to the substitute but does not offer any further assistance.* • *The teacher keeps his district-required gradebook up to date but enters exactly the minimum number of assignments specified by his department chair.* • *And others…*	• *The teacher is trusted by his grade partners; they share information with him, confident it will not be repeated inappropriately.* • *Despite her lack of knowledge about dance, the teacher forms a dance club at her high school to meet the high interest level of her students who cannot afford lessons.* • *The teacher notices some speech delays in a few of her young students; she calls in the speech therapist to do a few sessions in her classroom and provide feedback on further steps.* • *The English department chair says, "I appreciate when ____ attends our after-school meetings; he always contributes something meaningful to the discussion."* • *The teacher learns the district's new online curriculum mapping system and writes in all of her courses.* • *And others…*	• *When a young teacher has trouble understanding directions from the principal, she immediately goes to a more seasoned teacher-who, she knows, can be relied on for expert advice and complete discretion.* • *After the school's intramural basketball program is discontinued, the teacher finds some former student athletes to come in and work with his students, who have come to love the after-school sessions.* • *The teacher enlists the help of her principal when she realizes that a colleague has been making disparaging comments about some disadvantaged students.* • *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.* • *The math department looks forward to their weekly meetings; their leader, the teacher, is always seeking new instructional strategies and resources for them to discuss.* • *And others…*

For additional information regarding the *Sumter Framework for Teaching*,contact:
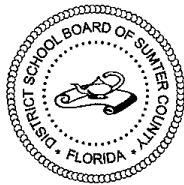
Lisa Whitman, Senior Director of Human Resources: 352-793-2315, ext 50251
lisa.whitman@sumter.k12.fl.us

Dana Williams, Director of Professional Learning & Accountability: 352-748-1510, ext 51210
dana.williams@sumter.k12.fl.us

Allison Nave, Coordinator of Professional Accountability: 352-793-2315, ext 50223
allison.nave@sumter.k12.fl.us

Framework for ESE Staffing Specialists

Teacher _____ School _____ Grade Level(s) _____

Subject(s) _____ Observer _____ Date _____

Summary of the Lesson _____

_____

_____

_____

Domain 1: Planning and Preparation

Component 1b. Demonstrating knowledge of the academic and developmental needs of children and adolescents- FEAP(s): (a)1, (a)2h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist displays little or no knowledge of the academic and developmental needs of children and adolescents.	Specialist displays partial knowledge of the academic and developmental needs of children and adolescents.	Specialist displays accurate understanding of the typical academic and developmental needs of children and adolescents as well as exceptions to the general pattern.	In addition to accurate knowledge of the academic and developmental needs of children and adolescents as well as exceptions to the general patterns, specialist displays knowledge of the extent to which individual students follow the general patterns.

Component 1c. Demonstrating knowledge of the ESE program in the district and services offered by the district- FEAP(s): (a)3, (a)4

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist has limited knowledge of the ESE program, or the knowledge is inappropriate to either the situation or the age of the students.	Specialist has rudimentary knowledge of the ESE program and is partially suitable to the situation and the age of the students.	Specialist's knowledge of the ESE program is clear and appropriate to the situation in the school and to the age of the students.	Specialist's knowledge of the ESE program is highly appropriate to the situation in the school and to the age of the student and is applied to consultations and meetings with students, parents, and colleagues.

Component 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district- FEAP(s): (a)2a, (b)2

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school district.	Specialist displays awareness of governmental regulations and of resources for students available through the school or district but no knowledge of resources available more broadly.	Specialist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Specialist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

Component 1e. Scheduling and planning time to meet the needs of individual students- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Specialist's plan is to schedule all meetings to take place on time but IEP's are allowed to expire.	Specialist's plan is to schedule all meetings to take place on time and all IEP's are reviewed on time with one or two exceptions. Time is dedicated to meeting the needs of individual students.	Specialist's plan is highly coherent and proactive and all meetings are scheduled to take place on time and IEP's are reviewed on time with no exceptions. Time is dedicated to meeting the needs of individual students.

Domain 2: The Environment

Component 2c. Managing routines and procedures for meetings and office work- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist's routines for the meetings or office work are nonexistent or in disarray.	Specialist has rudimentary and partially successful routines for meetings and office work.	Specialist's routines for the meetings and office work are effective.	Specialist's routines for the meetings and office work are seamless and highly effective.

Component 2d. Establishing standards of professionalism and conduct in the IEP meeting- FEAP(s): (a)2b, (a)2e

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
No standards of conduct have been established, and specialist disregards or fails to address the negative behaviors during the meeting.	Standards of conduct appear to have been established in the meeting. Specialist's attempts to establish productive progression of the meeting and to promote positive interaction between meeting participants is partially successful.	Specialist has established clear standard of conduct for meeting, makes a significant contribution in facilitating the meeting, and actively promotes positive interaction between meeting participants	Specialist has established clear standards, takes a leadership role in maintaining and facilitating the meeting, and promotes positive interaction between meeting participants.

Component 2e. Organizing physical space of office and materials- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
The specialist's work space is disorganized and poorly suited to efficient work procedures. Materials are not stored in secure location and are difficult to find when needed.	The specialist's work space is not completely well organized, and materials are difficult to find when needed.	The specialist's work space is well organized and suited to efficient work procedures. Materials are stored in secure location and are available when needed.	The specialist's work space is highly organized and highly suited to efficient work procedures. Materials are stored in secure location and are convenient when needed.

Domain 3: Delivery of Service

Component 3a. Responding to inquiries and requests for meetings; consulting with teachers and administrators- FEAP(s): (a)2e, (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist fails to respond to inquiries and requests for meeting. Specialist consults rarely with teachers and administrators.	Specialist responds to inquiries and requests for meetings inconsistently. Specialist consults on a sporadic basis with teachers and administrators.	Specialist responds to inquiries and requests for meetings promptly. Specialist consults with teachers and administrators on a regular basis.	Specialist responds to inquiries and requests for meetings immediately. Specialist consults frequently with teachers and administrators.

Component 3c. Chairing Staffing and IEP teams- FEAP(s): (a)2a, (a)2b

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist declines to assume leadership of the Staffing and IEP teams.	Specialist assumes leadership of the Staffing and IEP teams, preparing adequate staffing paperwork and IEP's.	Specialist assumes leadership of the Staffing and IEP teams as a standard expectation; prepares detailed staffing paperwork and IEP's.	Specialist assumes leadership of the Staffing and IEP teams, and takes initiative in assembling materials for meetings. Staffing paperwork and IEP's are prepared in an exemplary manner.

Component 3e. Finalizing and submitting staffing paperwork and IEP's according to state and district guidelines- FEAP(s): (a)2a, (b)2

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
The staffing paperwork and IEP are finalized and submitted with some delay and are missing essential components.	The staffing paperwork and IEP's are finalized and submitted in a timely manner but are missing some components.	The staffing paperwork and IEP's are finalized and submitted promptly and meet state and district guidelines.	The staffing paperwork and IEP's are finalized and submitted promptly and exceed state and district guidelines.

Component 3f. Demonstrating flexibility and responsiveness- FEAP(s): (a)1e, (a)2h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist adheres to predetermined schedules, in spite of need for modification.	Specialist makes modest changes when confronted with evidence of a need.	Specialist makes the changes when they are needed.	Specialist continually seeks ways to improve the plan and makes changes as needed in response to student, parent, or teacher input.

Component 4a. Reflecting on practice- FEAP(s): (b)1d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Specialist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the ESE program might be improved.	Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies.

Component 4b. Communicating with families- FEAP(s): (a)2d, (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner.	Specialist's communication with families is partially successful; consents are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	Specialist communicates with families and secures necessary informed consents and does so in a manner sensitive to cultural and linguistic traditions.	Specialist secures necessary informed consents and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust.

Component 4c. Maintaining accurate records- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist's records are in disarray; they may be missing, illegible, or stored in an insecure location.	Specialist's records are legible and are stored in a secure location	Specialist's records are accurate and legible, well organized, and stored in a secure location.	Specialist's records are accurate and legible, well organized and stored in a secure location They are written to be understandable by another qualified professional.

Component 4d. Participating in a professional community-FEAP(s): (b)1c

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically requested.	Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

Component 4e. Engaging in professional development- FEAP(s): (b)1d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

Component 4f. Showing professionalism- FEAP(s): (b)2

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist displays dishonesty in interactions with colleagues, students, parents, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, parents, and the public, plays a moderate advocacy role for students and does not violate principles of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, parents, and the public, and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Framework for Guidance Counselor

Teacher _____ School _____ Grade Level(s) _____

Subject(s) _____ Observer _____ Date _____

Summary of the Lesson _____

_____

_____

_____

Domain 1: Planning and Preparation

Component 1a. Demonstrating knowledge of counseling theory and techniques- FEAP(s): (b)1e; (a)4a
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.

Component 1b. Demonstrating knowledge of child and adolescent development- FEAP(s): (b)1e; (a)4a
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.

Component 1c. Establishing goals for the counseling program appropriate to the setting and the students served- FEAP(s): (a)3g,h
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective

Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

Component 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district- FEAP(s): (b)2

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

Component 1e. Planning the counseling program integrated with the regular school program- FEAP(s): (a)3h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.

Component 1f. Developing a plan to evaluate the counseling program- FEAP(s): (a)2h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly developed, with creative sources of evidence and a clear path toward improving the program on an ongoing basis.

Component 2a. Creating an environment of respect and rapport- FEAP(s): (a)2d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

Component 2b. Establishing a culture for productive communication- FEAP(s): (a)2c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.

Component 2c. Managing routines and procedures- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them when appropriate.

Component 2d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school- FEAP(s): (a)2b

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them when appropriate. Counselor takes a leadership role in maintaining the environment of civility in the school.

Component 2e. Organizing physical space- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3: Delivery of Service

Component 3a. Assessing student needs- FEAP(s): (a)4a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed assessments of individual and group needs of students and uses that data to contribute to program planning.

Component 3b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs- FEAP(s): (a)2h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and empowers teachers to help students formulate academic, personal/social, and career plans.

Component 3c. Using counseling techniques in individual and classroom programs- FEAP(s): (a)3a, (a)3e

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

Component 3d. Brokering resources to meet needs- FEAP(s): (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.

Component 3e. Demonstrating flexibility and responsiveness- FEAP(s): (a)1e, (a)2h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component 4a. Reflecting on practice- FEAP(s): (b)1d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.

Component 4b. Maintaining records and submitting them in a timely fashion- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and can serve as a model for colleagues in other schools.

Component 4c. Communicating with families- FEAP(s): (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides detailed and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.

