

**Rutland Southwest Supervisory Union  
Differentiated Teacher Supervision and  
Evaluation 3 Phase System**

**AT-A-GLANCE**

Teachers in RSWSU will be supervised and evaluated in the competencies of professional practice, which are included in all four Vital Areas as well as those specifically addressed in their goals.

**Evaluation of Special Educators:** Given the nature of the work of special educators in meeting state and federal requirements, the process of supervision and evaluation will be done jointly by the Director of Student Support Services, Poultney Building-Based Director of Student Support Services and the building principal.

**Goal Setting & Intensive Supervision Timeline**

*For teachers in their first two years of employment or new teaching assignment.*

<b>Procedure</b>	<b>To Be Completed By</b>
Submit & receive approval of goals	<u>Before</u> end of October
1 <sup>st</sup> observation & conference required	End of October
3 <sup>rd</sup> and final observation and conference required	March 1
Prepare self-assessment & schedule meeting with administrator(s)	March 1
Final Summative Evaluation Form and Recommendation	March 15

**Goal Setting & Formal Supervision Timeline**

*For teachers employed for 2 or more consecutive years, who do not change teaching assignment*

<b>Procedure</b>	<b>To Be Completed By</b>
Goal setting completed and reviewed with administrator(s)	October 31
Observation Conferences, Observation	Ongoing
Teacher Self-Reflection/Self-Assessment	April 15
Self-Assessment Meeting & Final Summative Evaluation Form due	May 15

**Goal Setting & Self-Directed Growth/Reflection Timeline**  
*For teachers after they complete Formal Supervision.*

Procedure	To Be completed By
Goal setting completed and reviewed with administrator(s)	October 31
Mid-year teacher self-assessment form: (Conference with administrator is optional in year 3)	February 15
Teachers' presentation for colleagues (year 3 reflection)	May 15
End-of-year teacher self-reflection form and supporting evidence due and conference with administrator(s)	June 1
Written summary of presentation and final meeting with administration (year 3)	June 1
Administrative recommendation for renewal	June 1

- Teachers will usually spend one or two years in Intensive Supervision and one year in Formal Supervision, but as a result of the summative evaluation process, these times can be extended by the administrator. At any time during the supervision/evaluation cycle, teachers may be placed on focused assistance or probation should the need arise.
- All goals must be submitted and approved by the administrator by October 31. You may, however, develop your goals at the end of the previous year if you prefer.
- Goals may be multi-year and/or goals may be repeated with review and any needed revision completed by October 31.
- Save all documentation from the RSWSU supervision/evaluation process for your IPDP process. The two systems really are connected!
- Options for Phase III, Self-Directed Growth: See page 5 for possible activities and year 3 presentations.

When a teacher's performance at any point does not meet the competencies (see competencies of Professional Practice), he/she will be placed in a formal supervision Phase and will develop a Focused Assistance Plan with the supervisor.

## **Rutland Southwest Supervisory Union**

### **Differentiated Teacher Supervision and Evaluation System**

**Purpose** - To improve instruction and professional development so that teachers can demonstrate improved student performance.

It is the intent of this supervision/evaluation process to enable teachers to connect their work directly to the five Standards for Vermont Educators: Learning, Professional Knowledge, Collegueship, Advocacy, and Accountability. Teachers in RSWSU will be supervised and evaluated in the competencies of professional practice which are included in four Vital Areas:

1. Planning and Preparation
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities

Teachers are encouraged to integrate the indicators in these Vital Areas with their supervision goals in developing Individual Professional Development Plans.

It is the responsibility of individual teachers to work with their supervisor or designee to meet all deadlines identified as part of the supervision/evaluation process.

**Goal Setting** - All teachers will participate in annual goal setting by October 31<sup>st</sup>. First year probationary teachers will develop goals in only Domain Areas 1 and 2. Goals will be established collaboratively by the teacher and administrator(s) and will include a colleague in the Colleague Consultation component. A minimum of two and no more than five goals will be established. At least one of these goals will focus on the improvement of instruction, and at least one will focus on improved student performance. Goals may be carried over from one year to the next with agreement from the administrator. Individual goals should relate to the teacher's Individual Professional Development Plan, the school's Action Plan and accomplishment of district goals.

Using the Professional Goals form, goals should be clearly and specifically stated with indicators of attainment, which clearly show how goal achievement can be determined.

Teachers on level I with a trained Pathwise mentor, will set the same goals for supervision and evaluation and mentoring.

**Components** - The Rutland Southwest Supervisory Union's differentiated supervision and evaluation system recognizes that individual teachers have different needs in addressing their professional growth and development. The system will provide varying levels of supervision in order to better assist teachers in those areas. The following components are included in the differentiated supervision and evaluation system:

I. **Intensive Supervision**

Intensive Supervision is for teachers in their first two years of employment with the RSWSU or in a new assignment. Intensive Supervision is a modification of the Formal Supervision process with three rather than two required instructional observations and conferencing sessions. At least one of the classroom observations may be for an extended period of time. As part of this cycle, the teacher will take part in the RSWSU's structured mentoring program. **Teachers new to the state of Vermont**, but with prior teaching experience, are considered probationary teachers. **Teachers, new to the district**, but who have previously taught in Vermont, will be observed focusing on all four Vital Areas. Teachers who have been re-assigned to a new position or new hires with over five years of experience, may have the second year of intensive supervision waived.

or

II. **Formal Supervision**

Formal Supervision is for teachers who have been employed in the RSWSU for two or more consecutive years and who do not change teaching assignment (i.e., grade level or discipline area). Teachers and their supervisor(s) set goals, schedule observations and conferences and meet at the end of the year to summarize goal attainment and to discuss the administrator's evaluation of the

teacher's performance. There are two required instructional observations and conferencing sessions.

After completing phase(s) I or II, teachers will move into Phase III, which is a three-year phase.

