



PERA Evaluation Overview Document

Updated October 2023

FREQUENCY OF SUMMATIVE EVALUATION

- Each non tenure teacher shall have a summative evaluation once every school year until they are granted tenure.
- Each tenure teacher in contractual continued service shall have one (1) summative evaluation in the course of every three (3) school years.

FORMAL OBSERVATION PROCESS FOR ALL EDUCATORS

Non Tenured Teachers

- Shall be formally observed two (2) times each year and once (1) informally.
- Non-tenured teachers hired before July, 2023, that have two (2) summative ratings of excellent during their first three (3) years are eligible for early tenure. In three (3) out of the last four (4) years, non-tenured teachers may only receive one (1) needs improvement or unsatisfactory as a summative rating, with the 4th year being proficient or excellent or they may be recommended for non-renewal of contract.
- Non-tenured teachers hired after July, 2023, that have summative ratings of excellent during their first two (2) years are eligible for early tenure. In two (2) out of the last three (3) years, non-tenured teachers may only receive one (1) needs improvement or unsatisfactory as a **summative** rating, with the 3rd year being proficient or excellent or they **may** be recommended for non-renewal of contract.

Tenured Teachers

- Shall be formally observed two (2) times during the year they are on cycle for summative evaluation.
- Teachers who have worked in the district for six (6) consecutive years and have received a score of seventy (70) or more without any ratings of needs improvement or unsatisfactory on the first observation of the year shall forgo the second observation unless requested by the teacher.
- If a tenured teacher has only one (1) observation because they scored a seventy (70) or higher on the first observation, the ratings from the first observation will be carried over to the Final Summative rating.
- Teachers who opt out of second formal observation are legally required to have one (1) informal observation.
- Tenured Teachers who qualify for the [Three \(3\) Cycle](#) will receive an informal observation during year one (1) and year two (2) and a formal / summative evaluation in year three (3).

PROFESSIONAL DEVELOPMENT PLAN

All PDP (Professional Development Plan) and Remediation Plans will be based upon the summative score **before** the student growth component is added.

A “Needs Improvement” overall rating before student growth will result in a professional development plan in accordance with Illinois School Code, Section 105 5:24A-5, Needs Improvement Evaluations. Within thirty (30) school days a PDP (Professional Development Plan) will be developed that will consist of one (1) cycle of forty (40) school days. The plan will address weaknesses and attendance previously identified in the Professional Practice summative evaluation before student growth. During the forty (40) school day cycle there will be two (2) formal observations and a minimum of one (1) informal observation. Each formal observation must include a pre- and post- conference. After the forty (40) school day cycle a revised final summative rating will be determined by replacing the ratings of the identified deficiencies with the ratings obtained after the PDP has been completed. If at the end of the forty (40) school days the teacher receives an unsatisfactory or needs improvement rating, they are subject to a remediation plan. If the teacher has not received a proficient or excellent rating after the second plan, they are subject to immediate dismissal. If the teacher has corrected the performance deficiencies and receives a rating of proficient or excellent, they return to the regular evaluation cycle.

An Unsatisfactory overall rating before student growth will result in a remediation plan in accordance with Illinois School Code, Section 105 5:24A-5, Unsatisfactory Evaluations. Within thirty (30) school days a remediation plan will be developed that will consist of three (3) consecutive cycles of thirty (30) school days. The plan will address weaknesses and attendance previously identified in the Professional Practice summative evaluation before student growth. Each thirty (30) school day cycle will have two (2) formal observations and a minimum of one (1) informal observation. Each formal observation must include a pre and post- conference. A consulting teacher who has at least 5 years of experience, knowledge of the assignment, and an excellent rating will be selected by the evaluator. The consulting teacher will provide advice, assist, and coach the teacher on the remediation plan (see “Consulting Teacher” attachment). After the ninety (90) school day cycle a final revised summative rating will be determined by replacing the ratings of the identified deficiencies with the ratings obtained after the remediation plan has been completed. If at the end of the ninety (90) school days the teacher receives an unsatisfactory rating, they are subject to immediate dismissal. If the teacher receives a needs improvement rating, they will be placed on a final forty (40) school day PDP (Professional Development Plan). If the teacher has not received a proficient or excellent rating after the forty (40) school days, they are subject to immediate dismissal. If the teacher has corrected the performance deficiencies and receives a rating of proficient or excellent, they return to the regular evaluation cycle.

