

FLAGLER COUNTY TEACHER EVALUATION

REVISION JUNE 2012

Final to be submitted to Florida Department of Education 8/7/2012

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REVIEW AND REVISION PROCESS

Florida's approval of the Race to the Top federal grant accompanied by the Senate Bill 736 necessitated the revision of the Flagler County teacher's evaluation system for the 2011-12 school year. A committee of teachers, the union president and vice president, with direction from RTTT, was charged with the design of the new system.

For the 2011-2012 school year, Flagler designed a hybrid teacher evaluation system that was approved by the FLDOE. The first year of its implementation was a "field study year" with the understanding that when the results of the evaluation system were collected, a redesign of the system may be warranted. The information from the FLDOE and the researchers has been ongoing and abundant. Flagler's system has been implemented and the administrators and teachers have been trained in its components. Using data from the teacher's performance piece of the evaluation, we will be comparing the % in each of the rating categories to see if they align with the past three years of VAM scores, as well as comparing the % between the schools to check for inter-reliability. We will do this again when the new VAM scores come out in mid-June.

With the data assessment complete, the committee, as well as the administrators and pertinent stakeholders, will review the outcomes and begin the revision of the Flagler system. Through the course of this first year of implementation, data assessments implied that Flagler's system may not be rigorous enough. Although the committee did base the system on the FEAPs, Charlotte Danielsons' rubrics, and the research of Dr. Robert Marzano's evidence, the initial outcomes and discussions with administrators indicate a need for a substantial revision. The Flagler hybrid tends to place the emphasis on the teacher and what the teacher does. It does not focus enough on the students, what they do, and their outcomes.

The Danielson evaluation system is designed to accurately reflect the performance of instructional personnel in relationship to the performance gains of the students assigned to them. By adopting the Danielson model more closely, we feel the practices that promote improved student learning will be better identified. In addition, this will lead to a correlation analysis that will reveal the linkage between effective and highly effective teachers and growth of student performance.

Flagler County Schools have moved from a hybrid model to a model that more closely aligns to the research of Charlotte Danielson's research-based model. We met with the other North East Florida Educational Consortium counties in an effort to validate the Flagler system and found that a redesign was needed. Cambridge consultants were contracted to work with the evaluation team and clarify the need for change, as well as facilitate discussions. The outcomes of the work sessions were to reduce the number of components from using the 37 Florida Educators Accomplished Practices to 22 components that the Danielson system encompasses. The new system directs domains 2 and 3 as the "observable" domains. These are the Classroom Environment and Instruction domains. Classroom walkthroughs will still remain a mandated part of the system with a minimum of three walkthroughs done by January 10th each year. Domains 1 and 4, Planning/Preparation and Professional Responsibilities may be observable, but will require artifacts and/or documentation to establish measurable scores.

Beginning teachers and teachers new to Flagler will follow the same observation plan as found in the previous system; two formal observations and the assignment of a mentor teacher. They will also be using a modified scoring system as found in the previous evaluation system. New forms have been developed to ensure continuity throughout the district as it pertains to teacher evaluations. These forms are found in the body of the document.

ADMINISTRATORS' GUIDE TO USING THE REVISED FLAGLER TEACHER EVALUATION SYSTEM

The new system is based on the research of Charlotte Danielson's work and modeled after her evaluation system, submitted and approved by the FLDOE.

After meeting with the Flagler Evaluation Team and consultants from the Cambridge Educational Services, the revision of the Flagler system of evaluation was completed and the training for the teachers and the administrators follows. The new system uses Danielson's domains and rubrics. Flagler has included some rubrics that correlate with the Florida Educators Accomplished Practices, where they were not evident in the Danielson's rubrics, to ensure we stay within the mandates of the state.

When an administrator is doing an observation or seeking information, it is crucial that the rubrics are the primary focus of the scoring. The new tool contains Danielson's domains and the FEAPs that align with her domains, on the left side of the document. In addition, each domain has rubrics that are Danielson and may contain Flagler rubrics as well. With each domain, indicators of Danielson and Flagler are available. The Danielson model includes critical attributes as a reference to aid evaluators if they cannot determine a rating for the teacher's score. The indicators, nor the critical attributes, are to be used as a checklist. If an administrator does not see an indicator or critical attribute, they are not to mark a teacher down. As the evaluating administrator, you will seek out a **preponderance of evidence**. What do you normally see when you visit a classroom? What do you generally see the majority of the time? Do not use one event to negate what may be happening in the class daily. Focus on what does happen and not what doesn't happen in the classroom. As a professional, an administrator should be very cautious about letting preconceived ideas cloud their judgment. Prior VAM scores or prior evaluation scores should not influence the current evaluation.

Purpose of Evaluation Process

The purpose of the professional educator evaluation process in schools is to provide quality instruction that aligns with district goals and objectives. In addition, this process is designed to promote professional learning that allows educators to continually grow and learn new techniques to improve their instructional practices and methods.

- **Effective professional appraisal:**
 - Reflects research-based standards
 - Is systematic and continuous
 - Embodies standards of excellence
 - Is cooperatively developed between evaluator and evaluatee
 - Is continually reviewed and refined to reflect the needs of the organization

- **Professional growth results from:**
 - Maximizing strengths and working on areas for growth
 - Setting realistic goals
 - Providing resources
 - Defining responsibilities
 - Establishing strategies for continuous improvement
 - Fostering self-reflection
 - Monitoring performance

Statement of Philosophy

Evaluation is a continuous, cooperative process designed to improve instruction and the performance of students. It is intended to be positive and growth-oriented and based on fundamental principles of effective evaluation and contemporary research in assessment practices. The assessment system shall be applied equitably and shall conform to legally sound evaluation procedures.

General Guidelines

1. Administrators are responsible for training teachers as it refers to their evaluations.
2. Evaluations shall identify strengths as well as weaknesses.
3. Components of the Flagler County Assessment System are designed to reflect the performance of teachers and increased student achievement.
4. Evaluations shall be based on observable data or records pertaining to job performance.
5. The principal or assistant principal shall evaluate teachers.
6. District personnel may be involved in the evaluation process of teachers to provide technical assistance but shall not have primary responsibility for the final evaluation instrument.
7. Modifications or changes in the evaluation system shall be reviewed and approved by the evaluation committee and recommended to the Superintendent and School Board.

A Framework for Teaching by Charlotte Danielson

The “Framework for Teaching” was selected as the basis for Flagler’s appraisal system because it is research-based and provides a clearly defined framework to help teachers improve their instruction. More specifically, the framework:

1. Enhances professional practice by seeking to identify principles of effective practice and classroom organization. Such principles **maximize student learning and promote student engagement**.
2. **Provides a common vocabulary** for discussions regarding professional excellence in teaching.
3. **Provides clear expectations**, via the rubrics, about what constitutes good teaching and serves as a guide for teachers striving to attain mastery teaching status.
4. **Parallels district improvement initiatives** as observed in the planning, instructional delivery, and in the expectations of student achievement and learning gains.
5. Is **research-based**. The Educational Testing Service (ETS) conducted research, led by Charlotte Danielson, which produced the development of Praxis III: Classroom Performance Assessments for Licensing Beginning Teachers.
 - The development process incorporated extensive literature reviews, expert panels, job analyses, and pilot and field-testing. More recently, ASCD’s book *Enhancing Professional Practice: A Framework for Teaching* (Danielson, 1996) was based on the Praxis III research and linked to the principles of exemplary practice described by the Interstate New Teacher Assessment and Support Consortium (INTASC). The book expands the teaching skills identified in Praxis III to include the work of experienced teachers, and the book reflects the vision of teaching and learning embedded in the work of the National Board for Professional Teaching Standards (NBPTS). This framework, building on the earlier work of others, is the latest effort along these lines; and many school districts have used it as an organizing structure in defining effective teaching and establishing criteria for their evaluation systems (Danielson & McGreal, 2000).
6. The Framework for Teaching, with its 4 domains and 22 specific components, is designed to:
 - Provide every teacher, via the rubrics, valuable feedback to guide their planning for effective instruction
 - Provide evaluators, via Domains 2 and 3, clear guidelines to assess the components of effective teaching that are directly observable in the classroom setting.
 - Provide teachers and evaluators, via Domains 1 and 4, a vehicle for meaningful discussion on teaching skills not directly observable in the classroom.

Professional Competency Domains

DOMAIN 1: Planning and Preparation (how a teacher designs instruction)

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

DOMAIN 2: The Classroom Environment (the interactions that occur in the classroom)

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior
- 2e. Organizing Physical Space

DOMAIN 3: Instruction (the heart of teaching – the actual engagement of students in content)

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

DOMAIN 4: Professional Responsibilities (the roles outside of those in the classroom)

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

A Framework for Professional Practice

Any framework developed for professional practice must provide guidelines on what a teacher does when teaching. Thus, to better understand the responsibilities of teachers, this course will incorporate the following framework for professional practice. Charlotte Danielson developed this framework.

Danielson's Framework for Teaching

Danielson's framework for teaching identifies aspects of a teacher's responsibilities that empirical studies have demonstrated as promoting improved student learning. Because teaching is an extremely complex activity, this framework is useful in laying out the various areas of competence in which professional teachers need to develop expertise. Danielson divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) *planning and preparation*, (2) *the classroom environment*, (3) *instruction*, and (4) *professional responsibilities*. These domains and their components are outlined in a following table. A brief review of each of these domains will provide a road map of the skills and competencies new teachers need to develop.

Domain 1: Planning and Preparation

The components in Domain 1 outline how a teacher organizes the content of what students are expected to learn; in other words, how the teacher designs instruction. These include *demonstrate knowledge of content and pedagogy*, *demonstrating knowledge of the students*, *selecting instructional goals*, *demonstrating knowledge of resources*, *designing coherent instruction*, and *assessing student learning*

Domain 2: The Classroom Environment

The components in Domain 2 consist of the interactions that occur in a classroom that are non-instructional. These consist of *creating an environment of respect and rapport among the students and with the teacher*, *establishing a culture for learning*, *managing classroom procedures*, *managing student behavior*, and *organizing the physical space*.

Domain 3: Instruction

The components in Domain 3 are what constitute the core of teaching – the engagement of students in learning contest. These include *communicating clearly and accurately*, *using questioning and discussion techniques*, *engaging students in learning*, *providing feedback to students*, and *demonstrating flexibility and responsiveness*.

Domain 4: Professional Responsibilities

The components in Domain 4 represent the wide range of a teacher's responsibilities outside the classroom. These include *reflecting on teaching*, *maintaining accurate records*, *communicating with families*, *contributing to the school and district*, *growing and developing professionally*, and *showing*

professionalism. Teachers who demonstrate these competencies are highly valued by their colleagues and administrators, as well as being seen as true professionals.

The benefits of having a framework for professional practice, as Danielson notes, are several. First, a framework offers the profession of teaching a shared vocabulary as a way to communicate about excellence. For novice teachers, a framework provides a pathway to excellence by laying out the twenty-two important components that constitute professional practice. A framework for teaching provides a structure for discussions among teachers and also serves to sharpen the focus for professional development. A framework also serves to communicate to the larger community the array of competencies needed to be an effective teacher.

Components of Professional Practice

Domain 1: Planning and Preparation

Component 1a: *Demonstrating Knowledge of Content and Pedagogy*

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

Component 1b: *Demonstrating Knowledge of Students*

- Knowledge of characteristics of age group
- Knowledge of students' varied approaches of learning
- Knowledge of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

Component 1c: *Selecting Instructional Goals*

- Values
- Clarity
- Suitability for diverse students
- Balance

Component 1d: *Demonstrating Knowledge of Resources*

- Resources for teaching
- Resources for students

Component 1e: *Designing Coherent Instruction*

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

Component 1f: *Assessing Student Learning*

- Congruence with instructional goals
- Criteria and standards
- Use for planning

Domain 2: The Classroom Environment

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

- Teacher interaction with students
- Student interaction

Component 2b: *Establishing a Culture for Learning*

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

Component 2c: *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
- Component 2d: *Managing Student Behavior*
 - Expectations Monitoring of student behavior
 - Response of student misbehavior
- Component 2e: *Organizing Physical Space*
 - Safety and arrangement of furniture
 - Accessibility to learning and use of physical resources

Domain 3: Instruction

- Component 3a: *Communicating Clearly and Accurately*
 - Directions and procedures
 - Oral and written language
- Component 3b: *Using Questioning and Discussion Techniques*
 - Quality of questions
 - Discussion techniques
 - Student participation
- Component 3c: *Engaging Students in Learning*
 - Representation of content
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- Component 3d: *Providing Feedback to Students*
 - Quality: accurate, substantive, constructive, and specific
 - Timeliness
- Component 3e: *Demonstrating Flexibility and Responsiveness*
 - Lesson adjustment
 - Response to students
 - Persistence

Domain 4: Professional Responsibilities

- Component 4a: *Reflecting on Teaching*
 - Accuracy Use in future teaching
- Component 4b: *Maintaining Accurate Records*
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- Component 4c: *Communicating with families*
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- Component 4d: *Contributing to the School and District*
 - Relationships with colleagues
 - Service to the school

Participation in school and district projects

Component 4e: *Growing and Developing Professionally*

Enhancement of content knowledge and pedagogical skill

Service to the profession

Component 4f: *Showing Professionalism*

Service to students

Advocacy Decision making

SUMMATIVE OBSERVATION SCHEDULE

All PSC teachers will have one announced formal assessment each school year. Beginning teachers and teachers newly hired by the district will have two announced formal assessments in the first year of teaching in the school district. 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.

All summative observations are conducted by the site manager assigned as the individual responsible for supervising the teacher, i.e. principal, assistant principals. As determined at each school site, principals and assistant principals may give input into a teacher's evaluation. All site administrators follow the same evaluation procedures utilizing the same core of effective practices and are trained accordingly.

During each classroom observation (announced or unannounced), the assessor will collect both teacher and student evidence related to Domains 2 and 3 of the Framework for Teaching. The assessor 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 assessor notes, or with any other appropriate clearly understood form or electronic device. Three (3) walkthroughs will be completed by January 10th with feedback, unless requested or appropriate through a success plan.

Beginning teachers (and teachers new to teaching in the district) will receive two (2) formal observations. Of the two (2) formal observations, the first will be formative. The second observation will be summative and serve as the basis for the annual review. Each beginning teacher is assigned a peer mentor for the first year of employment. Extended peer mentoring may be provided if needed. The role of the peer mentor is to meet regularly (at least once monthly) with the teacher for feedback, consultation, data review, and assistance. A vital role of the mentor is to help the new teacher set realistic goals and targets that will impact student learning. Utilizing Formal Assessments and teacher-made district assessments, the mentor assists the teacher in tracking student progress through pre-, mid-, and post-year assessments. The administrator may also conduct data reviews with the beginning teacher. Feedback is provided through formative observations and conferences as well as summative observations and conferences provided by the administrator. The Annual Teacher Assessment Form will employ "Developing" instead of "Needs Improvement" for beginning teachers.

Mentor Teachers

Beginning: 120 days

Experienced: 90 days

Beginning Teacher Program and Mentoring

Flagler County has provided and paid teacher mentors this year for beginning teachers and will develop the mentoring program and combine it as part of the Beginning Teacher Program for the 2012-2013 school year.

The Beginning Teacher Program will be for first year teachers and teachers new to Flagler County. It will begin with a meeting prior to the first day of pre-planning. At that time, teachers will be provided information on the teacher evaluation tool, calculation of VAM scores, ethics, use of technology. As part of the technology instruction they will be taught how to use their grade book, Skyward student information system, navigate the district website and PD360.

PD360 is a computerized video program that they will be required to access for virtual training throughout the school year. They will receive a list of videos (see below) that are available on PD360 that they will be expected to view throughout the school year to help them with ideas to run an effective classroom, use effective teaching strategies and develop engaging work for students. In particular, Learning Focused videos will be highlighted as necessary for teachers new to Flagler County, to familiarize themselves with the vocabulary and requirements and expectations for lesson planning and instruction, due to this being a countywide initiative.

Teachers will be assigned a mentor who has been trained on the role of the mentor, the requirements of a mentor, and the expectations of mentoring and reflective practice. Mentors should have at least 3 years of effective teaching experience evidenced by a high rate of student achievement, clinical education training is preferred, principal recommendation and they must have completed district training in effective mentoring.

The teacher mentor will work with the teacher weekly and facilitate the school routines, policies and procedures that can be overwhelming at the beginning of the year. The teacher and mentor will keep a log of time and activities. They will work together to decide what training may be most helpful first and together have discussions about the videos, once viewed by the teacher, and how best to implement some of the concepts learned.

This is a coaching model, so the mentor will work with the teacher to problem solve as situations present themselves, provide support and work to monitor and help interpret student achievement and instructional implications. Mentors will encourage their mentee to ask for additional professional development if they see a need. This program is designed to provide enough support to the teacher that he/she can be successful.

At the end of the school year, there will be a final meeting to have discussion regarding the teachers school year in Flagler, unforeseen issues that may need to be addressed the following year, ways to improve the Beginning Teacher Program or mentor program and next steps to assist them. An anonymous survey will be provided to the teachers and mentors and results will be used to improve either the program.

As outlined in the Race to the Top, the Student Success Act, and the Flagler County instructional contract, a stipend will be paid to mentor a teacher who is new to Flagler County or teachers who are in their first year of teaching. Teachers new to Flagler, but with previous teaching experience, will receive 90 days of assistance. The designated teacher mentor will receive a stipend of \$250 as outlined in the RttT grant and the Flagler County teachers' contract. Teachers in their first year of teaching will receive mentoring services from their designated mentor for 180 days. The designated mentor teacher will receive a stipend of \$500.

