Dearborn Public Schools Teacher Evaluation Program

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Revised 11/5/2024

Individual Development Plan

Plan I

Plan I -- Individual Development Plan

Purpose

The Individual Development Plan is designed for all newly hired teachers. Teachers previously tenured in the State of Michigan will complete years one and two of the Individual Development Plan. Teachers not previously tenured in the State of Michigan will complete four years of the plan for tenure.   In order to continue in the Individual Development Plan, teachers must have successful evaluations.

The purpose of the Individual Development Plan is to:

1. introduce beginning staff to programs, procedures, policies, and expectations.

2. educate beginning staff on the Danielson Evaluation Framework for Teaching.

3. provide training and support for new staff.

4. provide ongoing professional development experiences.

5. promote professional self-reflection.

6. evaluate performance for continuing employment.

Plan I -- Individual Development Plan

Outline

Teachers will complete four years of the plan. In order to continue in the plan, teachers must have successful evaluations.

Years One and Two

Multiple Formal Observations (minimum of two) each year (recommended prior to March 15)

Each formal observation must have a:
- Pre-observation conference
- Post-observation conference within a reasonable amount of time, preferably within ten working days, if not sooner.
- Written feedback from the observer within 30 calendar days of the observation.

Additional formal observations may be scheduled at the discretion of the administrator. Informal observations will be made throughout the year.

Recommended timelines for Formal Observations

Prior to 9/30 - Administrator distributes forms and reviews expectations, portfolio/artifacts collections, and evaluation timelines with all probationary teachers. Administrator meets with each teacher individually to develop an Individual Development Plan. Teachers will conduct an informal self-evaluation according to the performance rubric. All first year probationary teachers must have an IDP in place by the first week of school or ASAP at the beginning of the school year.

Prior to 12/15 - First required formal observation to be completed.

Prior to 3/15 - Second formal observation to be completed.

Prior to 5/31 - Year End Evaluation to be completed by the teacher and Year End Summary Rating to be completed by the administrator. The Year End Summary Rating must include student growth as a significant factor and be provided in writing.

Observation Requirements

Elementary – Multiple (minimum of two) formal observations, of sufficient duration that are no less than 40 minutes, to include classroom management and transition procedures.

Secondary – Multiple (minimum of two) formal observations.

Portfolio - A cumulative professional portfolio will be created and maintained by the probationary teacher for years one and two. The administrator and mentor will review and discuss the portfolio with the teacher. The portfolio will be viewed as artifacts uploaded to the electronic evaluation management system

Mentor - The administrator will team the probationary teacher with an appropriate experienced teacher. This relationship will continue through year three for new teachers and year two for tenured teachers new to the district. They will follow district mentor procedures.

Years Three and Four

Individual Development Plan

The teacher and administrator will review and revise the Individual Development Plan in the areas of instruction, content, management, and professional development.

Multiple Formal Observations – (Minimum of two) *each year (recommended prior to March 15)*

Each formal observation must have a:
- Pre-observation conference
- Post-observation conference
- Written feedback from the observer within 30 calendar days of the observation.

Recommended timelines for Formal Observations

9/30 – Formulate IDP
12/15 - The first formal observation to be completed.
Prior to 3/15 - The second formal observation to be completed.
Prior to 5/31 - The Year End Evaluation to be completed by the teacher and the Year End Summary Rating to be completed by the administrator. The Year End Summary Rating must include student growth as a significant factor and be provided in writing.

Additional formal observations may be scheduled at the discretion of the administrator. Informal observations may be scheduled at the discretion of the administrator. Informal observations will be made throughout the year.

Mentor - The mentor/mentee relationship will continue throughout year three.

Plan I -- Individual Development Plan

Required Activities - Years One and Two

Required activities and recommended timeline for probationary teachers include:

An Individual Development Plan Meeting
Prior to October 1, a building administrator will meet with all probationary teachers as a group to review the Individual Development Plan expectations, professional portfolio/artifacts collections, and evaluation timelines. The goals must include student growth data (Student Growth Goal Form, page 26) and best practice professional growth (Professional Growth Goal(s) Form, page 25). At this time, the administrator will provide teachers with access to all evaluation forms.

Examples of Student Growth Data – Goal(s) that reflect building initiatives which result in the continuous improvement of student learning as articulated in the School Improvement Plan and identified by the District Teacher Evaluation Committee. The administrator and teacher will meet to determine growth measures, which will be weighted as 20% of the Year End Evaluation Rating.

> *Examples may include, but are not limited to:*
> 1. Building Level PLC Common Assessments
> 2. District-wide PLC Common Assessments
> 3. SLO Data
> 4. Direct Reading Assessment (DRA), iReady, or other district assessment tool
> 5. Metrics applicable to positions that are not 'Teacher' as defined by SB395[1]

An Individual Development Plan
A building administrator will meet with each teacher to develop an Individual Development Plan based on the Framework for Teaching. The teacher may have multiple (minimum of two) goals. The teacher will complete a self-evaluation prior to goal setting.

Formal Observations
Multiple (minimum of two) observations will be conducted. Each of these observations will have a pre-observation conference. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences (Pre-Observation Conference Form, page 28). At least one of the formal observations will be conducted before the end of the first semester.

Multiple (minimum of two) observations will be at least 40 minutes in duration. At the elementary level, two will include an observation of classroom management and transition procedures. At the secondary level, multiple (minimum of two) observations. (Formal Observation Form, page 30).

Additional formal observations may be scheduled at the discretion of the administrator .

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[1] "Teacher" means, except as otherwise provided in this section, an individual who has a valid Michigan teaching certificate or authorization or who is engaged to teach under section 1233b; who is employed, or contracted for, by a school district, intermediate school district, or public school academy; and who is assigned by the school district, intermediate school district, or public school academy to deliver direct instruction to pupils in any of grades K to 12 as a teacher of record.

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A post-observation conference must be conducted within a reasonable amount of time following each of the observations, preferably within 10 working days, or sooner (Post-Observation Conference Form, page 29). The purpose for the post-observation conferences is to:

1. review the lesson(s) with a focus on student learning.
2. reinforce the strengths of the teaching performance.
3. identify areas for improvement.
4. offer specific feedback on classroom management.
5. review the professional development portfolio/artifacts.
6. direct the probationary teacher toward relevant professional development opportunities.
7. provide opportunities for self-reflection.

Evaluation forms will be completed by the administrator, with the teacher, following the conference within 30 calendar days of the observation (Formal Observation Form, page 30).

The administrator will make informal observations during the year, which will be used as sources of information for the Year End Summary Rating. The teacher will complete the Year End Evaluation Form (Year End Evaluation Form, pages 51) to reflect upon progress towards their goals. The Year End Summary Rating should be completed by the administrator. (Year End Summary Rating Form, pages 52).

A Professional Portfolio
A cumulative professional portfolio will be created and maintained by the probationary teacher for the probationary period. The probationary teacher will benefit from a teaching portfolio in that it can serve as a catalyst for substantive growth in one's teaching philosophy, methods, and goals. Also, the portfolio will provide administrators with concise, selective, evidence-based information from a wide variety of sources. This gives the novice instructor a highly individualized, credible, and factual document for the purpose of evaluation. The administrator, probationary teacher, and mentor will review and discuss the portfolio at each scheduled evaluative conference. See page 10 for suggested portfolio components. The portfolio will be used as a source of data for the performance evaluation. The portfolio will be viewed as artifacts uploaded to the electronic evaluation management system.

A Mentor
The administrator will team the probationary teacher with an appropriate experienced teacher for the mentoring process. The mentor/mentee relationship will continue through year three for new teachers and through year two for tenured teachers new to the district. The role of the teacher mentor is to guide and support the new teacher through the probationary period. See page 11 for further information. Mentors and mentees must participate in a prescribed district mentor program experience.

Plan I --- Individual Development

Required Activities - Years Three and Four

The required activities for probationary teachers after the initial two years will include:

An Individual Development Plan
For years three and four, the teacher and administrator will review and revise the Individual Development Plan. The focus of this plan will be in the areas of instruction, content, management, and professional development. The goals must include student growth data and best practice professional growth. At this time, the administrator will provide teachers with access to all evaluation forms.

Formal Observations
Multiple (minimum of two) formal observations will be conducted. Each of these observations will have a pre-observation conference. The teacher must complete and be ready to discuss the Pre-Observation Form with the administrator at these conferences. (Pre-Observation Conference Form, page 28). At least one of the formal observations will be conducted before December 15. Additional formal observations may be scheduled at the discretion of the administrator (Formal Observation Form, page 30).

A post-observation conference must be scheduled within a reasonable amount of time, preferably within ten working days, if not sooner (Post-Observation Conference Form, page 29). The purpose for the post-observation conferences is to:

1. review the lesson(s) with a focus on student learning.
2. reinforce the strengths of the teaching performance.
3. identify areas for improvement.
4. offer specific feedback on classroom management.
5. review the professional development portfolio/artifacts, if appropriate.
6. direct the probationary teacher toward relevant professional development opportunities.
7. provide opportunities for self-reflection.

Evaluation forms will be completed by the administrator, with the teacher, following the conference within 30 calendar days of the observation.

The administrator will make informal observations during the year, which will be used as sources of information for the Year End Summary Rating.The teacher will complete the Year End Evaluation Form (Year End Evaluation Form, pages 51) to reflect upon progress towards their goals. The Year End Summary Rating should be completed by the administrator (Year End Summary Rating Form, pages 52).

Mentor
Throughout year three, the mentor-mentee relationship will continue. The mentor's role will be to guide and support the teacher as needed. See page 11 for further information.

Plan I – Individual Development Plan

Professional Development Portfolio/Artifacts Suggestions

Each portfolio contains items intended to provide a unique profile of an individual teacher. Therefore, each portfolio will be different.

A representative sampling might include some of the following:

- products: evidence of student learning
- description of course materials: syllabi, assignments, and handouts
- lesson plans and designs
- photos, pictures, tapes, disks
- parent connections: newsletters, notes, communication
- journal for self-reflection
- teacher and student accomplishments
- sample of teacher-generated tests/assessments
- anecdotal observations or comments
- a self-designed unit and related materials
- a one week sample of all printed materials distributed to student and parents
- parent feedback

Plan I – Individual Development Plan

The Mentor/Mentee Program

1. Leadership of the Mentor/Mentee Program is the responsibility of the Instructional Services.

2. A mentor will be an experienced professional with Dearborn Public Schools.

3. The use of experienced, successful teachers to mentor new teachers is mandated in the State of Michigan. It is an effective way to improve the induction of new teachers, promote best practices in teaching and encourage teachers to remain in the profession.

