

Ewing-Northern District #115 Teacher Evaluation Guidebook



Assurance Statement of Teacher Involvement

The following evaluation plan of Ewing-Northern Community Consolidated School District # 115 was developed by the Performance Evaluation Reform Act Joint Committee. By law, the committee must have equal representation of administration and Union leadership. The Teacher Evaluation Plan was agreed upon and approved on Friday, April 29, 2016 in accordance with the 180 day timeframe.

Administration

Date

Union Leadership

Date

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The PERA Committee acknowledges the plan as a “Living Document” and will meet annually to review and/or make adjustments if needed.

Ewing-Northern Grade School Vision Statement

Ewing-Northern Grade School is committed to excellence in meeting the challenges and needs of the community by promoting continuous and lifelong learning.

Ewing-Northern Grade School Mission Statement

Ewing-Northern Grade School will provide lifelong learners, who are confident in using technology to solve problems, develop critical thinking skills, communicate ideas, and work collaboratively on multi-disciplinary projects.

Ewing-Northern Evaluation Core Beliefs

The process of measuring teacher effectiveness must be systemic and built upon the principles of support and the need for continuous learning and improvement. Valid evidence of teacher effectiveness must be based on multiple measures. Our evaluation system will encourage a collaborative approach that values and elevates the efforts of each individual teacher. On-going, high-quality professional development opportunities will enable teachers to meet the needs of all students. Our evaluation process will recognize and encourage the contributions of all teachers to the overall success of the school and community.

Three core beliefs about an improved teacher evaluation system guide this work:

- 1) Nothing we can do for our students, matters more than giving them effective teachers.** We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our students succeed. Without effective evaluation systems, we can't identify and retain excellent teachers, provide useful feedback and support, or intervene when teachers consistently perform poorly.
- 2) Teachers deserve to be treated like professionals.** We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. We're committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping students learn.
- 3) A new evaluation system will make a positive difference in teachers' everyday lives.** Novice and veteran teachers alike can look forward to detailed, constructive feedback, tailored to the individual needs of their classrooms and students. Teachers and principals will meet regularly to discuss successes and areas for improvement, set professional goals, and create an individualized development plan to meet those goals.

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Performance Evaluation Reform Act

The Performance Evaluation Reform Act (PERA) of 2010 is the result of a collaborative effort among lawmakers, educators, union leaders, and other education experts to dramatically reform Illinois' education landscape. With an eye toward improving the value of feedback teachers receive from performance evaluations and for ensuring teacher performance is directly linked to their students' performance, PERA collaborators designed a law that ensures every district in Illinois implements a comprehensive evaluation system that:

- Guarantees every teacher and principal is evaluated by a certified evaluator;
- Differentiates continued-service performance among unsatisfactory, needs improvement, proficient, and excellent educators and administrators
- Includes student growth as a significant factor in a final performance rating;
- Evaluates tenured teachers at least once every two years and non-tenured teachers twice every year;
- Provides for remediation and support for lower performing teachers; and,
- Guarantees every evaluated teacher receives a statement of strengths and weaknesses.

The Ewing-Northern CCSD # 115 believes that Ewing students deserve the highest quality of instruction. To ensure quality instruction for every student, evaluation of all certified personnel is essential and is one of the district's primary responsibilities to students, staff, and community.

Purpose of Evaluation Process The purpose of the professional educator evaluation process at Ewing-Northern CCSD # 115 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 educator evaluation:

- ✓ Reflects research-based standards;
- ✓ Is systematic and continuous;
- ✓ Embodies standards of excellence;
- ✓ Is cooperatively developed between evaluator and educator; and
- ✓ 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
- ✓ Monitors performance

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Glossary of Terms

Attendance: Attendance is defined within the Collective Bargaining Agreement. Teachers are required to adhere to the arrival and dismissal expectations. Attendance days are defined according to seniority level.

Artifacts: While artifacts are not required, teachers may wish to collect documentation for domains as proof they are being addressed. Examples include: parent logs, newsletters, planning notes, professional responsibility, professional meetings, etc. (A list of examples is provided in the Appendix.)

Assessment: Any instrument that measures a student's acquisition of specific knowledge and skills.

B.S. Clause: When a student unexpectedly removes a test, the validity of the assessment has been compromised. Therefore, the assessment data may not be calculated with final student growth data. (In the event the B.S. clause occurs, a meeting with the evaluator is required to determine appropriate course of action.)

Evidence: The direct observations of a prequalified evaluator during observations and pre/post conferences. Evidence is unbiased, free of personal prejudice and objective.

Formal Observation: A specific window of time that is scheduled with the teacher for the prequalified evaluator to directly observe professional practices in the classroom or in the school. (Non-Tenured – 2 per year, Tenured – 1 per cycle, with written feedback within fifteen working days after observation)

Pre-Observation Conference: The Pre-Observation discussion is intended to be brief. It provides an opportunity to agree upon the class to be visited and the date and time that this will take place. It also provides an opportunity for the teacher to indicate anything else he/she wants the prequalified evaluator to know in advance. This is a conference that takes place before a formal observation. During this conference, the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation. See Appendix for Pre-Conference form.

Informal Observations: There is no required length for an informal observation. Informal agreements are not announced in advance. In order for the evidence collected during an informal observation to contribute to a teacher's summative rating, written feedback needs to be provided to the teacher within ten working days of the observation. Once feedback is provided in writing, the teacher needs to have the opportunity to provide feedback to the evaluator as well. The teacher will schedule a meeting with the evaluator to provide this feedback, if necessary.

Learning Objective: A targeted long-term goal for advancing student learning. Students will be able to.....

Lesson Plan: A plan should always be provided for a formal observation and whenever available for an informal observation. As a minimum, the formal plan must respond to the questions outlined in the formal observation plan protocol.

Mid-Year Conference (MYC) (Required if a remediation Plan or Professional Growth Plan has been established): A MYC the prequalified evaluator and teacher will discuss the mid-year self-reflection as well as progress made toward the Professional Growth Goals. Together, they may modify these goals as necessary. In addition, the prequalified evaluator may choose to use the MYC to provide an initial, formative assessment of performance on The Danielson Framework for Teaching. If the teacher is in danger of receiving a Needs Improvement or Unsatisfactory rating, this is the time to establish a support plan for teachers to be followed during the second half of the year. Teachers will receive written notification from the prequalified evaluator of any rating less than proficient.