### III. Self-Directed Growth/Reflection

After completing two years of Phase I, new teachers and teachers who have been employed for two or more consecutive years who do not change teaching assignment and have completed Phase II, will enter Phase III, Self-Directed Growth/Reflection. Phase III will span three school years. During all years of Phase III, teachers will engage in goal setting and then choose various ways to achieve these goals. These options may include peer observation, developing and teaching standards-based units of study, organizing and implementing workshops related to school or RSWSU goals, developing and implementing an action research project, participation in the national certification process, researching and sharing new teaching strategies on specific topics, working with colleagues on specific instructional objectives, conducting a curriculum audit in a specific area, initiating and facilitating a study team on alternate assessment strategies in a particular school, developing and implementing a standards-based unit of study, taking a traditional course or other activities mutually agreed upon by the teacher and supervisor.

During each year of Phase III, Self-Directed Growth, teachers will provide their supervisor(s) with a mid-year progress form, meet to review progress when requested by the teacher or administrator(s), and complete a final written reflective form, summarizing their progress.

During the third year of Phase III, teachers are to write a final reflection summary that is an analysis and syntheses of the Self-Directed Growth Phase and make a presentation to colleagues.

The presentation will include:

**Your Growth:** Briefly describe your area(s) of focus for professional growth.

**Challenge:** What did you see as your biggest challenge throughout the year?

**As a result of reflection:** Describe changes you made or strategies you used to overcome the challenge. Include benefits to your students.

**Conclusion:** How were the Danielson rubrics helpful to you? Mention any key insights, ideas or ways we can improve. This final summary provides an opportunity for teachers to reflect on the effectiveness of their instruction as it relates to student performance.

### **Remediation**

Focused Assistance/Improving Current Practice – Teachers are placed in Focused Assistance when, in the supervisor’s judgment, a teacher’s performance fails to meet competencies in any of the four Vital Areas of professional practice or when they fail to make required progress toward attainment of identified goals.

The decision to place a teacher in Focused Assistance can be made at any time during the school year or at any point in the multi-year supervision/evaluation cycle. When a teacher is placed in Focused Assistance, he/she will be given a notice of deficiencies with remedies, timelines for implementation, and feedback or progress. Additional administrative support from central office may also be specified. This plan will vary widely depending on the nature of the deficiency.

If a teacher is placed in Focused Assistance during the course of a school year with the intent of continuing the Focused Assistance into the next year, the teacher will be held in the Formal Supervision phase and will be notified of it in accordance with dates for notification.

Prior to the dates specified in the agreement, the supervising administrator will establish a meeting with any teacher in Focused Assistance to determine if the teacher has improved sufficiently to meet the competency area(s) identified in the remedial plan. If the teacher

has not sufficiently improved, the supervising administrator will continue to keep the teacher in Focused Assistance or recommend non-renewal to the superintendent.

If the teacher's performance does improve to an acceptable level in accordance with contractual dates of notification, there will be another meeting scheduled before the end of the school year to re-evaluate skills in each competency area. Following this meeting, the supervising administrator will make a recommendation to the superintendent on the teacher's supervision/evaluation category for the upcoming year.

Participants in the Focused Assistance phase will be formally observed as specified in the plan and will engage in pre/post conferences with the administrator on each of these observations. Administrators will also document multiple classroom visitations and related data collection activities. Transition from the Focused Assistance component is dependent on the correction of any deficiencies in current practice as defined by the teacher's assigned administrator.

When a teacher's performance at any point does not meet the competencies (see Competencies of Professional Practice), he/she will be placed in Formal Supervision and will develop a Focused Assistance Plan with the supervisor.

Principal, Director of Student Support Services and Poultney Building-Based Special Education Coordinator will collaborate on the development of a plan for special education teachers.

**Probationary Period** – In cases of misconduct, or in the case where a teacher's performance is considered by his/her evaluator to be significantly below RSWSU standards as determined by the four Vital Areas, the administrator may recommend formal probation to the superintendent of schools. The superintendent will review the recommendation and will meet with the teacher and administrator to discuss the teacher's performance. Following the meeting, the superintendent shall determine whether the teacher's performance warrants probationary status.

If the superintendent determines that probation is warranted, the superintendent shall define, with the assistance of the Administrator(s) and teacher, a plan for improvement. The plan for improvement shall include required performance goals, and a date for re-evaluation of the teacher's adherence to these goals. Following the probationary period, the superintendent shall determine the teacher's future evaluation cycle (Intensive or Formal) or may recommend non-renewal of employment. Placement on probation is not a pre-requisite for a non-renewal recommendation. In the event that a teacher is recommended for non-renewal, all contractual and/or statutory rights of appeal shall be afforded the teacher. Procedures will comply with state regulations, particularly VT 16 subsection 1752.

### **Descriptions and Timelines for the Differentiated Supervision/Evaluation Components**

#### **I. INTENSIVE SUPERVISION**

Intensive Supervision is a modification of the Formal Supervision process with a minimum of three required instructional observations and conferencing sessions. The first of these sessions should be scheduled during the month of September, and the third observation must be completed by March 1. All teachers in this phase will be required to participate in a mentoring program provided by RSWSU for at least one year.

By March 1, the administrator will schedule a meeting with each teacher. The teacher will be required to write a self-assessment indicating the progress toward achieving articulated goals. Teachers will be encouraged to bring evidence of their work during the year. The purpose of this meeting will be:

To summarize goal attainment, stating that the goals have been attained or why they have not. Comments reflecting goal attainment will be made on the Final Summative Evaluation form.

For the administrator to evaluate the teacher's performance using the Final Summative Evaluation form.

Following a discussion of the teacher's performance and goal attainment, the administrator will recommend the following status to the superintendent:

- Renewal – has met all standards articulated in the first two Vital Areas.
  - Intensive Supervision
  - Formal Supervision
- Renewal with concerns – has not met all standards articulated in the first two Vital Areas.
  - Intensive Supervision with Focused Assistance
  - Formal Supervision with Focused Assistance
  - Probationary Status with Focused Assistance
- Non-Renewal

The final Summative Evaluation form and a copy of the Professional Goals, including the reflective self-assessment, with the mid-year assessment completed, will be forwarded to the superintendent by March 15. These documents will be filed in the teacher's personnel file.