Professional Development through PD360 will be on:

- Learning Focused
- Charlotte Danielson and teacher practice
- Differentiated Instruction
- Common Core
- Using Data to Guide Instruction
- MTSS / RtI
- Inclusion / ESE
- Classroom Management
- Behavior Management
- “Worksheets Don’t Grow Dendrites”

Summative Observation Table

Teacher Status	Formal Observations (Announced) Annual Teacher Assessment	Informal Observations (Announced or Unannounced) Walkthroughs and Targeted Observations used for data collection
Beginning Teacher (or new to district)	2	Throughout the year (3 walkthroughs before January 10 th)
Teacher with 2 or more years of service effective or higher evaluation previous year	1 (in 3 rd year teaching)	As needed for collection of data (minimum of 3 walkthroughs before January 10 th)
Teacher with less than effective evaluation previous year	1	As needed for collection of data and correction of deficiencies (3 walkthroughs before January 10 th) TSP

(All teachers will receive 3 walkthroughs before January 10th using a data collection tool to be shared)

Any teacher, placed on a TSP, who fails to show improvement as indicated on the summative observation, and given the appropriate time to show improvement can; A) have an extension of the TSP if given the principal's authority or B) be placed on a 90-day probation (as recommended by the Superintendent).

Note: This form is not required in the cases of significant violations of law, contract or School Board policy which calls for documentation and immediate and appropriate disciplinary action. In these situations the assistance of district administrators should be requested.

The Teacher Success Plan procedure is 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.

STEP BY STEP FORMAL EVALUATION PROCEDURES

STEP 1: ADMINISTRATOR INFORMS TEACHER ABOUT EVALUATION PROCESS

- School administrators meet with instructional staff during pre-planning week to orient and to inform them of assessment criteria and procedures. (Attendance at this meeting is mandatory. Teachers must sign an attendance roster.)
- Online access to the Flagler County Teacher Evaluation Handbook is distributed at this meeting or within the first ten (10) days of employment. As additional staff is employed, administrators review the criteria and procedures of the assessment system within the first ten (10) days of each teacher's employment.

STEP 2: ADMINISTRATOR MEETS WITH TEACHER TO ASSIST IN DEVELOPMENT OF TEACHER'S IPDP

- No later than October 15th, administrators collaborate with teachers to develop Individual Professional Development Plans. The plan must clearly relate to specific performance data for the students to whom the teacher is assigned.
- The plan must include clearly defined training objectives and specific and measurable improvements in extent to which each training activity did accomplish the performance gains that were predicted to results from the training.

STEP 3: ADMINISTRATOR SCHEDULES OBSERVATION AND OPTIONAL PRE-OBSERVATION CONFERENCE

- Administrator sets an observation date and time with the teacher. The teacher must be given at least a one week notice prior to the announced classroom observation.
- If a Pre-Observation Conference is requested by either the teacher or the assessor, the administrator schedules the Pre-Observation conference preferably 1-5 school days before the observation.
- Administrator gives Pre-Observation Conference Form, for Formal Observations, to the teacher in advance of the conference and asks him or her to bring the completed form to the conference.
- If a Pre-Observation Conference is not requested, the observing administrator may request a copy of the Pre-Observation form three (3) days prior to the observation.

STEP 4: ADMINISTRATOR HOLDS PRE-OBSERVATION CONFERENCE (If Applicable)

- Administrator brings copy of the Pre-Observation Conference Form to the conference and uses it to guide the conversation and to organize notes as he/she records evidence.
- Administrator discusses the lesson to be observed. The teacher should do most of the talking, but the administrator should ask questions and offer suggestions for improvement for the lesson.

STEP 5: ADMINISTRATOR OBSERVES TEACHER

- Administrator gathers evidence of teacher's and students' actions, statements, and questions using the Evident Collection Forms. The length of the announced formal observation will be a minimum of 30 minutes at the elementary level and 45 minutes at the secondary level.

STEP 6: ADMINISTRATOR SCHEDULES POST-OBSERVATION CONFERENCE (Required for Summative)

- Administrator schedules the post-observation conference for no later than ten (10) teacher working days after the assessment takes place.
- Administrator gives the teacher the Post-Observation Conference Form to complete in advance of the post-observation conference.

STEP 7: ADMINISTRATOR ALIGNS EVIDENCE USING THE FRAMEWORK

- After the observation, the administrator identifies the relevant component(s) for each piece of evidence.
- Administrator compares the evidence listed under each component to the level of performance descriptions and chooses the level of performance for each component that most closely aligns to the evidence.
- Administrators completes the Annual Teacher Assessment Form for the teacher's appropriate job classification, i.e. classroom teacher, guidance counselor, etc...

STEP 8: ADMINISTRATOR HOLDS POST-OBSERVATION CONFERENCE – PART I

- Administrator asks teacher to reflect on the lesson using the Post-Observation Conference Form.
- Administrator discusses the evidence collected and the levels of performance chosen on the Annual Teacher Assessment Form for Part I.
- Administrator and teacher sign Part I of the Annual Teacher Assessment Form. The teacher will have the right to initiate a written response to the assessment, the principal reviews and responds to within five (5) days. The response shall become a permanent attachment to the assessment instrument placed in the individual teacher's personnel file. (Article VI, D)

STEP 9: ADMINISTRATOR FINALIZES ANNUAL TEACHER ASSESSMENT FORM – PART II (Student Learning Gains)

- Administrator adds the student growth data as provided by the Florida Department of Education to the Annual Teacher Assessment Form upon availability of data within 90 days after the close of the school year.

STEP 10: ADMINISTRATOR NOTIFIES TEACHER OF FINAL OVERALL RATING and HOLDS ADDITIONAL POST CONFERENCE

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

Administrator notifies teacher of over final rating and schedules an additional post conference after the receipt of student growth data prior to September 15th.

- Administrator holds additional post conference with the teacher and presents student growth data and the finalized Annual Teacher Assessment Form. (Conference if needed.)
- Administrator and teacher 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.
- Administrator and teacher may also review student data to finalize the teacher's Individual Professional Development Plan (IPDP).

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

- Administrator notifies teacher in writing of overall final rating.
- Administrator schedules the post conference with teacher as soon as practicable but no later than September 15th.
- Administrator holds additional post conference with the teacher and presents student growth data and the finalized Annual Teacher Assessment Form.
- Administrator and teacher 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.

RATING CALCULATION PROCEDURES

Following the completion of formal and informal observations and receipt of student learning growth data, the administrator will assign a rating to each of the components on the Annual Teacher Assessment Form.

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.
- **Effective:** Refers to successful, professional teaching that is consistently at a high level.
- **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 3+ years of experience. “Developing” will be used for teachers with 3 years or less experience and for experienced teachers new to the district.
- **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.

Rubrics exist for each component within the four domains, with ratings as follows:

- **Exemplary – Highly Effective**

Evidence of high levels of knowledge, implementation, and integration of performance standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues. (Score of no less than 320)

- Performance is aligned with exemplars for each performance indicator.
- Performance is consistent, exemplary, and represents a model for teachers.
- Performance exceeds expectation.

- **Proficient – Effective, Accomplished**

Evidence of increased knowledge, implementation, and integration of performance standards. Evidence of a clear proficiency and skill in the performance area. (Score of no less than 256)

- Performance is aligned with exemplars for each performance indicator.
- Performance meets expectations.

- **Basic – Needs Improvement, Developing**

Evidence of basic knowledge and implementation of performance standards. Integration of performance standards is not evident. Teacher is making progress towards proficiency. (Score of no less than 204)

- Performance is minimally aligned with exemplars for one or more performance indicators.
- Performance on one or more of the performance indicators is inconsistent or not evident.
- Performance does not adequately meet expectations.

- **Unsatisfactory – Action Required**

Little or no knowledge and minimal implementation of performance standards. Does not meet minimal performance standards and needs substantial improvement. (Score is less than 203)

- Performance is poorly aligned with exemplars for one or more performance indicators.
- Performance is ineffective and unacceptable.
- Specific evidence must justify the “U” rating.

The superintendent shall notify the Florida Department of Education of any instructional personnel who receives two consecutive unsatisfactory annual evaluations and who has been given written notice by the district that his/her employment is being terminated or is not being renewed or that the school board intends to terminate, or not renew, his/her employment.

Note: Fifty percent of the final evaluation will be based on student achievement per state statute.

DEFINITIONS

The following definitions shall apply to the Flagler County Teacher Assessment System

(Administrative) Designee – A school (assistant principal) or district-based administrator who observes, conferences with, and evaluates instructional staff (not Teachers on Assignment (TOAs)).

Annual Contract Teacher – A teacher who has not attained PSC/CC and whose contract of employment, therefore, is a duration of one year.

Attachments – All documents, signed by the teacher that impact the evaluation, are to be attached to the final evaluation instrument. Any document attached to the final evaluation must be signed and dated by the teacher or signed and dated by a witness that the teacher received a copy.

Exemplars – Indicators used to describe distinguished performance.

Evaluation Report – The instrument used to report data collection from classroom observations and teacher support duties during post-conference sessions.

Final Evaluation – An evaluation which is completed by April 30th of each school year.

Holiday – Holiday shall be defined as defined on the district calendar.

Holistic Evaluation – A method of evaluation performance for its overall quality.

Instructional Performance – Behaviors observed during an observation

Instructional Support Performance – Behaviors not necessarily observed during an observation but which can be documented.

Itinerant Teacher – An itinerant teacher is a teacher who serves more than one location and who will be evaluated by building-level administrator of the base school (where the paycheck is received). Observations may be conducted by both administrators who will confer on one final evaluation.

PSC Teachers – Teachers who have earned PSC/CC.

Parent Input Form – A form available to parents at each school location for parent input regarding teacher evaluations.

Performance Indicator – Describes the overall performance in high impact areas rather than discrete, isolated descriptors.

Performance of Students – Will be measured by use of data, not evaluation of student performances.

Pre-Observation Conference – A conference that occurs prior to a scheduled observation.

Pre-Observation Form – The form used during a conference held prior to the scheduled observation.

Professional Performance Final Evaluation Form – Provides the teacher's final evaluation status and becomes part of the personnel records.

Rating – Shows the degree to which the teacher's performance aligns with performance indicators.

Rubric – provides the holistic evaluation guidelines to determine the rating for each of the nine performance indicators.

Scheduled Observation – The observation by the evaluator which typically follows a pre-observation conference.

Success Plan – A form which indicates the need to improve performance.

Teachers – All instructional personnel included in the bargaining unit.

Technical Assistance – Assistance provided to identified teachers by school and/or district-level personnel.

Technical Assistance Observation and Conference Report – A form which may be used by technical assistance specialists during post-conferences.

Transfer – A change in position from one school to another or to a district-level position.

Unscheduled Observation – A formal observation by the evaluator that occurs without notice.

FOR ANALYSIS OF CONTENT TERMS

Concept – a general notion or idea; a theme or image; an idea of something formed by mentally combining characteristics or particulars, a construct

Value – relative worth or importance; magnitude, quality

Principle – a matter of highest importance; the main body of the thought or process

Rule – a principle or regulation governing conduct, procedure, arrangement, etc., a formal order

Skill – the ability to do something well through training, practice, or talent; special competence in performance, expertness, craft, or trade

Action Research – a reflective process of progressive problem solving to improve addressing issues and solve problems, usually done in groups or teams led by an individual

Terms	Description
Design Questions	Questions that teachers ask themselves when planning a lesson or unit instruction.
FEAPs	<p>Florida Educator Accomplished Practices embody 3 essential principles:</p> <ol style="list-style-type: none"> 1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement. 2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught. 3. The effective educator exemplifies the standards of the profession. There are 6 accomplished practices: <ol style="list-style-type: none"> 1. Quality Instruction, 2. The Learning Environment, 3. Instructional Delivery and Facilitation, 4. Assessment, 5. Continuous Improvement, Responsibility and Ethics 6. Professional Responsibility and ethical conduct
Focused Feedback	Feedback that is focused on specific classroom strategies and behaviors during a set time interval. The feedback is informative, constructive, objective and actionable. Feedback is generally provided by administrators, coaches and peers.
Focused Practice	Practice that is focused on a limited number of strategies where corrections, modifications and adaptations are made to improve student learning at an appropriate level of difficulty so that the teacher can experience success.
Thin Slices of Behavior	Notable teaching moves that can be observed in a classroom.
Walk-Throughs (Article IV Definitions)	Walk-through – an informal observation that is announced with written notice (hard copy or email) stating one week timeframe; lasts from 3 to 10 minutes; can be followed with a post-observation conference; feedback shall be provided to the teacher in 48 hours of the walk-through. Nothing from the walk-throughs shall be used in calculation of the final evaluation score. Issues noted during walk-throughs may result in a teacher being placed on a Success Plan. All teachers shall have 3 walk-throughs completed by administration, unless administration documents and has reason to complete additional walk-throughs.

Term	Description
SUMMATIVE	The formal observation is the primary method for collecting evidence that will be used as a source of data for the summative evaluation and provides a rich source of feedback to teachers regarding their instructional practice and professional growth. The formal observation consists of an observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and high school). The formal observation includes a planning (optional) and reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the planning conference and the reflection conference should be scheduled at the same time that the observation is scheduled and should be conducted in a timely manner (1-5 days preceding and following the observation).
High Probability Strategies	Research can never identify the instructional strategies that work with every student in every class. The best research can tell us is which strategies have a good chance of working well. Teachers must determine which strategies to use with the right students at the right time. Research-based strategies have a higher probability of raising student learning when they are used at the appropriate level of implementation and within the appropriate instructional context.
FORMATIVE	The informal observation will be announced and must not be less than 30 minutes. There is no planning or reflection conference. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While planning and reflection conferences are not required, observers should provide timely and actionable feedback to teachers regarding these observations.
Timely Manner	This term deals again with time management. The primary focus of “timely manner” is to perform task without rushing as if to cause inaccuracies, yet within a reasonable time, providing opportunities for assessment or feedback, a set period of time to perform a task or respond to an inquiry, allows for a rhythm, tempo or pace.
Appropriate Wait Time	Wait time is defined in terms of the duration of pauses separating utterances during verbal interaction. Typically, in teaching the appropriate wait time is a 3-5 seconds before expecting a student response.

Term	Description
Lesson Segment	Parts of a lesson that have unique goals and purposes for teachers and for students. Teachers engage in intentional and specific actions during these times.
Planning Pre Conference	The planning or pre-conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer use the planning conference form as a means to discuss the lesson, engage in collaborative decision making, clarify expectations and identify areas where specific feedback will be provided.
Scales	Scales describe novice to expert performance (level or skills) for each of the strategies included in the four domains. The scales provide a means for teachers to gauge their use of particular instructional strategies and for administrators to provide feedback to teachers regarding their use of specific classroom strategies.
Reflection Post Conference	The reflection or post-conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations and plan forward using the reflection (post) conference form as a guide for reflection and feedback.
Student Evidence	Specific observable behaviors that students engage in response to the teacher's use of particular instructional strategies.
Teacher Evidence	Specific observable behaviors that teachers engage in when using particular instructional strategies.
Appropriate Rigor	The degree of expectations (insignificant to high stakes) of an assignment or assessment will vary. The rigor should take into account the students' age, the content and the method of data collection. The younger the child, the more difficult they are to assess with reliability and validity. Rigor involves the knowledge of physical and motor development, social and emotional development, cognitive and general knowledge. Appropriate may mean appropriate for the grade level and the degree of "hardness", however should also consider ESE or ELL in its expectations or design.

ITINERANT TEACHERS

Itinerant teachers (teachers who serve more than one location) will be evaluated by the building-level administrator of the base school (the school/site responsible for payroll). Observations may be conducted by both administrators who will confer on one final evaluation to be submitted by April 30, 2012.

The following teachers are evaluated by the administrator with input from the district level supervisor:

- Vision Teachers
- Speech/Language Clinicians
- Deaf/Hard of Hearing Teachers
- VAATT Teachers
- Pre-K Instructional Support Teachers
- School Social Workers
- PLUS Case Workers
- School Psychologists
- ESE Placement Specialists
- ESE Instructional Support Teachers
- Transition Specialists
- IEP Facilitators

TEACHERS WITH MORE THAN ONE JOB FUNCTION

Teachers with more than one job function, on the same site or shared between sites, should be evaluated as one teacher, not per job function.

DISTRIBUTION OF DOCUMENTS

- A. Teachers shall receive copies of all documents upon which their signatures are required.
- B. Forms and reports shall not be forwarded for placement in the teacher's official personnel file unless the teacher is given an opportunity for a conference to discuss such report with his/her evaluator and receives a signed copy.
- C. After such discussions, the teacher shall sign the form/report. The teacher has the right to submit a written response, which he/she is to sign and date, which shall become a part of the evaluation record.

OBSERVATIONS

Under routine circumstances, the length of a scheduled or unscheduled (for annual contract) observation should be a minimum of **30 minutes for elementary and 45 minutes for secondary**.

Scheduled and unscheduled observations shall **not** occur:

- On the first or last three (3) days of the school year (Article VI, G)
- On the first or last day of a course
- On the day before or after a holiday (see contract calendar)
- On an FCAT or other standardized testing date (this does not refer to the test window). This refers to all teachers, including those who do not administer FCAT or other standardized tests. A formal observation may occur during a test make-up day, if circumstances are conducive to a formal observation. However, it would probably be wise to avoid these days, if possible.
- A second scheduled observation may be performed by a qualified observer upon written request of the teacher.

Note: The above exceptions may not be waived by the teacher.

TEACHING FIELDS REQUIRING SPECIAL CRITERIA

The district process for identifying fields that need special procedures or criteria is to develop a team that consists of the ESE director, Human Resource director and the Curriculum Department directors.