TIMELINES

Formal Observations

- Pre-conference notices shall be given at least 5 calendar days before the pre-conference is held.
- Formal observations will take place no more than five (5) school days after pre-conference unless agreed upon by evaluator and teacher.
- Formal observation will be either forty-five (45) minutes or a full teaching period unless agreed upon by evaluator and teacher.
- Post observation conference will take place no more than five (5) school days after the observation unless agreed upon by evaluator and teacher. If postponed it **must** take place within ten (10) school days of the observation.
- The written observation summary will be available to the teacher within ten (10) school days after the observation.
- Rebuttals are due within twenty (20) school days of receiving the written observation summary. Any evaluations that do not follow these time frames can be invalidated at the teacher’s request.

Informal Observations

- Informal observations will be no more than forty-five (45) minutes and no less than five (5) minutes.
- Written feedback will be given to the teacher within two (2) school days either electronically or hard copy.
- Post-informal observation conferences can be requested by either evaluator or teacher.
- Evaluators must use the district provided informal observation form.
- Evaluators must use district provided form in order to be used on the summative.
- Feedback needs to be written and shared in order to be used on the summative.

ATTENDANCE TIMELINES

Sick and Family Illness Days will be taken from the first day of school until March 1 of the evaluation year for tenured teachers. Non tenured teachers will have their days calculated from the first day of school until the date of their summative evaluation.

EVALUATION DOCUMENTATION TOOLS

These forms are provided as suggested tools to use with the evaluation process to either facilitate conversations or help to provide evidence and/or documentation for various domains.

COMPONENT SUMMARY (Rubric): To be used by the evaluator as a rubric to determine the educator's teaching behavior rating.

A teacher cannot receive an excellent rating if they have any indicator with an unsatisfactory or needs improvement. The rating will default to proficient.

Starting 2016-17, the component rating will be determined by the category that has the majority of indicators. A majority is 50% or more of the indicators. When an administrator is rating a teacher, they should start with identifying indicators in the proficient rating and determine if the rating should move to the left or right

Starting in 2016-17, when in the excellent column it states "in addition to the characteristics of proficient" a teacher needs to meet 50% or more of the indicators in a proficient column and 50% or more in the excellent column in order to receive the excellent rating.

PRE-OBSERVATION CONVERSATION DIALOGUE: To be used as a discussion tool between the evaluator and educator. These questions are not meant to be answered in written form.

POST-OBSERVATION CONVERSATION DIALOGUE: To be used as a discussion tool between the evaluator and educator. These questions are not meant to be answered in a written form.

PROFESSIONAL EVIDENCE/ DO YOU: This is a list of suggested documentation to aid the educator in providing documentation of

professional evidence.

DATA SHEET: This is a suggested form for the educator to give to the evaluator to help provide information relating to professional qualities in Domain 4.

RATING DEFINITIONS

The four ratings for each component (Excellent, Proficient, Needs Improvement and Unsatisfactory) will be analyzed to determine the overall rating for the evaluation. Points will be given for each component rating.

Excellent=4 points

Proficient=3 points

Needs Improvement=2 points

Unsatisfactory=1 point

Student growth will be calculated on a 4 point scale. For conversion purposes, the numbers in the columns below were converted to a 4 point scale. In order to convert from a larger number to the 4 point scale, divide the total score by 23, the baseline number. 23 is the lowest overall score one can receive on an evaluation.