Intensive Supervision Timeline:

<u>Procedure</u>	<u>To Be Completed By</u>
First observation and conference required	End of October
Goals submitted and approved	End of October
Third and final observation and conference required	March 1
Prepare self-assessment and schedule meeting with administrator	March 1
Final Summative Evaluation Form and Recommendation	March 15

## **II. FORMAL SUPERVISION**

Teachers and their supervisor(s) set goals, schedule observations and conferences and meet at the end of the year to summarize goal attainment and to discuss the administrator's evaluation of the teacher's performance.

In the Formal Supervision component, a teacher works with an administrator(s) to achieve defined goals. They will focus on specific goals and selected competencies.

The teacher and administrator(s) will conduct a minimum of two instructional observations and conferencing sessions. It is recognized that this process should begin early in the school year and that observations be conducted at reasonable intervals. All classroom observations must be followed by a post-observation conference, preferably within three (3) school days, but no later than five days after the observation.

The administrator and teacher are encouraged to schedule additional instructional supervision and conferencing sessions throughout the course of the year. The decision as to whether to schedule such meetings will in part be determined by the nature of the goals, the nature of the attainment indicators, and the opportunities for the supervisor to observe progress informally through ongoing interaction with the teacher. By May 15, the administrator will schedule a meeting with the teacher. The teacher will be required to write a self-assessment by April 15 indicating the progress toward achieving articulated goals. Teachers will bring evidence of their goal attainment during the year. The purpose of this meeting will be:

1. To summarize goal attainment, stating that the goals have been attained or why they have not. Comments reflecting goal attainment will be made on the Final Summative Evaluation form.

2. For the administrator to evaluate the teacher's performance using the Final Summative Evaluation form.

Following a discussion of the teacher's performance and goal attainment, the administrator will recommend the following status to the superintendent:

- Renewal – has met all standards articulated in the four Vital Areas.
  - Formal Supervision
  - Self-Directed Growth
  
- Renewal with concerns – has not met all standards articulated in the four Vital Areas.
  - Formal Supervision with Focused Assistance
  - Probationary Status with Focused Assistance
  
- Non-Renewal

The administrator will forward a copy of the Goal Setting Sheet with the reflective self-assessment and the Final Summative Evaluation form to the Superintendent's Office by June 1 for inclusion in the teacher's personnel file.

Formal Supervision Timeline:

The Formal Supervision Cycle begins and ends June 1.

<u>Procedure</u>	<u>To Be Completed By</u>
Goal setting completed and reviewed with administrator(s)	October 31
Observation Conferences, Observation	Ongoing
Teacher Self-Reflection/Self-Assessment	April 15
Self-Assessment Meeting and Final Summative Evaluation Form due	May 15

Note: In the case of teachers who are recommended for probation, non-renewal, or some other contract related status, timelines may be modified in order to adhere to notification dates in the appropriate negotiated contract or, in the absence of a contractually stipulated notification date, April 15.

**III. SELF-DIRECTED GROWTH/REFLECTION**

During this three-year cycle, administrators will have conversations related to goals, goal attainment progress or any other matter pertaining to the Self-Directed Growth cycle with each teacher during the school year.

Year 1 and 2 Timeline:

<u>Procedure</u>	<u>To Be Completed By</u>
Goal setting completed and reviewed with administrator(s):	October 31
Mid-year teacher self-assessment form: (Conference with administrator is optional)	February 15
End-of-year teacher self-reflection form and supporting evidence due and Conference with administrator	June 1
Administrative recommendation for renewal	June 1

Following a review of the teacher's accomplishments and goal attainment, the administrator will recommend the following status to the superintendent:

- Next Steps – has met all standards articulated in the four Vital Areas.
  - Self-Directed Growth
  - Formal Evaluation Phase

The principal will forward the Final Summative Evaluation Form to the Superintendent’s Office by June 1 for inclusion in the teacher’s personnel file.

Year 3 - Reflection

This final year in the Self-Directed Growth Phase will serve as an opportunity to reflect on, analyze, and synthesize the effectiveness of their instruction as it relates to student performance. Presentation for colleagues may be a guided discussion or activity, a video, PowerPoint slide show, etc. to include:

**Your Growth:** Briefly describe your area(s) of focus for professional growth.

**Challenge:** What did you see as your biggest challenge throughout the year?

**As a result of reflection:** Describe changes you made or strategies you used to overcome the challenge. Include benefits to your students.

**Conclusion:** How were the Danielson rubrics helpful to you? Mention any key insights, ideas or ways we can improve.

Year 3 Timeline:

<u>Procedure</u>	<u>To Be Completed By</u>
Goal setting completed and reviewed with administrator(s)	October 31
Mid-year teacher self-assessment form (Conference with administrator is optional)	February 15
Teacher’s presentation for colleagues	May 15
Written summary of presentation of Phase III and final meeting with administrator	June 1

Following a review of the teacher's accomplishments and goal attainment, the administrator will recommend the following status to the superintendent:

- Renewal – has met all standards articulated in the four Vital Areas.
  - Formal Supervision

Evaluation of Special Educators

The principal will coordinate a meeting between the teacher, principal, Director of Student Support Services and Poultney Building-Based Special Education Coordinator.

The Director of Student Support Services or Poultney Building-Based Special Education Coordinator will annually complete document F9 for special educators.

During all three phases, the principal, Director of Student Support Services and Poultney Building-Based Special Education Coordinator will each do at least one observation.

The Final Summative Evaluation form will be completed by the principal and the Evaluation Section for Special Education will be attached to this form.

### **Competencies of Professional Practice**

The attached competencies of professional practice serve as a foundation for the district's differentiated supervision and evaluation system. Twenty-three competencies are utilized to describe the complex activity of teaching; these are divided into four vital areas of teaching responsibility:

Vital Area 1: Planning and Preparation

Vital Area 2: The Classroom Environment

Vital Area 3: Instruction

Vital Area 4: Professional Responsibilities

Specific features of each competency are further defined by indicators with a rubric for each indicator that defines levels of performance ranging from "basic" to "distinguished". These indicators and levels of performance should be viewed and used more as a continuum of professional growth than a final rating and should serve as a guide for assisting teachers in improving their practice and reaching goals.