4. A pool of DFT members will be sought in each building to serve as mentors. Mentor assignments will be appointed by the building administrator.

5. Mentors and mentees will be required to attend three after school training sessions during the first school year, two during the second year, and one during the third year. The agenda and dates for the sessions will be determined by the leadership in Instructional Services.

6. Mentors and mentees are expected to attend a professional development session together, which supports the needs of new teachers and the specific classroom assignments.

7. Coaching new teachers to become reflective about their own teaching is a responsibility of the mentor teacher. Mentors and mentees are expected to complete a communication log to document contact time.

8. The critical and specialized role of teacher mentors should be acknowledged.

    ➢ Mentors can commit to a new teacher for the three year term as required by the state.
    ➢ Mentors will receive a $1,000 stipend for the first school year, $500 for the second school year, and $250 for the third school year provided all conditions of mentoring have been met.

Professional
Growth
Plan

Plan II

Plan II -- Professional Growth Plan

Purpose

Throughout a teacher's professional career, the teacher and administrator must work collaboratively each year to ensure the strengthening of teaching. The purpose and benefit of yearly evaluation are threefold:

1. Demonstration of Effective Teaching
Demonstration of the Framework for Teaching components is an ongoing process and is assessed by the administrator through informal classroom observations and other school settings, i.e., faculty meetings, committee work, in-service training, parent conferences, parent communications, and/or co-curricular activities.

2. Continued Professional Growth Plan
Planning for Professional Growth is the second component. It is both proactive and collaborative. The teacher and the administrator collaborate to identify goals and develop a plan to attain the identified goals. Goals should be developed using the Framework for Teaching and must also work toward building school improvement goals and District goals. While achieving the identified goals is the objective, it is the process of working toward those goals that demonstrates the individual's professional growth. Goals may be renewed from one year to the next if appropriate.

3. Continued focus on student growth data is a critical way to inform instructional practice. Current legislation now obligates schools to utilize student growth data as one component of teacher evaluation. As a result, our discussions will be data-informed and data-driven. Student growth data is a part of this evaluation.

This Teacher Evaluation Program combines both Professional Growth components and the examination of student growth data, in addition to other considerations required of public schools as a result of recent legislative adjustments.

Teacher evaluation is a complex process and one that requires commitment from all parties. The Dearborn Public Schools' model is one that promotes collegiality, collaboration, personal and professional growth. Determining a teacher's effectiveness requires an examination of a multitude of factors. Many of these are defined by the Framework for Teaching, but there are variables in addition to the Framework that may be utilized to determine effectiveness, such as artifacts collected throughout the year like parent emails, phone call logs, administrative walkthrough data, student communications, etc.

Plan II -- Professional Growth Plan

Outline

The Teacher Evaluation Committee will gather input and meet periodically to examine this evaluation process in order to safeguard the integrity of our model framework.

Yearly teacher evaluation will include the following:

- At least four meetings between an administrator and teacher, including the Initial Meeting (goal setting), post-observation meetings and the Year End Evaluation Meeting.
- A teacher self-evaluation using the Framework for Teaching .
- Student Growth Goal(s) related to the School Improvement Plan .
- Best Practice Professional Growth Goal(s).
- An administrator's completion of a multiple (minimum of two) classroom observations using the Framework for Teaching.
- A Year End Evaluation Form completed by the teacher to reflect upon progress toward their goals.
- The Year End Summary Rating must be based on multiple (minimum of two) classroom observations and must include a review of lesson plans, state curriculum and student engagement. The Year End Summary Rating must include student growth as a significant factor and be provided in writing.

Recommended timelines for Formal Observations

Prior to 10/1 -   Administrator distributes forms and reviews expectations.
Prior to 11/15 - Initial Meeting to set goals
Prior to 4/30 - Multiple Formal Observations (Minimum of two). Written feedback must be provided within 30 calendar days of observation and a post-observation conference must be held.
Prior to 5/31 - Year End Evaluation to be completed by the teacher and Year End Summary Rating to be completed by the administrator. The Year End Summary Rating must include student growth as a significant factor and be provided in writing.

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Plan II -- Professional Growth Plan

Required Activities

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The required activities for Plan II teachers will include:

Goals
The goals must include student growth data (Student Growth Goal Form, page 26) and best practice professional growth (Professional Growth Goal(s) Form, page 25). The teacher will complete a self-evaluation prior to goal setting.

Examples of Student Growth Data – Goal(s) that reflect building initiatives which result in the continuous improvement of student learning as articulated in the School Improvement Plan. The administrator and teacher will meet to determine growth measures, which will be weighted as 20% of the Year End Evaluation Rating.

> Examples may include, but are not limited to:
> a. Building Level PLC Common Assessments
> b. District-wide PLC Common Assessments
> c. SLO Data
> d. Direct Reading Assessment (DRA), iReady, or other district assessment tool
> e. Metrics applicable to positions that are not 'Teacher' as defined by SB395[2]

Best Practice Professional Growth – Goal(s) that articulate a willingness to enhance skills typically demonstrated by master teachers.

> Examples may include, but are not limited to:
> 1. Learn and use [a specified resource] to inform instructional practice
> 2. Learn and use differentiated instruction in Algebra classes
> 3. Utilize technology to enhance instructional delivery
> 4. Integrate cross curricular initiatives

The goals must be directly linked to the Framework for Teaching as published in this document, and agreed upon by both administrator and teacher.

In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed with the administrator.

Formal Observations
Multiple (minimum of two) formal observations will be conducted. Additional formal observations may be scheduled at the discretion of the administrator (Formal Observation Form, page 30).

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[2] "Teacher" means, except as otherwise provided in this section, an individual who has a valid Michigan teaching certificate or authorization or who is engaged to teach under section 1233b; who is employed, or contracted for, by a school district, intermediate school district, or public school academy; and who is assigned by the school district, intermediate school district, or public school academy to deliver direct instruction to pupils in any of grades K to 12 as a teacher of record.

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A post-observation conference must be scheduled within a reasonable amount of time, preferably within ten working days, if not sooner. The purpose for the post-observation conference is to:

1. review the lesson(s) with a focus on student learning.
2. reinforce the strengths of the teaching performance.
3. identify areas for improvement.
4. offer specific feedback on classroom management.
5. review the professional development portfolio/artifacts, if appropriate.
6. direct the probationary teacher toward relevant professional development opportunities.
7. provide opportunities for self-reflection.

Evaluation forms will be completed by the administrator, with the teacher, following the conference within 30 calendar days of the observation (Formal Observation Form, page 30).

The administrator will make informal observations during the year, which will be used as sources of information for the Year End Summary Rating. The teacher will complete the Year End Evaluation Form (Year End Evaluation Form, pages 51) to reflect upon progress towards their goals. The Year End Summary Rating should be completed by the administrator by May 31 (Year End Summary Rating Form, pages 52).

*If a teacher is rated Needing Support on the Year End Summary Rating Form, a Plan III awareness phase document must also be completed (Awareness Form, pg 63).

**If a teacher is rated Developing on the Year End Summary Rating Form they will enter an awareness phase for the upcoming year. The evaluator will complete the awareness phase documents to begin at the start of the upcoming school year (Awareness Form, pg 63).

**If a teacher is rating Needing Support or Developing on the Year End Summary Rating Form, an IDP must be developed and a mentor must be provided.

Plan II -- Professional Growth Plan

Suggested Activities/Methods, Resources, and Indicators of Progress

Activities/Methods

Methods/Strategies to reach goals may include at least one of the following:

- Action research
- Peer-coaching
- Video taping
- Self-assessment
- Mentoring
- College courses
- Simulations
- Workshops

- Visitation days
- Conferences
- Classroom observations
- Teacher academies
- Development of teaching materials/instructional units/discussion groups
- Other

Indicators of Progress:

● Student work portfolios ● Professional portfolios ● Videotapes of classes ● Peer observation ● Administrator observation ● Parent responses ● Written curriculum ● Student responses	● Performance assessment ● Reflective journal entries ● Case study analysis ● Benchmarks ● Anecdotal records ● Statistical measures ● Other

The collected materials are the property of teachers.

Resources

- Resources will be formally approved as part of the teacher's Professional Growth Plan and may include:
  - ➢ Classroom materials
  - ➢ Student materials
  - ➢ Journals
  - ➢ Workshops
  - ➢ Resources
  - ➢ Books
  - ➢ Collegial time
  - ➢ Appropriate technology
  - ➢ Mentoring
  - ➢ Collegial support
  - ➢ Release time
  - ➢ Administrative support
  - ➢ Other

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Specific
Staff
Development Plan

Plan III

Plan III -- Specific Staff Development Plan

Purpose

The specific Staff Development Plan will provide a good faith effort to support and guide the teacher to meet the expectations set forth in the Framework for Teaching. The Specific Staff Development Plan has three purposes:

1. to enable a tenured teacher the opportunity to seek assistance in any of the components of the Framework for Teaching.

2. to provide a more structured process for a tenured teacher, who by the determination of the administrative supervisor, may benefit from more support, and/or

3. to provide due process for disciplinary action.

This more structured supervision is characterized by recognition on the part of the teacher and the administrator that the teacher needs assistance with one or more of the components of the Framework for Teaching. This process may begin at any time.

The decision regarding implementation should be collaborative, but may be directive. Plan III, Specific Staff Development, is intended to provide the best possible likelihood for professional improvement. Because of the personal nature of this Plan, confidentiality is expected of all participants. Plan III consists of three phases:

1. **Awareness Phase**

2. **Assistance Phase**

3. **Disciplinary Phase**

The distinct differences between the Awareness Phase and the Assistance Phase are the length of time and the intensity of each phase.

Plan III -- Specific Staff Development Plan

Outline

Plan III is intended to provide the best possible likelihood for professional improvement. The decision to implement Plan III should be collaborative, but may be directive. This process may begin at any time. Confidentiality is expected of all participants.