Performance Evaluation Rating: The final rating of a teacher's performance, using the rating levels of "Unsatisfactory," "Needs Improvement," "Proficient," and "Excellent" that includes consideration of both data and indicators of student growth, when applicable under (Section 24A-25 of the School Code.)

Prequalified Evaluator: An individual who has participated in the State approved modules must prove he/she passed and can rate with reliability.

Pre-Observation Form: The teacher will complete this form and submit it to the prequalified evaluator prior to the pre-observation conference.

Professional Growth Plan: The teacher will identify areas for growth for the year. These areas will be discussed and agreed during a BYC (The Beginning-of-Year Conference (BYC) focuses on discussion of the teacher self-assessment, the formulation of a Professional Growth Plan and agreement on student growth goals. The form included describes the conversation and serves as an agreement between the prequalified evaluator and the teacher to hold each other mutually accountable for development.) When they will be translated into goals and a Professional Growth Plan developed from them. Goals will be revisited and may be revised during the Mid-Year Conference.

Note: The Performance Evaluation Reform Act (PERA) of 2010 requires that teachers receiving Needs Improvement ratings develop a professional development plan "directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement." It is therefore essential that a formal professional development plan include both a summary of areas in need of improvement and any resources a district will provide to support improvement. Teachers receiving a rating of Unsatisfactory must be provided additional resources, including a consulting teacher, which must be included in a formal Remediation Plan.

Performance Based Assessments: Requires students to demonstrate knowledge and skills, including the process by which they solve problems.

Post-Conference: A mandatory conference that takes place after a formal observation; during which the evaluator provides feedback verbally and in writing to the teacher.

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Student Growth: Is a demonstrable change in a student’s or group of students’ knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.

Student Learning Objective (SLO): Targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students' baseline skills and are set and approved after collaboration and consultation.

Summative Student Growth Rating: The final student growth rating, after combining the scores of only 2 SLOs and/or other sources of data.

Summative Rating Form: This form is to be jointly reviewed by the teacher and prequalified evaluator during the End-of Year Conference. The Rating is to be based on data collected over the course of the evaluation cycle.

Teacher Post-Observation Form: Post-observation form for teacher helps the teacher reflect on the observation. These forms must be completed in advance of the Post-Observation Conference and then discussed during the conference. Feedback from the prequalified evaluator must be provided in writing to the teacher during this conference.

Type I Assessment: A reliable assessment that measures a certain group or subset of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is administered either statewide or beyond Illinois.

Type II Assessment: Any assessment developed or adopted and approved for use by the school district and used on a district-wide basis by all teachers in a given grade or subject area.

Type III Assessment: Any assessment that is rigorous, that is aligned to the course curriculum, and that the prequalified evaluator and teacher determine measures student learning in that course.

Professional Practice

A Framework for Teaching by Charlotte Danielson

The “Framework for Teaching” was selected as the basis for the Ewing-Northern educator evaluation system because it is research-based and provides a clearly defined framework to help educators improve their instruction. More specifically, the framework:

1. **Enhances professional practice** by seeking to identify principals 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 educators striving to attain mastery of teaching status.
4. **Parallels district improvement initiatives** currently underway at Ewing (i.e. School Improvement Goals, Improving Professional Development, Continuous Improvement, Professional Learning Communities, High Expectations, etc.).
5. **Is based on research**. The Educational Testing Service (ETS) conducted research, led by Charlotte Danielson, which produced the development of Praxis III: Classroom Performance Assessments for Licensing Beginning Educators.
 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, 2007 & 2013) was based on the Praxis III. It was researched and linked to the principles of exemplary practice described by the Interstate New Educator Assessment and Support Consortium (INTASC). The book expands the teaching skills identified in Praxis III to include the work of experienced educators, 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 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 educator, 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 for effective teaching that are directly observable in the classroom setting.
 - Provide educators and evaluators, via Domains 1 and 4, a vehicle for meaningful discussions on teaching skills not directly observable in the classroom.

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Standards of Teaching Performance

<p>Domain 1 – Demonstrates effective planning and preparation for instruction through:</p> <ul style="list-style-type: none"> a. Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Setting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Student Assessments 	<p>Domain 2 – Creates an environment conducive for learning by:</p> <ul style="list-style-type: none"> a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior e. Organizing Physical Space
<p>Domain 4 – Demonstrates professionalism by:</p> <ul style="list-style-type: none"> a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Participating in a Professional Community e. Growing and Developing Professionally f. Showing Professionalism 	<p>Domain 3 – Demonstrates effective instruction by:</p> <ul style="list-style-type: none"> a. Communicating with Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction e. Demonstrating Flexibility and Responsiveness

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Teacher Performance Levels

The Performance Evaluation Reform Act (PERA) specifies that all districts in Illinois include four rating categories for all teachers in their teacher evaluation system: Unsatisfactory, Needs Improvement, Proficient, and Excellent. All teachers in Ewing will receive a summative evaluation score, combining teacher practice and measures of student learning, in one of these four categories. The following are the four performance level definitions:

Excellent: An excellent teacher performs above expectations in both student achievement and professional contribution to the school or district. This is a teacher who consistently demonstrates excellence in the Domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities by engaging in activities believed to be strongly related to positive student learning outcomes. An *excellent* teacher's students, in aggregate, exceed expectations for academic growth.

Proficient: A proficient teacher meets expectations by working with students to achieve a high level of success. This is a teacher who consistently demonstrates proficiency in the Domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities by engaging in activities believed to be strongly related to positive student learning outcomes. A *proficient* teacher's students, in aggregate, have achieved acceptable rates of academic growth.

Needs Improvement: A teacher who needs improvement does not consistently promote student success through professional practice. This is a teacher who regularly demonstrates a need for improvement in one or more of the Domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. This teacher may recognize or intermittently engage in activities believed to be strongly related to positive student learning outcomes, but still shows significant room for professional growth. A *needs improvement* teacher's students, in total, have achieved below acceptable rates of academic growth.

Unsatisfactory: An unsatisfactory teacher fails to meet professional expectations. This is a teacher who consistently demonstrates unsatisfactory performance in one or more of the Domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. An *unsatisfactory* teacher's students, in total, have not demonstrated growth.

** Please note: These definitions represent a guide and spectrum of performance. It is possible, and even likely, that a teacher could receive an end-of-year rating in one category for the teacher practice and another category for student growth. Those two scores would then be put together to determine overall rating.