**DOMAIN I: PLANNING AND PREPARATION**  
**Component Ia: Demonstrating Knowledge of Content and Methodology**  
**Elements:**

**Knowledge of content \* Knowledge of prerequisite relationships \* Knowledge of content-related methodology**

**LEVEL OF PERFORMANCE**

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

**DOMAIN I: PLANNING AND PREPARATION**

**Component Ib: Demonstrating Knowledge of Students**

**Elements:**

**Knowledge of characteristics (intellectual, social, and emotional) of age group \* Knowledge of students’ varied approaches to learning \* Knowledge of students’ skills and knowledge \* Knowledge of students’ interests and cultural heritage**

**LEVEL OF PERFORMANCE**

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

## DOMAIN I: PLANNING AND PREPARATION

### Component Ic: Selecting Instructional Goals

#### Elements:

**VALUE:** Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks. \* **CLARITY:** Goals are clearly stated as student learning and permit sound assessment. \* **SUITABILITY FOR DIVERSE STUDENTS:** Goals reflect needs of all students in a class. \* **BALANCE:** Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines.

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

**DOMAIN I: PLANNING AND PREPARATION**  
**Component Id: Demonstrating Knowledge of Resources**  
**Elements:**  
**Resources for teaching \* Resources for students**

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

## DOMAIN I: PLANNING AND PREPARATION

### Component Ie: Designing Coherent Instruction

#### Elements:

**Learning activities \* Instructional materials and resources \* Instructional groups \* Lesson and unit structure**

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

**DOMAIN I: PLANNING AND PREPARATION**

**Component 1f: Assessing Student Learning**

**Elements:**

**Congruence with instructional goals \* Criteria and standards \* Use for planning**

<b>LEVEL OF PERFORMANCE</b>
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<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**  
**Component 2a: Creating an Environment of Respect and Rapport**  
**Elements:**  
**Teacher interaction with students \* Student interaction**

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

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

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

**Elements:**

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

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

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2c: Managing Classroom Procedures

#### Elements:

**Management of instructional groups \* Management of transitions \* Management of materials and supplies  
Performance of non-instructional duties \* Supervision of volunteers and paraprofessionals**

<b>LEVEL OF PERFORMANCE</b>
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ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

**Component 2d: Managing Student Behavior**

**Elements:**

**Expectations \* Monitoring of student behavior \* Response to student misbehavior**

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

## DOMAIN 2: THE CLASSROOM ENVIRONMENT

### Component 2e: Organizing Physical Space

#### Elements:

**Safety and arrangement of furniture \* Accessibility to learning and use of physical resources**

<b>LEVEL OF PERFORMANCE</b>
-----------------------------

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses available physical resources poorly, or learning is not accessible to some students.	Teacher uses available physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses available physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use available physical resources optimally, and students ensure that all learning is equally accessible to all students.

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

**LEVEL OF PERFORMANCE**

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

**DOMAIN 3: INSTRUCTION**  
**Component 3b: Using Questioning and Discussion Techniques**  
**Elements:**  
**Quality of questions \* Discussion techniques \* Student participation**

<b>LEVEL OF PERFORMANCE</b>
-----------------------------

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Quality of Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teachers successfully engage all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

**DOMAIN 3: INSTRUCTION**  
**Component 3c: Engaging Students in Learning**  
**Elements:**  
**Representation of content \* Activities and assignments \* Grouping of students**  
**Instructional materials and resources \* Structure and pacing**

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.

**DOMAIN 3: INSTRUCTION (CONTINUED)**

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

**Elements:**

**Representation of content \* Activities and assignments \* Grouping of students  
Instructional materials and resources \* Structure and pacing**

**LEVEL OF PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Instructional Materials and Resources	Instructional materials and resources are not matched to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially matched to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are matched to the instructional goals and engage students mentally.	Instructional materials and resources are matched to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing or the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

**DOMAIN 3: INSTRUCTION**  
**Component 3d: Providing Feedback to Students**  
**Elements:**

**Quality: accurate, substantive, constructive, and specific \* Timeliness**

<b>LEVEL OF PERFORMANCE</b>
-----------------------------

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**Component 4a: Reflecting on Teaching**

**Elements:**

**Accuracy \* Use in future teaching**

<b>LEVEL OF PERFORMANCE</b>
-----------------------------

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**Component 4b: Maintaining Accurate Records**

**Elements:**

**Student completion of assignments \* Student progress in learning \* Non-instructional records**

**LEVEL OF PERFORMANCE**

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**Component 4c: Communicating with Families**

**Elements:**

**Information about the instructional program \* Information about individual students**

**Engagement of Families in the instructional program**

<b>LEVEL OF PERFORMANCE</b>
-----------------------------

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

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

**Elements:**

**Relationships with colleagues \* Service to the school \* Participation in school and district projects**

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

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

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

**Elements:**

**Enhancement of content knowledge and pedagogical skill \* Service to the profession**

<b>LEVEL OF PERFORMANCE</b>
-----------------------------

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Enhancement of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

**Component 4f: Showing Professionalism**

**Elements:**

**Service to students \* Advocacy \* Decision making**

<b>LEVEL OF PERFORMANCE</b>
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<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Service to Students	Teacher is not alert to students' needs.	Teacher's attempts to meet students' needs are inconsistent.	Teacher is active in meeting students' needs.	Teacher is highly proactive in meeting students' needs and seeking resources when necessary.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school. Teacher does not implement IEP, 157 or 504 plans.	Teacher does not knowingly contribute to some students being ill served by the school. Teacher attempts to implement IEP, 157 or 504 plans.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed. Teacher fully implements IEP, 157 or 504 plans.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.