Purposes
1. To enable a tenured teacher the opportunity to seek assistance in any of the components of the Framework for Teaching
2. To provide a more structured process for a tenured teacher who by the determination of the administrative supervisor, may benefit from more support
3. To provide due process for disciplinary action

Three Phases of Plan III

Awareness Phase
1. The concern is identified in writing
2. The administrator and teacher attempt to resolve the concern
3. The administrator reviews the progress and makes one of the following recommendations:
    - The teacher remains in Plan II
    - The teacher is placed into the Assistance Phase

Assistance Phase
1. The administrator reviews the recommendations from Awareness Phase
2. A specific plan is developed and implemented
3. One of the following recommendations is made:
    - The concern is resolved and the teacher is returned to Plan II
    - The teacher remains in the Assistance Phase with revised goals and timelines
    - The concern is not resolved and the teacher is moved into the Disciplinary Phase

Disciplinary Phase
1. The administrator, teacher, and Dearborn Federation of Teachers' president or designated representative meet
2. The specific Domain(s), component(s), rule, or policy is identified in writing by the administrator, and the teacher is given an opportunity to respond. After discussion, the administrator indicates the next steps to be taken.

Plan III -- Specific Staff Development Plan

Awareness Phase

1. The administrator of the teacher identifies a concern in writing (Awareness Phase Identification of Concern Form, page 63).

2. The administrator and the teacher set up a specific time to collaborate and attempt to resolve the concern.

3. At the conclusion of the Awareness Phase, the administrator will review the progress and will make one of the following recommendations:
   - The teacher begins an evaluation phase, OR
   - The teacher remains in Plan I or II, OR
   - In the event the concern is not resolved or is a disciplinary issue, the teacher   is placed into either the Assistance or Disciplinary Phase (Awareness Phase Final Summary Form, page 64).

4. If a teacher is rated Needing Support on the Year End Summary Rating, an awareness phase document must also be completed. This is being done to give instructional staff the opportunity to make improvements.

5. If a teacher is rated Developing on the Year End Summary Rating they will enter an awareness phase for the upcoming year. The evaluator will complete the awareness phase documents to begin at the start of the upcoming school year. This will give instructional staff enough notice to make improvements for the upcoming school year. It also provides enough opportunity to return to Plan II with improvements to performance.

6. The recommended time for the awareness phase should be 30 calendar days.

At this point, the teacher will be advised by the principal to discuss the situation with the DFT President or designated representative. The teacher or the administrator may request other representation in all subsequent meetings regarding the concern.

Plan III -- Specific Staff Development Plan

Assistance Phase

1. Review the recommendations from the Awareness Phase.
2. A specific plan will be developed (Assistance Phase Plan of Assistance Form, page 65), which includes:
   - growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound
   - strategies for resolution of the concern
   - timelines
   - indicators of progress
   - resources and support needed

3. The administrator and the teacher set up a specific time to review what progress has been made (Assistance Phase Plan of Assistance Progress Form, page 66).

4. One of the following recommendations will be made upon reviewing the teacher's progress (Assistance Phase Final Summary Form, page 67):
   - The concern is resolved and the teacher is returned to the Professional Growth Plan
   - The teacher remains in the Assistance Phase with revised goals and timelines
   - The concern is not resolved and the teacher is moved into the Disciplinary Phase.

5. The recommended timeline between each progress report is 30 calendar days.

Note: Only areas of concern that have been identified in the Awareness Phase can be evaluated or considered in the Assistance or Disciplinary Phase. Collected data to be considered must relate to concerns identified in the Awareness Phase.

Plan III -- Specific Staff Development Plan

Disciplinary Phase

1. The Disciplinary Phase begins with a meeting between the administrator, teacher, and DFT President or designated representative. Other resource people may be involved, i.e., central office administrator(s) and/or DFT representative.

2. The administrator will identify in writing the specific Domain(s), component(s), rule, or policy in violation (Disciplinary Phase, page 69). The teacher will be given an opportunity to respond. Following the discussion, the administrator will indicate the next steps to be taken, such as:
   - a specific remedial plan with timeline
   - placement of the teacher on paid administrative leave
   - requirement of specific training or evaluation by a professional
   - recommendation for non-renewal of contract
   - recommendation for tenure review by the Superintendent and Board of Education

3. The Disciplinary Phase only addresses ongoing performance concerns not corrected by the teacher under either the Awareness Phase or the Assistance Phase. The Disciplinary Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

Teacher Evaluation Program

Forms

Professional Growth Goal(s) Form

Individual Development Plan for: [_____]

Teacher Status:

◯ Probationary 1
◯ Probationary 2
◯ Probationary 3
◯ Probationary 4
◯ Probationary 5
◯ Tenured in Michigan 1
◯ Tenured in Michigan 2

Domain(s) Related to Goal (Check all that apply)

☐ Domain 1: Preparation & Planning
☐ Domain 2: Classroom Environment
☐ Domain 3: Instruction
☐ Domain 4: Professional Responsibilities

Goal 1: Professional Growth Goal

Purpose of Goal

Teacher's Plan

Indicators of Progress including student growth data

Administrative Support

Goal 2: Professional Growth Goal (optional)

Purpose of Goal

Teacher's Plan

Indicators of Progress including student growth data

Administrative Support

Goal Setting Artifacts (Optional)

Examples of artifacts: student work, lesson plans, photos, parent communication, self-reflection journal, anecdotal observations or comments.

Artifacts						
Name	Upload Date	Upload User	File			

Student Growth Goal Form

Student Learning Objective - Current Year

Content area:

Grade level:

Type of SLO
- ○ Class-level
- ○ Targeted
- ○ Course-level
- ○ Multi-course

Interval of instruction:

Student Population

Identify the students included in the SLO and explain why the students were selected.

- ☐ Justifies why this class and/or targeted group was selected.
- ☐ Describes the characteristics of the student population including the numbers of students with special needs relevant to the SLO (e.g. I have students with reading disabilities, 2 English language learners...).

Learning Standards or Competencies

List the state-adopted standards or competencies that are connected to the learning content.

- ☐ Aligns to specific state-adopted standards.
- ☐ Represents the big ideas or domains of content taught during the interval of instruction.
- ☐ Flows to school improvement plan where applicable.

Baseline Data

Describe the data that were reviewed in the creation of the SLO. Explain how the data support the SLO.

- ☐ Identifies sources of information about students (e.g. test scores from prior years, trend data, results of pre-assessments).
- ☐ Summarizes student data to demonstrate specific student need for the learning content tied to specific standards (including strengths and weaknesses).

Assessment

Exemplar Performance Level Descriptions Based on Different Data Sources ▾

Name the instrument(s) that will be used to measure the outcome of the SLO. Multiple measures must be used.

- ☐ Identifies assessments that have been reviewed by content experts to effectively measure course and reliably measure student learning as intended.
- ☐ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels.
- ☐ Provides a plan for combining multiple assessments if multiple summative assessments are used.

Growth Targets

Identify the quantitative targets that will demonstrate achievement of the SLO. Each student included in the SLO should have a growth target.

- ☐ Identifies baseline of pre-assessment data to determine appropriate growth.

Student Growth Goal Form Continued

☐ Ensures all students in the SLO have rigorous and attainable target.
☐ Sets individual or differentiated growth targets.
☐ Baseline and trend data support established goals.

Rationale

Explain your rationale for setting the targets for student growth; identify how the targets connect with the school improvement plan.

☐ Demonstrates teacher knowledge of students and content.
☐ Explains why target is appropriate for the population.
☐ Uses data to identify student needs and determine appropriate targets.
☐ Explains how targets align with broader school and district goals.
☐ Sets rigorous expectations for students and teachers.

Instructional Strategies and Interventions

Describe the instructional strategies and interventions you will use to help students reach growth targets; share how you will monitor students' progress.

☐ Lists evidence-based teaching strategies/interventions.
☐ Explains how teaching strategies/interventions will be used to support student learning.
☐ Describes how student progress will be monitored.

Artifacts					
Name	Upload Date	Upload User	File		

Pre-Observation Conference Form

Pre-Observation Conference Form (recommended)

Directions to the teacher: Respond briefly to the following questions in relation to the unit or lesson plan you are submitting. A sentence or two in response to each question is sufficient.

For 1a:

1. How does this lesson reflect your understanding of the structure of the discipline you are teaching? For example, if this lesson or unit represents one or more strands in the subject, what are the others? Or does it address more than one strand?

2. Are there prerequisite knowledge and skills that students must have attained before they can be successful in this unit or lesson? If so, what are they?

3. Given that many techniques are possible, why have you chosen the pedagogical approach that you have?

4. What are some typical student misconceptions (if any) about the content you are teaching? How will you address those?

For 1b:

1. What are the typical developmental characteristics (primarily cognitive, but also social and emotional) of students of the age you teach?

2. Describe how students most effectively learn the content you are teaching?

3. Describe the knowledge and skills of the students for whom you are planning this unit or lesson. Has this required that you differentiate within the plan?

4. What do you know of the interests and cultural backgrounds of the students you teach? How do you use this information in your planning of this lesson or unit?

5. How have you accommodated (if it is necessary) students with special needs?

For 1d:

1. What materials or resources will you use to teach this unit or lesson? Are these provided by your school or district?

2. Are you aware of any additional resources, either beyond your school or in the community, that could enrich your teaching of this content?

3. What resources are you aware of that can help you extend your own knowledge of either this content, or in how you teach it?

Lesson Plan and Other Planning Artifacts

Please upload Lesson Plan and other Planning artifacts below:

Artifacts				
Name	Upload Date	Upload User	File	

Post-Observation Conference Form

Post-Observation Conference Form

All questions required

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how, and why?

5. Comment on different aspects of your instructional delivery (e.g. activities, grouping of students, materials, and resources). To what extent were they effective?

6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?

Post-Observation Artifacts

Please upload Post-Observation Artifacts below:

Artifacts				
Name	Upload Date	Upload User	File	

Formal Observation Form

Teacher Formal Observation (Domains 1-3)

Date of Observation: [   ] 📅

Domain 1: Planning and Preparation

FfT 2013 (MI Levels) - Component 1a

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1a Demonstrating Knowledge of Content and Pedagogy **Indicators:** **1. Lesson and unit plans that reflect important concepts in the discipline** **2. Lesson and unit plans that accommodate prerequisite relationships among concepts and skills** **3. Clear and accurate classroom explanations** **4. Accurate answers to students' questions** **5. Feedback to students that furthers learning** **6. Interdisciplinary connections in plans and practice**	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. **Critical Attributes:** 1. The teacher makes content errors. 2. The teacher does not consider prerequisite relationships when planning. 3. The teacher's plans use inappropriate strategies for the discipline.	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. **Critical Attributes:** 1. The teacher's understanding of the discipline is rudimentary. 2. The teacher's knowledge of prerequisite relationships is inaccurate or incomplete. 3. Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.	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. **Critical Attributes:** 1. The teacher can identify important concepts of the discipline and their relationships to one another. 2. The teacher provides clear explanations of the content. 3. The teacher answers students' questions accurately and provides feedback that furthers their learning. 4. Instructional strategies in unit and lesson plans are entirely suitable to the content.	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. **Critical Attributes:** 1. The teacher cites intra- and interdisciplinary content relationships. 2. The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed. 3. The teacher's plans reflect recent developments in content-related pedagogy.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1a N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 1a Critical Attributes

☐ Ineffective - The teacher makes content errors.