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Evaluation Process Overview Danielson Framework Formal Observations

** Professional Practice observations do not have to be completed simultaneously with student growth.

**Formal observations do not have to occur prior to an informal observation.

1. Pre-Observation Form/Conference

- ✓ Pre-observation form completed by teacher
- ✓ Pre-conference held prior to observation to discuss lesson and clarify any questions; teacher to provide supporting documents (lesson plans, handouts, etc...)
- ✓ Teacher is responsible for sharing examples of artifacts as evidence for Domains 1 and 4. (See Appendix for an example checklist and a list of artifacts).

2. Classroom Observation

- ✓ Viewing of one complete lesson by evaluator
- ✓ Recording of evidence as identified within Domains 2 and 3
- ✓ Evaluator to summarize observation notes using *Framework for Teaching observation tool* and then review pre-conference form to determine connections between planning and observation
- ✓ Post Conference Form/Reflection form completed by teacher and brought to post conference meeting
- ✓ Teacher will receive his/her evaluation paperwork no later than 15 working days from the date of the observation.

3. Post-Observation/Summative Conference

- ✓ Face-to-face meeting to discuss feedback forms (during a date/time mutually agreed upon by both educator and evaluator)
- ✓ Additional supporting artifacts may be presented during the post-observation conference
- ✓ Review of Professional Practice Summative Form to be placed in personnel file
- ✓ A Post-Observation conference will be scheduled no later than 20 workings days form the date of the observation.

4. Classroom Observation #2/Final Summative Conference

- ✓ Repeat the above process (if necessary)

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Informal Observations

1. Pre-Observation Form/Conference

- ✓ No form or conference required

2. Classroom Observation

- ✓ Viewing of a classroom lesson/instruction determined by evaluator
- ✓ Informal observations have no required length
- ✓ Recording of evidence as identified within Domains 2 and 3
- ✓ Evaluator to summarize observation notes and provide a copy to the teacher within 10 working days of the observation.
- ✓ Observation notes will be used as additional supportive information to determine final summative professional practice rating.

3. Post-Observation/Summative Conference

- ✓ Face-to-face meeting may occur if teacher initiates a conference to provide his/her own feedback
- ✓ No meeting necessary if teacher does not wish to provide additional feedback

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Professional Development Plan

Professional Development Plan

A Professional Development Plan is required for tenured educators receiving a “*Needs Improvement*” rating within 30 school days after receiving this rating, the prequalified evaluator, in consultation with the educator, must develop a professional development plan. A tenured teacher who receives an overall summative rating of *Needs Improvement* will be required to have a minimum of three observations (2 formal/1 informal) the following school year. The plan must take into account the educator’s on-going professional responsibilities including his or her regular teaching assignments, directed to the areas that need improvement, and any supports that the District will provide to address the areas identified as needing improvement. The Professional Development Plan will be in place no less than the full school year preceding the *Needs Improvement* rating.

A review of progress at the conclusion of the designated time period will result in one of the three recommendations:

- Concern resolved, return to the Professional Growth Plan for professional growth
- Progress noted, continuation of agreed procedures and mutually agreed upon timeline
- Concerns remain unresolved, movement to Remediation

Professional Development Activities

Activities and methods may include any of the following:

- Action research
- Peer coaching
- Self-assessment of teaching through videotaping and/or reflection of video
- Classroom observations
- Development of teaching materials / instructional units
- Workshops (instructor or participant)
- Reflection (one reflection per domain) (total of 4 for the year)
- Mentoring
- Others

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Process for Professional Development Plan for a Tenured Educator Rated “Needs Improvement”

Step 1: Identify and discuss the educator's strengths and weaknesses.

- Talk about strengths and weaknesses detected in classroom observations within the context of the district’s instructional framework.
- Report on specific situations that reflect weaknesses and talk about how identified weaknesses have not been improved upon.
- Recognize the educator’s strengths as a way to show encouragement that he or she can and will improve with the right strategies employed.

Step 2: Write down each area of growth.

- Create concise yet detailed notes on areas in need of growth. For example, if the educator is having difficulty disciplining his or her students, write "classroom behavior management" as an area that needs improvement.
- Be sure to be consistent with the language used in the district’s instructional framework and rubric.

Step 3: Formulate detailed steps to ensure growth in each identified area.

- Collaborate with the educator to work out the steps of the plan. For example, if an educator is having difficulties with classroom behavior management, a set of action steps could look like this:
 - Shadow another educator within the same grade who displays strong classroom behavior management skills.
 - Participate in an informative workshop.
 - Create an individual discipline plan for your classroom.
 - Implement your individual discipline plan.

Step 4: Determine how improvement will be measured.

- Come to an agreement with the educator about the evidence necessary to prove progress. With the behavior example, a fair measurement might be:
 - A decrease in students sent to the principal's office.
 - A decrease in student misbehavior during classroom observations.

Step 5: Name a specific timeline for completion of area for improvement.

- Discuss with the educator a reasonable time frame in which he or she can implement the changes.

Step 6: Provide a list of resources the educator can use to guide him or her throughout the plan.

Step 7: Read over the plan together after the draft is complete.

Step 8: Sign and date the educator’s improvement plan and have the educator do the same.

- Be sure all parties have a copy of the plan.

Remediation Plan

Development and Remediation Policies

In accordance with PERA, any tenured teacher who receives an “*Unsatisfactory*” as a summative rating must be evaluated every year. In such cases, the teacher will receive at least two formal observations and one informal observation. In addition, any teacher receiving an “*Unsatisfactory*” summative rating will develop a remediation plan with a prequalified evaluator, which will include appropriate professional development, in order to improve performance.

Teacher Remediation Plan

A remediation plan is required for tenured educators receiving an “*Unsatisfactory*” rating within 30 school days after receiving this rating. The remediation plan is designed to address deficiencies cited in the evaluation and must follow the PERA law. By law, the remediation period must be 90 school days.

Consulting Teacher:

A consulting educator will be assigned to the educator rated “*Unsatisfactory*”. The consulting educator shall provide advice on how to improve teaching skills and to successfully complete the remediation plan. She/he shall participate in the development of the plan, but the final decision as to evaluation shall be done solely by the prequalified evaluator. The consulting educator must have at least 5 years' teaching experience, a reasonable familiarity with the assignment of the educator being evaluated, and an “*Excellent*” rating on his or her most recent evaluation. Teachers may volunteer to be placed on a “consulting teacher list”. In the event a consulting teacher is needed, he/she will be selected from the list based on familiarity with the educator being evaluated. If a change is requested by either party (consulting teacher or educator) this change must occur in the first 30 days of the plan. The request will be reviewed; a new consulting teacher will be selected in the same manner as the initial consulting teacher selection.