Component 4d. Participating in a professional community- FEAP(s): (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

Component 4e. Engaging in professional development- FEAP(s): (b)1d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

Component 4f. Showing professionalism – FEAP(s): (b)2

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Framework for Library/Media Specialist

Teacher _____ School _____ Grade Level(s) _____

Subject(s) _____ Observer _____ Date _____

Summary of the Lesson _____
_____
_____
_____

Domain 1: Planning and Preparation

Component 1a. Demonstrating knowledge of literature and current trends in library/media practice and information technology- FEAP(s): (b)1e

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.

Component 1b. Demonstrating knowledge of the school's program and student information needs within that program- FEAP(s): (a)1a-f

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.

Component 1c. Establishing goals for the library/media program appropriate to the setting and the students served- FEAP(s): (a)3g, (a)3h, (b)1a, (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

Component 1d. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan- FEAP(s): (a)2a, (a)3g, (b)1e

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.

Component 1e. Planning the library/media program integrated with the overall school program- FEAP(s): (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.

Component 1f. Developing a plan to evaluate the library/media program- FEAP(s): (a)4a, (b)1b

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment

Component 2a. Creating an environment of respect and rapport- FEAP(s): (a)2d, (a)2f

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.

Component 2b. Establishing a culture for investigation and love of literature- FEAP(s): (a)2c-i

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.

Component 2c. Establishing and maintaining library procedures- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

Component 2d. Managing student behavior- FEAP(s): (a)2b

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Component 2e. Organizing physical space to enable smooth flow- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

Component 3a. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations- FEAP(s): (b)1c, (b)2

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among different areas.	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.

Component 3b. Collaborating with teachers in the design of instructional units and lessons- FEAP(s): (a)1a-f

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

Component 3c. Engaging students in enjoying literature and in learning information skills- FEAP(s): (a)3a-j

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

Component 3d. Assisting students and teachers in the use of technology in the library/media center-FEAP(s): (a)2i, (a)3g

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.

Component 3e. Demonstrating flexibility and responsiveness- FEAP(s): (a)1e, (a)2h, (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	Library/media specialist makes revisions to the library/media program when they are needed.	Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component 4a. Reflecting on practice- FEAP(s): (b)1d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.

Component 4b. Preparing and submitting reports and budgets- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.

Component 4c. Communicating with the larger community- FEAP(s): (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.

Component 4d. Participating in a professional community- FEAP(s): (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

Component 4e. Engaging in professional development-FEAP(s): (b)1d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

Component 4f. Showing professionalism – FEAP(s): (b)2

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

Framework for School Psychologist

Teacher _____ School _____ Grade Level(s) _____

Subject(s) _____ Observer _____ Date _____

Summary of the Lesson _____

_____

_____

_____

Domain 1: Planning and Preparation

Component 1a. Demonstrating knowledge and skill in using psychological instruments to evaluate students- FEAP(s): (a)4c, (a)1a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.	Psychologist uses a limited number of psychological instruments to evaluate students.	Psychologist uses 5–8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.

Component 1b. Demonstrating knowledge of child and adolescent development and psychopathology- FEAP(s): (b)1e

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.

Component 1c. Establishing goals for the psychology program appropriate to the setting and the students served- FEAP(s): (a)3g,h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist has no clear recommendations for the psychology program, or they are inappropriate to either the situation or the age of the students.	Psychologist's recommendations for student interventions are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist's recommendations for student interventions are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's recommendations for student interventions are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

Component 1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district- FEAP(s): (b)2

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

Domain 2: The Environment

Component 2a. Establishing rapport with students- FEAP(s): (a)2d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Students who are referred to psychologist show a high degree of comfort and trust in the relationship.

Component 2c. Establishing and maintaining clear procedures for referrals- FEAP(s): (a)2e

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.	Psychologist has established procedures for referrals, but the details are not always clear.	Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone.	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.

Component 2e. Organizing physical space for testing of students and storage of materials- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is well organized; materials are stored in a secure location and are available when needed.	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.

Domain 3: Delivery of Service

Component 3a. Responding to referrals; consulting with teachers and administrators- FEAP(s): (b)1c, (a)1e

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.

Component 3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines- FEAP(s): (a)2h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established time lines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist selects, from a broad repertoire, those assessments that are most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural time lines and safeguards.

Component 3c. Actively participates, and assumes leadership role when necessary, as part of the evaluation/IEP team- FEAP(s): (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist declines to participate and/or assume leadership of the evaluation team.	Psychologist participates and/or assumes leadership of the evaluation team when directed to do so, preparing adequate psycho educational evaluations.	Psychologist participates and/or assumes leadership of the evaluation team as a standard expectation; prepares detailed psycho educational evaluations.	Psychologist participates and/or assumes leadership of the evaluation team. Psycho educational evaluations are prepared in an exemplary manner.

Component 3d. Planning interventions to maximize students' likelihood of success- FEAP(s): (a)2h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist fails to plan interventions suitable to students, or interventions are mismatched with the findings of the assessments.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist working with the IEP or RTI team develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

Component 3e. Maintaining contact with physicians and community mental health service providers- FEAP(s): (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist declines to maintain contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.

Component 4d. Participating in a professional community- FEAP(s): (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

Component 4e. Engaging in professional development- FEAP(s): (b)1d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Psychologist's participation in professional development activities is limited to those that are convenient or are required.	Psychologist seeks out opportunities for professional development based on an individual assessment of need.	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

Component 4f. Showing professionalism – FEAP(s): (b)2

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Psychologist displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Framework for Speech/Language Pathologist/Therapist

Teacher _____ School _____ Grade Level(s) _____

Subject(s) _____ Observer _____ Date _____

Summary of the Lesson _____

_____

_____

_____

Domain 1: Planning and Preparation

Component 1a. Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license- FEAP(s): (a)4e

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist demonstrates little or no knowledge and skill in the therapy area; does not hold the necessary certificate or license.	SLP/Therapist demonstrates basic knowledge and skill in the therapy area; holds the necessary certificate or license.	SLP/Therapist demonstrates thorough knowledge and skill in the therapy area; holds the necessary certificate or license.	SLP/Therapist demonstrates extensive knowledge and skill in the therapy area; holds an advanced certificate or license.

Component 1b. Establishing goals for the therapy program appropriate to the setting and the students served- FEAP(s): (a)3g, h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist has no clear goals for the therapy program, or they are inappropriate to either the situation or the age of the students.	SLP/Therapist's goals for the therapy program are rudimentary and are partially suitable to the situation and to the age of the students.	SLP/Therapist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students.	SLP/Therapist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers.

Component 1c. Demonstrating knowledge of district, state, and federal regulations and guidelines- FEAP(s): (b)2

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist demonstrates little or no knowledge of special education laws and procedures.	SLP/Therapist demonstrates basic knowledge of special education laws and procedures.	SLP/Therapist demonstrates thorough knowledge of special education laws and procedures.	SLP/Therapist's knowledge of special education laws and procedures is extensive; SLP/Therapist takes a leadership role in reviewing and revising district policies.

Component 1d. Demonstrating knowledge of resources, both within and beyond the school and district- FEAP(s): (a)3g, (b)1e

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist demonstrates little or no knowledge of resources for students available through the school or district.	SLP/Therapist demonstrates basic knowledge of resources for students available through the school or district.	SLP/Therapist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources outside the district.	SLP/Therapist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community.

Component 1e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students- FEAP (s): (a)3h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Therapy program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	SLP/Therapist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	SLP/Therapist has developed a plan that includes the important aspects of work in the setting.	SLP/Therapist's plan is highly coherent and serves to support students individually, within the broader educational program.

Domain 2: The Environment

Component 2a. Establishing rapport with students- FEAP(s): (a)2d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center.	SLP/Therapist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful.	SLP/Therapist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center.	Students seek out the SLP/Therapist, reflecting a high degree of comfort and trust in the relationship.

Component 2b. Organizing time effectively- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	SLP/Therapist's time-management skills are moderately well developed; essential activities are carried out, but not always in the most efficient manner.	SLP/Therapist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner.	SLP/Therapist demonstrates excellent time-management skills, accomplishing all tasks in a seamless manner; teachers and students understand their schedules.

Component 2c. Maintaining clear procedures for referrals- FEAP(s): (a)2e

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
No procedures for referrals are followed; when teachers want to refer a student for special services, they are not sure how to go about it.	SLP/Therapist knows procedures for referrals, but follows them inconsistently.	Procedures for referrals are followed consistently and on time and in minimal collaboration with other professionals.	Procedures for referrals are followed consistently and in extensive collaboration with other professionals.

Component 2d. Establishing standards of conduct in the treatment center- FEAP(s): (a)2b

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
No standards of conduct have been established, and SLP/Therapist disregards or fails to address negative student behavior during evaluation or treatment.	Standards of conduct appear to have been established for the testing and treatment center. SLP/Therapist's attempts to monitor and correct negative student behavior during evaluation and treatment are partially successful	Standards of conduct have been established for the testing and treatment center. SLP/Therapist monitors student behavior against those standards; response to students is appropriate and respectful.	Standards of conduct have been established for the testing and treatment center. SLP/Therapist's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior.

Component 2e. Organizing physical space for testing of students and providing therapy- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
The therapy room is disorganized and poorly suited to working with students. Materials are usually available.	The therapy room is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed.	The therapy room is well organized; materials are available when needed.	The therapy room is highly organized and is inviting to students. Materials are convenient when needed.

Domain 3: Delivery of Service

Component 3a. Responding to referrals and evaluating student needs- FEAP(s): (a)2h, (a)4a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist fails to respond to referrals or makes hasty assessments of student needs.	SLP/Therapist responds to referrals when pressed and makes adequate assessments of student needs.	SLP/Therapist responds to referrals and makes thorough assessments of student needs.	SLP/Therapist is proactive in responding to referrals and makes highly competent assessments of student needs.

Component 3b. Developing and implementing treatment plans to maximize students' success- FEAP(s): (a)2h, (a)3h, (a)4c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	SLP/Therapist's plans for students are partially suitable for them or sporadically aligned with identified needs.	SLP/Therapist's plans for students are suitable for them and are aligned with identified needs.	SLP/Therapist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.

Component 3c. Communicating with families- FEAP(s): (a)2d, (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist fails to communicate with families and secure necessary permissions or communicates in an insensitive manner.	SLP/Therapist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions.	SLP/Therapist communicates with families and secures necessary permission for evaluations, doing so in a manner sensitive to cultural and linguistic traditions.	SLP/Therapist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. SLP/Therapist reaches out to families of students to enhance trust.

Component 3d. Collecting information; writing reports- FEAP(s): (a)2a, (a)2e

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience.	SLP/Therapist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience.	SLP/Therapist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience.	SLP/Therapist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience.