☐ Ineffective - The teacher does not consider prerequisite relationships when planning.

☐ Ineffective - The teacher`s plans use inappropriate strategies for the discipline.

☐ Minimally Effective - The teacher`s understanding of the discipline is rudimentary.

☐ Minimally Effective - The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.

☐ Minimally Effective - Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.

☐ Effective - The teacher can identify important concepts of the discipline and their relationships to one another.

☐ Effective - The teacher provides clear explanations of the content.

☐ Effective - The teacher answers students` questions accurately and provides feedback that furthers their learning.

☐ Effective - Instructional strategies in unit and lesson plans are entirely suitable to the content.

☐ Highly Effective - The teacher cites intra- and interdisciplinary content relationships.

☐ Highly Effective - The teacher`s plans demonstrate awareness of possible student misconceptions and how they can be addressed.

☐ Highly Effective - The teacher`s plans reflect recent developments in content-related pedagogy.

FfT 2013 (MI Levels) - Component 1b

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1b Demonstrating Knowledge of Students **Indicators:** **1. Formal and informal information about students gathered by the teacher for use in planning instruction** **2. Student interests and needs learned by the teacher for use in planning** **3. Teacher participation in community cultural events** **4. Teacher-designed opportunities for families to share their heritages** **5. Database of students with special needs**	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. **Critical Attributes:** 1. The teacher does not understand child development characteristics and has unrealistic expectations for students. 2. The teacher does not try to ascertain varied ability levels among students in the class. 3. The teacher is not aware of students' interests or cultural heritages. 4. The teacher takes no responsibility to learn about students' medical or learning disabilities.	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. **Critical Attributes:** 1. The teacher cites developmental theory but does not seek to integrate it into lesson planning. 2. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." 3. The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. 4. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.	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. **Critical Attributes:** 1. The teacher knows, for groups of students, their levels of cognitive development. 2. The teacher is aware of the different cultural groups in the class. 3. The teacher has a good idea of the range of interests of students in the class. 4. The teacher has identified "high," "medium," and "low" groups of students within the class. 5. The teacher is well informed about students' cultural heritages and incorporates this knowledge in lesson planning. 6. The teacher is aware of the special needs represented by students in the class.	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. **Critical Attributes:** 1. The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. 2. The teacher seeks out information from all students about their cultural heritages. 3. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1b N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 1b Critical Attributes

☐ Ineffective - The teacher does not understand child development characteristics and has unrealistic expectations for students.

☐ Ineffective - The teacher does not try to ascertain varied ability levels among students in the class.

☐ Ineffective - The teacher is not aware of students` interests or cultural heritages.

☐ Ineffective - The teacher takes no responsibility to learn about students` medical or learning disabilities.

☐ Minimally Effective - The teacher cites developmental theory but does not seek to integrate it into lesson planning.

☐ Minimally Effective - The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."

☐ Minimally Effective - The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.

☐ Minimally Effective - The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

☐ Effective - The teacher knows, for groups of students, their levels of cognitive development.

☐ Effective - The teacher is aware of the different cultural groups in the class.

☐ Effective - The teacher has a good idea of the range of interests of students in the class.

- ☐ Effective - The teacher has identified "high," "medium," and "low" groups of students within the class.
- ☐ Effective - The teacher is well informed about students` cultural heritages and incorporates this knowledge in lesson planning.
- ☐ Effective - The teacher is aware of the special needs represented by students in the class.
- ☐ Highly Effective - The teacher uses ongoing methods to assess students` skill levels and designs instruction accordingly.
- ☐ Highly Effective - The teacher seeks out information from all students about their cultural heritages.
- ☐ Highly Effective - The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

FfT 2013 (MI Levels) - Component 1c

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1c Setting Instructional Outcomes **Indicators:** **1. Outcomes of a challenging cognitive level** **2. Statements of student learning, not student activity** **3. Outcomes central to the discipline and related to those in other disciplines** **4. Outcomes permitting assessment of student attainment** **5. Outcomes differentiated for students of varied ability**	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. **Critical Attributes:** 1. Outcomes lack rigor. 2. Outcomes do not represent important learning in the discipline. 3. Outcomes are not clear or are stated as activities. 4. Outcomes are not suitable for many students in the class.	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. **Critical Attributes:** 1. Outcomes represent a mixture of low expectations and rigor. 2. Some outcomes reflect important learning in the discipline. 3. Outcomes are suitable for most of the class.	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. **Critical Attributes:** 1. Outcomes represent high expectations and rigor. 2. Outcomes are related to "big ideas" of the discipline. 3. Outcomes are written in terms of what students will learn rather than do. 4. Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. 5. Outcomes, differentiated where necessary, are suitable to groups of students in the class.	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. **Critical Attributes:** 1. The teacher's plans reference curricular frameworks or blueprints to ensure accurate sequencing. 2. The teacher connects outcomes to previous and future learning. 3. Outcomes are differentiated to encourage individual students to take educational risks.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1c N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 1c Critical Atrributes

- ☐ Ineffective - Outcomes lack rigor.
- ☐ Ineffective - Outcomes do not represent important learning in the discipline.
- ☐ Ineffective - Outcomes are not clear or are stated activities.
- ☐ Ineffective - Outcomes are not suitable for many students in the class.
- ☐ Minimally Effective - Outcomes represent a mixture of low expectations and rigor.
- ☐ Minimally Effective - Some outcomes reflect important learning in the discipline.
- ☐ Minimally Effective - Outcomes are suitable for most of the class.
- ☐ Effective - Outcomes represent high expectations and rigor.
- ☐ Effective - Outcomes are related to "big ideas" of the discipline.
- ☐ Effective - Outcomes are written in terms of what students will learn rather than do.
- ☐ Effective - Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.

- ☐ Effective - Outcomes, differentiated where necessary, are suitable to groups of students in the class.
- ☐ Highly Effective - The teacher`s plans reference curricular frameworks or blueprints to ensure accurate sequencing.
- ☐ Highly Effective - The teacher connects outcomes to previous and future learning.
- ☐ Highly Effective - Outcomes are differentiated to encourage individual students to take educational risks.

FfT 2013 (MI Levels) - Component 1d

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1d Demonstrating Knowledge Resources **Indicators:** **1. Materials provided by the district** **2. Materials provided by professional organizations** **3. A range of texts** **4. Internet resources** **5. Community resources** **6. Ongoing participation by the teacher in professional education courses or professional groups** **7. Guest speakers**	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. **Critical Attributes:** 1. The teacher uses only district- provided materials, even when more variety would assist some students. 2. The teacher does not seek out resources available to expand her own skill. 3. Although the teacher is aware of some student needs, he does not inquire about possible resources.	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. **Critical Attributes:** 1. The teacher uses materials in the school library but does not search beyond the school for resources. 2. The teacher participates in content- area workshops offered by the school but does not pursue other professional development. 3. The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.	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. **Critical Attributes:** 1. Texts are at varied levels. 2. Texts are supplemented by guest speakers and field experiences. 3. The teacher facilitates the use of Internet resources. 4. Resources are multidisciplinary. 5. The teacher expands her knowledge through professional learning groups and organizations. 6. The teacher pursues options offered by universities. 7. The teacher provides lists of resources outside the classroom for students to draw on.	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. **Critical Attributes:** 1. Texts are matched to student skill level. 2. The teacher has ongoing relationships with colleges and universities that support student learning. 3. The teacher maintains a log of resources for student reference. 4. The teacher pursues apprenticeships to increase discipline knowledge. 5. The teacher facilitates student contact with resources outside the classroom.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1d N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 1d Critical Attributes

- ☐ Ineffective - The teacher uses only district- provided materials, even when more variety would assist some students.
- ☐ Ineffective - The teacher does not seek out resources available to expand her own skill.
- ☐ Ineffective - Although the teacher is aware of some student needs, he does not inquire about possible resources.
- ☐ Minimally Effective - The teacher uses materials in the school library but does not search beyond the school for resources.
- ☐ Minimally Effective - The teacher participates in content- area workshops offered by the school but does not pursue other professional development.
- ☐ Minimally Effective - The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.
- ☐ Effective - Texts are at varied levels.
- ☐ Effective - Texts are supplemented by guest speakers are field experiences.
- ☐ Effective - The teacher facilitates the use of internet resources.
- ☐ Effective - Resources are multidisciplinary.
- ☐ Effective - The teacher expands her knowledge through professional learning groups and organizations.
- ☐ Effective - The teacher pursues options offered by universities.
- ☐ Effective - The teacher provides lists of resources outside the classroom for students to draw on.

- ☐ Highly Effective - Texts are matched to student skill level.
- ☐ Highly Effective - The teacher has ongoing relationships with colleges and universities that support student learning.
- ☐ Highly Effective - The teacher maintains a log of resources for student reference.
- ☐ Highly Effective - The teacher pursues apprenticeships to increase discipline knowledge.
- ☐ Highly Effective - The teacher facilitates student contact with resources outside the classroom.