The points will be totaled and the summative rating will be determined based on the score ranges below:

Unsatisfactory		Needs-Improvement		Proficient		Excellent	
23	1.00	37	1.61	61	2.65	76	3.30
24	1.04	38	1.65	62	2.70	77	3.35
25	1.09	39	1.70	63	2.74	78	3.39
26	1.13	40	1.74	64	2.78	79	3.43
27	1.17	41	1.78	65	2.83	80	3.48
28	1.22	42	1.83	66	2.87	81	3.52
29	1.26	43	1.87	67	2.91	82	3.57
30	1.30	44	1.91	68	2.96	83	3.61

31	1.35	45	1.96	69	3.00	84	3.65
32	1.39	46	2.00	70	3.04	85	3.70
33	1.43	47	2.04	71	3.09	86	3.74
34	1.48	48	2.09	72	3.13	87	3.78
35	1.52	49	2.13	73	3.17	88	3.83
36	1.57	50	2.17	74	3.22	89	3.87
		51	2.22	75	3.26	90	3.91
		52	2.26			91	3.96
		53	2.30			92	4.00
		54	2.35				
		55	2.39				
		56	2.43				
		57	2.48				
		58	2.52				
		59	2.57				
		60	2.61				

DETERMINATION OF SCORES

1. Observation: Scores will be determined on a scale of 22-88

Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Score Ranges	22-33	34-57	58-73	74-88

2. Informal Observations: If the final evaluation score is averaged at a 0.5 and no informal observation has been completed the score will be rounded up.

Date and Time of Inf. Obs. (Only data collected during evaluation year can be used)	Date and Time of Follow up with teacher	Method of follow up. (Please circle one.)		Danielson Comp. (ie 1a, 2b.)	Point Value for Informal Obs. (Please circle one)	
		Email	Conference		-0.5	+0.5
		Email	Conference		-0.5	+0.5
		Email	Conference		-0.5	+0.5
		Email	Conference		-0.5	+0.5
		Email	Conference		-0.5	+0.5
Total Points to be added to final Summative rating before student growth:						

3. Professional Practice Summative Evaluation Scores: Attendance will be added to rating. Current attendance status: _____ sick or family illness days used.

Attendance will be included on Professional Practice summative form and the rating will be adjusted accordingly:

Rating	Unsatisfactory 1	Needs Improvement 2	Proficient 3	Excellent 4
Attendance Days	12.5 or more	12-8.5	8-4.5	4-0

Final Summative Ratings	Unsatisfactory	Needs Improvement	Proficient	Excellent
Score Ranges	23-36	37-60	61-75	76-92

Professional Practice Summative Rating will represent 70% of the overall rating and Student Growth Summative will represent 30% of the Final Summative rating.

For an Excellent overall observation or summative rating, no component may be rated as Unsatisfactory during the evaluation cycle. If a component rating of Unsatisfactory is present then the overall observation/summative rating will be Proficient.

4. Student Growth Summative Evaluation Scores: Rated on a 1-4 scale. There will be a reading and math assessment for each student growth component. Student growth must be a total of 30% of overall rating. Add the two scores, divide by 2, and multiply by 0.3. This will be the 30%.

Growth	Category	Score
Higher than expected	Excellent	4
Expected growth	Proficient	3
Lower than expected	Needs Improvement	2
Unsatisfactory growth	Unsatisfactory	1

5. Final Summative Rating scale:

Professional Practice Rating

A) WEIGHT 70% (X 0.7)

Student Academic Growth

Math Rating

Reading Rating

TOTAL

AVERAGE (total divided by 2)

B) WEIGHT 30% (X 0.3)

Total of lines A and B:

Using the scale below, the “total of lines A and B” will result in the Final Summative Rating.

Final Summative Ratings	Unsatisfactory	Needs Improvement	Proficient	Excellent
Score Ranges	1.00 – 1.58	1.59-2.62	2.63-3.27	3.28-4.00

PERA Law Requirements

Current attendance Status: _____ sick or family illness days used

Attendance will be included on summative form and the summative rating will be adjusted accordingly:

Rating	Unsatisfactory 1	Needs Improvement 2	Proficient 3	Excellent 4
Attendance Days	12.5 or more	12-8.5	8-4.5	4-0

Final Summative Ratings	Unsatisfactory	Needs Improvement	Proficient	Excellent
Score Ranges	23-36	37-60	61-75	76-92

Summative Rating will represent 70% of the overall rating and Student Growth will represent 30% of the overall rating.