Component 3e. Demonstrating flexibility and responsiveness- FEAP(s): (a)1e, (a)2h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist adheres to the plan or program, in spite of evidence of its inadequacy.	SLP/Therapist makes modest changes in the treatment program when confronted with evidence of the need for change.	SLP/Therapist makes revisions in the treatment program when they are needed.	SLP/Therapist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component 4a. Reflecting on practice- FEAP(s): (b)1d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist does not reflect on practice, or the reflections are inaccurate or self-serving.	SLP/Therapist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	SLP/Therapist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. LP/Therapist makes some specific suggestions as to how the therapy program might be improved.	SLP/Therapist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. SLP/Therapist draws on an extensive repertoire to suggest alternative strategies.

Component 4b. Collaborating with teachers and administrators- FEAP(s): (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist is not available to staff for questions and planning and declines to provide background material when requested.	SLP/Therapist is available to staff for questions and planning and provides background material when requested.	SLP/Therapist initiates contact with teachers and administrators to confer regarding individual cases.	SLP/Therapist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students.

Component 4c. Maintaining an effective data-management system- FEAP(s): (a)2a, (a)2b, (a)2g

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
SLP/Therapist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed.	SLP/Therapist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed.	SLP/Therapist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed.	SLP/Therapist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. SLP/Therapist uses the system to communicate with teachers and parents.

Component 4d. Participating in a professional community- FEAP(s): (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist's relationships with colleagues are negative or self-serving, and specialist avoids being involved in school and district events and projects.	Specialist's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so.	Specialist participates actively in school land district events and projects and maintains positive and productive relationships with colleagues.	Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

Component 4e. Engaging in professional development- FEAP(s): (b)1d

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	Specialist's participation in professional development activities is limited to those that are convenient or are required.	Specialist seeks out opportunities for professional development based on an individual assessment of need.	Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.

Component 4f. Showing professionalism, including integrity, advocacy, and maintaining confidentiality- FEAPS(s): (b)2

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Specialist displays dishonesty in interactions with colleagues, students, parents, and the public and violates principles of confidentiality.	Specialist is honest in interactions with colleagues, students, parents, and the public, plays a moderate advocacy role for students and does not violate norms of confidentiality.	Specialist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, parents, and the public, and advocates for students when needed.	Specialist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

Framework for Teaching/Instructional Specialist

Teacher _____ School _____ Grade Level(s) _____

Subject(s) _____ Observer _____ Date _____

Summary of the Lesson _____
_____
_____
_____

Domain 1: Planning and Preparation

Component 1a. Demonstrating knowledge of current trends in specialty area and professional development- FEAP(s): (b)1b, (b)1e, (a)2g, (a)1a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist demonstrates little or no familiarity with specialty area or trends in professional development.	Instructional specialist demonstrates basic familiarity with specialty area and trends in professional development.	Instructional specialist demonstrates thorough knowledge of specialty area and trends in professional development.	Instructional specialist's knowledge of specialty area and trends in professional development is wide and deep; specialist is regarded as an expert by colleagues.

Component 1b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program- FEAP(s): (a)1e, (b)1c, (a)2a, (a)2h

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist demonstrates little or no knowledge of the school's program or of teacher skill in delivering that program.	Instructional specialist demonstrates basic knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist demonstrates thorough knowledge of the school's program and of teacher skill in delivering that program.	Instructional specialist is deeply familiar with the school's program and works to shape its future direction and actively seeks information as to teacher skill in that program.

Component 1c. Establishing goals for the instructional support program appropriate to the setting and teachers served- FEAP(s): (a)2c, (a)2i, (a)3g, (b)1a, (a)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist has no clear goals for the instructional support program, or they are inappropriate to either the situation or the needs of the staff.	Instructional specialist's goals for the instructional support program are rudimentary and are partially suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are clear and are suitable to the situation and the needs of the staff.	Instructional specialist's goals for the instructional support program are highly appropriate to the situation and the needs of the staff. They have been developed following consultations with administrators and colleagues.

Component 1d. Demonstrating knowledge of resources, both within and beyond the school and district-FEAP(s): (a)3g, (b)1e, (a)2a
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist demonstrates little or no knowledge of resources available in the school or district for teachers to advance their skills.	Instructional specialist demonstrates basic knowledge of resources available in the school and district for teachers to advance their skills.	Instructional specialist is fully aware of resources available in the school and district and in the larger professional community for teachers to advance their skills.	Instructional specialist actively seeks out new resources from a wide range of sources to enrich teachers' skills in implementing the school's program.

Component 1e. Planning the instructional support program, integrated with the overall school program-FEAP(s): (b)1c, (a)1c, (a)1f, (a)3g
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Instructional specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Instructional specialist's plan is well designed to support teachers in the improvement of their instructional skills.	Instructional specialist's plan is highly coherent, taking into account the competing demands of making presentations and consulting with teachers, and has been developed following consultation with administrators and teachers.

Component 1f. Developing a plan to evaluate the instructional support program- FEAP(s): (a)4a-c, (a)1d, (b)1b
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Instructional specialist has a rudimentary plan to evaluate the instructional support program.	Instructional support specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Instructional specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2: The Environment

Component 2a. Creating an environment of trust and respect- FEAP(s): (a)2c-d, (a)2f, (a)2h, (a)2c-d
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Teachers are reluctant to request assistance from the instructional specialist, fearing that such a request will be treated as a sign of deficiency.	Relationships with the instructional specialist are cordial; teachers don't resist initiatives established by the instructional specialist.	Relationships with the instructional specialist are respectful, with some contacts initiated by teachers.	Relationships with the instructional specialist are highly respectful and trusting, with many contacts initiated by teachers.

Component 2b. Establishing a culture for ongoing instructional improvement- FEAP(s): (a)2c, (a)2f, (a)2h
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist conveys the sense that the work of improving instruction is externally mandated and is not important to school improvement.	Teachers do not resist the offerings of support from the instructional specialist.	Instructional specialist promotes a culture of professional inquiry in which teachers seek assistance in improving their instructional skills.	Instructional specialist has established a culture of professional inquiry in which teachers initiate projects to be undertaken with the support of the specialist.

Component 2c. Establishing clear procedures for teachers to gain access to instructional support- FEAP(s): (a)2a, (a)2e
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
When teachers want to access assistance from the instructional specialist, they are not sure how to go about it.	Some procedures (for example, registering for workshops) are clear to teachers, whereas others (for example, receiving informal support) are not.	Instructional specialist has established clear procedures for teachers to use in gaining access to support.	Procedures for access to instructional support are clear to all teachers and have been developed following consultation with administrators and teachers.

Component 2d. Establishing and maintaining norms of behavior for professional interactions- FEAP(s): (a)2b, (a)2f

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
No norms of professional conduct have been established; teachers are frequently disrespectful in their interactions with one another.	Instructional specialist's efforts to establish norms of professional conduct are partially successful.	Instructional specialist has established clear norms of mutual respect for professional interaction.	Instructional specialist has established clear norms of mutual respect for professional interaction. Teachers ensure that their colleagues adhere to these standards of conduct.

Component 2e. Organizing physical space for workshops or training- FEAP(s): (a)2a

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist makes poor use of the physical environment, resulting in poor access by some participants, time lost due to poor use of training equipment, or little alignment between the physical arrangement and the workshop activities.	The physical environment does not impede workshop activities.	Instructional specialist makes good use of the physical environment, resulting in engagement of all participants in the workshop activities.	Instructional specialist makes highly effective use of the physical environment, with teachers contributing to the physical arrangement.

Domain 3: Delivery of Service

Component 3a. Collaborating with teachers in the design of instructional units and lessons- FEAP(s): (a)1a-f, (b)1c

Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Instructional specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Instructional specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.

Component 3b. Engaging teachers in learning new instructional skills- FEAP(s): (a)3a-j
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Teachers decline opportunities to engage in professional learning.	Instructional specialist's efforts to engage teachers in professional learning are partially successful, with some participating.	All teachers are engaged in acquiring new instructional skills.	Teachers are highly engaged in acquiring new instructional skills and take initiative in suggesting new areas for growth.

Component 3c. Sharing expertise with staff- FEAP(s): (a)1e, (b)1e
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist's model lessons and workshops are of poor quality or are not appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is mixed, with some of them being appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served.	The quality of the instructional specialist's model lessons and workshops is uniformly high and appropriate to the needs of the teachers being served. The instructional specialist conducts extensive follow-up work with teachers.

Component 3d. Locating resources for teachers to support instructional improvement- FEAP(s): (a)2a, (a)2I, (a)3h
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist fails to locate resources for instructional improvement for teachers, even when specifically requested to do so.	Instructional specialist's efforts to locate resources for instructional improvement for teachers are partially successful, reflecting incomplete knowledge of what is available.	Instructional specialist locates resources for instructional improvement for teachers when asked to do so.	Instructional specialist is highly proactive in locating resources for instructional improvement for teachers, anticipating their needs.

Component 3e. Demonstrating flexibility and responsiveness- FEAP(s): (a)1e, (a)2h, (a)3j, (a)4d
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist adheres to his plan, in spite of evidence of its inadequacy.	Instructional specialist makes modest changes in the support program when confronted with evidence of the need for change.	Instructional specialist makes revisions to the support program when it is needed.	Instructional specialist is continually seeking ways to improve the support program and makes changes as needed in response to student, parent, or teacher input.

Domain 4: Professional Responsibilities

Component 4a. Reflecting on practice- FEAP(s): (b)1d
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	Instructional specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Instructional specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Instructional specialist makes some specific suggestions as to how the support program might be improved.	Instructional specialist's reflection is highly accurate and perceptive, citing specific examples. Instructional specialist draws on an extensive repertoire to suggest alternative strategies, accompanied by a prediction of the likely consequences of each.

Component 4b. Preparing and submitting budgets and reports- FEAP(s): (a)2a
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist does not follow established procedures for preparing budgets and submitting reports. Reports are routinely late.	Instructional specialist's efforts to prepare budgets are partially successful, anticipating most expenditures and following established procedures. Reports are sometimes submitted on time.	Instructional specialist's budgets are complete, anticipating all expenditures and following established procedures. Reports are always submitted on time.	Instructional specialist anticipates and responds to teacher needs when preparing budgets, following established procedures and suggesting improvements to those procedures. Reports are submitted on time.

Component 4c. Coordinating work with other instructional specialist- FEAP(s): (b)1c
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist makes no effort to collaborate with other instructional specialists within the district.	Instructional specialist responds positively to the efforts of other instructional specialists within the district to collaborate.	Instructional specialist initiates efforts to collaborate with other instructional specialists within the district.	Instructional specialist takes a leadership role in coordinating projects with other instructional specialists within and beyond the district.

Component 4d. Participating in a professional community- FEAP(s): (b)1c
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Instructional specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Instructional specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Instructional specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues.

Component 4e. Engaging in professional development- FEAP(s): (b)1d
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Instructional specialist's participation in professional development activities is limited to those that are convenient or are required.	Instructional specialist seeks out opportunities for professional development based on an individual assessment of need.	Instructional specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as participating in state or national conferences for other specialists.