**RSWSU Differentiated Teacher Supervision and Evaluation System**  
**Professional Improvement Goal (F1)**  
**(Due before end of October)**  
**(Template)**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_  
Phase: \_\_\_\_\_ Date: \_\_\_\_\_

Please note the areas of your teaching practice that you will address during the school year, and the professional development activities you are pursuing related to your goals. Your goals are to be selected from Charlotte Danielson's Domains/vital Areas stated in the RSWSU Supervision/Evaluation system. The most important impact of professional growth should be the improvement of practice that will lead to enhanced student learning. (NOTE: Teachers are encouraged to integrate in the four Vital Areas with the development of their Independent Professional Development Plan.

Domain #\_\_\_\_, \_\_\_\_\_  
Component #\_\_\_\_\_

**Goal(s):**

**Reason for the goal:**

**What will be accomplished?**

**Support or resources needed:**

**Specific Steps/Strategies**

**Date to be completed**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

**What will be your indicators of progress and/or evidence of improved performance and meeting the goal?**

**Rutland Southwest Supervisory Union**  
**(MODEL) Professional Improvement Goal (MODEL)**  
**(F1b)**

Domain # 4, Professional Responsibilities  
Component #4e

**Goal(s):** I will increase my content knowledge and improve my teaching techniques in Mathematics, specifically in Algebra, which will include research based Best Practices.

**Reason for the goal:** I am not a strong math teacher and I find it challenging to teach upper level math using the Everyday Math Program.

**What will be accomplished?** I will have a better understanding of Algebra and how to better instruct my students using Best Practices. My students will be assessed more in depth in Algebra.

**Support or resources needed:**

\*Access to professional development money or course reimbursement funds to take a graduate algebra class or the district could provide it. \*I also need the Math Teacher Leader, Director of Curriculum and/or the principal to come in, observe me and give me feedback on if instruction has improved and how I can continue to improve. \*I need the support of my principal and a substitute in order to observe peers who are strong in Algebra and instructing it, in my building and in the district.\*Access to a professional who knows how to use EDM Program and get through both journals.

Specific Steps/Strategies	Date to be completed
1. Register at CSC and take algebra course	December 2004
2. Observe 3 different peers teaching algebra	December 2004
3. 4 observations of me with feedback to me throughout the year.	March 2005
4. – 10. etc.	

**What will be your indicators of progress and/or evidence of improved performance and meeting the goal?**

My initial indicator for improvement of instruction will be receiving positive feedback from being observed teaching algebra after I observe peers and complete the algebra course. A secondary indicator will be receiving more than a satisfactory grade that indicates I have gained the basic content knowledge to teach algebra. A long-term indicator will be improvement of student test scores.

The goal will be successfully completed when an observer informs me that I am using Best Practices effectively while supporting my students in learning algebra.

**RSWSU Differentiated Teacher Supervision and Evaluation System**

**INTENSIVE/FORMAL PHASE (F2)**

**TEACHER SELF-REFLECTION**

**Due on or before March 1 (Intensive) / April 1 (Formal)**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_ Teaching Assignment: \_\_\_\_\_

Attached are my goals for this current school year (based on the components of the four Vital Areas).

What impact did my goals have on my own professional development, practice and student performance?

Please reflect on your practice during the year in each of the four Vital Areas.

**Vital Area 1: Planning and Preparation – includes Demonstrating Knowledge of Content and Methodology, Demonstrating Understanding of Students, Selecting Instructional Goals, Demonstrating Knowledge of Resources, Designing Coherent Instruction and Assessing Student Learning.**

**Vital Area 2: The Classroom Environment – Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, and Organizing Physical Space.**

**Vital Area 3: Instruction – Communicating Clearly and Accurately, Using Questioning and Discussion Techniques, Engaging Students in Learning, Providing Written and Oral Feedback to Students and Demonstrating Flexibility and Responsiveness.**

**Vital area 4: Professional Responsibilities – Reflecting on Teaching, Compliance with Administrative/Board Policies and Procedures, Maintaining Accurate Records, Communicating with Families, Contributing to the School, District and Profession, Growing and Developing Professionally, and Showing Professionalism.**

**Next Steps:**

cc: Superintendent  
Administrator  
File

# **RSWSU Differentiated Teacher Supervision and Evaluation System**

## **INTENSIVE/FORMAL PHASE (F3)**

### **Final Summative Evaluation Form**

Due on or before May 15 (Formal) / March 15 (Intensive)

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Teaching Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

The supervisor will provide a narrative and/or Summative checklist for all teachers evaluated in either Formal or Intensive supervision. This narrative will refer to selected competencies from the four Vital Areas listed below both in citing salient areas of performance as well as any areas that may be in need of improvement.

**Vital Area 1: Planning and Preparation - includes Demonstrating Knowledge of Content and Methodology, Demonstrating Understanding of Students, Selecting Instructional Goals, Demonstrating Knowledge of Resources, Designing Coherent Instruction and Assessing Student Learning.**

**Vital Area 2: The Classroom Environment - Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior, and Organizing Physical Space.**

**Vital Area 3: Instruction - Communicating Clearly and Accurately, Using Questioning and Discussion Techniques, Engaging Students in Learning, Providing Written and Oral Feedback to Students and Demonstrating Flexibility and Responsiveness.**

**Vital area 4: Professional Responsibilities – Reflecting on Teaching, Compliance with Administrative/Board Policies and Procedures, Maintaining Accurate Records, Communicating with Families, Contributing to the School, District and Profession, Growing and Developing Professionally, and Showing Professionalism.**

Narrative Attached: Progress, Recommendations

Supervisor should check any appropriate boxes:

- Renewal – has met all standards articulated in the four Vital Areas.
  - Intensive Supervision
  - Formal Supervision
  - Self-Formal Growth
  
- Renewal with concerns – has not met all standards articulated in the four Vital Areas.
  - Intensive Supervision with Focused Assistance
  - Formal Supervision with Focused Assistance
  - Probationary Status with Focused Assistance
  
- Non-Renewal

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Teacher Signature and Date

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Supervisor Signature and Date

**Signature of this document indicates the teacher has received and read it. It does not necessarily indicate agreement with the content. Teachers may write responses to this observation, which will then be attached to the document.**

cc: Superintendent  
Administrator  
File

**RSWSU Differentiated Teacher Supervision and Evaluation System**

**SELF-DIRECTED GROWTH PHASE (F4)**

**Years 1 - 3**

**(Due on or before February 15)**

**Mid-year teacher self-assessment form**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_ Teaching Assignment: \_\_\_\_\_

Below is a brief description of my progress toward meeting this year's goals.