FfT 2013 (MI Levels) - Component 1e

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1e Designing Coherent Instruction **Indicators:** **1. Lessons that support instructional outcomes and reflect important concepts** **2. Instructional maps that indicate relationships to prior learning** **3. Activities that represent high-level thinking** **4. Opportunities for student choice** **5. Use of varied resources** **6. Thoughtfully planned learning groups** **7. Structured lesson plans**	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. **Critical Attributes:** 1. Learning activities are boring and/or not well aligned to the instructional goals. 2. Materials are not engaging or do not meet instructional outcomes. 3. Instructional groups do not support learning. 4. Lesson plans are not structured or sequenced and are unrealistic in their expectations.	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. **Critical Attributes:** 1. Learning activities are moderately challenging. 2. Learning resources are suitable, but there is limited variety. 3. Instructional groups are random, or they only partially support objectives. 4. Lesson structure is uneven or may be unrealistic about time expectations.	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. **Critical Attributes:** 1. Learning activities are matched to instructional outcomes. 2. Activities provide opportunity for higher-level thinking. 3. The teacher provides a variety of appropriately challenging materials and resources. 4. Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. 5. The plan for the lesson or unit is well structured, with reasonable time allocations.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in highlevel cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice. **Critical Attributes:** 1. Activities permit student choice. 2. Learning experiences connect to other disciplines. 3. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. 4. Lesson plans differentiate for individual student needs.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1e N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 1e Critical Attributes

- ☐ Ineffective - Learning activities are boring and/or not well aligned to the instructional goals.
- ☐ Ineffective - Materials are not engaging or do not meet instructional outcomes.
- ☐ Ineffective - Instructional groups do not support learning.
- ☐ Ineffective - Lesson plans are not structured or sequenced and are unrealistic in their expectations.
- ☐ Minimally Effective - Learning activities are moderately challenging.
- ☐ Minimally Effective - Learning resources are suitable, but there is limited variety.
- ☐ Minimally Effective - Instructional groups are random, or they only partially support objectives.
- ☐ Minimally Effective - Lesson structure is uneven or may be unrealistic about time expectations.
- ☐ Effective - Learning activities are matched to instructional outcomes.
- ☐ Effective - Activities provide opportunity for higher level thinking.
- ☐ Effective - The teacher provides a variety of appropriately challenging materials and resources.
- ☐ Effective - Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths.

- [ ] Effective - The plan for the lesson or unit is well structured, with reasonable time allocations.
- [ ] Highly Effective - Activities permit student choice.
- [ ] Highly Effective - Learning experiences connect to other disciplines.
- [ ] Highly Effective - The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.
- [ ] Highly Effective - Lesson plans differentiate for individual student needs.

FfT 2013 (MI Levels) - Component 1f

Component	Ineffective	Minimally Effective	Effective	Highly Effective
1f Designing Student Assessments **Indicators:** **1. Lesson plans indicating correspondence between assessments and instructional outcomes** **2. Assessment types suitable to the style of outcome** **3. Variety of performance opportunities for students** **4. Modified assessments available for individual students as needed** **5. Expectations clearly written with descriptors for each level of performance** **6. Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction**	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. **Critical Attributes:** 1. Assessments do not match instructional outcomes. 2. Assessments lack criteria. 3. No formative assessments have been designed. 4. Assessment results do not affect future plans.	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. **Critical Attributes:** 1. Only some of the instructional outcomes are addressed in the planned assessments. 2. Assessment criteria are vague. 3. Plans refer to the use of formative assessments, but they are not fully developed. 4. Assessment results are used to design lesson plans for the whole class, not individual students.	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 welldeveloped strategy for using formative assessment and has designed particular approaches to be used. **Critical Attributes:** 1. All the learning outcomes have a method for assessment. 2. Assessment types match learning expectations. 3. Plans indicate modified assessments when they are necessary for some students. 4. Assessment criteria are clearly written. 5. Plans include formative assessments to use during instruction. 6. Lesson plans indicate possible adjustments based on formative assessment data.	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. **Critical Attributes:** 1. Assessments provide opportunities for student choice. 2. Students participate in designing assessments for their own work. 3. Teacher-designed assessments are authentic, with real-world application as appropriate. 4. Students develop rubrics according to teacher-specified learning objectives. 5. Students are actively involved in collecting information from formative assessments and provide input.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 1f N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 1f Critical Attributes

- [ ] Ineffective - Assessments do not match instructional outcomes.
- [ ] Ineffective - Assessments lack criteria.
- [ ] Ineffective - No formative assessments have been designed.
- [ ] Ineffective - Assessment results do not affect future plans.
- [ ] Minimally Effective - Only some of the instructional outcomes are addressed in the planned assessments.
- [ ] Minimally Effective - Assessment criteria are vague.
- [ ] Minimally Effective - Plans refer to the use of formative assessments, but they are not fully developed.
- [ ] Minimally Effective - Assessment results are used to design lesson plans for the whole class, not individual students.
- [ ] Effective - All the learning outcomes have a method for assessment.
- [ ] Effective - Assessment types match learning expectations.
- [ ] Effective - Plans indicate modified assessments when they are necessary for some students.

Domain 2: The Classroom Environment

FfT 2013 (MI Levels) - Component 2a

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2a Creating an Environment of Respect and Rapport **Indicators:** **1. Respectful talk, active listening, and turn-taking** **2. Acknowledgment of students' backgrounds and lives outside the classroom** **3. Body language indicative of warmth and caring shown by teacher and students** **4. Physical proximity** **5. Politeness and encouragement** **6. Fairness**	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. **Critical Attributes:** 1. The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. 2. Students' body language indicates feelings of hurt, discomfort, or insecurity. 3. The teacher displays no familiarity with, or caring about, individual students. 4. The teacher disregards disrespectful interactions among students.	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. **Critical Attributes:** 1. The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. 2. The teacher attempts to respond to disrespectful behavior among students, with uneven results. 3. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	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. **Critical Attributes:** 1. Talk between the teacher and students and among students is uniformly respectful. 2. The teacher successfully responds to disrespectful behavior among students. 3. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. 4. The teacher makes general connections with individual students. 5. Students exhibit respect for the teacher.	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. **Critical Attributes:** 1. The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. 2. There is no disrespectful behavior among students. 3. When necessary, students respectfully correct one another. 4. Students participate without fear of put-downs or ridicule from either the teacher or other students. 5. The teacher respects and encourages students' efforts.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 2a N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 2a Critical Attributes

- [ ] Minimally Effective - The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.
- [ ] Minimally Effective - The teacher attempts to respond to disrespectful behavior among students, with uneven results.
- [ ] Minimally Effective - The teacher attempts to make connections with individual students, but student reactions indicate that these attempts not entirely successful.
- [ ] Effective - Talk between the teacher and students and among students is uniformly respectful.
- [ ] Effective - The teacher successfully responds to disrespectful behavior among students.
- [ ] Effective - Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.
- [ ] Effective - The teacher makes general connections with individual students.
- [ ] Effective - Students exhibit respect for the teacher.
- [ ] Highly Effective - The teacher demonstrates knowledge and caring about individual students` lives beyond the class and school.
- [ ] Highly Effective - There is no disrespectful behavior among students.
- [ ] Highly Effective - When necessary, students respectfully correct one another.
- [ ] Highly Effective - Students participate without fear of put-downs or ridicule from either the teacher or other students.
- [ ] Highly Effective - The teacher respects and encourages students` efforts.

FfT 2013 (MI Levels) - Component 2b

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2b Establishing a Culture for Learning **Indicators:** **1. Belief in the value of what is being learned** **2. High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation** **3. Expectation of high-quality work on the part of students** **4. Expectation and recognition of effort and persistence on the part of students** **5. High expectations for expression and work products**	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. **Critical Attributes:** 1. The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. 2. The teacher conveys to at least some students that the work is too challenging for them. 3. Students exhibit little or no pride in their work. 4. Students use language incorrectly; the teacher does not correct them.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. **Critical Attributes:** 1. The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. 2. The teacher conveys high expectations for only some students. 3. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." 4. The teacher's primary concern appears to be to complete the task at hand. 5. The teacher urges, but does not insist, that students use precise language.	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. **Critical Attributes:** 1. The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. 2. The teacher demonstrates a high regard for students' abilities. 3. The teacher conveys an expectation of high levels of student effort. 4. Students expend good effort to complete work of high quality. 5. The teacher insists on precise use of language by students.	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. **Critical Attributes:** 1. The teacher communicates passion for the subject. 2. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. 3. Students indicate through their questions and comments a desire to understand the content. 4. Students assist their classmates in understanding the content. 5. Students take initiative in improving the quality of their work. 6. Students correct one another in their use of language.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 2b N/A

Component	Insufficient Evidence
N/A	

Component	Insufficient Evidence
Rubric Score: 0/0	

FfT 2013 - 2b Critical Attributes

☐ Ineffective - The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.

☐ Ineffective - The teacher conveys to at least some students that the work is too challenging for them.

☐ Ineffective - Students exhibit little or no pride in their work.

☐ Ineffective - Students use language incorrectly; the teacher does not correct them.

☐ Minimally Effective - The teacher`s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.

☐ Minimally Effective - The teacher conveys high expectations for only some students.

☐ Minimally Effective - Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."

☐ Minimally Effective - The teacher`s primary concern appears to be to complete the task at hand.

☐ Minimally Effective - The teacher urges, but does not insist, that students use precise language.

☐ Effective - The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.

☐ Effective - The teacher demonstrates a high regard for students` abilities.

☐ Effective - The teacher conveys an expectation of high levels of student effort.

☐ Effective - Students expend good effort to complete work of high quality.

☐ Effective - The teacher insists on precise use of language by students.

☐ Highly Effective - The teacher communicates passion for the subject.

☐ Highly Effective - The teacher conveys the satisfaction that accompanies a deep understanding of complex content.

☐ Highly Effective - Students indicate through their questions and comments a desire to understand the content.

☐ Highly Effective - Students assist their classmates in understanding the content.

☐ Highly Effective - Students take initiative in improving the quality of their work.

☐ Highly Effective - Students correct one another in their use of language.

FfT 2013 (MI Levels) - Component 2c

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2c Managing Classroom Procedures **Indicators:** **1. Smooth functioning of all routines** **2. Little or no loss of instructional time** **3. Students playing an important role in carrying out the routines** **4. Students knowing what to do, where to move**	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, or that volunteers and paraprofessionals have clearly defined tasks. **Critical Attributes:** 1. Students not working with the teacher are not productively engaged. 2. Transitions are disorganized, with much loss of instructional time. 3. There do not appear to be any established procedures for distributing and collecting materials. 4. A considerable amount of time is spent off task because of unclear procedures. 5. Volunteers and paraprofessionals have no defined role and/or are idle much of the time.	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, and volunteers and paraprofessionals perform their duties. **Critical Attributes:** 1. Students not working directly with the teacher are only partially engaged. 2. Procedures for transitions seem to have been established, but their operation is not smooth. 3. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. 4. Classroom routines function unevenly. 5. Volunteers and paraprofessionals require frequent supervision.	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, and volunteers and paraprofessionals contribute to the class. **Critical Attributes:** 1. Students are productively engaged during small-group or independent work. 2. Transitions between large- and small- group activities are smooth. 3. Routines for distribution and collection of materials and supplies work efficiently. 4. Classroom routines function smoothly. 5. Volunteers and paraprofessionals work with minimal supervision.	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. Volunteers and paraprofessionals make an independent contribution to the class. **Critical Attributes:** 1. With minimal prompting by the teacher, students ensure that their time is used productively. 2. Students take initiative in distributing and collecting materials efficiently. 3. Students themselves ensure that transitions and other routines are accomplished smoothly. 4. Volunteers and paraprofessionals take initiative in their work in the class.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 2c N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 2c Critical Attributes

☐ Ineffective - Students not working with the teacher are not productively engaged.