Component 4f. Showing professionalism including integrity and confidentiality- FEAP(s): (b)2
Teacher and Student Evidence Collected in the Classroom:

Levels of Performance:

Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
Instructional specialist displays dishonesty in interactions with colleagues and violates norms of confidentiality.	Instructional specialist is honest in interactions with colleagues and respects norms of confidentiality.	Instructional specialist displays high standards of honesty and integrity in interactions with colleagues and respects norms of confidentiality.	Instructional specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in respecting the norms of confidentiality.

Sumter District Schools
Framework for Teaching
15 "Power Components" used for Evaluation Purposes

Domain 1	Domain 2
Planning and Preparation	**The Classroom Environment**

Domain 1 — Planning and Preparation

a. **Demonstrating Knowledge of Content and Pedagogy**
   Knowledge of Content and the Structure of the Discipline
   Knowledge of Prerequisite Relationships
   Knowledge of Content-Related Pedagogy
b. **Demonstrating Knowledge of Students**
   Knowledge of Child and Adolescent Development
   Knowledge of the Learning Process
   Knowledge of Students' Skills, Knowledge, and Language Proficiency
   Knowledge of Students' Interests and Cultural Heritage
   Knowledge of Students' Special Needs
c. **Selecting Instructional Outcomes**
   Value, Sequence, and Alignment
   Clarity
   Balance
   Suitability for Diverse Learners
d. **Demonstrating Knowledge of Resources**
   Resources for Classroom Use
   Resources to Extend Content Knowledge and Pedagogy
   Resources for Students
e. **Designing Coherent Instruction**
   Learning Activities
   Instructional Materials and Resources
   Instructional Groups
   Lesson and Unit Structure
f. **Designing Student Assessment**
   Congruence with Instructional Outcomes
   Criteria and Standards
   Design of Formative Assessments
   Use in Future Planning

Domain 2 — The Classroom Environment

a. **Creating an Environment of Respect and Rapport**
   Teacher Interaction with Students
   Student Interactions with One Another
b. **Establishing a Culture for Learning**
   Importance of the Content
   Expectations for Learning and Achievement
   Student Pride in Work
c. **Managing Classroom Procedures**
   Management of Instructional Groups
   Management of Transitions
   Management of Materials and Supplies
   Performance of Non-Instructional Duties
   Supervision of Volunteers and Paraprofessionals
d. **Managing Student Behavior**
   Expectations
   Monitoring of Student Behavior
   Response to Student Misbehavior
e. **Organizing Physical Space**
   Safety and Accessibility
   Arrangement of Furniture and Use of Physical Resources

Domain 4	Domain 3
Professional Responsibilities	**Instruction**

Domain 4 — Professional Responsibilities

a. **Reflecting on Teaching**
   Accuracy
   Use in Future Teaching
b. **Maintaining Accurate Records**
   Student Completion of Assignments
   Student Progress in Learning
   Non-instructional Records
c. **Communicating with Families**
   Information about the Instructional program
   Information about Individual Students
   Engagement of Families in the Instructional Program
d. **Participating in a Professional Community**
   Relationships with Colleagues
   Involvement in a Culture of Professional Inquiry
   Service to the School
   Participation in School and District Projects
e. **Growing and Developing Professionally**
   Enhancement of Content Knowledge and Pedagogical Skill
   Receptivity to Feedback from Colleagues
   Service to the Profession
f. **Demonstrating Professionalism**
   Integrity and Ethical Conduct
   Service to Students
   Advocacy
   Decision Making
   Compliance with School and District Regulations

Domain 3 — Instruction

a. **Communicating with Students**
   Expectations for Learning
   Directions and Procedures
   Explanations of Content
   Use of Oral and Written Language
b. **Using Questioning and Discussion Techniques**
   Quality of Questions
   Discussion Techniques
   Student Participation
c. **Engaging Students in Learning**
   Activities and Assignments
   Grouping of Student
   Instructional Materials and Resources
   Structure and Pacing
d. **Using Assessment in Instruction**
   Assessment Criteria
   Monitoring of Student Learning
   Feedback to Students
   Student Self-Assessment and Monitoring of Progress
e. **Demonstrating Flexibility and Responsiveness**
   Lesson Adjustment
   Response to Students
   Persistence

Sumter County School Board

District Wide Classroom Walk-Through Instrument

Teacher:		Grade/Subject:
Date:	Time:	Focus:

Domain 2: Classroom Environment

2a. CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT   □ YES   □ NO   □ N/A

Teacher Interaction with Students

□ Teacher's actions are appropriate to students' ages/cultures.

Student Interaction with other Students

□ Students' interactions toward each other are polite and respectful.

2b. ESTABLISHING A CULTURE FOR LEARNING   □ YES   □ NO   □ N/A

Importance of Content

□ Teacher conveys a positive attitude toward the content.

□ Student work is relevant and rigorous.

□ Student work shows progression of rigor over time.

Student Pride in Work

□ Students put forth effort to complete high quality work.

Expectations for Learning and Achievement

□ Teacher emphasizes the role of hard work in learning.

□ Classroom displays are on grade level and reflect current work.

□ School focus is evident in classroom displays.

□ Students initiate improvements to work (making revisions/helping peers, etc.).

2c. MANAGING CLASSROOM PROCEDURES   □ YES   □ NO   □ N/A

Management of Instructional Groups

□ Students are productively engaged in learning.

Management of Materials and Supplies

□ Routines for distribution/collection occur smoothly.

Management of Transitions

□ Seamless. No loss of instructional time.

Performance of Non-Instructional Duties

□ Efficient systems are in place.

2d. MANAGING STUDENT BEHAVIOR   □ YES   □ NO   □ N/A

Expectations

□ Established/posted standards of conduct .

□ Standards are clear to all students.

Monitoring Student Behavior

□ Teacher uses non-verbal signals.

□ Teacher monitors without speaking.

Response to Student Misbehavior

□ Teacher respects the dignity of the student.

□ Teacher's responses are consistent.

Comments:

Domain 3: Instruction

3a. COMMUNICATING WITH STUDENTS   □ YES   □ NO   □ N/A

Expectations for Learning

□ Purpose of lesson is clear to students.

□ Expectations communicated through Student Learning Map.

Explanations of Content

□ Analogies/ metaphors/prior knowledge used to bring content to life.

□ Teacher offers brief vocabulary lessons where appropriate.

Directions and Procedures

□ Teacher models the process to be followed in the learning task.

□ Teacher points out possible areas for misunderstanding.

Use of Oral and Written Language

□ Teacher's vocabulary usage is correct and suited to the lesson.

□ Teacher's vocabulary is appropriate to students' ages/developmental levels

3b. USING QUESTIONING AND DISCUSSION TECHNIQUES   □ YES   □ NO   □ N/A

Quality of Questions

□ Pre-planned, open-ended and have multiple possible answers.

□ Used in activating, teaching and summarizing learning

Discussion Techniques

□ Interactive discussions, with teacher stepping aside when appropriate

Student Participation

□ Teacher engages all students in the discussion.

□ Linked to UEQ/LEQ.

□ Teacher makes effective use of wait time.

□ Students initiate discussion topics.

□ Collaborative pairs used to practice, summarize, or re-focus the lesson.

3c. ENGAGING STUDENTS IN LEARNING   □ YES   □ NO   □ N/A

Activities and Assignments

□ Appropriate to students' ages/backgrounds/ability levels

□ Students have opportunities to use extended thinking skills.

Grouping of students

□ There is a productive mix of different types of student groups, which are suitable to lesson objectives.   □ Students are actively working.

Instructional Materials and Resources

□ Support learning goals/grade level standards and students' cultures.   □ Students adapt or create materials to enhance their learning.

Structure and Pacing

□ Appropriate/recognizable structure maintained throughout lesson.   □ Students have opportunity for reflection/closure on the lesson.

3d. USING ASSESSMENT IN INSTRUCTION   □ YES   □ NO   □ N/A

Assessment Criteria

□ Assessment is used regularly in instruction.

Monitoring of Student Learning

□ Teacher continuously takes the "pulse" of the class.

Feedback to Students

□ Specific and timely on how students can improve.

□ Students are aware of the criteria/ standards by which their work will be evaluated.

□ Teacher uses strategies to elicit individual student (not just global) understanding.

Student Self-Assessment

□ Students engage in self or peer assessment.

Comments:

2a: Creating an Environment of Respect and Rapport: *teacher interaction with students *student interactions with one another

2b: Establishing a Culture for Learning: *importance of the content, *expectations for learning and achievement, *student pride in work

2c: Managing Classroom Procedures: *instructional groups, * transitions, *materials and supplies, *performance of non-instructional duties, *supervision of volunteers and paraprofessionals

2d: Managing Student Behavior: *expectations, *monitoring of student behavior, *response to student misbehavior

3c: Engaging Students in Learning: *activities and assignments, *grouping of students, *instructional materials and resources, *structure and pacing

3d: Using Assessment in Instruction: *assessment criteria, *monitoring of student learning, *feedback to students, *student self-assessment and monitoring of progress

Sumter District Schools, *Framework for Teaching*
Self Assessment of Teaching Practice

Teacher _____ School: _____ Grade Level(s) _____

Subject(s) taught: _____ Date: _____

U= Unsatisfactory   NI= Needs Improvement (Developing/Basic) **E= Effective** (Proficient) **HE= Highly Effective** (Distinguished)

DIRECTIONS: Place an "X" in the column which you feel best describes your current instructional practice level for each component.

DOMAIN 1: PLANNING & PREPARATION	U	NI (Developing/Basic)	E (Proficient)	HE (Distinguished)
1e- Designing Coherent Instruction				
DOMAIN 2: CLASSROOM ENVIRONMENT				
2a- Creating an Environment of Respect and Rapport				
2b- Establishing a Culture for Learning				
2c- Managing Classroom Procedures				
2d- Managing Student Behavior				
DOMAIN 3: INSTRUCTION				
3a- Communicating with Students				
3b- Using Questioning and Discussion Techniques				
3c- Engaging Students in Learning				
3d- Using Assessment in Instruction				
DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
4a- Reflecting on Teaching				
4b- Maintaining Accurate Records				
4c- Communicating with Families				
4d- Participate in a Prof. Learning Community				
4e- Growing and Developing Professionally				
4f- Showing Professionalism				

SUMTER COUNTY SCHOOLS
Pre-Observation Conference Form

Name *(Last)*	*(First)*	*(Middle)*	Name of Evaluator
School			Position of Evaluator: Principal _____ Asst. Principal _____ Other_____ Specify _____

Date/Time of Pre-conference: _____   Date/Time of Observation: _____

Primary Assignment: _____   Grade Level(s): _____

Certification Area (s):_____In-Field: _____ Out-Of-Field: _____

Answer the following questions:

1. What concepts do you want students to learn from this lesson? (Be sure to reference curriculum standards.)

2. How might you integrate other disciplines in order to deepen students' understanding of the content?

3. How will you ensure that students are meaningfully engaged throughout the lesson? Provide any supporting materials the students will be using.