The teachers' evaluation team has determined that while the principal is responsible for the evaluation of all teachers, the ESE director will participate in all the evaluation trainings and serve as a consultant to the principal. This is based on the premise that while an administrator knows evaluative measures in a generic setting, they may not know the specifics for a specialized class.

In generating a list of the specific classes the ESE director may be requested to observe or consult about, the broad spectrum would address self-contained classes. More specifically, those students with "access points" are targeted as classes of a specialty nature. These students have significant cognitive disabilities. The list includes, but is not limited to:

Language Impaired	LI
Other Health Impaired	OHI
Specific Learning Disabilities	SLD
Varying Exceptions	VE
Autism Spectrum Disorder	ASD
Physically Impaired	PI
Functional Skills/Intellectual Disabilities	
Pre-K ESE	
Emotionally and/or Behaviorally Disturbed	EBD
Gifted	

OVERVIEW OF THE TEACHER EVALUATION PROCESS

EVALUATION PROCEDURES:

- Awareness and training will be provided about evaluation process and timeline by the administrator within 30 days after the school year begins.
- **First year of employment:** A comprehensive evaluation will be completed twice during the school year. This evaluation will be completed within the first 60 days of each semester.
- **2+ years of employment:** A comprehensive evaluation will be completed at least once during the school year but not later than April.

TEACHER SUCCESS PLAN OF ASSISTANCE (TSP):

- In the case of a teacher who is “Unsatisfactory”, a notice will be given to the teacher in writing which will include areas requiring improvement.
- Teacher and administrator will develop a TSP (Plan for Intensive Assistance). This plan will include a plan of action recommended for corrective action and list evidence of sufficient improvement.
- After the plan of assistance has been completed, a recommendation by the administrator will be noted on the form.

COMPREHENSIVE EVALUATION PLAN:

- Based on Danielson’s Framework for Teaching
- Rubric-based evaluation system
- Based on collection of evidence around 4 domains

Step 1: AWARENESS

- Within 10 days of the beginning of the school year
- Small group or faculty meeting
- Description of the process and identification of educators to be evaluated.
- Forms and documents will be shared and discussed.

Step 2: Pre-Observation/Planning Conference

- A Pre-Observation/Planning form to be completed by teacher prior to meeting.
- Discussion of lesson to be observed and planning form.
- Face-to-face meeting with first-year teachers. All other educators may share this information in written form.

Step 3: Classroom Observations

- Three walkthroughs are required to be completed by January 10th.
- One observation will be scheduled for PSC teachers. For teachers in year 1-2, one may be unannounced.
- Formal observation is defined as viewing one complete classroom lesson.
- Evaluator will use the Classroom Observation form to collect evidence.
- Teacher will receive written feedback within 48 hours.

Step 4: Post-Observation/Artifact Conference (best held in the teacher’s classroom)

- Face-to-face meeting to discuss scheduled classroom observation for Formative and Summative observations (not a requirement for walkthroughs) within 10 days.
- Teacher will share a minimum of 4 artifacts as evidence for Domains 1 and/or 4. (Formative/Summative)
- Teacher Reflection Sheet will be one of the required artifacts.

Step 5: Final Summative Conference

- Final conference to review comprehensive evaluation.
- The Evaluation Summary Sheet will be completed by evaluator and shared with educator.
- Discussion about strengths and areas for growth.

New forms for the 2012-2013 school year: Teacher Evaluations

Teacher Assessment System Pre-Observation Form

Teacher Pre-Observation/Planning Form

Classroom Observation Form

Teacher Reflection Sheet

Professional Development Action Plan

Notice of Unsatisfactory Performance

Plan of Intensive Assistance

Observation Tracking Page

**Teacher Assessment System Pre-Observation Form
Annual Contract Instructional Personnel**

Teacher: _____ School: _____

Subject/Assignment: _____ Observer: _____

Date of Submission: _____ Date of Conference: _____

This form is to be used during the pre-observation conference with the teacher. The teacher is to complete this form based on the lesson that will be taught and observed. It is to be returned to the evaluator approximately two working days prior to the pre-observation conference.

Content to be taught: _____

I. ANALYSIS OF CONTENT

1. Place a check beside each form of knowledge that will be taught during this lesson.

___ Concept ___ Value ___ Principle ___ Rule ___ Skill

2. Define the concept, principle, rule, value, or skill as you will present it to the students during instruction.

3. Describe the method(s) you will use to evaluate that student learning has occurred.

I. IDENTIFICATION OF MATERIALS

1. List the materials that you and your students will use during the lesson.

I. IDENTIFICATION AND SEQUENCING OF ACTIVITIES

1. List the activities that you and your students will engage in during the lesson and indicate their sequence by numbering the activities in the order in which they will occur during the lesson.

TEACHER ACTIVITIES

STUDENT ACTIVITIES

Signature of Teacher

Date

Signature of Evaluator

Date

Teacher Pre-Observation/Planning Form

Educator: _____ Building: _____

Date of Pre-Conference: _____ Date of Observation: _____

Grade Level/Curriculum Area Observed: _____

Standard or Objective of the Lesson Taught: _____

**NOTE: In lieu of narrative for #2, 3, 4, and 6, you may refer to your lesson plan, if attached.*

1. Briefly describe the students in this class, including those with special needs. _____

2. How was prior knowledge assessed? _____

3. What instructional strategies do you plan to use to engage students in the content? _____

4. What instructional materials or other resources will you use? (Attach sample materials you will be using in the lesson.) _____

5. What difficulties with the lesson do you anticipate the students might have? _____

6. How do you plan to assess student achievement of the goals? (Attach any tests or performance tasks, with rubrics or scoring guides.) _____

7. How will you use the results of the assessment? _____

8. Please list any other information you feel pertinent. _____

Formal Classroom Observation Form

Teacher: _____ Subject: _____ Date: _____

Observer: _____ Class Period/Grade: _____ Time In/Out: _____ / _____

<p>2a: Respect and Rapport *Teacher Interaction with students *Student Interaction</p>	<p>3a. Communicating Clearly and Accurately *Directions and procedures *Oral and written language</p>
<p>2b: Establishing a Culture for Learning *Importance of content *Student pride in work *Expectations for learning and achievement</p>	<p>3b. Using Questioning and Discussion Techniques *Quality of questions *Discussion techniques *Student participation</p>
<p>2c: Managing Classroom Procedures *Instructional groups *Transitions *Materials and supplies *Non-instructional duties *Volunteers and paraprofessionals</p>	<p>3c. Engaging Students in Learning *Representation of content *Activities and assignments *Groups of students *Instructional materials and resources *Structure and pacing</p>
<p>2d. Managing Student Behavior *Expectations *Monitoring of student behavior *Response to student behavior</p>	<p>3d. Providing Feedback to Students *Quality: accurate, substantive, constructive, and specific *Timeliness</p>
<p>2e. Organizing Physical Space *Safety and arrangement of furniture *Accessibility to learning and use of physical resources</p>	<p>3e. Demonstrating Flexibility and Responsiveness *Lesson adjustment *Response to students *Persistence</p>

Teacher Reflection Sheet

Please comment on the different aspects of your instructional delivery of this particular lesson. To what extent were they effective? What would you do differently to improve the lesson?

(Teacher Artifact for Component 4a only)

	Were the following aspects of your instructional delivery effective? Why or why not?	What would you do differently to improve the lesson?
Instructional Strategies		
Student Grouping(s)		
Student Activities		
Materials, Resources, and Technology		



Flagler County Schools' Human Resources Department Teacher Success Plan

Employee Name: _____ School/Dept: _____ Date Initiated: _____

Administrator Name: _____ Expected Completion Date: _____

Area of Concern / Accomplished Practice	Specific Goals: Expectation for Improvement	Actions / Tasks (including dates and timelines)	Assistance to be Provided

Initial Session: _____
Employee Signature

Administrator Signature

Date



Flagler County Schools' Human Resources Department Teacher Success Plan

Review Session #1: _____
Employee Signature Administrator Signature Date

Comments:

Review Session #2: _____
Employee Signature Administrator Signature Date

Comments:

Final Session: _____
Employee Signature Administrator Signature Date

Comments:

Adequate Improvement Shown (Yes / No)

Employee Signature Administrator Signature Date

Dates of Observations

Observation #1: _____

Observation #2: _____
(Year 1-2 Teachers)

Additional Comments by the Evaluator (if any):

Comments by the Teacher (if any):

An evaluation conference has been held. The teacher's signature may not necessarily imply agreement with the evaluation content.

Teacher Signature

Date: _____

Evaluator Signature

Date: _____

Vocabulary for Writing Recommendations and Evaluations

Action Verbs

accomplished	constructed	follows through	managed	seeks
adjusted	consulted	fosters	mastered	selects
administered	coordinated	guided	modified	shows
analyzed	created	handles	motivated	stimulated
arranged	demonstrated	helps	organized	supervised
assisted	designs	identifies	participates	taught
attempts	determines	implements	plans	teaches
captivates	devised	improved	practices	tries
captures	diagnosis	increased	prepared	used
challenges	directed	individualizes	proposed	utilizes
collaborated	established	influenced	provides	volunteers
completed	evaluates	involves	questions	welcomes
conceptualized	experiments	listens	regulates	wrote
conducted	facilitated	maintains	respects	

Adjectives

ambitious	cooperative	gentle	reliable
calm	creative	independent	reluctant
capable	curious	inspired	resourceful
caring	dependable	interested	responsible
committed	devoted	knowledgeable	self-motivated
competent	dramatic	laid back	sensitive
concerned	energetic	nervous	supportive
confident	enthusiastic	pleasant	systematic
confused	excitable	positive	unwilling
conscientious	expressive	professional	warm
controlled	friendly	prompt	well informed

Adverbs

adequately	constructively	energetically	realistically
appropriately	cooperatively	enthusiastically	reluctantly
assertively	creatively	highly	successfully
authoritatively	effectively	masterfully	timidly
capably	emphatically	passively	willingly

Sentence Starters that Indicate Growth is Occurring

is beginning to show growth...
is working on...
is beginning to grasp, demonstrate...
is developing skills in...
is learning to...
is showing development...
is becoming more...

Sentence Starters that Identify Areas for Growth

with continued classroom experience/opportunity...
has some difficulty...
needs assistance, support...
needs improvement in...



SCHOOL BOARD OF FLAGLER COUNTY

Formative and Summative Scoring Guide

Teacher: _____

School: _____

Title/Position: _____

School Year: _____

Annual/PSC: _____

Date: _____

Administrator: _____

Time: _____

Walkthrough (circle one) 1 2 3

Teacher Success Plan Recommend: (circle one) Y N

Observation: Summative: _____ Formative: _____

Domain 1: Planning and Preparation Score: _____

Domain 2: Classroom Environment Score: _____

Domain 3: Instruction Score: _____

Domain 4: Professional Responsibilities Score: _____

Teacher Pick Points: _____

Total: _____

Unsatisfactory (G) _____ Needs Improvement (E) _____ Effective (D) _____ Highly Effective (C) _____

(Year 1 and 2; NI; Developing) (F) _____

Teacher Success Plan Required (circle one): Y N

Teacher Signature: _____ Administrator Signature: _____

Teacher signature indicates receipt of this document and does not imply the recipient is in agreement with its content.

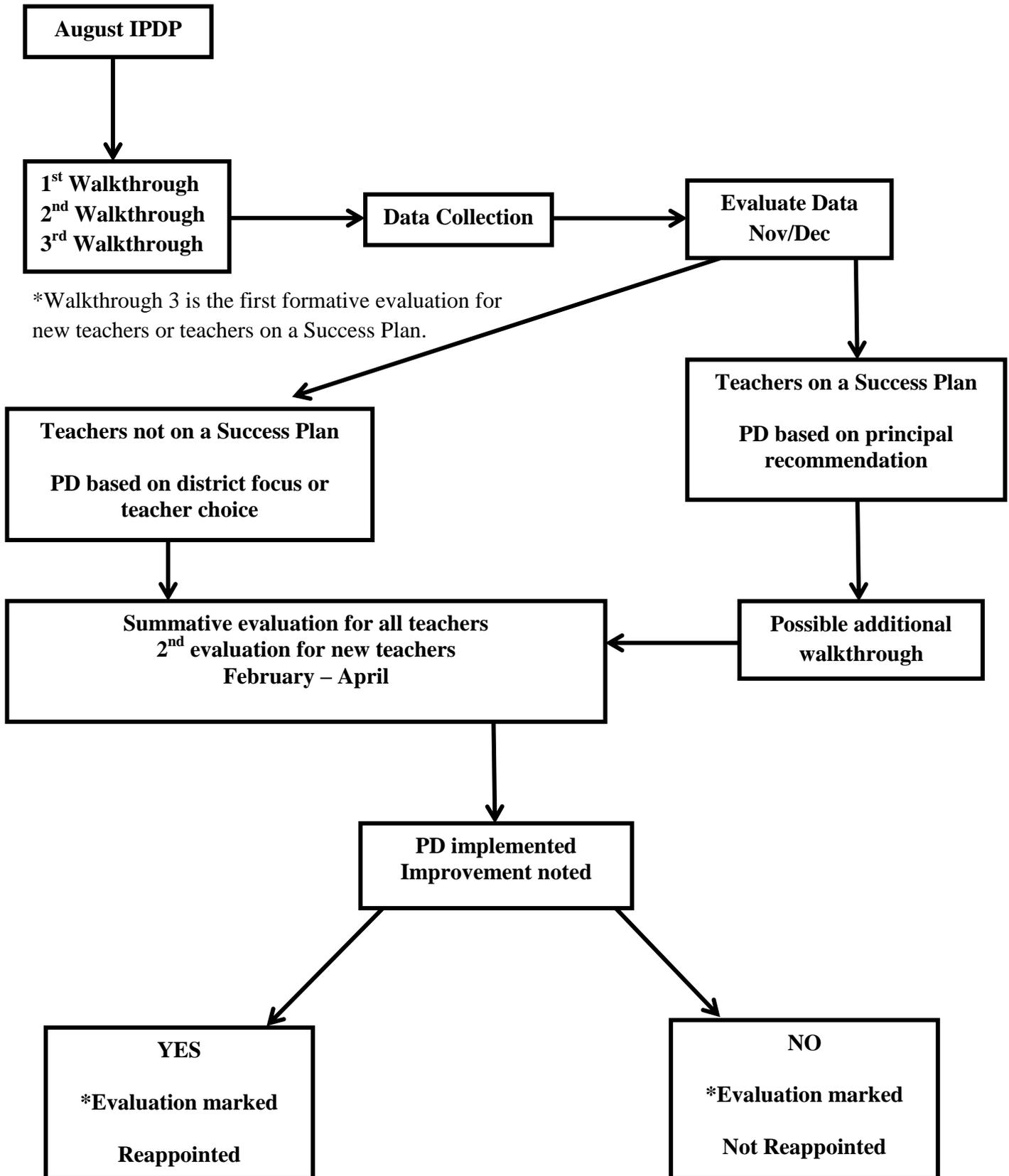
Comments:

Learning Gains Score _____ + Performance Observation Score _____ = _____

Teachers in Year 1-2	HE 600-800	EFF 450-599	NI 338-449	UNS 0-337
Teachers with 3+ years	HE 640-800	EFF 512-639	NI 410-511	UNS 0-409

SLG Calculation Code: _____ (see attachment) Recommended for Reappointment: Y N

PROFESSIONAL DEVELOPMENT AND DATA COLLECTION FLOW CHART



*To be determined based on Student Learning Gains (within 90 days of the end of school)
Complete Annual IPDP based on student performance.

TIMELINE FOR WALKTHROUGHS

Questions	Answers
Who does the walkthrough?	Principals and assistant principals or direct supervisor (not of a specific school site)
How often are walkthroughs done?	A minimum of 3, unless requested by administrator
When are walkthroughs done?	Before January 10 th
Do walkthroughs count towards evaluation?	No
Are teachers given notice of walkthrough?	Yes, written (formal or email) notice that a walkthrough will occur within a specific 1-week time frame.
Are teachers provided feedback of walkthrough?	Yes, written feedback will be given within 48 hours.
Will there be a pre- or post-conference with a walkthrough?	No pre-conference for walkthrough; post-conferences for walkthrough on an as-needed basis, if requested by the teacher or administrator.
How are walkthroughs related to the Teacher Success Plan?	Teacher Success Plans will be created based on consistent deficiencies noticed during a walkthrough. The Teacher Success Plan will contain specific, measurable goals developed collaboratively between the administrator and the teacher. Sufficient time must be provided for the teacher to meet goals of the success plan before Summative Evaluation.

CALENDAR TIMELINES

August	September	October	November	December	
IPDP developed Possibly revised All teachers	Walkthrough #1	Submit IPDP Walkthrough #2	Teacher Success Plan (TSP) notification allows for 90-day notice 11/30/2012 Walkthrough #3		
			First year teachers and new to Flagler teachers 2 nd walkthrough with post- conference		
January	February	March	April	May	June
All teachers must have 3 walkthroughs by 1/10/2013		Teachers completing TSP additional observation			IPDPs for all teachers
	All teachers – summative evaluations Includes pre/post-conferences				

TEACHER CATEGORIES

First year teachers and teachers new to Flagler County will use a modified observation rating scale. They are to have no less than 3 walkthroughs before January 10 and have a post walkthrough conference with administration at the conclusion of the second walkthrough, before the first evaluation. The third walkthrough will be considered the first of two evaluations required. It will be followed by a post-conference, where the targets for growth and professional development are discussed and agreed upon by the teacher and administration. Only after the professional development has been provided, in an appropriate time frame, will the second summative evaluation be performed. The second evaluation, (summative) will require a pre- and post-conference.

The professional development requirements will be directed by the administration based on the observations and data on student achievement.