Evaluator:

Prequalified Evaluators are required to complete a mid-point and final evaluation during the remediation period. All written feedback and recommendations must be provided to the teacher within ten working days. Evaluations at the conclusion of the remediation process will be separate and distinct from the required annual evaluations of teachers and will be subject to the guidelines and procedures relating to those annual evaluations. The teacher must be dismissed if he or she fails to complete the remediation plan with a rating of *proficient* or better.

The plan must include the following components:

1. A clear description of the teacher's deficiency;
2. A clear description of the expected outcomes;
3. Criteria for success that will result in an evaluation rating of “*Proficient*”;
4. The resources and support that the local district is able provide to the teacher;

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5. A clear statement of who is responsible for providing each of the supports;
6. A clear timeline for activities of the plan, within the school year in which the plan will be implemented; it is required that a mid-plan evaluation/conference take place among the teacher, consulting teacher and the evaluator, to determine how effective the plan is to date, and to make any necessary changes to the improvement plan; and
7. Any extenuating circumstances that will be taken into account in the implementation of the plan (e.g. summer months, illness, etc.).

The plan will be designed and written using form for “Teacher Remediation Plan” and signed by the teacher, consulting teacher, and evaluator. Copies will be distributed to all those who will be involved in the implementation of the plan. The contents will be kept confidential.

Teacher Remediation Plan must:

- Be completed within 30 days after a notification of an “unsatisfactory” rating
- Plan will be in place at least 90 school days
- Include a conference held half-way through the expected length of plan
- Include a conference scheduled at end of the plan. Principal or other appropriate qualified administrator to determine progress:

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Domain 1: Planning and Preparation



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Domain 1: Planning and Preparation

Competency 1a - Demonstrating Knowledge of Content and Pedagogy

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 issues such as global awareness and cultural diversity. 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 must be familiar with the particularly pedagogical approaches best suited to each discipline.

The elements of component 1a are:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.

Knowledge of prerequisite relationships

Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.

Indicators include:

- 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 students’ questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 1a</p> <p>Demonstrating Knowledge of Content and Pedagogy</p>	<p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</p>
<p>Notes</p>				

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Domain 1: Planning and Preparation

Competency 1b- Demonstrating Knowledge of Students

Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also 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 have 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 a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

The elements of component 1b are:

Knowledge of child and adolescent development

Children learn differently at different stages of their lives.

Knowledge of the learning process

Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency

What students are able to learn at any given time is influenced by their level of knowledge and skill.

Knowledge of students' interests and cultural heritage

Children's backgrounds influence their learning.

Knowledge of students' special needs

Children do not all develop in a typical fashion.

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Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 1b</p> <p><i>Demonstrating Knowledge of Students</i></p>	<p>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>
<p>Notes:</p>				

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Domain 1: Planning and Preparation

Competency 1c - Setting Instructional Outcomes

Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will *do*, but what they will *learn*. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1.

Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will *like* to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.

The elements of component 1c are:

Value, sequence, and alignment

Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.

Clarity

Outcomes must refer to what students will learn not what they will do, and must permit viable methods of assessment.

Balance

Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.

Suitability for diverse students

Outcomes must be appropriate for all students in the class.

Indicators include:

- 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
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 1c</p> <p>Setting Instructional Outcomes</p>	<p>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</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 the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</p>	<p>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</p>	<p>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</p>
<p>Notes:</p>				

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Domain 1: Planning and Preparation

Competency 1d - Demonstrating Knowledge of Resources

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 different 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 Noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and 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 gain full access to 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 to assist students who need help in both their academic and nonacademic lives.

The elements of component 1d are:

Resources for classroom use

Materials must align with learning outcomes.

Resources to extend content knowledge and pedagogy

Materials that can further teachers' professional knowledge must be available.

Resources for students

Materials must be appropriately challenging.

Indicators include:

- Materials provided by the district and/or by professional organizations
- A range of texts
- Internet resources
- Community resources
- Ongoing participation by the teacher in professional education courses or professional groups
- Guest speakers

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency <i>1d</i></p> <p>Demonstrating Knowledge of Resources</p>	<p>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one’s own professional skill.</p>	<p>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge.</p>	<p>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.</p>	<p>The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</p>
<p>Notes:</p>				

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Domain 1: Planning and Preparation***Competency 1e - Designing Coherent Instruction***

Designing coherent instruction is the heart of planning, reflecting the teacher’s knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

The elements of component 1e are:**Learning activities**

Instruction is designed to engage students and advance them through the content.

Instructional materials and resources

Aids to instruction are appropriate to the learning needs of the students.

Instructional groups

Teachers intentionally organize instructional groups to support student learning.

Lesson and unit structure

Teachers produce clear and sequenced lesson and unit structures to advance student learning.

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Indicators include:

- 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
- Use of varied resources
- Thoughtfully planned learning groups
- Structured lesson plans

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p><i>Competency 1e</i></p> <p><i>Designing Coherent Instruction</i></p>	<p>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</p>	<p>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.</p>	<p>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<p>Notes</p>				

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Domain 1: Planning and Preparation***Competency 1f - Designing Student Assessments***

Good teaching requires both assessment *of* learning and assessment *for* learning. Assessments *of* 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, the methods needed to assess reasoning skills are different from those 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 *for* 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. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

The elements of component 1f are:

Congruence with instructional outcomes

Assessments must match learning expectations.

Criteria and standards

Expectations must be clearly defined.

Design of formative assessments

Assessments for learning must be planned as part of the instructional process.

Use for planning

Results of assessment guide future planning.

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Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency <i>If</i> Designing Student Assessments</p>	<p>Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>
<p>Notes</p>				

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Domain 2: Classroom Environment



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Domain 2: The Classroom Environment

Competency 2a - Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students. “Respect” shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).

The elements of component 2a are:

Teacher interactions with students, including both words and actions

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

Student interactions with other students, including both words and actions

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

Indicators include:

- Respectful talk, active listening, and turn-taking
- Acknowledgment of students’ backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 2a Creating an Environment of Respect and Rapport</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.</p>	<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>
<p>Notes</p>				

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Domain 2: The Classroom Environment

Competency 2b - Establishing a Culture for Learning

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

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

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

The elements of component 2b are:

Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Expectations for learning and achievement

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

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Student pride in work

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

Indicators include:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation
- Expectation of high-quality work on the part of students
- Expectation and recognition of effort and persistence on the part of students
- High expectations for expression and work products

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 2b</p> <p><i>Establishing a Culture for Learning</i></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 in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students</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 place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language</p>	<p>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>
<p>Notes</p>				

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Domain 2: The Classroom Environment

Competency 2c - Managing Classroom Procedures

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

The elements of component 2c are:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.