4. What factors do you consider when determining how to group your students?

5. How can you ensure that your instructional techniques and assessment methodologies are suitable for the range of individual student abilities in your class?

6. Describe a few questions related to the content you will teach for which there are no single or simple answers.

7. What assessment techniques (both formal and informal) will you use to monitor student progress in learning? How can you involve all students in this process?

8. Is there anything that you would like me to specifically observe during the lesson?

SUMTER COUNTY SCHOOLS

Post-Observation Conference Form

Name *(Last)*	*(First)*	*(Middle)*	Name of Evaluator
School			Position of Evaluator: Principal _____ Asst. Principal _____ Other _____ Specify _____

Date/Time of Pre-conference: _____   Date/Time of Observation: _____

Primary Assignment: _____   Grade Level(s): _____

Certification Area (s): _____ In-Field: _____ Out-Of-Field: _____

Answer the following questions:

1. To what extend did you meet your instructional goals? What evidence do you have of this?

2. Did the outcome of your lesson represent high learning expectations for all students? If yes, how so? If not, how might you re-write it to be more rigorous?

3. How do you know whether the materials, resources, student groupings and activities you chose helped to advance learning? What factors did you use in determining this?

4. To what extent did you incorporate opportunities for thinking, writing, and collaboration, factual and procedural knowledge in your lesson?

5. What procedures did you teach your students so they could assume responsibility for their materials, behavior, class work, class time and physical space? How is this connected to their learning?

6. What evidence do you have that your students take pride in their work? What do work samples reveal about students' levels of engagement and understanding?

7. Did this lesson reveal any aspects of your practice that would benefit from focused professional development?

8. Are there other thoughts about the lesson that you would like to share?

Annual Teacher Instructional Practice Form
Classroom Teacher
The School Board of Sumter County, Florida

	Last:	First:			
Name			Position: Classroom Teacher	School Year: **2015-2016**	

| Employee I.D.# | School: | | Evaluator | |

Key	Overall Rating	Select Field Specification
Highly Effective		
Effective		
Needs Improvement/Dev		
Unsatisfactory		

Pre-Conference Dates: (if applicable)		Formative Observation Date (if applicable):	Summative Observation Date:
Formative:	Summative:		

Part I - Instructional Practice			Formative		Summative	
Domain I	**Planning and Preparation**		**Points 1-4**	**Total**	**Points 1-4**	**Total**
a. Demonstrating Knowledge of Content and Pedagogy						
b. Demonstrating Knowledge of Students						
c. Selecting Instructional Outcomes						
d. Demonstrating Knowledge of Resources						
e. Designing Coherent Instruction				7%		7%
f. Designing Student Assessment						
Domain II	**The Classroom Environment**					
a. Creating an Environment of Respect and Rapport				3%		3%
b. Establishing a Culture for Learning				3%		3%
c. Managing Classroom Procedures				3%		3%
d. Managing Student Behavior				20%		20%
e. Organizing Physical Space						
Domain III	**Instruction**					
a. Communicating with Students				7%		7%
b. Using Questioning and Discussion Techniques				8%		8%
c. Engaging Students in Learning				20%		20%
d. Using Assessment in Instruction				10%		10%
e. Demonstrating Flexibility and Responsiveness						
Domain IV	**Professional Responsibilities**					
a. Reflecting on Teaching				1%		1%
b. Maintaining Accurate Records				3%		3%
c. Communicating with Families				1%		1%
d. Participating in a Professional Community				1%		1%
e. Growing and Developing Professionally				3%		3%
f. Demonstrating Professionalism				10%		10%
			Formative		Summative	
Instrucitonal Practice Score				100%		100%

Part I - Instructional Practice (Formative)	Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.

Evaluator's Signature	Date	Teacher's Signature	Date
Part I - Instrucitonal Practice (Summative)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	

| Evaluator's Signature | Date | Teacher's Signature | Date |

Distribution: Original - Personnel   Copy - Evaluator   Copy - Employer   Copy - Employee

Annual Non-Classroom Instructional Practice Form
ESE Staffing Specialist
The School Board of Sumter County, Florida

Name	Last:	First:	Position:	ESE Staffing Specialist	School Year: 2015-2016

Employee I.D.#		School:		Evaluator	
				Select Field Specification	

Key Highly Effective Effective Needs Imp./Dev Unsatisfactory	Overall Rating	Pre-Conference Dates (if applicable) Formative: Summative:	Formative Observation Date (if applicable): Summative Observation Date:

Part I - Instructional Practice

Domain I	Planning and Preparation	Points 1-4	Total	Points 1-4	Total
b. Demonstrating knowledge of the academic and developmental needs of children and adolescents					
c. Demonstrating knowledge of the ESE program in the district and services offered by the district					
d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district					
e. Scheduling and planning time to meet the needs of individual students					

Domain II	The Environment				
c. Managing routines and procedures for meetings and office work					
d. Establishing standards of professionalism and conduct in the IEP meeting					
e. Organizing physical space of office and materials					

Domain III	Delivery of Service				
a. Responding to inquiries and requests for meetings; consulting with teachers and administrators					
c. Chairing Staffing and IEP teams					
e. Finalizing and submitting staffing paperwork and IEP's according to state and district guidelines					
f. Demonstrating flexibility and responsiveness					

Domain IV	Professional Responsibilities				
a. Reflecting on practice					
b. Communicating with families					
c. Maintaining accurate records					
d. Participating in a professional community					
e. Engaging in professional development					
f. Showing professionalism					

Instructional Practice Score

Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Formative, if applicable)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	
Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Summative)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	

Distribution: Original - Personnel   Copy - Evaluator   Copy - Employer   Copy - Employee

Annual Non-Classroom Instructional Practice Form
Guidance Counselor
The School Board of Sumter County, Florida

Name	Last:	First:		Position:	Guidance Counselor	School Year: 2015-2016

Employee I.D.#		School:		Evaluator	

				Select Field Specification	

Key Highly Effective Effective Needs Imp./Dev Unsatisfactory	Overall Rating	Pre-Conference Dates: (if applicable) Formative: Summative:	Formative Observation Date (if applicable): Summative Observation Date:

Part I - Instructional Practice

Domain I	Planning and Preparation	Points 1-4	Total	Points 1-4	Total
a. Demonstrating knowledge counseling theory and techniques					
b. Demonstrating knowledge of child and adolescent development					
c. Establishing goals for the counseling program appropriate to the setting and the students served					
d. Demonstrating knowledge of state and federal regulations and of resources both with and beyond the school and district					
e. Planning the counseling program integrated with regular school program					
f. Developing a plan to evaluate the counseling program					

Domain II	The Environment				
a. Creating an environment of respect and rapport					
b. Establishing a culture for productive communication					
c. Managing routines and procedures					
d. Establishing standards of conduct and contributing to the culture for student behavior throughout the school					
e. Organizing physical space					

Domain III	Delivery of Service				
a. Assessing student needs					
b. Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs					
c. Using counseling techniques in individual and classroom programs					
d. Brokering resources to meet needs					
e. Demonstrating flexibility and responsiveness					

Domain IV	Professional Responsibilities				
a. Reflecting on practice					
b. Maintaining records and submitting them in a timely fashion					
c. Communicating with families					
d. Participating in a professional community					
e. Engaging in professional development					
f. Showing professionalism					

Instructional Practice Score					

Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Formative, if applicable)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	

Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Summative)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	

Distribution: Original - Personnel   Copy - Evaluator   Copy - Employer   Copy - Employee

Annual Non-Classroom Instructional Practice Form
Instructional Specialist
The School Board of Sumter County, Florida

Name	Last:	First:		Position: Instructional Specialist	School Year: 2015-2016

Employee I.D.#		School:		Evaluator	
				Select Field Specification	

Key	Overall Rating	Pre-Conference Dates: (if applicable)	Formative Observation Date (if applicable):
Highly Effective		Formative:	
Effective			Summative Observation Date
Needs Imp./Dev		Summative:	
Unsatisfactory			

Part I - Instructional Practice

Domain I	Planning and Preparation	Points 1-4	Total	Points 1-4	Total
a. Demonstrating knowledge of current trends in specialty area and professional development					
b. Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program					
c. Establishing goals for the instructional support program appropriate to the setting and teachers served					
d. Demonstrating knowledge of resources, both within and beyond the school and district					
e. Planning the instructional support program, integrated with the overall school program					
f. Developing a plan to evaluate the instructional support program					

Domain II	The Environment				
a. Creating an environment of trust and respect					
b. Establishing a culture for ongoing instructional improvement					
c. Establishing clear procedures for teachers to gain access to instructional support					
d. Establishing and maintaining norms of behavior for professional interactions					
e. Organizing physical space for workshops or training					

Domain III	Delivery of Service				
a. Collaborating with teachers in the design of instructional units and lessons					
b. Engaging teachers in learning new instructional skills					
c. Sharing expertise with staff					
d. Locating resources for teachers to support instructional improvement					
e. Demonstrating flexibility and responsiveness					

Domain IV	Professional Responsibilities				
a. Reflecting on practice					
b. Preparing and submitting budgets and reports					
c. Coordinating work with other instructional specialist					
d. Participating in a professional community					
e. Engaging in professional development					
f. Showing professionalism including integrity and confidentiality					

Instructional Practice Score					

Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Formative, if applicable)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	

Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Summative)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	

Distribution: Original - Personnel   Copy - Evaluator   Copy - Employer   Copy - Employee

Annual Non-Classroom Instructional Practice Form
Library-Media Specialist
The School Board of Sumter County, Florida

Name	Last:	First:	Position:	Library-Media Specialist	School Year: 2015-2016

Employee I.D.#		School:		Evaluator	
				Select Field Specification	

Key Highly Effective Effective Needs Imp./Dev Unsatisfactory	Overall Rating	Pre-Conference Dates: (if applicable) Formative: Summative:	Formative Observation Date (if applicable): Summative Observation Date:

Part I - Instructional Practice

Domain I	Planning and Preparation	Points 1-4	Total	Points 1-4	Total
a. Demonstrating knowledge of literature and current trends in library/media practice and information technology					
b. Demonstrating knowledge of the school's program and student information needs within that program					
c. Establishing goals for the library/media program appropriate to the setting and students served					
d. Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as interlibrary loan					
e. Planning the library/media program, integrated with the overall school program					
f. Developing a plan to evaluate the library/media program					

Domain II	The Environment				
a. Creating an environment of respect and rapport					
b. Establishing a culture for investigation and love of literature					
c. Establishing and maintaining library procedures					
d. Managing student behavior					
e. Organizing physical space to enable smooth flow					