☐ Ineffective - Transitions are disorganized, with much loss of instructional time.

☐ Ineffective - There do not appear to be any established procedures for distributing and collecting materials.

☐ Ineffective - A considerable amount of time is spent off task because of unclear procedures.

☐ Ineffective - Volunteers and paraprofessionals have no defined role and/or are idle much of the time.

☐ Minimally Effective - Students not working directly with the teacher are only partially engaged.

☐ Minimally Effective - Procedures for transitions seem to have been established, but their operation is not smooth.

☐ Minimally Effective - There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.

☐ Minimally Effective - Classroom routines function unevenly.

☐ Minimally Effective - Volunteers and paraprofessionals require frequent supervision.

☐ Effective - Students are productively engaged during small-group or independent work.

☐ Effective - Transitions between large- and small- group activities are smooth.

☐ Effective - Routines for distribution and collection of materials and supplies work efficiently.

☐ Effective - Classroom routines function smoothly.

☐ Effective - Volunteers and paraprofessionals work with minimal supervision.

☐ Highly Effective - With minimal prompting by the teacher, students ensure that their time is used productively.

FfT 2013 (MI Levels) - Component 2d

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2d Managing Student Behavior **Indicators:** **1. Clear standards of conduct, possibly posted, and possibly referred to during a lesson** **2. Absence of acrimony between teacher and students concerning behavior** **3. Teacher awareness of student conduct** **4. Preventive action when needed by the teacher** **5. Absence of misbehavior** **6. Reinforcement of positive behavior**	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. **Critical Attributes:** 1. The classroom environment is chaotic, with no standards of conduct evident. 2. The teacher does not monitor student behavior. 3. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	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. **Critical Attributes:** 1. The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. 2. The teacher attempts to keep track of student behavior, but with no apparent system. 3. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	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. **Critical Attributes:** 1. Standards of conduct appear to have been established and implemented successfully. 2. Overall, student behavior is generally appropriate. 3. The teacher frequently monitors student behavior. 4. The teacher's response to student misbehavior is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity. **Critical Attributes:** 1. Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. 2. The teacher silently and subtly monitors student behavior. 3. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Enter Notes and Evidence

Rubric Score: 0/0

FfT2013 - 2d N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 2d Critical Attributes

☐ Ineffective - The classroom environment is chaotic, with no standards of conduct evident.

☐ Ineffective - The teacher does not monitor student behavior.

☐ Ineffective - Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

☐ Minimally Effective - The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.

☐ Minimally Effective - The teacher attempts to keep track of student behavior, but with no apparent system.

☐ Minimally Effective - The teacher`s response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

☐ Effective - Standards of conduct appear to have been established and implemented successfully.

☐ Effective - Overall, student behavior is generally appropriate.

☐ Effective - The teacher frequently monitors student behavior.

☐ Effective - The teacher`s response to student misbehavior is effective.

☐ Highly Effective - Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.

☐ Highly Effective - The teacher silently and subtly monitors student behavior.

☐ Highly Effective - Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

FfT 2013 (MI Levels) - Component 2e

Component	Ineffective	Minimally Effective	Effective	Highly Effective
2e Organizing Physical Space **Indicators:** **1. Pleasant, inviting atmosphere** **2. Safe environment** **3. Accessibility for all students** **4. Furniture arrangement suitable for the learning activities** **5. Effective use of physical resources, including computer technology, by both teacher and students**	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. **Critical Attributes:** 1. There are physical hazards in the classroom, endangering student safety. 2. Many students can't see or hear the teacher or see the board. 3. Available technology is not being used even if it is available and its use would enhance the lesson.	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. **Critical Attributes:** 1. The physical environment is safe, and most students can see and hear the teacher or see the board. 2. The physical environment is not an impediment to learning but does not enhance it. 3. The teacher makes limited use of available technology and other resources.	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. **Critical Attributes:** 1. The classroom is safe, and all students are able to see and hear the teacher or see the board. 2. The classroom is arranged to support the instructional goals and learning activities. 3. The teacher makes appropriate use of available technology.	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. **Critical Attributes:** 1. Modifications are made to the physical environment to accommodate students with special needs. 2. There is total alignment between the learning activities and the physical environment. 3. Students take the initiative to adjust the physical environment. 4. The teacher and students make extensive and imaginative use of available technology.

Enter Notes and Evidence

Rubric Score: 0/0

FfT2013 - 2e N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 2e Critical Attributes

- ☐ Ineffective - There are physical hazards in the classroom, endangering student safety.
- ☐ Ineffective - Many students can`t see or hear the teacher or see the board.
- ☐ Ineffective - Available technology is not being used even if it is available and its use would enhance the lesson.
- ☐ Minimally Effective - The physical environment is safe, and most students can see and hear the teacher or see the board.
- ☐ Minimally Effective - The physical environment is not an impediment to learning but does not enhance it.
- ☐ Minimally Effective - The teacher makes limited use of available technology and other resources.
- ☐ Effective - The classroom is safe, and all students are able to see and hear the teacher or see the board.
- ☐ Effective - The classroom is arranged to support the instructional goals and learning activities.
- ☐ Effective - The teacher makes appropriate use of available technology.
- ☐ Highly Effective - Modifications are made to the physical environment to accommodate students with special needs.
- ☐ Highly Effective - There is total alignment between the learning activities and the physical environment.
- ☐ Highly Effective - Students take the initiative to adjust the physical environment.
- ☐ Highly Effective - The teacher and students make extensive and imaginative use of available technology.

Domain 3: Instruction

FfT 2013 (MI Levels) - Component 3a

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3a Communicating with Students **Indicators:** **1. Clarity of lesson purpose** **2. Clear directions and procedures specific to the lesson activities** **3. Absence of content errors and clear explanations of concepts and strategies** **4. Correct and imaginative use of language**	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. **Critical Attributes:** 1. At no time during the lesson does the teacher convey to students what they will be learning. 2. Students indicate through body language or questions that they don't understand the content being presented. 3. The teacher makes a serious content error that will affect students' understanding of the lesson. 4. Students indicate through their questions that they are confused about the learning task. 5. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. 6. The teacher's vocabulary is inappropriate to the age or culture of the students.	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. **Critical Attributes:** 1. The teacher provides little elaboration or explanation about what the students will be learning. 2. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. 3. The teacher makes no serious content errors but may make minor ones. 4. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. 5. The teacher must clarify the learning task so students can complete it. 6. The teacher's vocabulary and usage are correct but unimaginative. 7. When the teacher attempts to explain academic vocabulary, it is only partially successful. 8. The teacher's vocabulary is too advanced, or too juvenile, for students.	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. **Critical Attributes:** 1. The teacher states clearly, at some point during the lesson, what the students will be learning. 2. The teacher's explanation of content is clear and invites student participation and thinking. 3. The teacher makes no content errors. 4. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. 5. Students engage with the learning task, indicating that they understand what they are to do. 6. If appropriate, the teacher models the process to be followed in the task. 7. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. 8. The teacher's vocabulary is appropriate to students' ages and levels of development.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. **Critical Attributes:** 1. If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. 2. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. 3. The teacher points out possible areas for misunderstanding. 4. The teacher invites students to explain the content to their classmates. 5. Students suggest other strategies they might use in approaching a challenge or analysis. 6. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. 7. Students use academic language correctly.

<u>Enter Notes and Evidence</u>

Rubric Score: 0/0

FfT2013 - 3a N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 3a Critical Attributes

☐ Ineffective - At no time during the lesson does the teacher convey to students what they will be learning.

- [ ] Ineffective - Students indicate through body language or questions that they don`t understand the content being presented.
- [ ] Ineffective - The teacher makes a serious content error that will affect students` understanding of the lesson.
- [ ] Ineffective - Students indicate through their questions that they are confused about the learning task.
- [ ] Ineffective - The teacher`s communications include errors of vocabulary orusage or imprecise use of academic language.
- [ ] Ineffective - The teacher`s vocabulary is inappropriate to the age or culture of the students.
- [ ] Minimally Effective - The teacher provides little elaboration or explanation about what the students will be learning.
- [ ] Minimally Effective - The teacher`s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.
- [ ] Minimally Effective - The teacher makes no serious content errors but may make minor ones.
- [ ] Minimally Effective - The teacher`s explanations of content are purely procedural, with no indication of how students can think strategically.
- [ ] Minimally Effective - The teacher must clarify the learning task so students can complete it.
- [ ] Minimally Effective - The teacher`s vocabulary and usage are correct but unimaginative.
- [ ] Minimally Effective - When the teacher attempts to explain academic vocabulary, it is only partially successful.
- [ ] Minimally Effective - The teacher`s vocabulary is too advanced, or too juvenile, for students.
- [ ] Effective - The teacher states clearly, at some point during the lesson, what the students will be learning.
- [ ] Effective - The teacher`s explanation of content is clear and invites student participation and thinking.
- [ ] Effective - The teacher makes no content errors.
- [ ] Effective - The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they`re learning.
- [ ] Effective - Students engage with the learning task, indicating that they understand what they are to do.
- [ ] Effective - If appropriate, the teacher models the process to be followed in the task.
- [ ] Effective - The teacher`s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.
- [ ] Effective - The teacher`s vocabulary is appropriate to students` ages and levels of development.
- [ ] Highly Effective - If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.
- [ ] Highly Effective - The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.
- [ ] Highly Effective - The teacher points out possible areas for misunderstanding.
- [ ] Highly Effective - The teacher invites students to explain the content to their classmates.
- [ ] Highly Effective - Students suggest other strategies they might use in approaching a challenge or analysis.
- [ ] Highly Effective - The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for t discipline.
- [ ] Highly Effective - Students use academic language correctly.