Teachers in year 1 or 2 will be rated at a lower percentage of expectations on their observation tool, in order to achieve each of the four rating scales. On the rating rubric for the evaluation tool, administrators will replace “needs improvement” with “developing” in year 1 and 2 of their teaching career in Flagler County. The teacher will receive additional support through the beginning teacher program being developed for the 2011-2012 year.

Teachers on a Teacher Success Plan will require specific **professional development**, prior to their **summative evaluation** based on the issues noted in their second walkthrough. Once noted, the teacher has 90-days to complete the agreed upon **professional development**, specific to their areas of concern, implement the necessary changes and receive an additional observation/evaluation where significant improvement is noted.

Teachers in their 3rd year of teaching in Flagler County only have one Summative Evaluation required after three walkthroughs.

Suggested Guidelines for Walkthrough and Summative Evaluations

- **Visit:** at any time, an administrator may visit a classroom, unannounced. **Walkthrough: using the tool;** prior notification; 3-10 minutes may focus on a part of the evaluation form or all, with written or electronic (not email) feedback. In the event of a new teacher or a teacher on a success plan, the results may be part of the summative evaluation. A pre- or post-conference may be required. **Evaluations:** formative/summative, announced, 30-45 minutes, with a pre- and post-conference; written feedback may be used in place of a post-conference.

ADDITIONAL POINTS

Listed below are items that allow teachers to earn up to four (4) additional points. The first list contains items with a one (1) point value and the second list contains items that are valued at two (2) points. These are annually earned points and do not carry over from year to year. Also listed below are the Milestone Events. These are items that mark a significant advancement in the teacher field and will indicate a monetary bonus.

Teacher Pick (1 point)

- Graduate studies in the field
- Unpaid trainer for professional development
- Unpaid department chair, grade level chair, or head teacher
- Unpaid club or event organizer
- Additional certification (CPR, First Aid, AED)
- Ongoing participation in SAC, SIP and/or PTO
- Student mentoring or unpaid tutoring (40 hour minimum)
- Continuing education or outside professional development additional to district generated
- Participation in other school related events
- Active member of your professional organization within your certification

Teacher Pick (2 points)

- Reading endorsement (unpaid)
- ESOL endorsement (unpaid and taken voluntarily)
- Advanced degrees in field
- ESE certification
- Principal Leadership certification

Milestone Events Monetary Bonus (2014-2015)

- Teachers who drop the “developing” rating after year 2 and move from 75% expectation to receive “highly effective” to the 80% expectation level of proficiency
- Teachers who have five (5) consecutive years of teaching with a “highly effective” rating, thus indicating master teacher ranking

DANIELSON MODEL ALIGNED TO FLORIDA EDUCATION
ACCOMPLISHED PRACTICES
COMPLETE FRAMEWORK FOR FLAGLER COUNTY TEACHING
EVALUATION

Planning and Preparation

- Domain 1a: Demonstrating Knowledge of Content and Pedagogy; FEAP 1A
- Domain 1b: Demonstrating Knowledge of Students; FEAP 2H
- Domain 1c: Setting Instructional Outcomes; FEAP 1B, FEAP 5B
- Domain 1d: Demonstrating Knowledge of Resources, FEAP 2G and 2I
- Domain 1e: Designing Coherent Instruction; FEAP 1F, 1C, and 3G
- Domain 1f: Designing Student Assessments; FEAP 1D, 4B, 4C, 4A, and 4D

The Classroom Environment

- Domain 2a: Creating an Environment of Respect and Rapport; FEAP 2D and FEAP 2F
- Domain 2b: Establishing a Culture for Learning; FEAP 2C
- Domain 2c: Managing Classroom Procedures; FEAP 2A
- Domain 2d: Managing Student Behavior; FEAP 2B
- Domain 2e: Organizing Physical Space; FEAP 2A

Instruction

- Domain 3a: Communicating with Parents; FEAP 2E and 3I
- Domain 3b: Using Questioning and Discussion Techniques; FEAP 3F
- Domain 3c: Engaging Students in Learning; FEAP 3A, 3B, 3D, 3E, and 4A
- Domain 3d: Using Assessment in Instruction; FEAP 3H and 4E
- Domain 3e: Demonstrating Flexibility and Responsiveness; FEAP 3J

Professional Responsibilities

- Domain 4a: Reflecting on Teaching; FEAP 1E
- Domain 4b: Maintaining Accurate Records; FEAP 4F
- Domain 4c: Communicating with Families; FEAP 5D
- Domain 4d: Participating in a Professional Community; FEAP 5F
- Domain 4e: Growing and Developing Professionally; FEAP 5E and FEAP 5A
- Domain 4f: Showing Professionalism; FEAP 6

Complete Framework for Teaching Instrument

Domain 1:	Planning and Preparation
<p><i>Domain 1a: Demonstrating Knowledge of Content and Pedagogy</i></p> <p><i>FEAP 1A: Aligns instruction with State adopted standards and the appropriate level of rigor</i></p>	<p>In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.</p> <p>The elements of component 1a are:</p> <ul style="list-style-type: none"> • Knowledge of content and the structure of the discipline <i>Every discipline has a dominant structure, with smaller components or strands, central concepts and skills</i> • Knowledge of prerequisite relationships <i>Some disciplines, for example mathematics, have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.</i> • Knowledge of content-related pedagogy <i>Different disciplines have “signature pedagogies” that have evolved over time and found to be most effective in teaching.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson and unit plans that reflect important concepts in the discipline • Lesson and unit plans that accommodate prerequisite relationships among concepts and skills • Clear and accurate classroom explanations • Accurate answers to student questions • Feedback to students that furthers learning • Inter-disciplinary connections in plans and practice • Lesson plans clearly identify state standards for the specific grade level or subject taught • Higher order thinking skills are evidence in teacher questioning and student work samples • The learning goal is a clear statement of knowledge or information as opposed to an ability or assignment

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 1a: Demonstrating Knowledge of Content and Pedagogy</p> <p>FEAP 1A: Aligns instruction with State adopted standards and the appropriate level of rigor</p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p> <p>Instructional goals are unclear and not aligned with the state standards. Instruction is at an inappropriate level of rigor.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher’s plan and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p> <p>The instructional goals are moderately clear and aligned with state standards and at limited levels of rigor.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p> <p>Instructional goals are clearly aligned with state standards and at the appropriate level of rigor.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and how these both to one another and to other disciplines. Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and link to necessary cognitive structures by students to ensure understanding. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p> <p>The instructional goals are constructed and clearly aligned with state standards and at the appropriate level rigor.</p>
Critical Attributes	<ul style="list-style-type: none"> • Teacher makes content errors • Teacher does not consider prerequisite relationships when planning • Teacher’s plans use inappropriate strategies for the discipline 	<ul style="list-style-type: none"> • Teacher is familiar with the discipline but does not see conceptual relationships • Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete • Lesson and unit plans use limited instructional strategies and some are not suitable to the content 	<ul style="list-style-type: none"> • The teacher can identify important concepts of the discipline and their relationships to one another • The teacher consistently provides clear explanations of the content • The teacher answers student questions accurately and provides feedback that furthers their learning • The teacher seeks out content-related professional development 	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> • Teacher cites intra- and inter-disciplinary content relationships • Teacher is proactive in uncovering student misconceptions and addressing them before proceeding

Domain 1:	Planning and Preparation
<p><i>Domain 1b: Demonstrating Knowledge of Students</i></p> <p><i>FEAP 2H: Adapts the learning environment to accommodate the differing needs and diversity knowledge of students</i></p>	<p>Teachers don't teach content in the abstract; they teach it to <i>students</i>. In order to ensure student learning, therefore, teachers must not only know their content and its related pedagogy, but the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed: namely that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may come with gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school, lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs must be considered when planning lessons and identifying resources that will ensure their understanding.</p> <p>The elements of component 1b are:</p> <ul style="list-style-type: none"> • Knowledge of child and adolescent development <i>Children learn differently at different stages of their lives</i> • Knowledge of the learning process <i>Learning requires active intellectual engagement</i> • Knowledge of students' skills, knowledge, and language proficiency <i>Children's lives beyond school influence their learning</i> • Knowledge of students' interest and cultural heritage <i>Children's backgrounds influence their learning</i> • Knowledge of students' special needs <i>Children do not all develop in a typical fashion</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Teacher gathers formal and informal information about students for use in planning instruction • Teacher learns student interests and needs for use in planning • Teacher-designed opportunities for families to share heritage • Database of students with special needs • Accommodations are noted in lesson plans as needed • Differentiated instruction is evident in plans and instructional delivery • Physical changes are made to learning environment to best support learning for all students • When asked, the teacher can explain the differential effects of the learning environment as it relates to specific classroom strategies and behaviors on specific categories of students. • Teacher may use grouping as a strategy to allow students to practice and deepen knowledge that addresses unique student needs or situations • Teacher organizes physical layout of the room to facilitate movement and focus on learning • Teacher may use physical movement to maintain student engagement (i.e. students may have to use physical movement to respond to questions or use academic games)

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 1b: Demonstrating Knowledge of Students</p> <p>FEAP 2H: Adapts the learning environment to accommodate the differing needs and diversity knowledge of students</p>	<p>Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the student's backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.</p>	<p>Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher does not understand child development characteristics and has unrealistic expectations for students.</i> • <i>Teacher does not try to ascertain varied ability levels among students in the class.</i> • <i>Teacher is not aware of student interests or cultural heritages.</i> • <i>Teacher takes no responsibility to learn about students' medical or learning disabilities.</i> 	<ul style="list-style-type: none"> • <i>Teacher cites developmental theory but does not seek to integrate it into lesson planning.</i> • <i>Teacher is aware of the different ability levels in the class, but tends to teacher to the "whole group."</i> • <i>The teacher recognizes that children have different interests and backgrounds, but rarely draws on their contributions or differentiates those differences.</i> • <i>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</i> 	<ul style="list-style-type: none"> • <i>The teacher knows, for groups of students, their levels of cognitive development.</i> • <i>The teacher is aware of the different cultural groups in the class.</i> • <i>The teacher has a good idea of the range of interests of students in the class.</i> • <i>The teacher has identified "high," "medium," and "low" groups of students within the class.</i> • <i>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</i> • <i>The teacher is aware of the special needs represented by the students in the class.</i> 	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> • <i>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</i> • <i>The teacher seeks out information about their cultural heritage from all students.</i> • <i>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</i>

Domain 1:	Planning and Preparation
<p><i>Domain 1c: Setting Instructional Outcomes</i></p> <p><i>FEAP 1B: Sequences lessons and concepts to ensure coherence and required prior knowledge</i></p> <p><i>FEAP 5B: Examines and uses data-informed research to improve instruction and student achievement</i></p>	<p>Teaching is a purposeful activity; even the most imaginative activities are directed towards certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes do not describe what students will <i>do</i>, but what they will <i>learn</i>. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content. Insofar as the outcomes determine the instruction activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in Domain 1.</p> <p>The elements of component 1c are:</p> <ul style="list-style-type: none"> • Value, sequence, and alignment <i>Students must be able to build their understanding of important ideas from concept to concept</i> • Clarity <i>Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment</i> • Balance <i>Outcomes must be appropriate for all students in the class</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Outcomes of a challenging cognitive level • Statements of student learning, not student activity • Outcomes central to the discipline and related to those in other disciplines • Permit assessment of student attainment • Differentiated for students of varied ability • Content is organized to build upon previous information • Where appropriate, presentation of content is integrated with other content areas, other lessons, and/or units • Presentation of content is logical and progresses from simple to complex • When asked, the teacher can describe the rationale for how the content is organized and the sequence for instruction • Lesson and unit plans include important content identified by the district • Lesson plans incorporates student choice and initiatives, grade level appropriate • Teacher uses curriculum maps in content sequence and keeps pace with the district pacing guide • Lesson plans reflect best practices, strategies, and/or methods that are used to improve student understanding • Teacher assess available resources to support student learning needs • Teacher can cite contemporary research and/or district adopted research-based programs being used

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 1c: Setting Instructional Outcomes</p> <p>FEAP 1B: <i>Sequences lessons and concepts to ensure coherence and required prior knowledge</i></p> <p>FEAP 5B: <i>Examines and uses data-informed research to improve instruction and student achievement</i></p>	<p>Outcomes represent low expectations for students and lack rigor, not do they all reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.</p> <p>Their lesson is lacking in organization and no connections are made between the content and ideas.</p> <p>The teacher makes no attempt to examine or use data-informed research to improve instruction and student achievement.</p>	<p>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.</p> <p>The teacher attempts to organize the content, but there are few connections made between the content.</p> <p>Teacher seeks out data-informed research but does not incorporate strategies.</p>	<p>Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.</p> <p>The teacher scaffolds the information and the relationship between the content is clear.</p> <p>Teacher seeks out data-informed research and incorporates strategies to improve instruction.</p>	<p>All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.</p> <p>Within lessons, the teacher organizes content in such a way that each piece of information clearly builds on the previous piece.</p> <p>Teacher seeks out data-informed research and effectively incorporates those strategies to improve student instruction.</p>
Critical Attributes	<ul style="list-style-type: none"> • Outcomes lack rigor. • Outcomes do not represent important learning in the discipline. • Outcomes are not clear or are stated as activities. • Outcomes are not suitable for many students in the class. 	<ul style="list-style-type: none"> • Outcomes represent a mixture of low expectations and rigor. • Some outcomes reflect important learning in the discipline. • Outcomes are suitable for most of the class. 	<ul style="list-style-type: none"> • Outcomes represent high expectations and rigor. • Outcomes are related to “big ideas” of the discipline. • Outcomes are written in terms of what students will learn rather than do. • Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication. • Outcomes are suitable to 	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> • Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing. • Teacher connects outcomes to previous and future learning. • Outcomes are differentiated to encourage individual students to take educational risks.

			<i>groups of students in the class, differentiated where necessary.</i>	
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Domain 1:	Planning and Preparation
<p>Domain 1d: Demonstrating Knowledge of Resources</p> <p>FEAP 2G: Integrates current information and communication technologies</p> <p>FEAP 2I: Utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals</p>	<p>Student learning is enhanced by a teacher’s skillful use of resources; some of these are provided by the school as “official” materials; others are secured by teachers through their own initiative. Resources fall into several categories: those used in the classroom by students; those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide non-instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and which will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can access the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and assist students who need help in both their academic and non-academic lives.</p> <p>The elements of component 1d are:</p> <ul style="list-style-type: none"> • Resources for classroom use <i>Materials that align with learning outcomes</i> • Resources to extend content knowledge and pedagogy <i>Those that can further teachers’ professional knowledge</i> • Resources for students <i>Materials that are appropriately challenging</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • District provided materials • Range of texts • Guest speakers • Internet resources • Materials provided by professional organizations • Teacher continuing professional development or professional groups • Community resources • Teacher integrates the use of available technology that can enhance students’ understanding of content in a lesson or a unit • Teacher incorporates additional materials and technologies outside of provided materials • Plans identify available technology that may be used such as interactive whiteboards, wikis, and discussion boards • Students create ways to address content with technology appropriate for their grade level, projects, power points, reports, pod casts, research papers, and correspondence • When asked, the teacher can describe the resources within the classroom that will be used to enhance students’ understanding of the content • Students that use technology to complete assignments, set personal goals, and self-monitor progress appropriate to their grade level • Using technology, students actively select and pursue topics beyond the limitations of the school library • Not limited to interactive whiteboards, response systems, voting technologies, one-to-one computers, discussion boards, wikis, email, clouds, and blogs

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 1d: Demonstrating Knowledge of Resources</p> <p>FEAP 2G: Integrates current information and communication technologies</p> <p>FEAP 2I: Utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals</p>	<p>Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.</p> <p>The teacher does not provide opportunities for students to interact with available technologies to enhance students' understanding and enable them to achieve their educational goals.</p> <p>Use of current information and communication technologies is not shown, although available.</p>	<p>Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.</p> <p>The teacher provides minimal opportunities for students to interact with available technologies or the experiences are aligned with educational goals.</p> <p>Use of current information and communication technologies is limited although available.</p>	<p>Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the internet.</p> <p>The teacher provides opportunities for students to interact with available technologies.</p> <p>Uses current information and technologies available through the school or district and knows how to gain access for students.</p>	<p>Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students through the school or district, in the community, through professional organizations and universities, and on the internet.</p> <p>The teacher provides ample opportunities for students to interact with available technologies.</p> <p>Actively seeks additional contemporary materials and implements them into curriculum.</p>
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher uses only district-provided materials, even when more variety would assist some students.</i> • <i>The teacher does not seek out resources available to expand his/her own skill.</i> • <i>Although aware of some student needs, the teacher does not inquire about possible resources.</i> 	<ul style="list-style-type: none"> • <i>The teacher uses materials in the school library, but does not search beyond the school for resources.</i> • <i>The teacher participates in content area workshops offered by the school, but does not pursue other professional development.</i> • <i>The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenue.</i> 	<ul style="list-style-type: none"> • <i>Texts are at varied levels.</i> • <i>Texts are supplemented by guest speakers and field experiences.</i> • <i>Teacher facilitates internet resources.</i> • <i>Resources are multi-disciplinary.</i> • <i>Teacher expands knowledge with professional learning groups and organizations.</i> • <i>Teacher provides lists of resources outside the class for students to draw on.</i> 	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> • <i>Texts are matched to student skill level.</i> • <i>The teacher has ongoing relationships with colleges, universities, or other professionals that support student learning.</i> • <i>The teacher maintains log of resources for student reference.</i>