Domain III	Delivery of Service				
a. Maintaining and extending the library collection in accordance with the school's needs and within budget limitations					
b. Collaborating with teachers in the design of instructional units and lessons					
c. Engaging students in enjoying literature and in learning information skills					
d. Assisting students and teachers in the use of technology in the library/media center					
e. Demonstrating flexibility and responsiveness					

Domain IV	Professional Responsibilities				
a. Reflecting on practice					
b. Preparing and submitting reports and budgets					
c. Communicating with the larger community					
d. Participating in a professional community					
e. Engaging in professional development					
f. Showing professionalism					

Instructional Practice Score					

Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Formative, if applicable)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	
Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Summative)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	

Distribution: Original - Personnel   Copy - Evaluator   Copy - Employer   Copy - Employee

Annual Non-Classroom Instructional Practice Form
School Psychologist
The School Board of Sumter County, Florida

Name	Last:	First:	Position:	School Psychologist	School Year: 2015-2016

Employee I.D.#		School:		Evaluator	
				Select Field Specification	

Key	Overall Rating	Pre-Conference Dates: (if applicable) Formative:	Formative Observation Date (if applicable):
Highly Effective Effective Needs Imp./Dev Unsatisfactory		Summative:	Summative Observation Date:

Part I - Instructional Practice

Domain I	Planning and Preparation	Points 1-4	Total	Points 1-4	Total
a. Demonstrating knowledge and skill in using psychological instruments to evaluate students					
b. Demonstrating knowledge of child and adolescent development and psychopathology					
c. Establishing goals for the psychology program appropriate to the setting and the students served					
d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district					

Domain II	The Environment				
a. Establishing rapport with students					
c. Establishing and maintaining clear procedures for referrals					
e. Organizing physical space for testing of students and storage of materials					

Domain III	Delivery of Service				
a. Responding to referrals; consulting with teachers and administrators					
b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines					
c. Actively participates, and assumes leadership role when necessary, as part of the evaluation/IEP team					
d. Planning interventions to maximize students' likelihood of success					
e. Maintaining contact with physicians and community mental health service providers					

Domain IV	Professional Responsibilities				
a. Reflecting on practice					
b. Communicating with families					
c. Maintaining accurate records					
d. Participating in a professional community					
e. Engaging in professional development					
f. Showing professionalism					

Instructional Practice Score

Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Formative, if applicable)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	
Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Summative)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	

Distribution: Original - Personnel   Copy - Evaluator   Copy - Employer   Copy - Employee

Annual Non-Classroom Instructional Practice Form
Speech-Language Pathologist-Therapist
The School Board of Sumter County, Florida

Name	Last:	First:		Position:	Speech-Language Pathologist-Therapist	School Year: 2015-2016

Employee I.D.#		School:			Evaluator	
					Select Field Specification	

Key	Overall Rating	Pre-Conference Dates:	Formative Observation Date (if applicable):
Highly Effective		(if applicable)	
Effective		Formative:	
Needs Imp./Dev			Summative Observation Date:
Unsatisfactory		Summative:	

Part I - Instructional Practice

Domain I	Planning and Preparation	Points 1-4	Total	Points 1-4	Total
a. Demonstrating knowledge and skill in the specialist therapy area; holding the relevant certificate or license					
b. Establishing goals for the therapy program appropriate to the setting and the students served					
c. Demonstrating knowledge of district, state, and federal regulations and guidelines					
d. Demonstrating knowledge of resources, both within and beyond the school and district					
e. Planning the therapy program, integrated with the regular school program, to meet the needs of individual students					

Domain II	The Environment				
a. Establishing rapport with students					
b. Organizing time effectively					
c. Maintaining clear procedures for referrals					
d. Establishing standards of conduct in the treatment center					
e. Organizing physical space for testing of students and providing therapy					

Domain III	Delivery of Service				
a. Responding to referrals and evaluating student needs					
b. Developing and implementing treatment plans to maximize students' success					
c. Communicating with families					
d. Collecting information; writing reports					
e. Demonstrating flexibility and responsiveness					

Domain IV	Professional Responsibilities				
a. Reflecting on practice					
b. Collaborating with teachers and administrators					
c. Maintaining an effective data-management system					
d. Participating in a professional community					
e. Engaging in professional development					
f. Showing professionalism, including integrity, advocacy, and maintaining					

Instructional Practice Score

Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Formative, if applicable)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	
Evaluator's Signature	Date	Teacher's Signature	Date
Instructional Practice (Summative)		Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.	

Distribution: Original - Personnel   Copy - Evaluator   Copy - Employer   Copy - Employee

3. Other Indicators of Performance

Sumter District Schools will utilize both formal and informal observations of instructional practice and student performance as the means for determining a summative evaluation rating.

Peer assistance will continue to be provided to beginning teachers and to those seeking alternative certification; however, written documentation or performance assessment will not be made part of a teacher's summative evaluation(s).

4. Summative Evaluation Score

THE OVERALL RATING WILL BE CALCULATED AS FOLLOWS:

Upon receipt of student performance scores, the instructional practice score and student performance score will be calculated based on the percentages below and electronically transferred to the Annual Teacher Assessment form. (See Appendix D)

Instructional Practice	Student Performance	Total
66%	34%	100%

The levels of performance are defined as follows:

- **Highly Effective** - Refers to professional teaching that innovatively involves students in the learning process and creates a true community of learners. Teachers performing at this level are master teachers and leaders in the field, both inside and outside of their school. (4 Points)

- **Effective** - Refers to successful, professional teaching that is consistently at a high level. It would be expected that most experienced teachers would frequently perform at this level. (3 Points)

- **Needs Improvement or Developing** - Refers to teaching that reflects the necessary knowledge and skills to be effective, but its application is inconsistent. "Needs Improvement" will be used for teachers with more than 3 years of experience. "Developing" will be used for teachers with 3 years or less of experience. (2 Points)

- **Unsatisfactory** - Refers to teaching that does not convey understanding of the concepts underlying the component. This level of performance is doing harm in the classroom. (1 Point)

FINAL SUMMATIVE EVALUATION RATING SCALE:

Level of Performance	Overall Rating
Highly Effective	3.2001 – 4.0000
Effective	2.4001 – 3.2000
Needs Improvement/Developing	2.0000 – 2.4000
Unsatisfactory	0.0000 – 1.9999

Annual Teacher Assessment Form

Name	Last:	First:			
			Position:	School Year: **2015-2016**	

Employee I.D.#	School:	Evaluator

			Score
	Instructional Practice	66%	3.12
	Instructional Effectiveness	34%	2.754
	Annual Teacher Evaluation Score		2.9956
	Final Rating		Effective

Key	Overall Rating
Highly Effective	3.2001 - 4.0000
Effective	2.4001 - 3.2000
Needs Improvement/Dev	2.0000 - 2.4000
Unsatisfactory	0.0000 - 1.9999
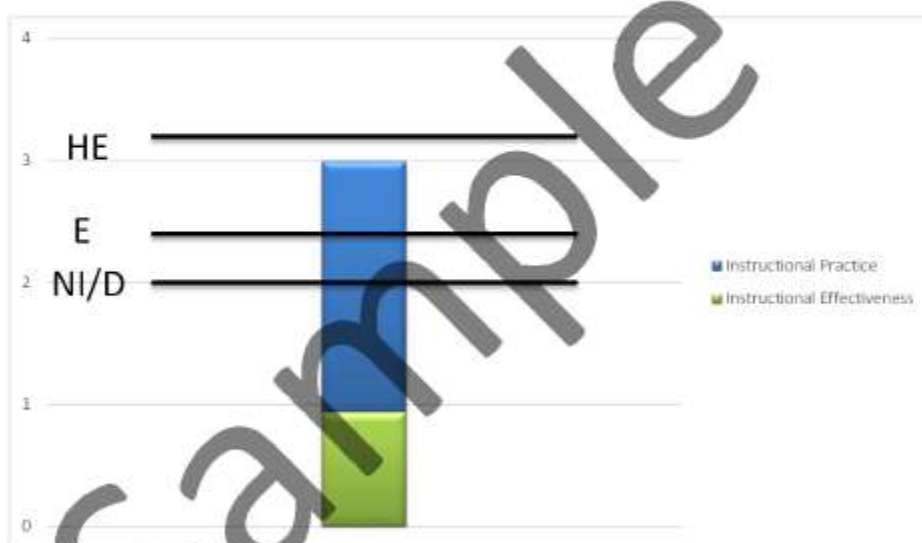
Final Evaluation Rating	Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement.

Evaluator's Signature	Date	Teacher's Signature	Date

5. <u>Additional Requirements</u>

ROSTER VERIFICATIONS

Instructional personnel are provided an opportunity to review the accuracy of their class rosters for FTE surveys two and three. Teachers make any necessary corrections regarding student enrollment during these FTE periods on EXCEL spreadsheets. The spreadsheets are then submitted by teachers through Moodle, using a unique login and password. The submitted class rosters are later merged with student test data.

EVALUATOR REQUIREMENTS

The annual teacher assessment forms shall be completed by a certified observer, i.e. a principal, an assistant principal, an assistant principal intern, or district administrative staff.

EVALUATION TRAINING

School or district administrators will meet with teachers no later than September 30 to orient and inform their faculties of assessment criteria and procedures, and to provide a common language for defining and reflecting on teacher effectiveness.   <u>All</u> instructional personnel will receive a copy of directions for obtaining access to an electronic version of the appropriate assessment forms at this time.   Attendance at this meeting is mandatory for all teachers. Administrators will have <u>all</u> teachers sign an attendance roster for this meeting. As additional staff is employed, the criteria and procedures of the assessment system will be reviewed during new employee orientation.

In collaboration with Teachscape, Charlotte Danielson consultants, and Performance Matters, a district review committee will continue to monitor and evaluate the effective and consistent use of the evaluation criteria for those with evaluation responsibilities.

TEACHSCAPE FOCUS

Administrators will have the opportunity to engage in scoring practice, proficiency assessment, and calibration on the *Framework for Teaching* evaluation instrument. Teachscape FOCUS is a self-paced,   on-line training developed to help observers increase their reliability and accuracy in identifying, categorizing, and scoring evidence of teaching practice. With modules covering all four domains of the Framework for Teaching, this training helps observers understand and accurately differentiate teaching at the four levels of performance in the FFT evaluation instrument. There are more than 20 hours of training and over 100 master-scored videos ranging from grades K-12 and multiple subject areas. The videos include scoring rationale, benchmark videos, a rigorous assessment, and rangefinder videos. Each participant also completes training modules that help observers minimize bias and orient teachers to the observation process. In

order to maintain observer proficiency and avoid "drift" in accuracy, participants may complete calibration exercises up to three times per year. Instant feedback and expert rationale are provided, along with recommendations for improving accuracy.