Identify any areas of concern regarding progress toward your goals or areas where assistance is needed.

I request a conference with my administrator to discuss the above.

Yes \_\_\_\_\_

No \_\_\_\_\_

Optional Meeting Notes Attached.

cc: Superintendent

Administrators

File

**RSWSU Differentiated Teacher Supervision and Evaluation System**

**SELF-DIRECTED GROWTH PHASE (F5)**

**Years 1 and 2 – Final Reflection**

**(Due on or before June 15)**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_ Teaching Assignment: \_\_\_\_\_

Attached are my goals for this current school year (based on the components of the four Vital Areas).

Please answer the following questions in a narrative:

1. Below is a brief description of my project/plan for this school year.
2. What impact did my goals have on my own professional development, practice, and student performance?
3. What was my significant learning for this school year? (e.g. What worked well? What could have worked better? What would I do differently the next time and why?)

cc: Superintendent  
Administrator  
File

**RSWSU Differentiated Teacher Supervision and Evaluation System**

**SELF-DIRECTED GROWTH PHASE (F6)**

**Year 3 - Final Reflection**

**(Due on or before June 15)**

Teacher Name: \_\_\_\_\_ School: \_\_\_\_\_

Date: \_\_\_\_\_

Please answer the following questions in a narrative:

1. What were my professional goals for this phase?
2. What impact did my goals have on my own professional development, practice, and student performance?
3. How have I applied my learning from the previous phases of the supervision/evaluation process to this year of reflection?
4. What was my significant learning this phase? (e.g. What worked well? What could have worked better? What would I do differently the next time and why?)

NOTE: Your reflection will be presented to your colleagues by May 15. The purpose of your presentation is to promote sharing and collegueship between and among RSWSU teachers.

cc: Superintendent  
Administrator  
File

**RSWSU Differentiated Teacher Supervision and Evaluation System**

**SELF-DIRECTED GROWTH PHASE (F7)**

**FINAL SUMMATIVE EVALUATION FORM**

Year 1 \_\_\_\_\_ Year 2 \_\_\_\_\_ Year 3 \_\_\_\_\_

(Due on or before June 1)

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Teaching Assignment: \_\_\_\_\_

By February 15: Mid-year progress report      Completed       Not Completed

By June 1:

- All goals were attained.
- Not all goals were attained. (Describe below)

Teacher self-evaluation is attached.

For the following year, you will be placed in the indicated phase:

- Renewal – has met all standards articulated in the four Vital Areas.
  - Self-Directed Growth
  - Formal Evaluation

\_\_\_\_\_  
Teacher Signature and Date

\_\_\_\_\_  
Supervisor Signature and Date

**Signature of this document indicates the teacher has received and read it. It does not necessarily indicate agreement with the content. Teachers may write responses to this observation, which will then be attached to the document.**

cc: Superintendent  
Administrator  
File

**RUTLAND SOUTHWEST SUPERVISORY UNION  
Administrators' Checklist (F8)**

**PROBATIONARY**

Teacher	New Teacher Orientation (August)	1 <sup>st</sup> Classroom Observation/Conferences (Sept.)	Goal Setting (Sept)	Optional Observation. (Oct.)	2 <sup>nd</sup> Formal Observation/Goal Review (Nov./Dec.)	Optional Observation (Jan.)	Eval. Completed; Summative Conf./Employment Recomm. (Feb.)	Optional Observations (Apr./May)

**FORMAL SUPERVISION**

Teacher	Goal/Action Plan developed/reviewed with Administrator (Sept. 15)	Goals/Action Plan agreed to; 2 classroom observations/conferences (Oct. 1; ongoing)	First Observation	Second Observation	Teacher completed self-assessment/reflection (Apr.15)	Summative Eval. Conference; Employment Recomm. (May 15)

**SELF-DIRECTED ACTIVITIES**

<b>Teacher</b>	<b>Goal/Action Plan developed/reviewed with Administrator (Sept. 15)</b>	<b>Goals/Action Plan Agreed to (Oct. 1)</b>	<b>Optional Progress Meeting (Feb. 15)</b>	<b>Employment Recommendation Made (Apr.15)</b>	<b>Meeting with teacher to discuss goals and accomplishments (June 15)</b>

**PLAN FOR EXPERIENCED TEACHER: REFLECTION**

<b>Teacher</b>	<b>Goal/Action Plan developed/reviewed with Administrator (Sept. 30)</b>	<b>Goals/Action Plan Agreed to (Oct. 1)</b>	<b>Reflection Paper developed (Mar. 1)</b>	<b>Presentation to colleagues completed (May 15)</b>	<b>Meeting to discuss goals and focus for next year; determine next supervision phase (June 15)</b>

## EVALUATION SECTION FOR SPECIAL EDUCATORS (F9)

(to be completed by Director of Student Support Services or Poultney Building-Based Special Education Coordinator)

Name: \_\_\_\_\_ School: \_\_\_\_\_ Position: \_\_\_\_\_

Director of Student Support Services \_\_\_\_\_

<b>Compliance:</b>	Evident, Done on Time	Follows State Model & Checklist, District Model	Evidence
• Confidentiality			
• Transfer of Records			
• Notices			
• Maintenance of Student Files			
<b>Central Office Paperwork: (Performance of Administrative Duties &amp; Obligations)</b>			
• Entrance/Exit Process			
• Level of Care Medicaid forms			
• Child Count Information			
• Extended Year Services			
• Updated Caseload			
• Year End Assurances			
• Tuition Breakdown (PHS)			
• Attends Sp Ed/Staff Meetings			