Domain 1:	Planning and Preparation
<p>Domain 1e: <i>Designing Coherent Instruction</i></p> <p>FEAP 1F: <i>Develops learning experience that require students to demonstrate a variety of applicable skills and competencies</i></p> <p>FEAP 1C: <i>Designs instruction for students to achieve mastery</i></p> <p>FEAP 3G: <i>Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding</i></p> <p>FEAP 4A: <i>Analyzes and applies data from multiple assessments and measures to</i></p>	<p>Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have 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. It 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.</p> <p>The elements of component 1e are:</p> <ul style="list-style-type: none"> • Learning activities <i>Instruction designed to engage students and advance them through the content</i> • Instructional materials and resources <i>Appropriate to the learning needs of the students</i> • Instructional groups <i>Intentionally organized to support student learning</i> • Lesson and unit structure <i>Clear and sequenced to advance students’ learning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lessons that support instructional outcomes and reflect important concepts • Instructional maps that indicate relationships to prior learning • Activities that represent high-level thinking • Opportunities for student choice • The use of varied resources • Thoughtfully planned learning groups • Structured lesson plan • Lesson illustrates how learning will move from an understanding of foundational content to application of information in authentic ways • Lesson provides for extension of learning • When asked, the teacher can describe how learning will be extended • When asked, the teacher can describe how students will make choices and take initiative • Teacher provides various instructional strategies and resources, including technology • Teacher integrates a variety of instructional resources, including available technology • Teacher groups the students to best enhance learning • Lesson plans outline resources within the school that will be used to enhance students’ understanding of the content

<p><i>diagnose students learning needs, informs instruction based on those needs, and drives the learning process</i></p>	<ul style="list-style-type: none">• Teacher organizes students into groups with the expressed idea of deepening their knowledge• Teacher offers a variety of opportunities for students to apply and acquire result of the activity• Student artifacts indicate that their knowledge has been extended as a result of the activity• Teacher facilitates the use of grade appropriate activities to help students deepen their understanding of standards-based content• Teacher asks students to generate notes that identify critical information in the content• Teacher asks students to create non-linguistic representations for new content, graphic organizers, pictures, photographs, flow charts, etc.• Teacher facilitates student generating their own individual or group task that requires them to generate and test hypothesis
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	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p><i>Domain 1e: Designing Coherent Instruction</i></p> <p><i>FEAP 1F: Develops learning experience that require students to demonstrate a variety of applicable skills and competencies</i></p> <p><i>FEAP 1C: Designs instruction for students to achieve mastery</i></p> <p><i>FEAP 3G: Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding</i></p> <p><i>FEAP 4A: Analyzes and applies data from multiple assessments and</i></p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and 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. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>

<p><i>measures to diagnose students learning needs, informs instruction based on those needs, and drives the learning process</i></p>				
<p><i>Critical Attributes</i></p>	<ul style="list-style-type: none"> • <i>Learning activities are boring and/or not well aligned to the instructional goals.</i> • <i>Materials are not engaging or do not meet instructional outcomes.</i> • <i>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</i> 	<ul style="list-style-type: none"> • <i>Learning activities are moderately challenging.</i> • <i>Learning resources are suitable, but there is limited variety.</i> • <i>Instructional groups are random or only partially support objectives.</i> • <i>Lesson structure is uneven or may be unrealistic in terms of time expectations.</i> 	<ul style="list-style-type: none"> • <i>Learning activities are matched to instructional outcomes.</i> • <i>Activities provide opportunity for higher-level thinking.</i> • <i>Teacher provides a variety of appropriately challenging materials and resources.</i> • <i>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</i> • <i>The plan for the lesson or unit is well structured, with reasonable time allocations.</i> 	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> • <i>Activities permit student choice.</i> • <i>Learning experiences connect to other discipline.</i> • <i>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</i> • <i>Lesson plans differentiate for individual student needs.</i>

Domain 1:	Planning and Preparation
<p><i>Domain 1f: Designing Student Assessments</i></p> <p><i>FEAP 1D: Selects appropriate formative assessments to monitor learning.</i></p> <p><i>FEAP 4B: Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.</i></p> <p><i>FEAP 4C: Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.</i></p>	<p>Good teaching requires both assessment <i>of</i> learning and assessment <i>for</i> learning. Assessments <i>of</i> learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, different methods are needed to assess reasoning skills than for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment <i>for</i> learning enables a teacher to incorporate assessments directly into the instructional process, and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. Such formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress towards the understanding the learning outcomes.</p> <p>The elements of component 1f are:</p> <ul style="list-style-type: none"> • Congruence with instructional outcomes <i>Assessments must match learning expectations</i> • Criteria and standards <i>Expectations must be clearly defined</i> • Design of formative assessments <i>Assessments for learning must be planned as part of the instructional process</i> • Use for planning <i>Results of assessment guide future planning</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Lesson plans indicate correspondence between assessments and instructional outcomes • Assessment types are suitable to the style of outcome • Variety of performance opportunities for students • Modified assessments are available for individual students as needed • Expectations clearly written with descriptors for each level of performance

<p><i>FEAP 4D: Modifies assessments and testing to accommodate learning styles and varying levels of knowledge</i></p>	<ul style="list-style-type: none"> • Formative assessments are designed to inform minute-to-minute decision-making by the teacher during instruction • Assessments align with the desired outcomes • Assessments align with state mandated standards • The teacher engages students in activities that help them reflect on their learning and the learning process • The teacher helps students track their individual progress on the learning goals • Teacher uses formal and informal means to assign scores to students on the scale or rubric, depicting student status on the learning goal • Students are aware of their status relative to the learning goal using a scale or rubric • Teacher employs a variety of assessment tools and can list them; if weighted, can justify the reasoning for weighting • Teacher accurately and actively maintains student grades • Teacher maintains progress monitoring and actively promotes student’s achievement • Teacher uses formal and informal means to assign scores to students on the scale or rubric depicting student status on the learning goal • Assessments are directly aligned with instruction • Teacher assigns a well-crafted assessment that allows students to demonstrate their knowledge • Teacher uses formal and informal assessments to assign scores to students • Teacher assigns well-crafted homework assignments that allow students to practice and deepen their knowledge (homework assigned where appropriate) • Teacher helps students track their individual progress on the learning goals, formal and informal • Physical changes are made , as needed, to the testing environment to best support achievement on assessments for all students in the classroom
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	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p><i>Domain 1f: Designing Student Assessments</i></p> <p><i>FEAP 1D: Selects appropriate formative assessments to monitor learning.</i></p> <p><i>FEAP 4B: Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.</i></p> <p><i>FEAP 4C: Uses a variety of assessment tools to monitor student progress,</i></p>	<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.</p>

<p><i>achievement, and learning gains.</i></p> <p>FEAP 4D: <i>Modifies assessments and testing to accommodate learning styles and varying levels of knowledge</i></p>				
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Assessments do not match instructional outcomes.</i> • <i>Assessments have no criteria.</i> • <i>No formative assessments have been designed.</i> • <i>Assessment results do not affect future plans.</i> 	<ul style="list-style-type: none"> • <i>Only some of the instructional outcomes are addressed in the planned assessments</i> • <i>Assessment criteria are vague.</i> • <i>Plans refer to the use of formative assessment, but they are not fully developed.</i> • <i>Assessment results are used to design lesson plans for the whole class, not individual students.</i> 	<ul style="list-style-type: none"> • <i>All the learning outcomes have a method for assessment.</i> • <i>Assessment types match learning expectations.</i> • <i>Plans indicate modified assessments for some students as needed.</i> • <i>Assessment criteria are clearly written.</i> • <i>Lesson plans indicate possible adjustments based on formative assessment data.</i> 	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> • <i>Assessments provide opportunities for student choice.</i> • <i>Students participate in designing assessments for their own work.</i> • <i>Teacher-designed assessments are authentic with real-world application, as appropriate.</i> • <i>Students develop rubrics according to teacher-specified learning objectives.</i> • <i>Students are actively involved in collecting information from formative assessments and provide input.</i>

Domain 2:	The Classroom Environment
<p><i>Domain 2a: Creating an Environment of Respect and Rapport</i></p> <p><i>FEAP 2D: Respect students' cultural, linguistic, and family background</i></p> <p><i>FEAP2F: Maintains a climate of openness, inquiry, fairness, and support</i></p>	<p>An essential skill of teaching is that of managing relationships with students and ensuring that those 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 interaction 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 and safe.</p> <p>The elements of component 2a are:</p> <ul style="list-style-type: none"> • Teacher interactions with students, including both words and actions <i>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.</i> • Student interactions with other students, including both words and actions <i>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 model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Respectful talk and turn taking • Respect for students' backgrounds and lives outside of the classroom • Teacher and student body language • Physical proximity • Warmth and caring • Politeness • Encouragement • Active listening • Fairness • Teacher creates a classroom environment that fosters positive feelings among a diverse population of learners • Teacher models acceptable behaviors, showing respect for differing cultures • Teacher has side discussions with students about events in their lives, their backgrounds or cultures, and their interests • Teacher builds student interests into lessons • When communicating with the home, the teacher takes into consideration family and language resources

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 2a: Creating an Environment of Respect and Rapport</p> <p>FEAP 2D: Respect students' cultural, linguistic, and family background</p> <p>FEAP2F: Maintains a climate of openness, inquiry, fairness, and support</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the 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. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual 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 of interactions is that of connections with students as individuals.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Teacher uses disrespectful talk towards students. Student body language indicates feelings of hurt or insecurity. • Students use disrespectful talk towards one another with no response from the teacher. • Teacher displays no familiarity with or caring about individual students' interests or personalities. 	<ul style="list-style-type: none"> • The quality of interactions between teacher and students, or among students is uneven, with occasional disrespect. • Teacher attempts to respond to disrespectful behavior among students, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. 	<ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • Teacher responds to disrespectful behavior among students. • Teacher makes superficial connections with individual students. 	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct towards classmates. • There is no disrespectful behavior among students. • The teacher's response to a student's incorrect response respects the student's dignity.

Domain 2:	The Classroom Environment
<p>Domain 2b: <i>Establishing a Culture for Learning</i></p> <p>FEAP 2C: <i>Conveys high expectations to all students</i></p>	<p>“A culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and 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 that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work.</p> <p>The elements of component 2b are:</p> <ul style="list-style-type: none"> • Importance of the content and of learning <i>In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.</i> • Expectations for learning and achievement <i>In classrooms with robust cultures for learning, all students receive the message that, while the work is challenging, they are capable of achieving it if they are prepared to work hard.</i> • Student pride in work <i>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.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Belief in the value of work • Expectations are high and supported through both verbal and nonverbal behaviors • Quality is expected and recognized • Effort and persistence are expected and recognized • Confidence in ability is evident by teacher and students language and behaviors • Expectation for all students to participate • Lesson plans reflect the high expectations of teacher for students • Through the use of questioning and encouragement, teacher challenges students to improve and engage in the lesson • Teachers asks questions or engages students in activities that require inferences that go beyond what was explicitly taught • Teacher acknowledges students who have made gains in their knowledge and skill relative to the learning goal • Teacher may provide interesting facts or detail about the content • Teacher rapport with students is evident, based on teacher –student interactions • Teacher makes himself/herself available and interacts with students and parents in a positive manner • Teacher encourages students to ask questions and clarify understanding • Teacher respects and maintains the confidentiality of student and family information • Teacher responds to a request for support, assistance and/or clarification promptly • Teacher uses students’ interests and background to produce a climate of acceptance and community

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 2b: Establishing a Culture for Learning</p> <p>FEAP 2C: Conveys high expectations to all students</p>	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is 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.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</i> • <i>The teacher conveys to at least some students that the work is too challenging for them.</i> • <i>Students exhibit little or no pride in their work.</i> • <i>Class time is devoted more to socializing than to learning.</i> 	<ul style="list-style-type: none"> • <i>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.”</i> • <i>The teacher conveys high expectations for only some students.</i> • <i>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</i> • <i>Many students indicate that they are look for an “easy path.”</i> 	<ul style="list-style-type: none"> • <i>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</i> • <i>The teacher demonstrates a high regard for student abilities.</i> • <i>Teacher conveys an expectation of high levels of student effort.</i> • <i>Students expend good effort to complete work of high quality.</i> 	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> • <i>The teacher communicates a genuine passion for the subject.</i> • <i>Students indicate that they are not satisfied unless they have complete understanding.</i> • <i>Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.</i> • <i>Students recognize the efforts of their classmates.</i> • <i>Students take initiative in improving the quality of their work.</i>

Domain 2:	The Classroom Environment
<p><i>Domain 2c: Managing Classroom Procedures (Domain 2c and 2e are one combined score)</i></p> <p><i>FEAP 2A: Organizes, allocates, and manages the resources of time, space, and attention</i></p>	<p>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.”</p> <p>The elements of component 2c are:</p> <ul style="list-style-type: none"> • Management of instructional groups <i>Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher</i> • Management of transitions <i>Many lessons 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</i> • Management of materials and supplies <i>Experienced teachers have all necessary materials to hand, and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction</i> • Performance of non-instructional duties <i>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 trip</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Smooth functioning of all routines • Little or no loss of instructional time • Students playing an important role in carrying out the routines • Students know what to do, where to move • Transition time is used effectively • Teacher scans the entire room regularly, recognizes potential sources of disruption and deals with them immediately • Teacher employs crisp transitions from one activity to another • Teacher alters pace appropriately

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 2c: Managing Classroom Procedures (Domain 2c and 2e are one combined score)</p> <p>FEAP 2A: Organizes, allocates, and manages the resources of time, space, and attention</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Students not working with the teacher are disruptive to the class.</i> • <i>There are no established procedures for distributing and collecting materials.</i> • <i>Procedures for other activities are confused or chaotic.</i> 	<ul style="list-style-type: none"> • <i>Small groups are only partially engaged while not working directly with the teacher.</i> • <i>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</i> • <i>Classroom routines function unevenly.</i> 	<ul style="list-style-type: none"> • <i>The students are productively engaged during small group work.</i> • <i>Transitions between large and small group activities are smooth.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Classroom routines function smoothly.</i> 	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> • <i>Students take the initiative with their classmates to ensure that their time is used productively.</i> • <i>Students themselves ensure that transitions and other routines are accomplished smoothly.</i> • <i>Students take initiative in distributing and collecting materials efficiently.</i>

Domain 2:	The Classroom Environment
<p><i>Domain 2d: Managing Student Behavior</i></p> <p><i>FEAP 2B: Managing Student Behavior</i></p>	<p>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.</p> <p>The elements of component 2d are:</p> <ul style="list-style-type: none"> • Expectations <i>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</i> • Monitoring of student behavior <i>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 preventive and subtle, which makes it challenging to observe</i> • Response to student misbehavior <i>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 such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Clear standards of conduct, possibly posted, and possibly referring 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 • Fairness • Reinforcement of positive behavior • Students follow clear routines during class or when asked, students can describe established rules and procedures • Teacher expectations are clear and visible in classroom • Teacher responds appropriately when misbehavior occurs • Teacher scans the room and takes note when students are not engaged and takes overt action; provides non-verbal cues • Teacher applies consequences for not following rules and procedures consistently and fairly • Teacher involves home appropriate, in regard to behavior • Teacher follows procedures for the use of tracking forms and referrals

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 2d: Managing Student Behavior</p> <p>FEAP 2B: Managing Student Behavior</p>	<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.</p>	<p>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.</p>	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and respects students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>The classroom environment is chaotic, with no apparent standards of conduct.</i> • <i>The teacher does not monitor student behavior.</i> • <i>Some students violate classroom rules, without apparent teacher awareness.</i> • <i>When the teacher notices student misbehavior, she/he appears helpless to do anything about it.</i> 	<ul style="list-style-type: none"> • <i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</i> • <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Standards of conduct appear to have been established.</i> • <i>Student behavior is generally appropriate.</i> • <i>The teacher frequently monitors student behavior.</i> • <i>Teacher's response to student misbehavior is effective.</i> • <i>Teacher acknowledges good behavior.</i> 	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> • <i>No evidence of student misbehavior.</i> • <i>The teacher monitors student behavior without speaking – just moving about.</i> • <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i>

Domain 2:	The Classroom Environment
<p><i>Domain 2e: Organizing Physical Space (Domain 2c and 2e are one combined score)</i></p> <p>FEAP 2A: Organizes, allocates, and manages the resources of time, space, and attention</p>	<p>The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what’s going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology.</p> <p>The elements of component 2e are:</p> <ul style="list-style-type: none"> • Safety and accessibility <i>Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don’t have access to the board or other learning resources.</i> • Arrangement of furniture and use of physical resources <i>Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • Pleasant, inviting atmosphere • Safe environment • Accessibility for all students • Furniture arrangement suitable for the learning activities • Effective use of physical resources, including computer technology, by both teacher and students • Teacher organizes the physical layout of the classroom to facilitate movement and focus on learning • Physical layout of room provides students with easy access of materials • If a bulletin board or student work is displayed, it is current and appropriate

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 2e: Managing Student Behavior (Domain 2c and 2e are one combined score)</p> <p>FEAP 2A: Organizes, allocates, and manages the resources of time, space, and attention</p>	<p>The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • There are physical hazards in the classroom, endangering student safety. • Many students can't see or hear the teacher or the board. • Available technology is not being used, even if available and its use would enhance the lesson. 	<ul style="list-style-type: none"> • The physical environment is safe, and most students can see and hear. • The physical environment is not an impediment to learning, but does not enhance it. • The teacher makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> • The classroom is safe, and all students are able to see and hear. • The classroom is arranged to support the instructional goals and learning activities. • The teacher makes appropriate use of available technology. 	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> • Modifications are made to the physical environment to accommodate students with special needs. • There is total alignment between the goals of the lesson and the physical environment. • Students take the initiative to adjust the physical environment. • Teachers and students make extensive and imaginative use of available technology