EDIVATION

On-line, on-demand, courses have been purchased to focus training efforts on increasing student achievement by improving teacher practice and building school leadership capacity. There are over 350 hours of online streaming video through the following website: http://www.schoolimprovement.com. The content is research based and includes courses for teachers, administrators, and non-instructional staff. The courses have been created in partnership with many nationally recognized education experts and professional organizations to include tools and technologies that enhance the learning experience and encourage user interactivity.

Included in the on-line training purchase is accessibility any hour of the day or night 365 days per year for all teachers, paraprofessionals and administrators, and free access to a library of 120 experts, training on 117 topics, with more than 2,500 real classroom examples of best practices, in over 1,800 training segments. Training topics include classroom management, differentiation, minority student achievement strategies, project-based learning and many more.

TIMELY FEEDBACK

Observations and evaluations are used for rating purposes and also for coaching and professional development opportunities. The administrator provides formal feedback consistent with the district evaluation instrument. (See Step by Step Process, page 11).

The administrator also provides timely, informal feedback through the classroom walk-through instrument. The results of these observations are used to: reinforce good performance, highlight strengths, and address the instructional needs of individual faculty members. This feedback may be provided to teachers through either electronic or face-to-face interaction.

PROFESSIONAL DEVELOPMENT

The Sumter County School System is committed to a philosophy of continual quality improvement that increases student achievement. The Sumter County Teacher Evaluation System is, therefore, designed to promote the continual growth and improvement of instructional staff. Professional growth and improvement should translate, at the classroom level, into an improved quality of instruction and learning opportunities for students.

The professional development programs utilized by the district are intended for: teacher evaluation, training follow-up purposes by teachers and administrators, use in lesson study, application to Professional Improvement Plans (PIP), developing expertise among prospective mentors, preparation of new administrative evaluators, training in the evaluation instrument for teachers hired after the start of school, providing tools for the implementation of the Florida Standards framework, and other educational purposes.

Professional Improvement Plan (PIP)

Any teacher receiving a less than effective overall evaluation score must complete a Professional Improvement Plan (See Appendix E). No later than September 30, administrators will collaborate with teachers to develop a Professional Improvement Plan (PIP). The plan will address up to three areas for improvement (domain and component), that are mutually agreed upon by the teacher and administrator, as identified by the teacher's performance evaluation rating from the previous school year.

All professional development associated with the targeted component(s) must be completed prior to the finalization of the Instructional Practice portion of the evaluation.

Professional Improvement Plans support the district's commitment to provide direction and support to instructional personnel who are experiencing difficulty in meeting professional performance standards. The program calls together professionals to provide assistance in helping an individual be successful as a teacher. The highest level of success is realized when a teacher ceases to rely upon external support and direction and, instead, becomes self-motivated in a personal program of professional growth.

This does not preclude dismissal or other administrative actions as otherwise provided for under law or contract.

EVALUATION REQUIREMENTS

A performance evaluation will be conducted for all instructional personnel at least once a year, except that newly hired teachers will be evaluated at least twice during the first year of teaching in the Sumter District School System. The evaluation system includes both formative and summative aspects. The formative aspect of the model promotes professional growth through teacher self-assessment, walkthroughs and goal setting. The summative aspect of the model uses classroom observations (both formal and informal), teacher conferences with the supervising administrator, and the attainment of achievement gains.

PARENTAL INPUT

The Sumter County assessment system includes a mechanism to give parents the opportunity to provide input into employee performance assessment when appropriate. To encourage parent participation in Sumter County Schools, Parent Input Forms PS-089 (See Appendix E) is available in the main office of each school. Administrators are to advise parents of the availability of the form and that it must be returned to the school. The principal/administrator is to make a copy of the returned form available to the specific teacher. **The returned form from the parent must be signed, or it will not be given consideration.**

The principal/administrator decides how much weight is given to the parent input. Florida Statutes do not dictate the weight but simply indicate a mechanism must be provided to parents to give input "when appropriate". Any principal/administrator receiving input which indicates a serious professional or ethical problem should contact the district superintendent's office regarding the situation.   Parent input forms will be placed in the principal/administrator correspondence file for a period of (1) year following the current school year.

PEER REVIEW

Peer assistance will continue to be provided to beginning teachers and to those seeking alternative certification; however, written documentation or performance assessment will not be made part of a teacher's summative evaluation(s).

SUMTER COUNTY SCHOOLS
PARENT INPUT FORM

Sumter County School system welcomes the input of parents regarding the job performance of school teachers. When you have completed the form, please return it to the school, c/o the principal. Please be sure to retain your copy (pink). The Parent Input Forms are available in the main office. All comments will be shared with the employee for professional growth and/or recognition.

Employee Name: _____ Date: _____

Parent/Guardian Name: _____ Student Name: _____

School Name: _____ School Year: _____

Student Grade Level/Class or Period _____

Parent's Comments:

_____
_____
_____
_____
_____

For your comments to be considered, you must sign below.

Parent/Guardian Signature: _____
(Signature required)

*This signed form will be placed in the principal's correspondence file for a period of one (1) year following the current school year.

Principal/Administrator Comment or Follow-up:

_____
_____
_____
_____

Distribution: White – Principal   Yellow – Teacher   Pink - Parent

6. District Evaluation Procedures

As per F.S. 1012.34 (3) (c) The evaluator will submit a written report to the employee no later than 10 days after the evaluation takes place.   The evaluator will discuss the written evaluation report with the employee. The employee will have the right to initiate a written response to the evaluation and the response will become a permanent attachment to his or her personnel file.

The evaluator will also submit a written report of the evaluation to the district school Superintendent for the purpose of reviewing the employee's contract. Assessment data will be used to identify instructional employees who are not performing their instructional duties in a satisfactory manner. The data will be collected and utilized in a manner which is consistent with the concept of due process and will be consistent with the Sumter County Education Association contract.

APPEAL PROCEDURE

Although disputes concerning evaluations shall be exempt from the grievance procedure, a teacher may appeal procedural errors believed to have occurred relative to the teacher's performance evaluation. As per the procedures in the Sumter County Education Association contract, all appeals are to be filed with the school principal within three days from the date the teacher receives his/her evaluation of the instructional practice section, and must be accompanied by pertinent documentation.

Within two days of receipt of the appeal, the principal will respond in writing to the teacher as to the ruling on the appeal. If the teacher is not satisfied with this ruling, he/she may within two days, file the appeal and documentation with the Superintendent who will appoint an appeals committee.   The committee will be composed of 3-5 district administrators who are knowledgeable in the Sumter County Teacher Evaluation System procedures. The committee will meet within two days of receipt of the appeal and consider the basis of the appeal and documentation presented. Within two days of the meeting, the committee will issue its ruling, which will be final.

The content of the observation(s) or judgment of the observer with regard to instructional practice may not be appealed. However, any teacher shall have the right to submit a rebuttal to the evaluation, which will be attached to the teacher's evaluation form.

NOTIFICATION PROCESS

90 Day Probation Notice

Teachers on PSC Contract who receive an **overall unsatisfactory rating** will be placed on performance probation. The observer shall hold a conference with the teacher and utilizing the 90 Day Probation Notice, Form PS-087 (See Appendix E), describe in writing the unsatisfactory performance, following the NEAT procedural requirements:

- (N) Notification to teacher of all areas of unsatisfactory performance
- (E) Explanations and recommendations given for improvement
- (A) Assistance provided to teacher
- (T) Timeline given for correction of deficiencies

The employee shall, if desired, initiate a written response to the assessment. The response shall become a permanent attachment to the teacher's personnel file.

Florida Statutes 1012.34

- Probation period is 90 **calendar** days from receipt of performance notice (school holidays and school vacation periods are not counted when calculating the 90-calendar-day period).
- Specific areas of unsatisfactory performance are noted.
- Teacher is observed periodically and apprised of progress achieved.
- Teacher is provided assistance and in-service training opportunities to help to correct the noted performance deficiencies within a prescribed period of time.
- Within 14 calendar days after the close of probation period, the observer must assess whether the performance deficiencies have been corrected and forward a recommendation to the **Superintendent.**
- Within 14 calendar days after receiving the recommendation, the Superintendent must notify the teacher in writing whether the deficiencies have been satisfactorily corrected and whether the Superintendent will recommend that the school board continue or terminate the teacher's employment contract.
- During any time of the probationary period, the teacher may request a transfer to another appropriate position with a different supervising administrator. As per Florida Statute and the Sumter County Education Association contract, the receiving administrator may not be required to accept a transfer of a teacher with a less than effective rating on the most recent evaluation.
- The transfer does not extend the period of probation.
- If the employee contests the Superintendent's recommendation, a written request for a hearing must be submitted within 15 calendar days.
- Hearing shall be conducted by the school board (or by an administrative law judge assigned by the Division of Administrative Hearings) within 60 days of receipt of written appeal.

- Recommendation of the judge is submitted to the school board.
- Majority vote of the school board is required to sustain the Superintendent's recommendation or majority vote of the school board is required to sustain or change the hearing judge's recommendation.
- Decision of the school board shall be final relative to the determination of sufficient or insufficient grounds for termination.

The observer shall notify district personnel of a teacher's Overall Unsatisfactory performance.

ADDITIONAL NOTIFICATIONS F.S. 1012.34 (5)

"The district school superintendent shall annually notify the department of any instructional personnel or school administrators who receive two consecutive unsatisfactory evaluations. The district school superintendent shall also notify the department of any instructional personnel or school administrators who are given written notice by the district of intent to terminate or not renew their employment. The department shall conduct an investigation to determine whether action shall be taken against the certificate holder pursuant to a. 1012.795."