For an Excellent overall observation or summative rating, no component may be rated as Unsatisfactory during the evaluation cycle. If a component rating of Unsatisfactory is present then the overall observation/summative rating will be Proficient.

STUDENT GROWTH

Student growth will use the Local Growth Model for each building. Reading and math will be the subject areas that are assessed. The growth will be retrospective to the previous year. The Fountas and Pinnell or MAP assessments will be used to create student data profiles. This data will determine a growth score for each building (math and reading) that will be applied to the Final Summative rating for tenured and non-first year staff. Eventually, MAP will be the only assessment used for the building growth score.

Current year data will be used to determine a growth score for first year teachers. Itinerant teachers will choose the building whose data will be used to determine their student growth score at the first pre conference.

HONORABLE DISMISSAL (SB7)

Dismissal Notice & Dismissal Grouping Changes

If any teacher, whether tenured or not, is removed or dismissed as a result of a school board to decrease the number of teachers, discontinuation of a type of teaching service, or a reduction in the number of programs or positions in a special education joint agreement; written notice must be mailed to the teacher and also given to the teacher either by electronic mail, certified mail, return receipt requested, or personal delivery with receipt on or before April 15 (previously at least 45 days before the end of the school term).

All honorable dismissal lists must be distributed to the exclusive bargaining representative at least 75 days before the end of the school term, provided that the school district or joint agreement may, with notice to any exclusive employee representatives, move teachers from grouping one into another grouping during the period of time from 75 days until April 15 (previously 75 days until 45 days before the end of the school term).

Group 1:

- A rating/grouping of 1 will be indicated for any teacher who is not a contractual continued employee and has not received a performance evaluation rating by March 1 of the current school year.
- Teachers in this group are dismissed before any other group.

Group 2:

- A rating/grouping any teacher with a “Needs Improvement” or “Unsatisfactory” performance rating on the last 2 of the teacher’s performance evaluations.
- Conversely, if the teacher is rated as proficient and then proceeds to be rated Unsatisfactory or Needs Improvement in the last 3 evaluations the teacher will be placed in group 2.
- Teachers with the lowest average will be dismissed first.
- If there is a tie with regard to evaluation performance-seniority will be considered.

Group 3:

- It was agreed that a rating/grouping of 3 will include any teacher who has a satisfactory or proficient on the teacher’s last 3 performance evaluations.
- If the teacher is rated Unsatisfactory or Needs Improvement and then is rated as Proficient on the current evaluation, the teacher will be placed in group 3.
- If there is a tie with regard to evaluation performance- seniority will be considered.

Group 4:

- A rating/grouping of 4 will include a teacher whose last 2 out of 3 performance evaluations are “Excellent” with a satisfactory or proficient. No teacher will be placed in Group 4 with a Needs Improvement or Unsatisfactory rating.

CONSULTING TEACHER

The participation of the consulting teacher shall be voluntary.

The qualified consulting teacher shall be one who has received a rating of excellent on his or her most recent evaluation, has a minimum of five years experience in teaching, has knowledge relevant to the assignment of the teacher under remediation, and holds the proper teaching certificate.

The consulting teacher shall be chosen from a list developed by the district and the union.

The roster will include at least five qualified teachers from whom the consulting teacher is to be selected, or the names of all teachers so qualified if that number is less than five. The selection of the consulting teacher will be made by the evaluating principal and teacher deemed unsatisfactory. If an impasse is reached in the selection of the consulting teacher an administrator from the central office who has not been previously involved shall make the final choice.

Where no consulting teacher is available in a district, the district shall request the State Board of Education to provide a consulting teacher. The State Board of Education shall thereupon provide a consulting teacher who meets the requirements.

If the consulting teacher becomes unavailable during the course of a remediation plan, a new consulting teacher shall be selected in the same manner as the initial consulting teacher. The remediation plan shall be amended as necessary upon consultation with the new consulting teacher.