FfT 2013 (MI Levels) - Component 3b

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3b Using Questioning and Discussion Techniques **Indicators:** **1. Questions of high cognitive challenge, formulated by both students and teacher** **2. Questions with multiple correct answers or multiple approaches, even when there is a single correct response** **3. Effective use of student responses and ideas** **4. Discussion, with the teacher stepping out of the central, mediating role** **5. Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates** **6. High levels of student participation in discussion**	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. **Critical Attributes:** 1. Questions are rapid-fire and convergent, with a single correct answer. 2. Questions do not invite student thinking. 3. All discussion is between the teacher and students; students are not invited to speak directly to one another. 4. The teacher does not ask students to explain their thinking. 5. Only a few students dominate the discussion.	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. **Critical Attributes:** 1. The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. 2. The teacher invites students to respond directly to one another's ideas, but few students respond. 3. The teacher calls on many students, but only a small number actually participate in the discussion. 4. The teacher asks students to explain their reasoning, but only some students attempt to do so.	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. **Critical Attributes:** 1. The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. 2. The teacher makes effective use of wait time. 3. Discussions enable students to talk to one another without ongoing mediation by teacher. 4. The teacher calls on most students, even those who don't initially volunteer. 5. Many students actively engage in the discussion. 6. The teacher asks students to justify their reasoning, and most attempt to do so.	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. **Critical Attributes:** 1. Students initiate higher-order questions. 2. The teacher builds on and uses student responses to questions in order to deepen student understanding. 3. Students extend the discussion, enriching it. 4. Students invite comments from their classmates during a discussion and challenge one another's thinking. 5. Virtually all students are engaged in the discussion.

Enter Notes and Evidence

Rubric Score: 0/0

FfT2013 - 3b N/A 🔼

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 3b Critical Attributes

☐ Ineffective - Questions are rapid-fire and convergent, with a single correct answer.

☐ Ineffective - Questions do not invite student thinking.

☐ Ineffective - All discussion is between the teacher and students; students are not invited to speak directly to one another.

☐ Ineffective - The teacher does not ask students to explain their thinking.

☐ Ineffective - Only a few students dominate the discussion.

☐ Minimally Effective - The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.

☐ Minimally Effective - The teacher invites students to respond directly to one another`s ideas, but few students respond.

☐ Minimally Effective - The teacher calls on many students, but only a small number actually participate in the discussion.

☐ Minimally Effective - The teacher asks students to explain their reasoning, but only some students attempt to do so.

☐ Effective - The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.

☐ Effective - The teacher makes effective use of wait time.

☐ Effective - Discussions enable students to talk to one another without ongoing mediation by teacher.

☐ Effective - The teacher calls on most students, even those who don't initially volunteer.

- ☐ Effective - Many students actively engage in the discussion.
- ☐ Effective - The teacher asks students to justify their reasoning, and most attempt to do so.
- ☐ Highly Effective - Students initiate higher- order questions.
- ☐ Highly Effective - The teacher builds on and uses student responses to questions in order to deepen student understanding.
- ☐ Highly Effective - Students extend the discussion, enriching it.
- ☐ Highly Effective - Students invite comments from their classmates during a discussion and challenge one another`s thinking.
- ☐ Highly Effective - Virtually all students are engaged in the discussion.

FfT 2013 (MI Levels) - Component 3c

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3c Engaging Students in Learning **Indicators:** **1. Student enthusiasm, interest, thinking, problem solving, etc.** **2. Learning tasks that require high-level student thinking and invite students to explain their thinking** **3. Students highly motivated to work on all tasks and persistent even when the tasks are challenging** **4. Students actively "working," rather than watching while their teacher "works"** **5. Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection**	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. **Critical Attributes:** 1. Few students are intellectually engaged in the lesson. 2. Learning tasks/activities and materials require only recall or have a single correct response or method. 3. Instructional materials used are unsuitable to the lesson and/or the students. 4. The lesson drags or is rushed. 5. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	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." **Critical Attributes:** 1. Some students are intellectually engaged in the lesson. 2. Learning tasks are a mix of those requiring thinking and those requiring recall. 3. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. 4. The materials and resources are partially aligned to the lesson objectives. 5. Few of the materials and resources require student thinking or ask students to explain their thinking. 6. The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others. 7. The instructional groupings used are partially appropriate to the activities	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. **Critical Attributes:** 1. Most students are intellectually engaged in the lesson. 2. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. 3. Students are invited to explain their thinking as part of completing tasks. 4. Materials and resources support the learning goals and require intellectual engagement, as appropriate. 5. The pacing of the lesson provides students the time needed to be intellectually engaged. 6. The teacher uses groupings that are suitable to the lesson activities.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. **Critical Attributes:** 1. Virtually all students are intellectually engaged in the lesson. 2. Lesson activities require high-level student thinking and explanations of their thinking. 3. Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. 4. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Enter Notes and Evidence

Rubric Score: 0/0

FfT2013 - 3c N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 3c Critical Attributes

- ☐ Ineffective - Few students are intellectually engaged in the lesson.

- [ ] Ineffective - Learning tasks/activities and materials require only recall or have a single correct response or method.
- [ ] Ineffective - Instructional materials used are unsuitable to the lesson and/or the students.
- [ ] Ineffective - The lesson drags or is rushed.
- [ ] Ineffective - Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagemen
- [ ] Minimally Effective - Some students are intellectually engaged in the lesson.
- [ ] Minimally Effective - Learning tasks are a mix of those requiring thinking and those requiring recall.
- [ ] Minimally Effective - Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.
- [ ] Minimally Effective - The materials and resources are partially aligned to the lesson objectives.
- [ ] Minimally Effective - Few of the materials and resources require student thinking or ask students to explain their thinking.
- [ ] Minimally Effective - The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others.
- [ ] Minimally Effective - The instructional groupings used are partially appropriate to the activities.
- [ ] Effective - Most students are intellectually engaged in the lesson.
- [ ] Effective - Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.
- [ ] Effective - Students are invited to explain their thinking as part of completing tasks.
- [ ] Effective - Materials and resources support the learning goals and require intellectual engagement, as appropriate.
- [ ] Effective - The pacing of the lesson provides students the time needed to be intellectually engaged.
- [ ] Effective - The teacher uses groupings that are suitable to the lessong activities.
- [ ] Highly Effective - Virtually all students are intellectually engaged in the lesson.
- [ ] Highly Effective - Lesson activities require high-level student thinking and explanations of their thinking.
- [ ] Highly Effective - Students take initiative to adapt (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
- [ ] Highly Effective - Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

FfT 2013 (MI Levels) - Component 3d

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3d Using Assessment in Instruction **Indicators:** **1. The teacher paying close attention to evidence of student understanding** **2. The teacher posing specifically created questions to elicit evidence of student understanding** **3. The teacher circulating to monitor student learning and to offer feedback** **4. Students assessing their own work against established criteria**	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. **Critical Attributes:** 1. The teacher gives no indication of what high-quality work looks like. 2. The teacher makes no effort to determine whether students understand the lesson. 3. Students receive no feedback, or feedback is global or directed to only one student. 4. The teacher does not ask students to evaluate their own or classmates' work.	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. **Critical Attributes:** 1. There is little evidence that the students understand how their work will be evaluated. 2. The teacher monitors student understanding through a single method, or without eliciting evidence of understanding from students. 3. Feedback to students is vague and not oriented toward future improvement of work. 4. The teacher makes only minor attempts to engage students in self- or peer assessment.	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. **Critical Attributes:** 1. The teacher makes the standards of high-quality work clear to students. 2. The teacher elicits evidence of student understanding. 3. Students are invited to assess their own work and make improvements; most of them do so. 4. Feedback includes specific and timely guidance, at least for groups of students.	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. **Critical Attributes:** 1. Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. 2. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. 3. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. 4. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Enter Notes and Evidence

Rubric Score: 0/0

FfT2013 - 3d N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 3d Critical Attributes

☐ Ineffective - The teacher gives no indication of what high-quality work looks like.

☐ Ineffective - The teacher makes no effort to determine whether students understand the lesson.

☐ Ineffective - Students receive no feedback, or feedback is global or directed to only one student.

☐ Ineffective - The teacher does not ask students to evaluate their own or classmates` work.

☐ Minimally Effective - There is little evidence that the students understand how their work will be evaluated.

☐ Minimally Effective - The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.

☐ Minimally Effective - Feedback to students is vague and not oriented toward future improvement of work.

☐ Minimally Effective - The teacher makes only minor attempts to engage students in self- or peer assessment.

☐ Effective - The teacher makes the standards of high-quality work clear to students.

☐ Effective - The teacher elicits evidence of student understanding.

☐ Effective - Students are invited to assess their own work and make improvements; most of them do so.

☐ Effective - Feedback includes specific and timely guidance, at least for groups of students

☐ Highly Effective - Students indicate that they clearly understand the characteristics of high- quality work, and there is evidence that students have helped establish the evaluation criteria.

☐ Highly Effective - The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.

☐ Highly Effective - Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

☐ Highly Effective - High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

FfT 2013 (MI Levels) - Component 3e

Component	Ineffective	Minimally Effective	Effective	Highly Effective
3e Demonstrating Flexibility and Responsive **Indicators:** **1. Incorporation of students' interests and daily events into a lesson** **2. The teacher adjusting instruction in response to evidence of student understanding (or lack of it)** **3. The teacher seizing on a teachable moment**	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. **Critical Attributes:** 1. The teacher ignores indications of student boredom or lack of understanding. 2. The teacher brushes aside students' questions. 3. The teacher conveys to students that when they have difficulty learning, it is their fault. 4. In reflecting on practice, the teacher does not indicate that it is important to reach all students. 5. The teacher makes no attempt to adjust the lesson in response to student confusion.	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. **Critical Attributes:** 1. The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. 2. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. 3. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. 4. The teacher's attempts to adjust the lesson are partially successful.	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. **Critical Attributes:** 1. The teacher incorporates students' interests and questions into the heart of the lesson. 2. The teacher conveys to students that she has other approaches to try when the students experience difficulty. 3. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 4. When improvising becomes necessary, the teacher makes adjustments to the lesson.	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. **Critical Attributes:** 1. The teacher seizes on a teachable moment to enhance a lesson. 2. The teacher conveys to students that she won't consider a lesson "finished" until every student understands and that she has a broad range of approaches to use. 3. In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students. 4. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.

Enter Notes and Evidence

Rubric Score: 0/0

FfT2013 - 3e N/A

Component	Insufficient Evidence
N/A	

Rubric Score: 0/0

FfT 2013 - 3e Critical Attributes

☐ Ineffective - The teacher ignores indications of student boredom or lack of understanding.

☐ Ineffective - The teacher brushes aside students` questions.

☐ Ineffective - The teacher conveys to students that when they have difficulty learning, it is their fault.

☐ Ineffective - In reflecting on practice, the teacher does not indicate that it is important to reach all students.

☐ Ineffective - The teacher makes no attempt to adjust the lesson in response to student confusion.