Domain 3:	Instruction
<p>Domain 3a: Communicating with Students</p> <p>FEAP 2E: Models clear, acceptable, oral and written communication</p> <p>FEAP 31: Support, encourage, and provide immediate and specific feedback to students to promote student achievement</p>	<p>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 students know what it is that they are to do. When they present concepts and information, those presentations are made with accuracy, clarity and imagination; where appropriate to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding. And the teacher's use of language is vivid, rich, and error free, affording the opportunity for students to hear language well used and to extend their own vocabularies. Teacher presents complex concepts in ways that provide scaffolding and access to students.</p> <p>The elements of component 3a are:</p> <ul style="list-style-type: none"> • Expectations for learning <i>The goals for learning are communicated clearly to students. Even if not conveyed at the outset of a lesson (for example, an inquiry lesson in science) by the end of the lesson students are clear about what they have been learning.</i> • Directions for activities <i>Students are clear about 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 activities may be provided orally, in writing, or in some combination of the two.</i> • Explanations of content <i>Skilled teachers, when explaining concepts 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.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Clarity of lesson purpose</i> • <i>Clear directions and procedures specific to the lesson activities</i> • <i>Absence of content errors and clear explanations of concepts</i> • <i>Students understand the content</i> • <i>Correct and imaginative use of language</i> • <i>Assessments are graded and returned to students in a timely manner</i> • <i>Grades are posted into electronic grade book in a timely manner</i> • <i>Teacher provides appropriate, specific verbal and/or non-verbal praise or feedback</i> • <i>Teacher acknowledges students who have achieved a certain score on the scale or rubric</i> • <i>Teacher uses a variety of ways to celebrate successes; show of hands, certificate of success, thumbs up, parent notification, round of applause, verbal and non-verbal</i> • <i>Teacher helps students track their individual progress on learning goals</i> • <i>Formal communication is grammatically correct</i> • <i>Teacher utilizes clear verbal communications and it is evident that teacher proofreads formal communications</i> • <i>Communications are professional and should be positive and appropriate to the level of the students</i>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 3a: Communicating with Students</p> <p>FEAP 2E: Models clear, acceptable, oral and written communication</p> <p>FEAP 3I: Support, encourage, and provide immediate and specific feedback to students to promote student achievement</p>	<p>The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p> <p>Teacher does not track student progress or provides minimal feedback.</p>	<p>Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p> <p>Teacher attempts to facilitate the tracking of student progress, but information is missing or incomplete, with limited feedback provided to students.</p>	<p>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. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.</p> <p>Teacher tracks student progress and provides feedback.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p> <p>Teacher tracks student progress, provides specific feedback, and makes students aware of their present level of performance in a timely manner.</p>
Critical Attributes	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through their questions that they are confused as to the learning task. • The teacher makes a serious content error that will affect students' understanding of the lesson. 	<ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • Teacher must clarify the learning task so students can complete it. • The teacher makes no serious content errors, although may make a minor error. • The teacher's explanation of 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • If appropriate, the teacher models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher makes no content 	<p>In addition to the characteristics of "Effective,"</p> <ul style="list-style-type: none"> • The teacher points out possible areas for misunderstanding. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand the presentation.

	<ul style="list-style-type: none"> • <i>Students indicate through body language or questions that they don't understand the content being presented.</i> • <i>Teacher's communications include errors of vocabulary or usage.</i> • <i>Vocabulary is inappropriate to the age or culture of the students.</i> 	<p><i>the content consists of a monologue or is purely procedural with minimal participation by students.</i></p> <ul style="list-style-type: none"> • <i>Vocabulary and usage are correct but unimaginative.</i> • <i>Vocabulary is too advanced or juvenile for the students.</i> 	<p><i>errors.</i></p> <ul style="list-style-type: none"> • <i>Teacher's explanation of content is clear, and invites student participation and thinking.</i> • <i>Vocabulary and usage are correct and completely suited to the lesson.</i> • <i>Vocabulary is appropriate to the students' ages and levels of development.</i> 	<ul style="list-style-type: none"> • <i>The teacher invites students to explain the content to the class, or to classmates.</i> • <i>Teacher uses rich language, offering brief vocabulary lessons where appropriate.</i>
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Domain 3:	Instruction
<p data-bbox="186 230 407 347">Domain 3b: Using Questioning and Discussion Techniques</p> <p data-bbox="186 380 407 496">FEAP 3F: Employ higher order questioning technique</p>	<p data-bbox="441 230 1898 529">Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching; this reflects their central importance to teachers’ practice. But in the framework, it is important that questioning and discussion are used as techniques to deepen student understanding, rather than serving as 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 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 thinking by students. Class discussions are animated, engaging all students in important issues and in using their own language to deepen and extend their understanding. They may be based around questions formulated by the students themselves.</p> <p data-bbox="441 568 1898 717">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 the 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, in lessons involving students in small-group work, the quality of the students’ questions and discussion in their small groups may be considered as part of this component.</p> <p data-bbox="441 756 1806 812">In order for students to formulate high-level questions, they must have learned how to do this. Therefore, high-level questions from students, either in the full class, or in small group discussions, provide evidence that these skills have been taught.</p> <p data-bbox="441 850 823 873">The elements of component 3b are:</p> <ul data-bbox="478 880 1898 1373" style="list-style-type: none"> <li data-bbox="478 880 1898 1091">• Quality of questions/prompts <i>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 they provide students with sufficient time to think about their response, 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 may be helpful for the purpose of establishing the facts of an historical event, for example, but they should not be confused with the use of questioning to deepen students’ understanding.</i> <li data-bbox="478 1097 1898 1247">• Discussion techniques <i>Effective teachers promote learning through discussion. Some teachers report that “we discussed x” when what they mean is that “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, and enabling students to engage in discussion directly with one another, not always mediated by the teacher.</i> <li data-bbox="478 1253 1898 1373">• Student participation <i>In some classes a few students tend to dominate the discussion, other students, recognizing this pattern, hold back their contributions. Teacher uses a range of techniques to ensure that all students contribute to the discussion, and enlist the assistance of students to ensure this outcome.</i>

	<p>Indicators include:</p> <ul style="list-style-type: none">• <i>Questions of high cognitive challenge, formulated by both students and teacher</i>• <i>Questions with multiple correct answers, or multiple approaches even when there is a single correct response</i>• <i>Effective use of student responses and ideas</i>• <i>Discussion with the teacher stepping out of the central, mediating role</i>• <i>High levels of student participation in discussion</i>• <i>Teacher employs a variety of questioning levels, as appropriate, through the lesson</i>• <i>Teacher uses depth of knowledge questioning</i>• <i>Teacher allows for appropriate wait time for students' responses to questions</i>• <i>Teacher asks explicit questions that require students to make inferences about the content</i>• <i>Teacher presents situations or problems that require inferences</i>• <i>Teacher has individuals or group members summarize new information</i>
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	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 3b: Using Questioning and Discussion Techniques</p> <p>FEAP 3F: Employ higher order questioning technique</p>	<p>Teacher’s questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.</p>	<p>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.</p> <p>Teacher’s questions are a combination of low and high quality.</p>	<p>While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p> <p>Lessons allow adequate time for students to employ higher order questioning techniques.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Questions are rapid-fire, and convergent, with a single correct answer.</i> • <i>Questions do not invite student thinking.</i> • <i>All discussion is between teacher and students; students are not invited to speak directly to one another.</i> • <i>A few students dominate the discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher frames some questions designed to promote student thinking, but only a few students are involved.</i> • <i>The teacher invites students to respond directly to one another’s ideas, but few students respond.</i> • <i>Teacher calls on many students, but only a small number actually participate in the discussion.</i> 	<ul style="list-style-type: none"> • <i>Teacher uses open-ended questions, inviting students to think and/or have multiple possible answers.</i> • <i>The teacher makes effective use of wait time.</i> • <i>The teacher builds on uses student responses to questions effectively.</i> • <i>Discussions enable students to talk to one another, without ongoing mediation by the teacher.</i> • <i>The teacher calls on most students, even those who don’t initially volunteer.</i> • <i>Many students actively engage in the discussion.</i> 	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> • <i>Students initiate higher order questions.</i> • <i>Students extend the discussion, enriching it.</i> • <i>Students invite comments from their classmates during a discussion.</i>

Domain 3:	Instruction
<p>Domain 3c: Engaging Students in Learning</p> <p>FEAP 3A: Deliver engaging and challenging lessons</p> <p>FEAP 3B: Deepen and enrich students understanding through content area literacy strategies, verbalization of thought and application of the subject matter</p> <p>FEAP 3D: Modify instruction to respond to preconceptions or misconceptions</p> <p>FEAP 3E: Relate and integrate the subject matter with other disciplines and life experiences</p>	<p>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.</p> <p>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, there is closure to the lesson, in which students derive the important learning from their own actions. A critical question for an observer in determining the degree of student engagement is “What are the students being asked to do?” If the answer to that question is that they are filling in blanks on a worksheet, or performing a rote procedure, they are unlikely to be cognitively engaged.</p> <p>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.</p> <p>The elements of component 3c are:</p> <ul style="list-style-type: none"> • Activities and assignments <i>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 are aligned with the goals of the lesson, and require student thinking that emphasizes depth over breadth, and that may allow students to exercise some choice.</i> • Grouping of students <i>How students are grouped for instruction 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.</i> • Instructional materials and resources <i>The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. While some teachers are obliged to use a school or district’s officially sanctioned materials, many teacher 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.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Activities aligned with the goals of the lesson</i> • <i>Student enthusiasm, interest, thinking, problem-solving, etc.</i> • <i>Learning tasks that require high-level student thinking and are aligned with lesson objectives</i>

- *Students are highly motivated to work on all tasks and are persistent even when the tasks are challenging*
- *Students actively “working” rather than watching while their teacher “works”*
- *Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection*
- *When asked, the teacher can provide evidence of multiple data sources*
- *Lesson plans and delivery reflect differentiated instruction*
- *When asked, the teacher can explain how they used the data to drive instruction*
- *Teacher may seek help and input from colleagues regarding specific classroom strategies and behaviors*
- *Teacher uses multiple assessments to determine how effective a lesson or unit was in terms of enhancing student achievement and informs instruction accordingly*
- *The teacher determines the effectiveness of a lesson or unit regarding subgroups of students and informs instruction accordingly*
- *Teacher delivers lessons in digestible bites*
- *Students are actively engaged in the lesson*
- *Lessons are designed with high expectations*
- *Teacher engages students with explicit decision making, problem solving, experimental inquiry, or investigation tasks that require them to generate and test hypothesis*
- *Student artifacts indicate that they can engage in decision making, problem solving experimental inquiry or investigation*
- *Teacher utilizes time effectively to drive student achievement*
- *Teacher employs the use of research based strategies to enhance student understanding*
- *Teacher provides opportunities for students to interact, discuss, and reflect on ideas*
- *Teacher provides opportunities for students to apply knowledge gained*
- *Research based instructional strategies are aligned with learning goals*
- *Teacher begins lesson with a brief review of content and explains why the upcoming content is important*
- *Lessons are designed to build on prior knowledge*
- *Teacher anticipates preconceptions or misconceptions and adjusts lesson accordingly*
- *Teacher provides opportunities for students to clarify understanding*
- *Teacher asks the students to examine information for errors or informational fallacies, faulty logic, weak reference, and misinformation*
- *Students can explain errors in their perceptions and indicate changes made and the reasons behind those changes*
- *Teacher asks explicit questions that require students to make inferences about the content based on previous experiences or prior knowledge*
- *Teacher makes connections, when appropriate, between disciplines or life experiences*
- *Teacher uses K-W-L strategy*
- *Teacher uses preview questions before reading*
- *Teacher asks or reminds students what they already know about the topic*
- *Teacher uses anticipation guide*
- *Students can explain linkages with prior knowledge*
- *Teacher uses strategies that allow students to relate lessons being taught to their background knowledge, relationships,*

compare, contrast, and infer

- *Differentiated instruction is evident in lesson plans*
- *Differentiated instruction is evident in instruction*
- *Teacher can provide individual student academic data and can describe the adaptations that must take place for each individual or group with special needs*

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 3c: Engaging Students in Learning</p> <p>FEAP 3A: Deliver engaging and challenging lessons</p> <p>FEAP 3B: Deepen and enrich students understanding through content area literacy strategies, verbalization of thought and application of the subject matter</p> <p>FEAP 3D: Modify instruction to respond to preconceptions or misconceptions</p> <p>FEAP 3E: Relate and integrate the subject matter with other disciplines and life experiences</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.</p> <p>Instructional content and strategies are not suitable to the instructional. Lesson does not allow for student interaction.</p>	<p>The learning tasks or prompts are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p> <p>Instructional content and strategies are somewhat suitable to the instructional goals. Lesson allows for limited student interaction.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p> <p>Instructional content and strategies are suitable to the instructional goals. Lesson generally allows for student interaction.</p>	<p>Virtually all students are intellectually engaged in challenging content, through well- designed learning tasks, and suitable scaffolding by the teacher, and fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.</p> <p>Instructional content and strategies are highly suitable to the instructional goals. Lesson allows for student interaction.</p>
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple 	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> • <i>Virtually all students are highly engaged in the lesson.</i>

	<p><i>recall or have a single correct response or method.</i></p> <ul style="list-style-type: none"> • <i>The materials used ask students only to perform rote tasks.</i> • <i>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</i> • <i>Instructional materials used are unsuitable to the lesson and/or the students.</i> • <i>The lesson drags, or is rushed.</i> 	<p><i>those requiring thinking and recall.</i></p> <ul style="list-style-type: none"> • <i>Student engagement with the content is largely passive, learning primarily facts or procedures.</i> • <i>Students have no choice in how they complete tasks.</i> • <i>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</i> • <i>The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.</i> • <i>The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.</i> 	<p><i>correct responses or approaches and/or demand higher-order thinking.</i></p> <ul style="list-style-type: none"> • <i>Students have some choice in how they complete learning tasks.</i> • <i>There is a mix of different types of groupings, suitable to the lesson objectives.</i> • <i>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</i> • <i>The pacing of the lesson provides students the time needed to be intellectually engaged.</i> 	<ul style="list-style-type: none"> • <i>Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.</i> • <i>Students suggest modifications to the grouping patterns used.</i> • <i>Students have extensive choice in how they complete tasks.</i> • <i>Students suggest modifications or additions to the materials being used.</i> • <i>Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.</i>
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Domain 3:	Instruction
<p>Domain 3d: Using Assessment in Instruction</p> <p>FEAP 3H: Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students</p> <p>FEAP 4E: Shares the importance and outcomes of student assessment data with the student and the students' parents</p>	<p>Assessment of student learning plays an important role in instruction; no longer does it signal the <i>end</i> of instruction; it is now recognized to be an integral part <i>of</i> instruction. While assessment <i>of</i> 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 they intend) assessment <i>for</i> learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have their finger on "the pulse" of a lesson, monitoring student understanding and, where appropriate, offering feedback to students.</p> <p>Of course, a teacher's actions in monitoring student learning, while it may superficially look the same as monitoring student behavior, has a fundamentally different purpose. When a teacher is monitoring behavior, he/she is alert to students who may be passing notes, or bothering their neighbors; when teachers monitor student learning, they 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 in order to grasp the content. In each case, the teacher may be circulating in the room, but his/her purpose in doing so is quite different in the two situations.</p> <p>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, teachers are alert to students' revealed misconceptions, whereas in the latter the questions are designed to explore relationships, or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding, and use techniques (such as exit tickets) to ascertain the degree of understanding of every student in the class. Indeed, encouraging students (and actually teaching them the necessary skills) of monitoring their own learning against clear standards is demonstrated by teachers at high levels of performance. In this component.</p> <p>But as important as monitoring of 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."</p> <p>The elements of component 3d are:</p> <ul style="list-style-type: none"> • Assessment criteria <i>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, for example, a clear oral presentation.</i> • Monitoring of student learning <i>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 is planned carefully in advance. But even after carefully planning, monitoring of student learning must be woven seamlessly into the lesson, using a variety of techniques.</i> • Feedback to students <i>Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing as to how they are doing, and how their work can be improved. Valuable feedback must be timely, constructive, and substantive, and provide students the guidance they need to improve their performance.</i> • Student self-assessment and monitoring of progress <i>The culmination of student assumption of responsibility for their learning is when they monitor their own learning, and take appropriate action. Of course, they can only do this if the criteria for learning are clear and if they have been taught the skills of checking their work against clear criteria.</i>

Indicators include:

- *Teacher paying close attention to evidence of student understanding*
- *Teacher posing specifically-created questions to elicit evidence of student understanding*
- *Teacher circulating to monitor student learning and to offer feedback*
- *Students assessing their own work against established criteria*
- *Teacher adjusting instruction in response to evidence of student understanding (or lack of it)*
- *When asked, the teacher can show evidence of feedback given to students and parents/caregivers on assessments*
- *Grades are posted into electronic grade book in a timely manner*
- *The weighting/value of grades reflects the importance of those assignments, as well as district and school expectations*
- *Teacher acknowledges students who have achieved a certain score on the scale or rubric*
- *Teacher ensures consistent and timely communication with parents regarding student expectations, progress and/or concerns*
- *Teacher uses multiple means and modalities to communicate with families and responds to requests for support, assistance, or clarification promptly*
- *Teacher provides for the needs of English Language Learners, special education students, and students that come from home environments that offer little support for schooling, as needed*
- *Teacher identifies adaptations that are needed within a lesson or unit*
- *Teacher addresses varied learning styles of the students and presents lessons accordingly*
- *Plans describe accommodations or modifications that must be made for individual differences in students*
- *Teacher follows IEP or RtI goals and strategies*

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 3d: Using Assessment in Instruction</p> <p>FEAP 3H: Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students</p> <p>FEAP 4E: Shares the importance and outcomes of student assessment data with the student and the students' parents</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria used to evaluate their work but few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts/assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions/prompts/assessments are used regularly to diagnose evidence of learning by individual students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high- quality work. • The teacher elicits evidence of student understanding during the lesson Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students. • The teacher attempts to engage students in self- or peer-assessment. • When necessary, the teacher 	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is