The consulting teacher shall provide advice to the teacher rated as unsatisfactory on how to improve teaching skills and to successfully complete the

remediation plan as determined by the qualified administrators.

The consulting teacher shall not participate in any of the required quarterly evaluations, nor be engaged to evaluate the performance of the teacher under remediation, unless a collective bargaining agreement provides otherwise.

The consulting teacher shall be informed through three quarterly conferences with the evaluating administrator and the teacher under remediation, of the results of the first three quarterly evaluations in order to continue to provide assistance to the teacher under a remediation plan.

The consulting teacher shall receive quarterly compensations and clerical assistance as determined by the Board of Education. Also, the consulting teacher shall be provided release time and suffer no loss of preparation time

CICERO SCHOOL DISTRICT 99 COMPONENT SUMMARY

Domain 1: Planning and Preparation

The Framework for Teaching, Chapter 4

Component	Unsatisfactory	Needs Improvement	Proficiency	Excellent
1 a: Demonstrating knowledge of content and best practice	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating knowledge of students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and uses this knowledge seldom for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and uses this knowledge occasionally for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students consistently .
1c: Setting instructional	Instructional outcomes are	Instructional outcomes are of	Instructional outcomes are	Instructional outcomes are

outcomes	unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination between disciplines .	stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Id: Demonstrating knowledge of resources and materials	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
Ie: Designing coherent instruction	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
If: Designing student assessment	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria

	instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
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Domain 2: The Classroom Environment

The Framework for Teaching, Chapter 4

Component	Unsatisfactory	Needs Improvement	Proficiency	Excellent
2a: Creating an environment of respect and rapport	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
2b: Establishing a culture for learning	Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appear to be only "going through the motions." Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students have the opportunity to hold themselves to high standards of performance, initiating improvements to their work.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient	Some instructional time is lost due to only partially	Little instructional time is lost due to classroom routines and	Students contribute to the seamless operation of

	classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties	effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e: Organizing physical space and use of learning resources	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including technology. * as appropriate to the lesson for special area teachers	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Domain 3: Instruction

The Framework for Teaching, Chapter 4

Component	Unsatisfactory	Needs Improvement	Proficiency	Excellent
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written

	language contains errors or is inappropriate to students' cultures or levels of development.	language is correct but may not be completely appropriate to students' cultures or levels of development.	appropriate to students' cultures and levels of development.	communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low level, posed in rapid succession. Teacher' attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Structures and systems are in place to ensure all students have the opportunity to participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. Students are engaged in work of a high level . The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make substantial contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using assessment in instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of

				sources.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

The Framework for Teaching, Chapter 4

Component	Unsatisfactory	Needs Improvement	Proficiency	Excellent
4a: Reflecting on teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4b: Maintaining accurate records	Teacher's systems for maintaining both instructional and non instructional records are either non existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems and routines for maintaining both instructional and non-instructional records, which are accurate, efficient and successful.
4c: Communicating with families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally	Teacher's communication with families is frequent, <u>culturally appropriate and sensitive</u> ; students participate in the communication. Teacher successfully engages families in the instructional

	in the instructional program.	always appropriate to the cultures of those families.	appropriate manner.	program; as appropriate.
4d: Participating in a professional community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
4e: Growing and developing professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.
4f: Showing professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.
4g: Attendance - Sick and Family Illness Days (PERA law requirement)	12.5 or more	12-8.5	8-4.5	4-0

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Domain 1: Planning and Preparation