SUMTER COUNTY PUBLIC SCHOOLS
Professional Improvement Plan

Employee Name:			EIN:	
Administrator:			School Year:	2015-2016
Assignment:			School Site:	

Targeted Domain:			Targeted Component:	

Administrative Recommendations for Professional Learning

_____ Workshop	_____ EDTC Video	_____ Edivation Danielson Module
_____ Peer Observation	_____ Simple K-12 Video	
_____ Learning Community	_____ Video Analysis	
_____ Journal Article	_____ Edivation Video	

Teacher Reflection on Completed Professional Learning

Targeted Domain:			Targeted Component:	

Administrative Recommendations for Professional Learning

_____ Workshop	_____ EDTC Video	_____ Edivation Danielson Module
_____ Peer Observation	_____ Simple K-12 Video	
_____ Learning Community	_____ Video Analysis	
_____ Journal Article	_____ Edivation Video	

Teacher Reflection on Completed Professional Learning

Targeted Domain:			Targeted Component:	

Administrative Recommendations for Professional Learning

_____ Workshop	_____ EDTC Video	_____ Edivation Danielson Module
_____ Peer Observation	_____ Simple K-12 Video	
_____ Learning Community	_____ Video Analysis	
_____ Journal Article	_____ Edivation Video	

Teacher Reflection on Completed Professional Learning

Administrator Signature - FALL	Teacher Signature - FALL	Date

Administrator Signature - SPRING	Teacher Signature - SPRING	Date

Sumter County Schools

Teacher Assessment

IMPROVEMENT NEEDED FORMAL NOTICE

(Required for competency rated Unsatisfactory)

NAME _____ SCHOOL/SITE _____ SCHOOL YR. _____

ASSIGNMENT _____ EVALUATOR _____

1. Description of unsatisfactory performance _____
   _____
   _____
   _____
   _____

2. Improvement desired _____
   _____
   _____

3. Assistance to be provided _____
   _____
   _____
   _____

4. Prescribed time limits _____
   _____

5. Possible consequences _____
   _____

6. Teacher comments (optional) _____
   _____
   _____

_____	_____	_____	_____
(Evaluator's Signature)	(Date)	(Teacher's Signature)	(Date)

7. Follow up results _____
   _____
   _____

Date Review _____   Evaluator's Initials _____   Teacher's Initials _____

(Attach copies of all Improvement Needed Formal Notices for all teachers with an Overall Unsatisfactory assessment to their final assessment form)

Distribution: White – Principal   Yellow - Teacher

Sumter County Schools
Teacher Assessment

90 DAY PROBATION NOTICE
(Required for "Overall Rating of Unsatisfactory)

NAME _____ SCHOOL/SITE _____ SCHOOL YR. _____

ASSIGNMENT _____ EVALUATOR _____

1. (Notification) Description of unsatisfactory performance _____
   _____
   _____
   _____
   _____

2. (Explanation) Improvement desired _____
   _____
   _____

3. (Assistance) Assistance to be provided _____
   _____
   _____
   _____

4. (Time) Prescribed time limits _____
   _____

5. Possible consequences _____
   _____

6. Teacher comments (optional) _____
   _____
   _____

_____ _____ _____ _____
(Evaluator's Signature)   (Date)   (Teacher's Signature)   (Date)

7. Follow up results _____
   _____

Date Review _____   Evaluator's Initials _____   Teacher's Initials _____

Distribution: White – Personnel w/summative   Yellow – Principal   Pink - Teacher

7. District Self-Monitoring

Teacher evaluation data is housed in Performance Matters, our district-approved technology platform. Using this electronic system enables administrators to analyze and disaggregate student data from multiple sources and act on that information with resources that improve teaching and learning. Teachers and administrators also provide feedback by way of conversation and structured surveys. All substantial revisions to the Sumter Teacher Evaluation System will be reviewed by the Teacher Evaluation Committee and approved by the district school board before being used to evaluate instructional personnel.

The system will be monitored and assessed annually by selected administrative personnel and revisions considered as appropriate and necessary for the ultimate purpose of increasing student learning growth. Items reviewed will include the following:

- Student data
- School leader and teacher evaluation data
- Adherence to system policies, procedures and timelines throughout school year
- Professional development needs based on evaluation outcomes
- Other applicable information

Data collected from this process is used to determine next steps in supporting continuous improvement. The superintendent and School Board are advised of findings and responsible for reviewing and/or approving system revisions.

EVALUATOR ACCURACY AND INTER-RATER RELIABILITY

Sumter County School District is also committed to the continued training for principals on the effective monitoring of the Teacher Evaluation system. Through on-line and face-to-face training sessions, scoring practice, calibration with district personnel, book studies and additional support services throughout the school year, the principals of Sumter County Schools will be even more prepared to provide differentiated and actionable feedback to their teachers through learning focused conversations on the value, structure, and content of the *Framework for Teaching* evaluation instrument.

TIMELY FEEDBACK

All evaluators are held responsible through their evaluation rubric for following district and policy procedures when evaluating their employees. This includes giving necessary and timely feedback to employees being evaluated. Both indicator *2.4.b* (**Faculty Development**) and *2.5.d* (*Learning Environment*) speak to providing and monitoring feedback to improve the effectiveness of instruction and to promote a quality learning environment. In this way, feedback is used for individual coaching, professional development opportunities, and evaluative purposes, as well as, to improve organizational effectiveness. This monitoring process generates a shared faculty vision, high expectations for research-based instructional strategies, proficiency in the FEAPs and the indicators in the Sumter Teacher Evaluation system.

USING EVALUATION DATA TO IDENTIFY PROFESSIONAL DEVELOPMENT

During the final conference the administrator and teacher discuss areas where improvement can be accomplished, professional development is needed, and how assistance can be provided to help achieve a higher level of performance.

Professional Improvement Plans (PIPs) incorporate personal and school improvement initiatives and contain evidence of professional training pursuits available through various platforms such as face-to-face, webinars, online programming purchased for district-wide use, and other forms of learning. Records maintained by the district attest to an individual's professional development activities coupled with expectation and monitoring for implementation and resulting student performance improvements.

Likewise, annual professional development needs assessment results are compiled and stimulate directives and initiatives for the subsequent school year. Needs assessment results are received from all administrators, teachers, and non-instructional personnel.

USING EVALUATION DATA TO INFORM SCHOOL AND DISTRICT IMPROVEMENT PLANS

The Sumter County Schools Teacher Evaluation System supports effective instruction and learning growth as delineated in the district assistance and school improvement plans. The school improvement plan process is a very important tool utilized by the schools and district to increase

both student and teacher learning. The school plans indicate what data is to be collected and analyzed, subgroups to be targeted, goals to be attained, professional development to be provided and programs implemented, which are aligned with the vision and mission of the school district. Through the use of the district's LIIS system, schools and teachers can disaggregate their data and focus on the lowest quartile as well as provide enrichment activities for those students on or above grade level to assure that all student progress is considered.

Appendix A – Checklist for Approval

<u>Performance of Students</u>

The district has provided and meets the following criteria:

For all instructional personnel:
☐   The percentage of the evaluation that is based on the performance of students criterion.
☐   An explanation of the scoring method, including how it is calculated and combined.
☐   At least one-third of the evaluation is based on performance of students.

For classroom teachers newly hired by the district:
☐   The student performance measure(s).
☐   Scoring method for each evaluation, including how it is calculated and combined.

For all instructional personnel, confirmed the inclusion of student performance:
☐   Data for at least three years, including the current year and the two years immediately preceding the current year, when available.
☐   If less than the three most recent years of data are available, those years for which data are available must be used.
☐   If more than three years of student performance data are used, specified the years that will be used.

For classroom teachers of students for courses assessed by statewide, standardized assessments:
☐   Documented that VAM results comprise at least one-third of the evaluation.
☐   For teachers assigned a combination of courses that are associated with the statewide, standardized assessments and that are not, the portion of the evaluation that is comprised of the VAM results is identified, and the VAM results are given proportional weight according to a methodology selected by the district.

For all instructional personnel of students for courses not assessed by statewide, standardized assessments:
☐   For classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.
☐   For instructional personnel who are not classroom teachers, the district-determined student performance measure(s) used for personnel evaluations.

Instructional Practice

The district has provided and meets the following criteria:

For all instructional personnel:
☐ The percentage of the evaluation system that is based on the instructional practice criterion.
☐ At least one-third of the evaluation is based on instructional practice.
☐ An explanation of the scoring method, including how it is calculated and combined.
☐ The district evaluation framework for instructional personnel is based on contemporary research in effective educational practices.

For all instructional personnel:
☐ A crosswalk from the district's evaluation framework to the Educator Accomplished Practices demonstrating that the district's evaluation system contains indicators based upon each of the Educator Accomplished Practices.
For classroom teachers:
☐ The observation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For non-classroom instructional personnel:
☐ The evaluation instrument(s) that include indicators based on each of the Educator Accomplished Practices.

For all instructional personnel:
☐ Procedures for conducting observations and collecting data and other evidence of instructional practice.

Other Indicators of Performance

The district has provided and meets the following criteria:

☐ Described the additional performance indicators, if any.
☐ The percentage of the final evaluation that is based upon the additional indicators.
☐ The scoring method, including how it is calculated and combined.

Summative Evaluation Score

The district has provided and meets the following criteria:
☐ Summative evaluation form(s).
☐ Scoring method, including how it is calculated and combined.
☐ The performance standards used to determine the summative evaluation rating (the four performance levels: highly effective, effective, needs improvement/developing, unsatisfactory).

Additional Requirements

The district has provided and meets the following criteria:

☐ Confirmation that the district provides instructional personnel the opportunity to review their class rosters for accuracy and to correct any mistakes.

☐ Documented that the evaluator is the individual who is responsible for supervising the employee.

☐ Identified additional positions or persons who provide input toward the evaluation, if any.

Description of training programs:

☐ Processes to ensure that all employees subject to an evaluation system are informed on evaluation criteria, data sources, methodologies, and procedures associated with the evaluation before the evaluation takes place.

☐ Processes to ensure that all individuals with evaluation responsibilities and those who provide input toward evaluation understand the proper use of the evaluation criteria and procedures.

Documented:

☐ Processes for providing timely feedback to the individual being evaluated.

☐ Description of how results from the evaluation system will be used for professional development.

☐ Requirement for participation in specific professional development programs by those who have been evaluated as less than effective.

☐ All instructional personnel must be evaluated at least once a year.

☐ All classroom teachers must be observed and evaluated at least once a year.

☐ Newly hired classroom teachers are observed and evaluated at least twice in the first year of teaching in the district.

For instructional personnel:

☐ Inclusion of opportunities for parents to provide input into performance evaluations when the district determines such input is appropriate.

☐ Description of the district's criteria for inclusion of parental input.

☐ Description of manner of inclusion of parental input.

☐ Identification of the teaching fields, if any, for which special evaluation procedures and criteria are necessary.

☐ Description of the district's peer assistance process, if any.

District Evaluation Procedures

The district has provided and meets the following criteria:

☐ That its evaluation procedures comply with s. 1012.34(3)(c), F.S., including:

➢ That the evaluator must submit a written report of the evaluation to the district school superintendent for the purpose of reviewing the employee's contract.

➢ That the evaluator must submit the written report to the employee no later than 10 days after the evaluation takes place.

➢That the evaluator must discuss the written evaluation report with the employee.

➢ That the employee shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file.

☐ That the District's procedures for notification of unsatisfactory performance meet the requirement of s. 1012.34(4), F.S.

☐ That district evaluation procedures require the district school superintendent to annually notify the Department of any instructional personnel who receives two consecutive unsatisfactory evaluations and to notify the Department of any instructional personnel who are given written notice by the district of intent to terminate or not renew their employment, as outlined in s. 1012.34, F.S.

District Self-Monitoring

The district self-monitoring includes processes to determine the following:

☐ Evaluators' understanding of the proper use of evaluation criteria and procedures, including evaluator accuracy and inter-rater reliability.

☐ Evaluators provide necessary and timely feedback to employees being evaluated.

☐ Evaluators follow district policies and procedures in the implementation of evaluation system(s).

☐ The use of evaluation data to identify individual professional development.

☐ The use of evaluation data to inform school and district improvement plans.