		<ul style="list-style-type: none"> • <i>The teacher makes only minor attempts to engage students in self- or peer-assessment.</i> • <i>The teacher's attempts to adjust the lesson are partially successful.</i> 	<p><i>makes adjustments to the lesson to enhance understanding by groups of students.</i></p>	<p><i>specific and timely, and is provided from many sources, including other students.</i></p> <ul style="list-style-type: none"> • <i>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</i> • <i>The teacher's adjustments to the lesson are designed to assist individual students.</i>
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Domain 3:	Instruction
<p><i>Domain 3e: Demonstrating Flexibility and Responsiveness</i></p> <p><i>FEAP 3J: Utilize student feedback to monitor instructional needs and to adjust instruction</i></p>	<p>“Flexibility and responsiveness” refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in mid-stream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go, and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will on occasion find that either a lesson is not going as they would like, or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.</p> <p>The elements of component 3e are:</p> <ul style="list-style-type: none"> • Lesson adjustment <i>Experienced teachers are able to make both minor and (when needed) major adjustments to a lesson, a mid-course correction. Such adjustments depend on a teacher’s store of alternate instructional strategies, and the confidence to make a shift when needed.</i> • Response to students <i>Occasionally during a lesson an unexpected event will occur which presents a true “teachable moment.” It is a mark of considerable teacher skill to be able to capitalize on such opportunities.</i> • Persistence <i>Committed teachers don’t give up easily; when students encounter difficulty in learning (which all do at some point) these teachers seek alternate approaches to help their students be successful. In these efforts, teachers display a keen sense of efficacy.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Incorporation of student interests and events of the day into a lesson</i> • <i>Teacher seizing on a “teachable moment”</i> • <i>Teacher provides opportunities for student feedback and adjusts instruction as needed</i> • <i>The teacher determines how effective a lesson or unit was in terms of enhancing student achievement, identifies causes of success or difficulty and adjusts instruction accordingly (uses error analysis, formal and informal assessments)</i>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 3e: Demonstrating Flexibility and Responsiveness</p> <p>FEAP 3J: Utilize student feedback to monitor instructional needs and to adjust instruction</p>	<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p> <p>Teacher does not provide opportunity for student feedback.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.</p> <p>Teacher provides minimal opportunities for student feedback and inconsistently adjusts instruction to meet those needs.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.</p> <p>Teacher provides opportunities for students to provide feedback and aligns instruction to meet those needs.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.</p> <p>Teacher provides multiple opportunities for students to provide feedback and teacher consistently aligns instruction to meet those standards.</p>
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher ignores indications of student boredom or lack of understanding.</i> • <i>Teacher brushes aside student questions.</i> • <i>Teacher makes no attempt to incorporate student interests into the lesson.</i> • <i>The teacher conveys to students that when they have difficulty learning, it is their fault.</i> • <i>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</i> 	<ul style="list-style-type: none"> • <i>Teacher's efforts to modify the lesson are only partially successful.</i> • <i>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</i> • <i>The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.</i> • <i>In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.</i> 	<ul style="list-style-type: none"> • <i>Teacher successfully makes a minor modification to the lesson.</i> • <i>Teacher incorporates students' interests and questions into the heart of the lesson.</i> • <i>The teacher conveys to students that she has other approaches to try when the students experience difficulty.</i> • <i>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</i> 	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> • <i>Teacher successfully executes a major lesson readjustment when needed.</i> • <i>Teacher seizes on a teachable moment to enhance a lesson.</i> • <i>The teacher conveys to students that he won't consider a lesson "finished" until every student understands, and that he has a broad range of approaches to use.</i> • <i>In reflecting on practice, the teacher can cite others in the school and beyond who she has contacted for assistance in reaching some students.</i>

Domain 4:	Professional Responsibilities
<p>Domain 4a: Reflecting on Teaching</p> <p><i>FEAP 1E: Uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lesson</i></p>	<p>Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in 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 what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned 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 and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.</p> <p>The elements of component 4a are:</p> <ul style="list-style-type: none"> • Accuracy <i>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.</i> • Use in future teaching <i>In order for the potential of reflection to improve teaching 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 plans.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Accurate reflections on a lesson</i> • <i>Citations of adjustments to practice, drawing on a repertoire of strategies</i> • <i>Teacher uses and analyzes a variety of data (minimum of 3)</i> • <i>Teacher collaborates with colleagues to evaluate learning outcomes</i> • <i>Teacher adjusts planning based on data, as needed</i> • <i>Teacher engages students in activities to help them reflect on their learning and the learning process</i> • <i>Teacher asks students to state or record what they are clear about or confused about, verbally or in written form</i>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4a: Reflecting on Teaching</p> <p>FEAP 1E: Uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lesson</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.</p> <p>Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.</p> <p>Teacher attempts to adjust a lesson with mixed results.</p>	<p>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. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p> <p>Teacher makes adjustments to a lesson and the adjustment occurs smoothly.</p>	<p>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, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p> <p>Teacher uses a variety of data and successfully makes major adjustments to lessons, if needed, with positive results.</p>
Critical Attributes	<ul style="list-style-type: none"> • The teacher considers the lesson but draws incorrect conclusions about its effectiveness. • The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> • The teacher has a general sense of whether or not instructional practices were effective. • The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> • The teacher accurately assesses the effectiveness of instructional activities used. • The teacher identifies specific ways in which a lesson might be improved. 	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> • Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness. • Teacher's suggestions for improvement draw on an extensive repertoire.

Domain 4:	Professional Responsibilities
<p>Domain 4b: Maintaining Accurate Records</p> <p>FEAP 4F: Applies technology to organize and integrate assessment information</p>	<p>An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. This includes student completion of assignments, student progress in learning, and records of non-instructional activities that are part of the day-to-day functions in a school setting, including such things as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital, as 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 that is being recorded. For example, records of formal assessments may be recorded electronically, using spreadsheets and databases, allowing 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.</p> <p>The elements of component 4b are:</p> <ul style="list-style-type: none"> • Student completion of assignments <i>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 students' success in completing them.</i> • Student progress in learning <i>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.</i> • Non-instructional records <i>Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permissions slips for a field trip, or which students have paid for their school pictures.</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Routines and systems that track student completion of assignments</i> • <i>Systems of information regarding student progress against instructional outcomes</i> • <i>Processes of maintaining accurate non-instructional records</i> • <i>On an as needed basis, a teacher uses technology to organize information related to the following (for example, but not limited to):</i> <ul style="list-style-type: none"> ○ <i>The RtI process</i> ○ <i>Electronic grade book</i> ○ <i>FAIR data</i> ○ <i>FCAT data</i> ○ <i>End of Course Assessment data</i> ○ <i>Progress monitoring</i> ○ <i>Grade level and informational assessment data</i> ○ <i>Standardized testing data</i> • <i>Students have access to and utilize their own assessment information through the use of technology</i> • <i>Teacher uses online data management system</i>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4b: Maintaining Accurate Records</p> <p>FEAP 4F: Applies technology to organize and integrate assessment information</p>	<p>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</p> <p>The teacher makes no attempt to implement the use of technology to organize and integrate assessment information.</p>	<p>Teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher’s records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.</p> <p>The teacher attempts to implement the use of technology to organize and integrate assessment information but does not actually complete or incorrectly completes this task.</p>	<p>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.</p> <p>Teacher implements the use of technology to organize and integrate assessment information.</p>	<p>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 their own records.</p> <p>Teacher consistently implements the use of technology to organize and integrate assessment information for both teacher and students.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Absence of a system for either instructional or non-instructional records.</i> • <i>Record-keeping systems that are in disarray so as to provide incorrect or confusing information.</i> 	<ul style="list-style-type: none"> • <i>The teacher has a process for recording student work completion. However, it may be out-of-date or does not permit students to access the information.</i> • <i>The teacher’s process for tracking student progress is cumbersome to use.</i> • <i>The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.</i> 	<ul style="list-style-type: none"> • <i>The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</i> • <i>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing.</i> • <i>The teacher’s process for recording non-instructional information is both efficient and effective.</i> 	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> • <i>Students contribute to and maintain records indicating completed and outstanding work assignments.</i> • <i>Students contribute to and maintain data files indicating their own progress in learning.</i> • <i>Students contribute to maintaining non-instructional records for the class.</i>

Domain 4:	Professional Responsibilities
<p>Domain 4c: <i>Communicating with Families</i></p> <p>FEAP 5D: <i>Collaborate with the home, school, and larger communities to foster communication and support for student learning and continuous improvement</i></p>	<p>Although the ability of families to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program, about individual students and they invite 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 an essential caring on the part of the teacher, valued by families of students of all ages.</p> <p>The elements of component 4c are:</p> <ul style="list-style-type: none"> • Information about the instructional program <i>Frequent information is provided to families, as appropriate, about the instructional program</i> • Information about individual students <i>Frequent information is provided to families, as appropriate, about students’ individual progress</i> • Engagement of families in the instructional program <i>Successful and frequent engagement opportunities are offered to families so they can participate in the learning activities</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Frequent and culturally appropriate information sent home regarding the instructional program, and student progress</i> • <i>Two-way communication between the teacher and families</i> • <i>Frequent opportunities for families to engage in the learning process</i> • <i>Teacher can provide evidence of communication with parents and/or community</i> • <i>When asked, teacher can describe instances when community members are provided opportunities to interact with or be informed about classroom activities (for example: newsletters, articles in newspaper, flyers, class websites, classroom visits/speakers, classroom volunteers, school-sponsored events, etc.)</i> • <i>Teacher fosters collaborative partnerships with home, school, and the community to enhance student success and promote positive home, school and community relationships</i>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4c: Communicating with Families</p> <p>FEAP 5D: Collaborate with the home, school, and larger communities to foster communication and support for student learning and continuous improvement</p>	<p>Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.</p>	<p>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. But communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • Little or no information regarding instructional program available to parents. • Families are unaware of their children's progress. • Lack of family engagement activities. • Culturally inappropriate communication. 	<ul style="list-style-type: none"> • School or district-created materials about the instructional program are sent home. • Infrequent or incomplete information sent home by teachers about the instructional program. • Teacher maintains school-required grade book but does little else to inform families about student progress. • Teacher communications are sometimes inappropriate to families' cultural norms. 	<ul style="list-style-type: none"> • Information about the instructional program is available on a regular basis. • The teacher sends information about student progress home on a regular basis. • Teacher develops activities designed to successfully engage families in their children's learning, as appropriate. 	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> • On a regular basis, students 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.

Domain 4:	Professional Responsibilities
<p><i>Domain 4d: Participating in a Professional Community</i></p> <p><i>FEAP 5F: Implements knowledge and skills learned in professional development in teaching and learning process</i></p>	<p>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. This community is characterized by mutual support and respect, and recognition of the responsibility of all teachers to be constantly seeking 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 and/or larger district. These activities include such things as school and district curriculum committees, or engagement with the parent teacher organization. With experience, teachers assume leadership roles in these activities.</p> <p>The elements of component 4d are:</p> <ul style="list-style-type: none"> • Relationships with colleagues <i>Teachers maintain a professional collegial relationship that encourages sharing, planning and working together toward improved instructional skill and student success</i> • Involvement in a culture of professional inquiry <i>Teachers contribute to and participate in a learning community that supports and respects its members’ efforts to improve practice</i> • Service to the school <i>Teachers’ efforts move beyond classroom duties by to contributing to school initiatives and projects</i> • Participation in school and district projects <i>Teachers contribute to and support larger school and district projects designed to improve the professional community</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Regular teacher participation with colleagues to share and plan for student success</i> • <i>Regular teacher participation in professional courses or communities that emphasize improving practice (PLC/PD)</i> • <i>Regular teacher participation in school initiatives</i> • <i>Regular teacher participation and support of community initiatives</i> • <i>Lessons reflects the implementation of skill(s) and knowledge gained from professional development</i> • <i>Observations reveal improvement in teaching methodology/student understanding (achievement) after the professional development learned has been implemented</i> • <i>Teacher can describe the strengths and weaknesses within their teaching, identify a specific area to address and discuss changes made after professional development</i>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4d: Participating in a Professional Community</p> <p>FEAP 5F: Implements knowledge and skills learned in professional development in teaching and learning process</p>	<p>Teacher’s relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.</p> <p>Teacher does not incorporate strategies and knowledge gained.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school’s culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.</p> <p>Teacher ineffectively attempts to incorporate strategies and knowledge gained from professional development in the learning process.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p> <p>Teacher incorporates strategies and knowledge gained from professional development in the learning process.</p>	<p>Relationships with colleagues are characterized by mutual support and cooperation, with the teacher showing a willingness to take the initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. 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.</p> <p>Teacher consistently and effectively incorporates strategies and knowledge gained from professional development in the learning process.</p>
Critical Attributes	<ul style="list-style-type: none"> • The teacher’s relationship with colleagues is characterized by negativity or combativeness. • The teacher purposefully avoids contributing to activities promoting professional inquiry. • The teacher avoids involvement in school activities and school district and community projects. 	<ul style="list-style-type: none"> • The teacher has pleasant relationship with colleagues. • When invited, the teacher participates in activities related to professional inquiry. • When asked, the teacher participates in school activities, and school district and community projects. 	<ul style="list-style-type: none"> • 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. 	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> • 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 school district and community projects.

Domain 4:	Professional Responsibilities
<p>Domain 4e: Growing and Developing Professionally</p> <p>FEAP 5E: Engages in targeted professional growth opportunities and reflective practices</p> <p>FEAP 5A: Designs purposeful, professional goals to strengthen the effectiveness of instruction based on students' needs</p>	<p>As in other professions, the complexity of teaching requires continued growth and development, in order 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 colleague through such activities as joint planning, study groups, and lesson study provide 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.</p> <p>The elements of component 4e are:</p> <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill <i>Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction</i> • Receptivity to feedback from colleagues <i>Teachers actively pursue networks that provide collegial support and feedback</i> • Service to the profession <i>Teachers are active in professional organizations serving to enhance their personal practice and so they can provide leadership and support to colleagues</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Frequent teacher attendance in courses and workshops; regular academic reading</i> • <i>Participation in learning networks with colleagues; feedback freely shared</i> • <i>Participation in professional organizations supporting academic inquiry</i> • <i>Teacher attends and/or completes professional development. (This professional development may be district generated or specific to the needs of the teacher, based on student data.)</i> • <i>Teacher completes the follow-up for professional development and implements skills/strategies from the professional development into the classroom</i> • <i>Teacher constructs a growth plan that outlines measurable goals, action steps, manageable timelines and appropriate resources regarding professional development and the implementation of the learned</i> • <i>Teacher charts their own progress toward these goals using the established action plans, milestones, and timelines</i>

	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4e: Growing and Developing Professionally</p> <p>FEAP 5A: Designs purposeful, professional goals to strengthen the effectiveness of instruction based on students' needs</p> <p>FEAP 5E: Engages in targeted professional growth opportunities and reflective practices</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • 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 attending conferences. 	<ul style="list-style-type: none"> • The teacher participates in professional activities when required or when provided by the school district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to educational professional organizations. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in professional organizations designed to contribute to the profession. 	<p><i>In addition to the characteristics of “Effective,”</i></p> <ul style="list-style-type: none"> • 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 organizations in order to contribute to the teaching profession.