Management of transitions

Many 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.

Management of materials and supplies

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

Performance of classroom routines

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators include:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 2c</p> <p>Managing Classroom Procedures</p>	<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s management of instructional groups and transitions and/or 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 partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>
<p>Notes</p>				

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Domain 2: The Classroom Environment

Competency 2d - Managing Student Behavior

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

Elements of competency 2d are:

Expectations

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

Monitoring of student behavior

Experienced teachers seem to have eyes “in the backs of their heads;” they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which makes it challenging to observe.

Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (Are they unsure of the content? Are they trying to impress their friends?) and respond in 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.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior and reinforcement of positive behavior

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 2d</p> <p>Managing Student Behavior</p>	<p>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</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/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
<p>Notes</p>				

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Domain 2: The Classroom Environment

Competency 2e - Organizing Physical Space

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 that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

The elements of component 2e are:

Safety and accessibility

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.

Arrangement of furniture and use of physical resources

Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these resources are used skillfully, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the use or adaptation of the physical environment.

Indicators include:

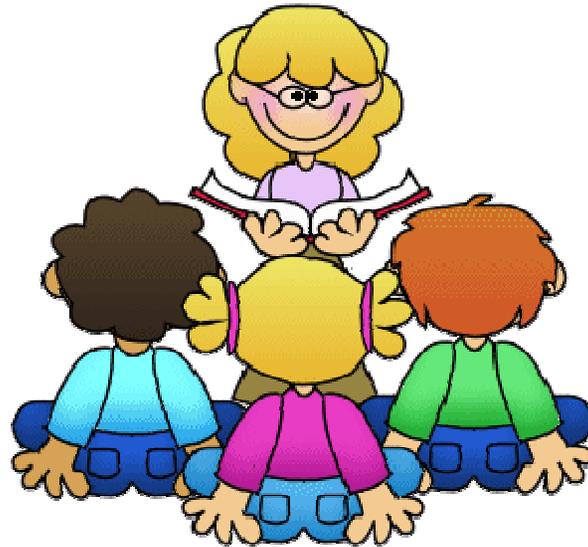
- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both
- teacher and students

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 2e</p> <p>Organizing Physical Space</p>	<p>The classroom environment is unsafe, or learning is not accessible to many. 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 makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The 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>Notes</p>				

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Domain 3: Instruction



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Domain 3: Instruction

Competency 3a - Communicating with Students

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to 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 of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

The elements of component 3a are:

Expectations for learning

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

Directions for activities

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

Explanations of content

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

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Use of oral and written language

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

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 3a</p> <p>Communicating with Students</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>	<p>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</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 and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</p>	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary..</p>

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<p>Notes</p>	
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Domain 3: Instruction

Competency3b - Using Questioning and Discussion Techniques

Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

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

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in 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, during 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. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

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The elements of component 3b are:

Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their responses, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students' understanding.

Discussion techniques

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

Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas • Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmate
- High levels of student participation in discussion.

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p><i>Competency 3b</i></p> <p>Using Questioning and Discussion Techniques</p>	<p>The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</p>	<p>The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
<p>Notes</p>				

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Domain 3: Instruction

Competency 3c - Engaging Students in Learning

Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are “What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?” If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

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

The elements of component 3c are:

Activities and assignments

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

Grouping of students

How students are grouped for instruction (whole class, small groups, pairs, individuals) is one of the many decisions teachers make every day. There are many options; students of similar skill level may be clustered together. Alternatively, a teacher might permit students to select their own groups, or they could be formed randomly.

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Instructional materials and resources

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

Structure and pacing

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

Indicators include:

- Student enthusiasm, interest, thinking, problem solving, etc.
- Learning tasks that require high-level student thinking and invite students to explain their thinking
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 3c</p> <p>Engaging Students in Learning</p>	<p>The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “downtime.”</p>	<p>The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding</p>
<p>Notes</p>				

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Domain 3: Instruction

Competency 3d - Using Assessment in Instruction

Assessment of student learning plays an important new role in teaching: no longer signaling the end of instruction, it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' 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 additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

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

The elements of component 3d are:

Assessment criteria

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

Monitoring of student learning

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

Feedback to students

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

Student self-assessment and monitoring of progress

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

Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 3d</p> <p>Using Assessment in Instruction</p>	<p>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</p>	<p>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</p>	<p>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.</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. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.</p>
<p>Notes</p>				

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Domain 3: Instruction

Competency 3e- Demonstrating Flexibility and Responsiveness

“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 midstream 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 occasionally find either that a lesson is not proceeding 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.

The elements of component 3e are:

Lesson adjustment Experienced

Teachers are able to make both minor and (at times) major adjustments to a lesson, or mid-course corrections. Such adjustments depend on a teacher’s store of alternate instructional strategies and the confidence to make a shift when needed.

Response to students

Occasionally during a lesson, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.

Persistence

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.

Indicators include:

- Incorporation of students’ interests and daily events into a lesson
- The teacher adjusting instruction in response to evidence of student understanding (or lack of it)
- The teacher seizing on a teachable moment

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 3e</p> <p>Demonstrating Flexibility and Responsiveness</p>	<p>The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>
<p>Notes</p>				

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Domain 4: Professional Responsibilities



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Domain 4: Professional Responsibilities***Competency 4a - Reflecting on Teaching***

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.

The elements of component 4a are:

Accuracy

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

Use in future teaching

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

Indicators include:

- Accurate reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 4a</p> <p>Reflecting on Teaching</p>	<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.</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 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 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>Notes</p>				

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Domain 4: Professional Responsibilities

Competency 4b - Maintaining Accurate Records

An essential responsibility of professional educators is keeping accurate records of both instructional and Noninstructional events. These include student completion of assignments, student progress in learning, and Noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

The elements of component 4b are:

Student completion of assignments

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

Student progress in learning

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

Noninstructional records

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

Indicators include:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate Noninstructional record

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 4b</p> <p>Maintaining Accurate Records</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 Noninstructional activities are in disarray, resulting in errors and confusion.</p>	<p>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for Noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</p>	<p>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and Noninstructional records is fully effective.</p>	<p>Teacher’s system for maintaining information on student completion of assignments, student progress in learning, and Noninstructional records is fully effective. Students contribute information and participate in maintaining the records.</p>
<p>Notes</p>				

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Domain 4: Professional Responsibilities

Competency 4c - Communicating with families

Although the ability of families to participate in their child’s learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys the teacher’s essential caring, valued by families of students of all ages.