<b>Compliance:</b>	Evident, Done on Time	Follows State Model & Checklist, District Model	Unsatisfactory	Basic	Proficient	Distinguished	Evidence
• Individualized Education Program							
• Initial Evaluations							
• 3-Year Evaluations							
• Multi-Year Plan							
• Transition Plans							
<b>Central Office Paperwork (Performance of Administrative Duties &amp; Obligations)</b>							
• Service Plan Information							
• Extended Year Services							
• Year End Assurances							
<b>Case Management</b>							
• Facilitate IEP Meetings							
• Preparation for IEP Meetings							
• Coordination of Related Services							
• Communication/Rapport with Parents							
• Provision of Accommodations to Classroom Teachers							
• Collaboration with Classroom Teachers							
• Supervision/Evaluation of Instructional Assistants							
• Program Development							

# Focused Assistance/Improving Current Practice (F10)

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

School/Building \_\_\_\_\_ Position \_\_\_\_\_

A. STATEMENT OF AREA(S) NEEDING IMPROVEMENT

B. CORRECTIVE PROGRAM TO BE FOLLOWED

C. MONITORING SYSTEM AND TIMELINES

D. TEACHER COMMENTS

E. ADMINISTRATOR'S COMMENTS

F. FINAL EVALUATION

Focused Assistance Plan Satisfactorily Completed \_\_\_\_\_

Focused Assistance Plan Unsatisfactorily Completed \_\_\_\_\_

G. NEXT STEPS:

\_\_\_\_\_ Enter Formal Phase without Plan of Assistance

\_\_\_\_\_ Repeat of Formal Phase with Plan of Assistance

\_\_\_\_\_ Enter Self- Directed Phase

\_\_\_\_\_ Other Steps in accordance with Teacher Contract's and/or VSA Title 16; Section 1752

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

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

**ADDENDUM**

**PLAN FOR LEVEL I PROBATIONARY LICENSED TEACHER\* (A1)**

**Intensive Supervision**

*\*Probationary as defined by state statute*

*(A teacher who has been employed as a teacher in Vermont public schools for less than two school years)*

Completed by	<b><u>Probationary Teacher Activities</u></b>
August	New Teacher Orientation Activities
September	Goal Setting  Administrator conducts the first formal observation (including pre and post conferences)
October	Optional observation
November December	Administrator conducts the second formal evaluation; review goals
January	Optional observations
February	Administrator completes evaluation; holds summative conference with teacher; recommendation is made regarding continued employment
April May	Optional observations
June	

**PLAN FOR EXPERIENCED TEACHER (A2)**

Completed by	<i>Formal Supervision</i>
August 31	Begin cycle
September 15	Goal/Action Plan drafted & reviewed with Administrator
October 1	Goal/Action Plan completed & submitted to Administrator Ongoing: minimum of 2 instruction observations and conferencing sessions
April 15	Teacher self-reflection/self-assessment
May 15	Summative evaluation conference and evaluation with Administrator Administrator will recommend: renewal, renewal with concerns

**PLAN FOR EXPERIENCED TEACHER (A3)**

Completed by	<i>Self-Directed Activities</i>
August 31	Begin cycle
September 15	Goal/Action Plan drafted & reviewed with Administrator
October 31	Goal/Action Plan completed & submitted to Administrator
February 15	Meeting with Administrator optional
April 15	Administrator will recommend: renewal, renewal with concerns
June 15	Meeting with Administrator to discuss goals & accomplishments

**PLAN FOR EXPERIENCED TEACHER (A4)**

Completed by	<i>Reflection (Year 3)</i>
August 31	Begin Cycle
September 30	Goal/Action Plan are reviewed with Administrator
October 31	Goal/Action Plan completed & submitted to Administrator
March 1	Teacher's write final reflection summary Reflection summary presented to colleagues before end of year (4 elements included – see Appendix A5)
May 15	Presentation completed
June 15	Meeting with supervisor: will decide which of four Vital Areas will become the focus of the formal supervision year, which will begin the next cycle

## RUTLAND SOUTHWEST SUPERVISORY UNION

### Sharing Reflection With Staff

#### Appendix (A5)

##### Guiding Questions:

##### **Your growth:**

Briefly describe your area(s) of focus for professional growth.

##### **Challenge:**

What did you see as your biggest challenge throughout the year?

##### **As a result of reflection:**

Describe changes you made or strategies you used to overcome the challenge. Include benefits to your students.

##### **Conclusion:**

How was the self-directed growth/reflection process helpful to you? Mention any key insight, ideas or ways the system can be improved.

##### Overview:

There is no right or wrong way to present.

Be as formal or informal as you are comfortable.

## Goals Setting Using the Four Vital Areas

### Appendix (A6)

The Vital Areas can be incorporated into formal professional development and evaluation plans through two approaches:

- 1) New teachers can use it as a guide to set their own professional goals each year;
- 2) Experienced teachers ask important questions based on the Vital Areas about their teaching practice. They then select from a menu of options of data collection methods to find answers to the questions.

In the charts below are some sample goals and questions.

<b>Sample Goals</b>	<b>Domain/Component</b>
To enhance my working knowledge of gifted and talented students, I will seek out at least three sources of information.	1 Planning and Preparation b Knowledge of students
I will develop an effective record keeping system to help note student progress, strengths, and weaknesses.	4 Professional Responsibilities b Maintaining accurate records
I will work on guiding my students to demonstrate genuine caring and respect for one another.	2 Classroom environment a Establishing an environment of respect and rapport
I intend to teach my students how to direct their questions to other students rather than always to me.	3 Instruction b Using questioning and discussion techniques

<b>Sample Questions</b>	<b>Domain/Component</b>	<b>Possible Method</b>
Are my questioning and discussion techniques effective?	3 Instruction b Using questioning and discussion techniques	Video, collegial observation, student survey
Do I group my students in ways that enhance instruction?	3 Instruction c Engaging students in learning	Video, discussion with colleague, colleague observation
Do parents of my students feel adequately involved in their children's education?	4 Professional Responsibilities c Communicating with families	Parent survey
Do my teaching methods target different ways of learning?	1 Planning and Preparation b Demonstrating knowledge of students	Student survey, planning documents
Do the assessment techniques I use reflect my beliefs about student learning?	2 Instruction d Providing feedback to students	Student survey, parent survey, samples of student work with feedback

Cross Reference: Source: "The Exchange", the newsletter of The Framework for Teaching Network, Fall 1998.