☐ Minimally Effective - The teacher makes perfunctory attempts to incorporate students` questions and interests into the lesson.

☐ Minimally Effective - The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them.

☐ Minimally Effective - In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.

☐ Minimally Effective - The teacher`s attempts to adjust the lesson are partially successful.

☐ Effective - The teacher incorporates students` interests and questions into the heart of the lesson.

☐ Effective - The teacher conveys to students that she has other approaches to try when the students experience difficulty.

☐ Effective - In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.

☐ Effective - When improvising becomes necessary, the teacher makes adjustments to the lesson.

☐ Highly Effective - The teacher seizes on a teachable moment to enhance a lesson.

- [ ] Highly Effective - The teacher conveys to students that she won`t consider a lesson "finished" until every student understands and that she has a broad range of approaches to use.
- [ ] Highly Effective - In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
- [ ] Highly Effective - The teacher`s adjustments to the lesson, when they are needed, are designed to assist individual students.

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

Year End Evaluation Form

Year-End Evaluation Form

Self-Assessment/ Reflection Form
Please complete this form prior to your End of Year Conference

Overall Assessment

Provide your overall assessment of progress toward your goals

Describe what you have done to produce these results

Learning

Describe what you learned and how you will use it going forward.

List the professional learning activities you participated in throughout the year

What professional learning and/or other type of support would help you to continue to make progress into the coming academic year?

Student Growth Goal Data

Student Growth Goal Results:

Add any additional artifacts below.

Artifacts						
Name	Upload Date	Upload User	File			

Year End Summary Rating Form

Teacher Year End - Summary Rating (Updated 8.2024)

To be completed by Evaluator

District Compliance Courses

Badges Completion Verified?

☐ Yes

Attendance

No Pay [   ]

Care of Family [   ]

Sick Leave [   ]

Personal Business [   ]

Religious Observance [   ]

Funeral [   ]

FMLA Approved?

☐ Yes   ☐ No

Summary of Domain Ratings

Domain 1 Score Report 🔼

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed

Domain 1 Score [   ]

Domain 2 Score Report 🔼

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed

Domain 2 Score [   ]

Domain 3 Score Report 🔼

Rubric	Progress	Score	Max	Criteria	Avg	Last Completed

Domain 3 Score [   ]

Domain 1: Planning & Preparation

Domain 1 Summary 🔼

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
1a: Demonstrating Knowledge of Content and Pedagogy	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.	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.	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.	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.
			Enter Notes	
1b: Demonstrating Knowledge of Students	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 seek such understanding.	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.	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.	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.
			Enter Notes	
1c. Setting Instructional Outcomes	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.	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.	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.	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.
			Enter Notes	
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one'sown knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one'sown knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
			Enter Notes	
Rubric Score: 0/0				

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

<div align="center">Enter Notes</div>

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
1f: Designing Student Assessments	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.	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.	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.	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.

<div align="center">Enter Notes</div>

<div align="center">**Rubric Score: 0/0**</div>

Domain 1 Table

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Table 1: For Domain 1 and 4 with SIX SUB DOMAINS	Two or more are Ineffective	Criteria for Effective not met and no more than one is Ineffective.	At least FIVE are Effective or higher and no more than one is Minimally Effective. None are Ineffective.	FIVE or more sub-domains are Highly Effective and none are less than Effective.

<div align="center">**Rubric Score: 0/0**</div>

Domain 1 Score: 0

Domain 2: Classroom Environment

Domain 2 Summary

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and 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.	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.
			Enter Notes	
2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
			Enter Notes	
2c Managing Classroom Procedures	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, or that volunteers and paraprofessionals have clearly defined tasks.	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, and volunteers and paraprofessionals perform their duties.	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, and volunteers and paraprofessionals contribute to the class.	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. Volunteers and paraprofessionals make an independent contribution to the class.
			Enter Notes	
Rubric Score: 0/0				

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
2d Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
			Enter Notes	
2e Organizing Physical Space	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.	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.	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.	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.
			Enter Notes	

Rubric Score: 0/0

Domain 2 Table 🔼

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Table 2: For Domains 2 and 3 with FIVE SUB-DOMAINS	Two or more are Ineffective	Criteria for Effective not met and no more than one is Ineffective.	At least four are Effective or higher and no more than one is Minimally Effective. None are Ineffective.	Four or more sub-domains are Highly Effective and none are less than Effective.

Rubric Score: 0/0

Domain 2 Score: 0

Domain 3: Instruction

Domain 3 Summary 🔼

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3a Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The 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.	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.
			Enter Notes	
3b Using Questioning and Discussion Techniques	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.	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.	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.	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.
			Enter Notes	
3c Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
			Enter Notes	
Rubric Score: 0/0				

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3d Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some 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.

Enter Notes

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
3e Demonstrating Flexibility and Responsive	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.	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.	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.	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.

Enter Notes

Rubric Score: 0/0

Domain 3 Table ▲

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Table 3: For Domains 2 and 3 with FIVE SUB-DOMAINS	Two or more are Ineffective	Criteria for Effective not met and no more than one is Ineffective.	At least four are Effective or higher and no more than one is Minimally Effective. None are Ineffective.	Four or more sub-domains are Highly Effective and none are less than Effective.

Rubric Score: 0/0

Domain 3 Score: 0

Domain 4: Professionalism

Domain 4 Summary ▲

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4a Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

Enter Notes

Rubric Score: 0/0

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4b Maintaining Accurate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for noninstructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for noninstructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and noninstructional records is fully effective.	The 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.
			Enter Notes	
4c Communicating with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
			Enter Notes	
4d Participating in the Professional Community	The teacher's relationships with colleagues are negative or selfserving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.
			Enter Notes	
4e Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
			Enter Notes	
Rubric Score: 0/0				

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
4f Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Enter Notes

Rubric Score: 0/0

Domain 4 Table

Criteria	Ineffective	Minimally Effective	Effective	Highly Effective
Table 4: For Domain 1 and 4 with SIX SUB DOMAINS	Two or more are Ineffective	Criteria for Effective not met and no more than one is Ineffective.	At least FIVE are Effective or higher and no more than one is Minimally Effective. None are Ineffective.	FIVE or more sub-domains are Highly Effective and none are less than Effective.

Rubric Score: 0/0

Domain 4 Score: 0

Summary of Domain Ratings

Domain 1 (25%) 0

Domain 2 (25%) 0

Domain 3 (25%) 0

Domain 4 (25%) 0

Total Domain Weighted Score (80%) 0

Student Growth (20%)

Student Growth Total Score 1-4

Criteria	1	2	3	4
Teachers Student Growth Rating	Less than 20% of students demonstrated adequate growth on Selected assessment	Between 21-39% of students demonstrated adequate growth on selected assessment	Between 40-59% of students demonstrated adequate growth on selected assessment	More than 59% of students demonstrated adequate growth on selected assessment

Enter Notes

Rubric Score: 0/0

Summative Rating

Domains 1-4 (80%)   0

Student Growth (20%)   0

Total Score: 0

Summative Rating   1 Needing Support

Rating	Score		Summative Rating
Needing Support	**0**	**Domain 1-4 (0/3.2)** **Student Growth (0/0.8)**	**Effective** 2.5 - 4 **Developing** 1.5 - 2.49 **Needing Support** 0 - 1.49

Administrator Rating Override

Rating Override (if applicable)

- **Rating change to "Unevaluated" - describe qualifying reason below.**

Rating Override   [▼]

Override Reason

Areas of Strength:

Areas for Growth:

Recommendations:

Educator Final Comments:

Plan III --- Specific Staff Development

Awareness Phase --- Identification of Concern Form

Teacher: Date:

Check appropriate category(ies):

- ☐ Domain 1: Planning and Preparation
- ☐ Domain 2: Classroom Environment
- ☐ Domain 3: Instruction
- ☐ Domain 4: Professional Responsibilities

Specific Concerns:

Next Meeting Date: _____

Teacher's Signature: _____

Administrator's Signature: _____

Plan III --- Specific Staff Development

Awareness Phase --- Final Summary Form

Teacher: _____   Date: _____

Specific Concerns:

Administrative Recommendation(s):

☐ Plan II
☐ Assistance Phase

Next Meeting Date: _____   _____

Teacher's Signature: _____

Administrator's Signature: _____

Plan III --- Specific Staff Development

Assistance Phase --- Plan of Assistance Form

Teacher: Date:

Check appropriate category(ies):

- ☐ Domain 1: Planning and Preparation
- ☐ Domain 2: Classroom Environment
- ☐ Domain 3: Instruction
- ☐ Domain 4: Professional Responsibilities

Specific Concerns:
Plan (Method/Strategies):
Proposed Timeline:
Indicators of Progress:
Resources/Support Needed:

Next Meeting Date: _____

Teacher's Signature: _____

Administrator's Signature: _____

Revised 11/5/2024

Plan III --- Specific Staff Development

Assistance Phase --- Plan of Assistance Progress Form

Teacher: Date:

☐ First Meeting
☐ Second Meeting
☐ Third Meeting

Plan:
Resources and Strategies Used to Date:
Indicators of Progress:
Resources/Support Utilized to Date:
Concerns:

Student growth data must be a significant part of the evaluation.

Total Days Absent (Current School year to date):

_____Illness   _____Care of Family   _____Personal Business   _____Conferences

_____District Related   _____Other (Please Explain:_____)

District PD attended (list dates):_____

(Check one)
☐ Remain on Plan III   ☐ Return to Plan II

Next Meeting Date: _____

Teacher's Signature: _____

　　　Administrator's Signature: _____

Revised 11/5/2024

Plan III --- Specific Staff Development

Assistance Phase --- Final Summary Form

Teacher: Date:

Plan:
Resources and Strategies Used to Date:
Indicators of Progress:
Resources/Support Utilized to Date:
Concerns:

Student growth data must be a significant part of the evaluation.

Administrative Recommendation(s):

☐ Plan II   ☐ Remain in Assistance Phase   ☐ Go to Disciplinary Phase

If Year End Evaluation - Check below

☐ Needing Support   ☐ Developing   ☐ Effective

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Total Days Absent (Current School year to date):

_____Illness _____Care of Family _____Personal Business _____Conferences

_____District Related _____Other (Please Explain:_____)

District PD attended (list dates):_____

Teacher's Signature: _____

Administrator's Signature: _____

Plan III --- Specific Staff Development

Disciplinary Phase

Teacher: _____ Date: _____

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Teacher's Signature: _____

Administrator's Signature: _____

Revised 11/5/2024