The elements of component 4c are:

Information about the instructional program

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

Information about individual students

The teacher frequently provides information to families about students’ individual progress.

Engagement of families in the instructional program

The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.

Indicators include:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 4c Communicating with Families</p>	<p>The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</p>	<p>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p>	<p>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.</p>
<p>Notes</p>				

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Domain 4: Professional Responsibilities***Competency 4d - Participating in the Professional Community***

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by 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 or larger district, or both. 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.

The elements of component 4d are:

Relationships with colleagues

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

Involvement in a culture of professional inquiry

Teachers contribute to and participate in a learning community that supports and respects its members' efforts to improve practice.

Service to the school

Teachers' efforts move beyond classroom duties by contributing to school initiatives and projects.

Participation in school and district projects

Teachers contribute to and support larger school and district projects designed to improve the professional community.

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Indicators include:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation in and support of community initiatives

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 4d Participating in the Professional Community</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 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 to do so</p>	<p>Teacher’s 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’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking 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>Notes</p>				

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Domain 4: Professional Responsibilities

Competency 4e- Growing and Developing Professionally

As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.

The elements of component 4e are:

Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

Service to the profession

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

Indicators include:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 4e Growing and Developing Professionally</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>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
<p>Notes</p>				

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Domain 4: Professional Responsibilities

Competency 4f - Showing Professionalism

Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.

The elements of component 4f are:

Integrity and ethical conduct

Teachers act with integrity and honesty.

Service to students

Teachers put students first in all considerations of their practice.

Advocacy

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

Decision making

Teachers solve problems with students' needs as a priority.

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Compliance with school and district regulations

Teachers adhere to policies and established procedures.

Indicators include:

- The teacher having a reputation as being trustworthy and often sought as a sounding board
- The teacher frequently reminding participants during committee or planning work that students are the highest priority
- The teacher supporting students, even in the face of difficult situations or conflicting policies
- The teacher challenging existing practice in order to put students first
- The teacher consistently fulfilling district mandates regarding policies and procedures

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	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Competency 4f Showing Professionalism</p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations (teacher must be "docked" more than 2 days due to exceeding the attendance requirements within the CBA.)</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations (teacher must be "docked" 2 days due to exceeding the attendance requirements within the CBA.)</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations (teacher meets all attendance requirements stated in the CBA).</p>	<p>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations (teacher meets all attendance requirements stated in the CBA), taking a leadership role with colleagues.</p>
<p>Notes</p>				

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Appendix

Teacher Evaluation Forms

- Artifact Listing for Each Domain
- Pre Conference Form
- Post Conference / Reflection Form
- Summative Professional Practice Rating Worksheet
- Overall Teacher Rating Form
- Tenured Educator (Needs Improvement) Professional Development Plan (PDP)
- Tenured Educator (Needs Improvement) Mid-Plan Conversation for the Professional Development Plan (PDP)
- Tenured Educator (Unsatisfactory) Remediation Plan
- Tenured Educator (Unsatisfactory) Mid-Plan Conversation for the
- Remediation Plan
- Teacher Evaluation Deadlines and Due Dates
- Memorandum of Understanding

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Artifacts:

Artifacts are indicators of professional growth. They are not intended to be a portfolio of completed work. They are meant to support a teacher's instructional improvement and progress toward his/her goals. The artifacts on the following list are intended as examples. There is no expectation that these specific artifacts be provided to the evaluator. Teachers may wish to provide evaluators with artifacts that are not on this list. Note that some artifacts, although listed in only one domain, may be evidence of practice in other domains as well.

Domain 1: Planning and Preparation

- Lesson plans
- Unit plans
- Discipline plans
- Differentiation plans
- Assessment plan for student achievement
- Substitute folder
- Bulletin boards connected to units
- Student profiles
- Student work samples
- Student portfolios
- Teaching artifacts such as primary sources
- Student and parent surveys
- Notes from workshops, conferences, professional texts and classes
- Curriculum Night presentation/handouts
- Examples of informal time with students
- Student conferences/check-ins notations
- Charts with data collected from student files, test data, etc.
- Examples of getting to know students: interest inventories, etc.
- Examples of anecdotal records on students
- Examples of modifications of assessments, assignments, lessons for SPED, ELL, Gifted, (recognize IEPs and 504 Plans)
- Examples of pre- and post-assessments
- Rubric samples and important concepts reflected in lesson plans
- Examples of aligning special service to curriculum
- Examples of differentiating assignment
- Notes on collaboration with grade level teams
- Lesson plans and logs of meetings that involve collaborating with district specialists
- Examples of collaboration with other practitioners
- List of professional books, resources and materials used to create lesson plan
- Photographs of parents and other professionals volunteering and/or presenting in the classroom
- PDFs and photo copies of resource lists
- Written abstracts of research articles for resources
- Electronic bookmarks of educational sites/resources used
- Google docs between classroom teachers and specialists with collaborative lesson plans
- Examples of grouping based on pre-tests
- Examples of visual aids
- Examples of educational games to reinforces skills
- Examples of re-teaching with Google websites, math videos
- Examples of student-designed rubrics
- Examples of varied assessment for large units
- Examples of “small” regular assessments for basic skills and clear articulation of how they are used to plan
- Examples of pre-tests/entrance slips/exit slips
- Examples of Topic-Do-LOT at beginning of lesson
- Examples of daily essential questions, goals, and objectives
- Examples of computer usage and technology

Domain 2: The Classroom Environment

- CD, electronic presentations
- Classroom observations
- Problem solving notebook
- Interviews
- Behavior log
- Homework plan
- Log of parent contacts
- Incentive and reward plans
- Unit bulletin boards
- Seating chart
- Substitute plan folder
- Physical layout of room
- Diagram and photographs of room
- Daily, weekly routine, schedules
- Examples of classroom management plan
- Evidence of character lessons, posters, and charts
- Anecdotal records of student sharing
- Notes on behavioral intervention
- Examples of cooperative group activities
- Modeling appropriate classroom behavior
- Examples of student rubrics (so that students are aware of expected outcomes)
- Examples of work completed checklist
- Examples of positive feedback to and from students (certificates, notes)
- Examples of student self-assessment
- A collection of content specific resources (books, references, etc.)
- Examples of learning stations (e.g. Writers' Workshop)
- Content related, relevant artifacts on walls
- Sign-ups for computer access, publishing conferences
- Photos of organizational areas
- Agenda and minutes of training for assistants