## **APPENDIX (A7)**

### ***EVIDENCE TO SUPPORT COMPONENTS***

The following items can be used to document skills for each component/ domain of the framework.

This is only a partial list and we invite teachers to add to it.

- Awards Received
- Student Reports
- Parent Reports
- Peer Review of Materials
- Teacher Designed Tests
- Documentation of Professional Activity
- Classroom Observations
- Pupil Achievement Scores
- Action Research
- Participation in School Improvement
- Administrator's Report
- Data Unique to the Individual Teacher
- Conferences Attendance/Course Work
- Self Assessments
- Artifacts (Student Work)
- Student Portfolio
- Videotapes
- Teacher Designed Rubrics or Assessments
- Lesson Plans
- Participation in Co-Curricular & Extra-Curricular Activities
- Collaborative Work
- Communication
- Meeting Minutes
- Newspaper Articles
- Use of Community Resources
- Community Service Learning Opportunities

**Supervision – Evaluation Summative Checklist**  
**Domains**

<b>Domain</b>	<b>Domain Title</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1</b>	<b>Planning and Preparation</b>				
<b>Component 1-a</b>	Demonstrating Knowledge of Content and Methodology				
1	Knowledge of content				
2	Knowledge of prerequisite relationships				
3	Knowledge of content-related methodology				
<b>Component 1-b</b>	<b>Demonstrating Knowledge of Students</b>				
1	Knowledge of characteristics (intellectual, social and emotional) of age group				
2	Knowledge of students' varied approaches to learning				
3	Knowledge of students' skills and knowledge				
4	Knowledge of students' interests and cultural heritage				
<b>Component 1-c</b>	<b>Selecting Instructional Goals</b>				
1	VALUE: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards and frameworks				

<b>Domain</b>	<b>Domain Title</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1 (cont.)</b>	<b>Planning and Preparation</b>				
<b>Component 1-c (cont.)</b>	<b>Selecting Instructional Goals</b>				
2	CLARITY: Goals are clearly stated as student learning and permit sound assessment				
3	SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class				
4	BALANCE: Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines				
<b>Component 1-d</b>	<b>Demonstrating Knowledge of Resources</b>				
1	Resources for teaching				
2	Resources for students				
<b>Component 1-e</b>	<b>Designing Coherent Instruction</b>				
1	Learning Activities				
2	Instructional materials and resources				
3	Instructional groups				

<b>Domain</b>	<b>Domain Title</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>1 (cont.)</b>	<b>Planning and Preparation</b>				
<b>Component 1-e (cont.)</b>	<b>Designing Coherent Instruction</b>				
4	Lesson and unit structure				
<b>Component 1-f</b>	<b>Assessing Student Learning</b>				
1	Congruence with instructional goals				
2	Criteria and standards				
3	Use for planning				
<b>2</b>	<b>The Classroom Environment</b>				
<b>Component 2-a</b>	<b>Creating an Environment of Respect and Rapport</b>				
1	Teacher interaction with students				
2	Student interaction				
<b>Component 2-b</b>	<b>Establishing a Culture for Learning</b>				
1	Importance of the content				
2	Student pride in work				
3	Expectations for learning and achievement				

<b>Domain</b>	<b>Domain Title</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2 (cont.)</b>	<b>The Classroom Environment</b>				
<b>Component 2-c</b>	<b>Managing Classroom Procedures</b>				
1	Management of instructional groups				
2	Management of transitions				
3	Management of materials and supplies				
4	Performance of non-instructional duties				
5	Supervision of volunteers and paraprofessionals				
<b>Component 2-d</b>	<b>Managing Student Behavior</b>				
1	Expectations				
2	Monitoring of student behavior				
3	Response to student misbehavior				
<b>Component 2-e</b>	<b>Organizing Physical Space</b>				
1	Safety and arrangement of furniture				
2	Accessibility to learning and use of physical resources				
<b>3</b>	<b>Instruction</b>				

<b>Domain</b>	<b>Domain Title</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3 (cont.)</b>	<b>Instruction</b>				
<b>Component 3-a</b>	<b>Communicating Clearly and Accurately</b>				
1	Directions and procedures				
2	Oral and written language				
<b>Component 3-b</b>	<b>Using Questioning and Discussion Techniques</b>				
1	Quality of questions				
2	Discussion techniques				
3	Student participation				
<b>Component 3-c</b>	<b>Engaging Students in Learning</b>				
1	Representation of content				
2	Activities and Assignments				
3	Grouping of students				
4	Instructional materials and resources				
5	<b>Structure and pacing</b>				

<b>Domain</b>	<b>Domain Title</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>3 (cont.)</b>	<b>Instruction</b>				
<b>Component 3-d</b>	<b>Providing Feedback to Students</b>				
1	Quality: accurate, substantive, constructive and specific				
2	Timeliness				
<b>4</b>	<b>Professional Responsibilities</b>				
<b>Component 4-a</b>	<b>Reflecting on Teaching</b>				
1	Accuracy				
2	Use in future teaching				
<b>Component 4-b</b>	<b>Maintaining Accurate Records</b>				
1	Student completion of assignments				
2	Student progress in learning				
3	Non-instructional records				
<b>Component 4-c</b>	<b>Communicating with Families</b>				
1	<b>Information about the instructional program</b>				

<b>Domain</b>	<b>Domain Title</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4 (cont.)</b>	<b>Professional Responsibilities</b>				
<b>Component 4-c (cont.)</b>	<b>Communicating with Families</b>				
2	Information about individual students				
3	Engagement of Families in the instructional program				
<b>Component 4-d</b>	<b>Contributing to the School and District</b>				
1	Relationships with colleagues				
2	Service to the school				
3	Participation in school and district projects				
<b>Component 4-e</b>	<b>Growing and Developing Professionally</b>				
1	Enhancement of content knowledge and pedagogical skill				
2	Service to the profession				
<b>Component 4-f</b>	<b>Showing Professionalism</b>				
1	Service to students				
2	Advocacy				
3	Decision making				