Domain 4:	Professional Responsibilities
<p><i>Domain 4f: Showing Professionalism</i></p> <p>FEAP 6: Professional responsibility and ethical conduct</p>	<p>Expert teachers demonstrate professionalism in both service to students as well as to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first, regardless of how this might challenge long-held assumptions, past practice or simply what is easier or more convenient for teachers. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of students. Professionalism is displayed in a number of ways. For example, interactions with colleagues are conducted with honesty and integrity. Student needs are known and teachers access resources to step in and provide help that may extend beyond the classroom. Teachers advocate for their students in ways that might challenge traditional views and the educational establishment, seeking greater flexibility in the ways school rules and policies are applied. Professionalism is also displayed in the ways teachers approach problem solving and decision making, with student needs in mind. Finally, teachers consistently adhere to school and district policies and procedures, but are willing to work to improve those that may be outdated or ineffective.</p> <p>The elements of component 4f are:</p> <ul style="list-style-type: none"> • Integrity and ethical conduct <i>Teachers act with integrity and honesty</i> • Service to students <i>Teachers put students first in all considerations of their practice</i> • Advocacy <i>Teachers support their students' best interests, even in the face of traditional practice or beliefs</i> • Decision-making <i>Teachers solve problems with students' needs as a priority</i> • Compliance with school and district regulations <i>Teachers adhere to policies and procedures</i> <p>Indicators include:</p> <ul style="list-style-type: none"> • <i>Teacher has a reputation as someone who can be trusted and is often sought as a sounding board</i> • <i>Teacher will support students, even in the face of difficult situations or conflicting policies</i> • <i>Teachers challenge existing practice in order to put students first</i> • <i>Teacher consistently fulfills school district mandates regarding policies and procedures</i> • <i>Teacher cares for the well-being of students and advocates on their behalf when needed</i> • <i>Teacher is aware of and alert to the signs of physical, drug, and/or alcohol abuse and acts as a mandated reporter</i> • <i>Teacher displays their professional ethics in daily interactions with students, colleagues, and all stakeholders, and behaves in an objective and controlled manner</i> • <i>Teacher is aware of the district and school's rules and procedures and adheres to them</i> <ul style="list-style-type: none"> ○ <i>Follows policies, regulations, and procedures</i> ○ <i>Performs assigned duties and demonstrates personal integrity</i> • <i>When teacher uses leave time, he/she follows school or district procedures</i> • <i>Teacher does not exceed the allotted leave (personal, sick, or flex) time without just cause</i> • <i>Teacher arrives to work and to assigned duties at the designated times</i> • <i>Teacher participates in school activities and events as appropriate to support students and families</i>

	<ul style="list-style-type: none">• <i>Teacher serves on or contributes to school or district committees and can describe or show evidence of participation</i>
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	Unsatisfactory	Needs Improvement	Effective	Highly Effective
<p>Domain 4f: Showing Professionalism</p> <p>FEAP 6: Professional responsibility and ethical conduct</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.</p>	<p>Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. 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. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.</p>
<p>Critical Attributes</p>	<ul style="list-style-type: none"> • <i>Teacher is dishonest.</i> • <i>Teacher does not notice the needs of students.</i> • <i>The teacher engages in practices that are self-serving.</i> • <i>The teacher willfully rejects school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest.</i> • <i>Teacher notices the needs of students, but is inconsistent in addressing them.</i> • <i>Teacher does not notice that some school practices result in poor conditions for students.</i> • <i>Teacher makes decisions professionally, but on a limited basis.</i> • <i>Teacher complies with school district regulations.</i> 	<ul style="list-style-type: none"> • <i>Teacher is honest and known for having high standards of integrity.</i> • <i>Teacher actively addresses student needs.</i> • <i>Teacher actively works to provide opportunities for student success.</i> • <i>Teacher willingly participates in team and departmental decision-making.</i> • <i>Teacher complies completely with school district regulations.</i> 	<p><i>In addition to the characteristics of "Effective,"</i></p> <ul style="list-style-type: none"> • <i>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</i> • <i>Teacher is highly proactive in serving students.</i> • <i>Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.</i> • <i>Teacher takes a leadership role in team and departmental decision-making.</i> • <i>Teacher takes a leadership role regarding school district regulations.</i>

Components of Professional Practice Short Form

		Unsatisfactory	Needs Improvement	Effective	Highly Effective
Domain 1: Planning and Preparation	Weight X 4	1	2	3	4
Component 1a: <i>Demonstrating Knowledge of Content and Pedagogy</i> Knowledge of content Knowledge of prerequisite relationships Knowledge of content-related pedagogy					
Component 1b: <i>Demonstrating Knowledge of Students</i> Knowledge of characteristics of age group Knowledge of students' varied approaches of learning Knowledge of students' skills and knowledge Knowledge of students' interests and cultural heritage					
Component 1c: <i>Selecting Instructional Goals</i> Values Clarity Suitability for diverse students Balance					
Component 1d: <i>Demonstrating Knowledge of Resources</i> Resources for teaching Resources for students					
Component 1e: <i>Designing Coherent Instruction</i> Learning activities Instructional materials and resources Instructional groups Lesson and unit structure					
Component 1f: <i>Assessing Student Learning</i> Congruence with instructional goals Criteria and standards Use for planning					
Domain 2: The Classroom Environment	Weight X 5	1	2	3	4
Component 2a: <i>Creating and Environment of Respect and Rapport</i> Teacher interaction with students Teacher interaction with students					
Component 2b: <i>Establishing a Culture for Learning</i>					

Importance of the content Student pride in work Expectations for learning and achievement					
Component 2c: 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					
Component 2d: Managing Student Behavior Expectations monitoring of student behavior Response of student behavior					
Component 2e: Organizing Physical Space Safety and arrangement of furniture Accessibility to learning and use of physical resources					
Domain 3: Instruction	Weight X 6	1	2	3	4
Component 3a: Communicating Clearly and Accurately Directions and procedures Oral and written language					
Component 3b: Using Questioning and Discussion Techniques Quality of questions Discussion techniques Student participation					
Component 3c: Engaging Students in Learning Representation of content Activities and assignments Grouping of students Instructional materials and resources Structure and pacing					
Component 3d: Providing Feedback to Students Quality: accurate, substantive, constructive, and specific Timeliness					
Component 3e: Demonstrating Flexibility and Responsiveness Lesson adjustment Response to students Persistence					
Domain 4: Professional Responsibilities	Weight X 3.6	1	2	3	4
Component 4a: Reflecting on Teaching Accuracy Use in future teaching					
Component 4b: Maintaining Accurate Records Student completion of assignments					

Student progress in learning Non-instructional records				
Component 4c: Communicating with families Information about the instructional program Information about individual students Engagement of families in the instructional program				
Component 4d: Contributing to the School and District Relationships with colleagues Service to the school Participation in school and district projects				
Component 4e: Growing and Developing Professionally Enhancement of content knowledge and pedagogical skill Service to the profession				
Component 4f: Showing Professionalism Service to students Advocacy Decision making				

Domain	# Indicators		1-4 Rubric Score	Weight	Possible Points
Domain 1	6	X	4	X 4 =	96
Domain 2	5	X	4	X 5 =	100
Domain 3	5	X	4	X 6 =	120
Domain 4	6	X	4	X 3.5 =	84
Total Possible Points:					400

Evaluation/Observation 400 points = 50% of total

(4 Bonus points Teacher Pick)

Scoring Sheet for Teacher Evaluations

Possible 400 points

320 – 400	HE	+	The VAM score with a possible 400 points (50%) to create a grand possible total of 800 points
256 – 319	EFF		
204 – 255	NI		
0 – 203	UNS		

Final Scoring 800 Possible Points

Teachers in Year 1 – 2: 75% Expectation

Teachers in Year 3+: 80% Expectation

HE	600 – 800	640 – 800	HE
EFF	450 – 599	512 – 639	EFF
NI	338 – 449	410 – 511	NI
UNS	0 – 337	0 – 409	UNS

The Danielson model has 4 domains and 22 components. These are aligned with the Florida Educators Accomplished Practices (FEAPs).

As indicated in the state crosswalk, not all of the FEAPs are addressed and many of Danielson’s components address more than one FEAP. By ensuring that all of the FEAPs are addressed, the new total of components to be used is 24. Flagler has chosen to weight the domains as follows:

Components X level X weight =

Domain 1	1 x 4 =	
Planning and Preparation	6 x 2 x 4 =	
	3 x 4 =	
	4 x 4 =	_____ possible 96
Domain 2	1 x 5 =	
Classroom Environment	5 x 2 x 5 =	
	3 x 5 =	
	4 x 5 =	_____ possible 100
Domain 3	1 x 6 =	
Instruction	5 x 2 x 6 =	
	3 x 6 =	

Domain 4	4 x 6 =	_____ possible 120
Professional Responsibilities	1 x 3.5 =	
	6 x 2 x 3.5 =	
	3 x 3.5 =	
	4 x 3.5 =	_____ possible 84

The total possible points:

Domain score	_____	400 possible
Teacher Pick score	_____	<u>4 possible</u> bonus points
		404 possible

PARENTAL INPUT

Prior to completing the rating scales for the Danielson indicators listed in the Flagler county teachers' evaluation, administrators may consider information from parent interactions related to, but not limited to the following:

- Parent phone calls
- Letters, notes, e-mails, etc.
- Face to face conferences
- Information gathered as a part of parent input focus meetings
- Survey data gather by the teacher
- Survey data gathered by the school
- Data gathered using a district parent feedback form (if applicable)
- Other formal and informal interactions with parents

The administrator will share these examples of possible sources with the teachers in initial orientation and indicate that documentation may be kept so that the information can be shared with the teacher.

It should be cautioned that one complaint, unless severe, with supporting documentation, does not warrant a significant reduction in a rubric score.

A pattern of alike parent input (a preponderance of evidence), may warrant a reduction. In reviewing the domains and indicators, parental input may correlate with, but not be limited to the following:

Indicators 1b, 2a, 2b, 2d, 2e, 3a, 4b, 4c, 4f

*It should also be noted that if no information is forthcoming the teacher score is not affected.

Florida's Value Added Model; A Covariate Adjustment Model

50% of the evaluations for teachers will be based on student learning gains or achievement, using an average of 3 years unless the teacher has not taught 3 years. What is a value added model? It is a statistical model that uses student growth scores to differentiate teacher performance in the area of student learning growth. Value added models (VAM) identify the teacher effect or contribution to the student learning.

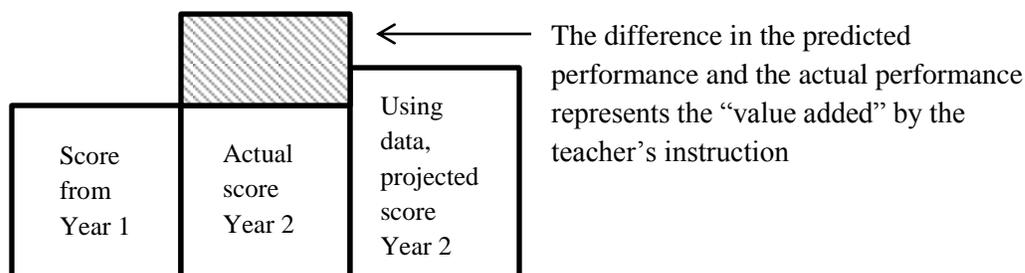
What other types of methods are out there? There are many, but primarily, the first is the Status Method. It simply computes averages or the percent of the student's proficient using one year's test scores. Example: What percentage of the students scored above the cut line; the state average score?

The Simple Growth Model measures changes in students' scores/performance from test to test. Example: a pre and post test or the difference in test scores from grade 4 to 5.

The Value Added Model uses multiple measures. It uses prior performance, predicts an expected outcome, and compares the actual outcome to the predicted outcome. The difference found is the "value added" or what part is attributed to the teacher's instruction. It is designed to "level the playing field" and takes into account students who are entering your class at differing levels of proficiency, student characteristics, historical data, and uses:

- Up to two years of prior achievement data
- The number of subject relevant courses (by course codes)
- Disability status (specific to each individual label)
- ELL status
- Gifted status
- Mobility (over the course of the year, not simply FTE weeks counts)
- Attendance (using the number of days the student is present with the same teacher)
- The difference from the model age (retention)
- Class size
- Homogeneity of prior test scores (the range of students' ability levels as they enter your class: are they similar or is the span of abilities broad?)

Florida's Value Added Model also takes into account the "school effect." It builds a predicted expectation factor using factors that may include prior performance, demographics, socioeconomics, leadership, environment, or school culture. The state decision to use 50% of the school component in the measurement of the teacher effectiveness recognizes that the teacher contributes to the overall school components. There are factors, however, that are imbedded in that component that are out of the teacher's control and they should not be held accountable for these factors. Florida's Value Added Model is one part of a multifaceted teacher evaluation system. It accounts for factors outside the teachers' control and does not rely on a single year's score or single test score. To isolate the impact on student learning growth by the teacher, the state accounts for student characteristics, classroom characteristics, and school characteristics.





Student Performance Indicator (SPI) Calculation Instructions for Principals

1. **Beginning of the School Year:** Principal and Staff member meet to determine which specific learning growth/performance indicator categories are appropriate for this portion of the staff member's evaluation.

2. Choose which worksheets are appropriate for each staff member
 - a. Some staff members may only have their VAM scores used in this calculation. Others may require the use of a combination of VAM scores, AP scores, GMADE/GRADE Scores, classroom final averages/exam scores, as well as other parameters.
 - b. Note: Suggested Weighting guidelines will be provided by the district office.

3. Weight each worksheet appropriately in the top right hand corner of each worksheet.
 - a. Important: **All worksheets should add up to 1.00 (100%)**
 - b. (Percentages need to be converted into decimals: 10% = 0.10; 25% = 0.25; 50% = 0.50, etc.)

4. Check to ensure that all decimal values on all worksheets add up to 1.0.

5. **End of School:** Fill out each worksheet that was chosen for the teacher using the available rubrics to obtain a "Rubric Equivalent" for each indicator.

6. Multiply the "Rubric Equivalent" by the "Rubric Weight" **to obtain the "Weighted Rubric Value" for each page.**

7. Using the "SPI Calculation Worksheet" (last sheet in the packet), add the "Weighted Rubric Value" **of each page** together to obtain the "***Final Weighted Rubric Value.***" (This number should not, if calculated correctly, exceed 4.0)

Teacher Name: _____ Year: _____ Rubric Weight: _____ (Convert to Decimal)

School Score/Percent Meeting Expectations Rubric Levels Worksheet

Flagler County’s Accountability Office analyzed every row of data used in VAM calculations and found that there was a direct correlation to the “Percent meeting Expectations” value and the rubric value. The specific correlations are shown in the table below.

	Average Pct students Meeting Expectations	Percent of Rows at Rubric Level (1,215 rows)	Number of Rows at Rubric Level
Rubric level 1	288.85%	11.27572016%	137 rows
Rubric level 2	37.20%	27.65432099%	336 rows
Rubric level 3	57.32%	32.51028807%	395 rows
Rubric level 4	71.40%	28.55967078%	347 rows
		100%	1215 rows

Based on the correlation found between the percent meeting expectations & rubric values for a row of data, the accountability office created a conversion table for calculation the “Total School Rubric Score” based on the percentage of students meeting the *statistical expectations*.

Percent of Students Meeting Statistical Expectations at School	Rubric Value
0 - 30%	1
31 - 34%	1.5
35 - 39%	2
40 - 44%	2.25
45 - 49%	2.5
50 - 54%	2.75
55 - 59%	3
60 - 63%	3.25
64 - 67%	3.5
68 - 70%	3.75
71 - 100%	4

Administrators may obtain school scores/percent of students meeting statistical expectations from Flagler County Accountability Office.

Rubric Equivalent	Rubric Weight (decimal)	Weighted Rubric Value (Rubric Equivalent X Rubric Weight)

****Note: Rubric Weights MUST add up to 1.00 (100%) when combining all Rubric Sheets.**

VAM Weighting Guideline for Elementary Schools

# Students in VAM File	VAM Rubric Weight for FCAT Reading & FCAT Math Teachers	VAM Rubric Weight for Non-FCAT Reading/Math Teachers
1 - 18 Students	20%	10%
19 - 36 students	35%	20%
37 - 54 students	50%	25%
55 - 72 students	65%	30%
73 - 90 students	80%	40%
91 or more students	100%	50%

The remaining percent of the score would be the total school score if less than 100% FCAT.

Instructions: Principals are to meet with staff at the beginning of the school year to discuss and choose the appropriate student learning gains/performance indicators which will be used during the final evaluation.

(Worksheet A) 2011-2013 Learning Gains/Student Performance Indicator Categories for Evaluation Matrix (CIRCLE RUBRICS/LEARNING TARGETS TO BE USED)												
Group	Individual VAM (Based on FCAT)	Whole School VAM (ALL GRADES)(FCAT)	Whole School VAM (Grade Specific) (FCAT)	FCAT Achievement * Optional for K-3	GMADE	GRADE	EOC	AP	IB	CTE/Industry Certification	FCAT Retakes Rubrics	Principal Approved Learning Targets (IPDP)
K only		X	X	2012-13								2012-13
K combo with VAM	X	X	X	2012-13								2012-13
1st only		X	X	2012-13	2012-13	2012-13						2012-13
1st combo with VAM	X	X	X	2012-13	2012-13	2012-13						2012-13
2nd only		X	X	2012-13	2012-13	2012-13						2012-13
2nd combo with VAM	X	X	X	2012-13	2012-13	2012-13						2012-13
3rd only		X	X	2012-13								2012-13
3rd combo with VAM	X	X	X	2012-13								2012-13
4th only	X	X	X									2012-13
4th combo with VAM	X	X	X									2012-13
5th only	X	X	X									2012-13
5th combo with VAM	X	X	X									2012-13
6th only	X	X	X									2012-13
6th combo with VAM	X	X	X									2012-13
7th only	X	X	X									2012-13
7th combo with VAM	X	X	X									2012-13
8th only	X	X	X									2012-13
8th combo with VAM	X	X	X									2012-13
9th only	X	X	X					X	X	X	X	X
9th combo with VAM	X	x	x					X	X	X	X	X
10th only	X	X	X					X	X	X	X	X
10th combo with VAM	X	x	x					X	X	X	X	X
11th only		x						X	X	X	X	X
11th combo with VAM	X	x						X	X	X	X	X
12th only		X						X	X	X	X	X
12th combo with VAM	X	X						X	X	X	X	X
Guidance		X	X									2012-13
Dean		X	X									2012-13
Media		X										2012-13
PE	X	X	X									2012-13
Arts/Music	X	X	X									2012-13
Behavior Staff Specialist		X	X									2012-13
School Psychologist		X	X									2012-13
Speech/LA		X	X									2012-13
Resource Teacher	X	X	X									2012-13
Circle One	APPENDIX FOR LEARNING GROWTH CODES											
MIS CODES FOR EVAL.	FDOE Options for Learning Growth/Performance Portion of Evaluation								EXAMPLE(S)			
Code A	100% of this portion of evaluation determined from data from statewide assessments								Only Individual AND/OR School VAM scores used for calculation			
Code B	100% of this portion of evaluation determined from data from district-developed or district selected end-of course assessments											
Code C	100% of this portion of evaluation determined from data from other standardized assessments, including nationally recognized standardized assessments								Only AP,IB, CTE, or GMADE/GRADE scores used to calculate this portion of the evaluation			
Code D	100% of this portion of evaluation determined from data from industry certification exams.								Only CTE exam scores used for calculating this portion of eval.			
Code E	100% of this portion of evaluation determined from measurable learning targets											
Code F	This portion of the evaluation was determined using a combination of assessments with the state assessments accounting for the largest component of the final calculations								Principal uses a combination of VAM score and other test scores VAM score accounts for more than 50% of the final calculation			
Code G	This portion of the evaluation was determined using a combination of assessments with the state assessments NOT accounting for the largest component of the final calculations								Principal uses a combination of VAM score and other test scores VAM score accounts for LESS than 50% of the final calculation			
Code H	The classroom teacher or school administrator was NOT evaluated											

Teacher Name: _____ Teacher Signature: _____ Admin Signature: _____ Date: _____