- Documentation and use of transition strategies (music, saying, clapping, lights, etc.)
- Plans for instructional assistants and volunteers
- Individual student schedules
- Student checklists (for routines)
- Examples of time management support (timers, hand signals, lights, etc.)
- Notes on strategies for students
- Documentation of behavior intervention
- Examples of positive intervention strategies and recognitions (i.e. marble jar, class and individual rewards, tally marks, etc.)
- Student work displayed (in classroom, halls)
- Examples of written objective for unit and lessons
- Examples of KWL charts and content relevant posters

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Domain 3: Instruction

- Student achievement data
- Classroom observations
- Student work samples
- Units of study
- Technology links
- Video and audio records of student performance
- Extension and enrichment activities
- Modifications
- Examples of written feedback
- Differentiation samples
- Copies of quizzes, tests, assignments
- Examples of journaling and autobiographies
- Examples of student projects
- Examples of objectives and goals, clear expectations
- Google Docs comments
- Examples of blogging, podcasting through practitioner's website
- Examples of syllabus with expectations
- Examples of assignment guides
- Student answers/participation recorded
- Pictures or video of students utilizing a variety of materials/resources (Smart Boards, computers, leveled books, math games, etc.)
- Examples of graphic organizers
- Creation of leveled groups based on pre and post assessment
- Video camera use
- Conferencing notes
- Class meeting notes
- Videotaped instruction/interactions with students

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Domain 4: Professional Responsibilities

- Log of parent contacts
- Newsletters
- Published articles
- Parent surveys
- Voice mail and email logs
- Reflection sheets and journals
- Notes on lesson reflections and ideas for improvement
- Parent letters and emails
- Teacher certification classes, workshops
- District, building committees
- PD documentation
- Coursework
- Community service
- National Board Accreditation
- A list of conferences and workshops attended
- Presentations made
- Journals
- Observations
- Videotapes
- Transcripts
- Examples of specific report card comments
- Examples of progress monitoring data and plans changed based on progress
- Examples of attendance, grades, conference forms, report cards, anecdotal records, parent contacts logs, portfolios, etc.
- Examples of promptness in meeting deadlines(i.e. IEP), timelines, meeting prep
- Binders/folders of used materials
- Notes/information from committee meetings, professional journals, team meetings/grade level meetings
- Handouts and notations on continued professional development (conferences, workshops, conventions)
- Examples of observations of other practitioners(via video or in person)
- List of useful websites
- Participation log of activities in professional organizations
- Log of tutorials used for technology or other educational purposes
- Notes from site visits to other institutions
- Notes from working collaboratively with colleagues
- Examples of participation in after school activities (i.e. Bingo Night)
- Examples of professionalism based on participation with education association
- Noted parent feedback based on teacher and student performance
- Examples of providing extra support to students outside of assigned school hours
- Examples of advocacy with attendance at
- PTO/PTAC, board meeting, student events to present or support programming
- Examples of attending student activities outside the school day

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Pre-Conference Form

The teacher will complete this form and submit to the evaluator prior to the pre-conference. The teacher should reflect on the Teaching Performance Rubric to complete this form and to prepare for the pre-observation conference.

Teacher:	
Evaluator:	
Date of Pre-Conference Observation:	
Date of Classroom Observation:	
Grade Level/Curriculum Area Observed:	
Date of Scheduled Post-Observation Conference:	

Evidence of teaching performance will be gathered for all components of the Teaching Performance Evaluation Rubric. During the pre-and post-observation, evidence of planning, preparation and professional responsibilities (Domain 1 and 4) will be gathered through the review and/or discussion of instructional artifacts. (Items that may be beneficial to bring to the pre-conference meeting include, but are not limited to, Lesson plans (electronic or written), Communication log, and Classroom records)

1. What is the topic of the lesson and learning standards that will be addressed during this lesson?
2. How does this learning “fit” in the sequence of learning for this class?
3. What is the objective of the lesson? What do you want students to be able to do?
4. How will you engage students in learning?
 - a. What will you do?
 - b. What will students do?
5. How will you differentiate instruction for different individuals or groups of students in the class?
6. How and when will you know whether the students have learned what you intended?
7. Is there anything you would like to be specifically observed during the lesson?

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Post Conference/Reflection Form

***Required as part of the post-observation conference*

Teacher:	
Evaluator:	
Date of Classroom Observation:	
Grade Level/Curriculum Area Observed:	
Date of Scheduled Post-Observation Conference:	

1. In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what did you do/will you do for those students? (3d,4a)
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding of the content taught? (3d, 3c)
3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning? (2c,2d,2e)
4. Did you depart from you plan? If so, how and why? (3e)
5. Comment on the different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources) To what extent were they effective? (2a,2b,3c,3e,1d,1e)
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning to execution? (4a)
7. Using Domain 2 and 3 reflect and rate your teaching.

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Professional Practice Rating Worksheet

Teacher Name: _____ School Year: _____ Grade/Subject: _____

Evaluator _____ Formal Observation Date: _____

*All ratings will be rounded to nearest whole number. (Ex. 3.5 rating would round to a 4 rating)

	Formal Observation Date:	Notes
Domain 1: Planning and Preparation		
1a: Demonstrating Knowledge of Content and Pedagogy		
1b: Demonstrating Knowledge of Students		
1c: Setting Instructional Outcomes		
1d: Demonstrating Knowledge of Resources		
1e: Designing Coherent Instruction		
1f: Designing Student Assessments		
<i>Overall Rating for Domain 1</i>		
Domain 2: Classroom Environment		
2a: Creating an Environment of Respect and Rapport		
2b: Establishing a Culture for Learning		
2c: Managing Classroom Procedures		
2d: Managing Student Behavior		
2e: Organizing Physical Space		
<i>Overall Rating for Domain 2</i>		

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	Formal Observation Date:	Notes	
Domain 3: Instruction			
3a: Communicating With Students			
3b: Using Questioning and Discussion Techniques			
3c: Engaging Students in Learning			
3d: Using Assessment in Instruction			
3e: Demonstrating Flexibility and Responsiveness			
<i>Overall Rating for Domain 3</i>			
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching			
4b: Maintaining Accurate Records			
4c: Communicating With Families			
4d: Participating in a Professional Community			
4e: Growing and Developing Professionally			
4f: Showing Professionalism			
<i>Overall Rating for Domain 4</i>			
<i>Overall Observation Rating:</i>			

Teaching Performance Rating Professional Practice			
Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)

Evaluator’s Signature / Date

Teacher’s Signature / Date **Signature indicates only that teacher has read and understands the evaluation

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Overall Teacher Rating

Teacher Name: _____ School Year: _____ Grade/Subject: _____
 Evaluator _____ Date: _____

Summative Professional Practice Rating:	_____ x 75% =
Summative Student Growth Assessment 1 Rating:	_____ x 12.5% =
Summative Student Growth Assessment 2 Rating:	_____ x 12.5% =

Summative Performance Evaluation Ratings:

_____ Professional Practice + _____ Assessment 1 + _____ Assessment 2 = _____

Unsatisfactory (1)	Needs Improvement (2)	Proficient (3)	Excellent (4)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We have conducted a summative evaluation conference. The teacher has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file. Educator comments attached: ___ Yes ___ No

Teacher Signature and Date: *Signature indicates only that teacher has read and understands the evaluation.

Evaluator Signature and Date:

Tenured Educator (Needs Improvement) Professional Development Plan (PDP)

Educator:	Evaluator:
Date of PDP: <i>**Within 30 days of receiving a summative rating of "Needs Improvement"</i>	Mid-Plan PDP Conference
Anticipated End date of PNP:	

Directions: Use a separate form for each Domain identified as an area of improvement in the PDP.

Domain: _____

Component Name and Letter	
Rationale for area of improvement	
Improvement Strategies	
Tasks to Complete	
Support and Resources	
Indicators of Progress	

Evaluator Comments:

Educator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Note: Signatures indicate that the evaluator, in consultation with the educator, developed the plan.

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Tenured Educator (Needs Improvement) Mid-Plan Conversation for the Professional Development Plan (PDP)

Educator:	Evaluator:
Mid-Plan PDP Conference	Others in Attendance (optional)

Topics from Educator:

Topics from Evaluator:

Notes from Meeting:

What is working?

Areas to Modify:

Challenges/Concerns (if any):

Educator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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Tenured Educator (Unsatisfactory) Remediation Plan

Educator:	Evaluator:
Consulting Teacher:	Date of Remediation Plan: <i>**Within 30 days of receiving a summative rating of "Unsatisfactory"</i>
Mid-Plan Conference Date:	Anticipated End date of the plan: <i>** Plan completed within 90 School Days</i>

Directions: Use a separate form for each Domain / Student Growth Objectives identified as an area of improvement in the remediation plan.

Domain and Component Name / Letter	
Goal Statement for this Component	
Rationale for area of improvement in this Component	
Improvement Strategies / Interventions	
Tasks to Complete	
Support and Resources	
Person(s) responsible for providing support	
Indicators of Progress	
Expected Behaviors Demonstrated upon completion of the plan. (Include sample evidence)	

Evaluator Comments:

Educator's Signature: _____ Date: _____ Consulting's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____ Note: Signatures indicate that the evaluator, in consultation with the educator, developed the plan.

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Tenured Educator (Unsatisfactory) Mid-Plan Conversation for the Remediation Plan

Educator:	Evaluator:
Consulting Teacher:	Date of Mid-Plan Meeting:

Domain and Component Name / Letter	
Topics from Educator	
Topics from Evaluator	
Progress of Strategies / Interventions	
Tasks Completed	
Support and Resources <ul style="list-style-type: none"> ● What is working? ● Areas to Modify? 	
Person(s) responsible for providing support (if additional supports are provided)	
Progress Demonstrated to date	
Evidence of expected behaviors to be demonstrated upon completion of the plan. (Include sample evidence)	

Educator’s Signature: _____ Date: _____

Evaluator’s Signature: _____ Date: _____

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Teacher Evaluation Deadlines and Due Dates

Order of Events

1. Must have Assessments approved (August 1st and /or January 10th)
2. Administer your assessments (September 15th and/or January 15th)
3. Complete Elements 1, 2 and 3 in the SLO Template
 - a. Element 1-Learning Goal
 - b. Element 2- Assessment and scoring guide
 - c. Element 3- Pretest Data and Growth Targets (within 10 days of giving assessment growth targets due)
4. Meet with Evaluator for SLO approval
5. Teach
6. Mid-point check and record testing date on SLO
 - a. Meet with Evaluator if needed
7. Teach
8. Administer your post assessment (December 15th and/or May 15th)
9. Complete Element 4 on SLO
 - a. Element 4- Post test Data (What % of students met?)
10. Meet with evaluator for final SLO Rating
 - a. Element 5- Final Rating for this SLO- Evaluator Completes
11. Start process over again with your second assessment and SLO!!

Assessment Dates

- ✓ Assessment Approval
 - Due to be approved by August 1st and/or January 10th
 - Goal of evaluator to approve within 10 working days
- ✓ Assessment Administration
 - Pre-assessment no later than September 15th and/or January 15th
 - Post-assessment no later than December 15th and/or May 15th
 - Note: If assessment is given on May 15th the 10 working days may or may not exceed the end of the school year. Therefore, in this circumstance, all SLO and assessment paperwork must be completed and turned in before leaving for summer break. If a teacher wants his/her 10 working days, they can continue into summer break but cannot be continued the following school year.

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SLO Dates

- ✓ Elements 1-3 due 10 working days after pre-assessment is administered
- ✓ If revisions to growth targets are needed, the teacher is responsible for setting a meeting with the evaluator within 10 days of the mid-point check. Teacher must provide supporting data.
- ✓ Elements 4 and 5 due 10 working days after post-assessment is administered

Professional Practice Dates

- ✓ Must meet with evaluator before scheduled formal observation to review lesson plan and artifacts
- ✓ Teacher will receive his/her evaluation paperwork no later than 15 working days from the date of the observation.
- ✓ A Post-Observation conference will be scheduled no later than 20 working days from the date of the observation
- ✓ Informal observation notes must be completed within 10 working days
- ✓ Final Professional Practice ratings determined by March board meeting

Final Summative Rating

- ✓ Final ratings (Professional Practice and Student Growth) determined by March board meeting.

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