Component	Unsatisfactory	Needs Improvement	Proficiency	Excellent
1a: Demonstrating knowledge of content and best practice	<ul style="list-style-type: none"> *The teacher knows some content. *The teacher does not consider student background knowledge when planning. *The teacher’s plans use inappropriate strategies for the discipline. 	<ul style="list-style-type: none"> *The teacher knows content well but displays lack of awareness of how these concepts relate to one another. *The teacher’s concept of student’s background knowledge is inaccurate or incomplete. *Lesson and unit plans use limited instructional strategies, and some are not suitable to the content. 	<ul style="list-style-type: none"> *The teacher can identify important concepts of the discipline and their relationships to one another within the discipline. *The teacher provides clear explanations of the content. *Plans reflect student background knowledge. *Instructional strategies in unit and lesson plans are entirely suitable to the content. *The teacher answers students’ questions accurately and provides feedback that furthers their learning. 	<ul style="list-style-type: none"> *The teacher cites intra- and interdisciplinary content relationships. *The teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed. *The teacher’s plans reflect recent developments in content related pedagogy/disciplines.
1b: Demonstrating knowledge of students	<ul style="list-style-type: none"> *The teacher does not try to ascertain varied ability levels among students in the class. *The teacher is not aware of students’ interests or cultural heritages. *The teacher takes no responsibility to learn about students’ medical or learning disabilities. 	<ul style="list-style-type: none"> *The teacher is aware of the different ability levels in the class but tends to teach to the “whole group.” *The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. *The teacher is aware of medical issues and learning disabilities with some students but does not seek to 	<ul style="list-style-type: none"> *The teacher has identified “high,” “medium,” and “low” groups of students within the class and teaches to each group. *The teacher is aware of the different cultural groups in the class. *The teacher is well informed about students’ cultural heritages and incorporates this knowledge in lesson planning. *The teacher has a good idea of the range of interests of students in the class (ie 	<p>In addition to the characteristics of proficient:</p> <ul style="list-style-type: none"> *The teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly. *The teacher seeks out information from all students about their cultural heritages. *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.

		understand the implications of that knowledge.	student interest surveys, reading logs, journals). *The teacher is aware of the special needs represented by students in the class.	
1c: Setting instructional outcomes	<ul style="list-style-type: none"> *Outcomes lack consistency and are not challenging. *Outcomes do not represent important learning in the discipline. *Outcomes are not clear or are stated as activities. *Outcomes are suitable for less than 20% students in the class. 	<ul style="list-style-type: none"> *Outcomes represent a mixture of low expectations and inconsistency. *Some outcomes reflect important learning in the discipline. Teacher makes no attempt to coordinate or integrate outcomes into lesson plan. *Outcomes are suitable for less than half of the class, but not differentiated where necessary. 	<ul style="list-style-type: none"> *Outcomes represent high expectations that are consistent and challenging. *The teacher's plans integrate outcomes and reference curricular frameworks or maps. *Outcomes are suitable to 75% of the students in the class and differentiated where necessary. *Outcomes are related to "big ideas" or "essential questions" of the discipline. *Outcomes are written in terms of what students will learn rather than do. *Outcomes represent a range of types: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication. 	<p>In addition to the characteristics of proficient:</p> <ul style="list-style-type: none"> *The teacher's plans reference curricular frameworks or maps to ensure accurate sequencing. *The teacher connects outcomes to previous and future learning. *Outcomes are differentiated to encourage individual students to take educational risks.
1d: Demonstrating knowledge of resources and materials	<ul style="list-style-type: none"> *The teacher does not use district-provided material. *The teacher does not seek out resources available to expand own skill. *Although the teacher is aware of some student needs and does not inquire about possible resources. 	<ul style="list-style-type: none"> *The teacher uses only curriculum materials provided by the district/school. *The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. *The teacher participates in content-area workshops offered by the school but does 	<ul style="list-style-type: none"> *Texts are at varied levels. *The teacher pursues additional resource options offered by the school/district (ie resource room, coaches, support personnel). *The teacher participates in content-area workshops offered by the school and integrates material learned in classroom practice. 	<ul style="list-style-type: none"> *Texts are matched to student skill level. *The teacher voluntarily pursues professional development and expands knowledge through professional learning groups and organizations and integrates material learned in classroom practice. *The teacher pursues out of

		not integrate material learned in classroom practice.	*Resources are multidisciplinary. *The teacher facilitates the use of Internet resources.	district resources to increase discipline knowledge. *The teacher provides lists of resources outside the classroom for students to draw on. *Texts are supplemented by guest speakers and field experiences.
1e: Designing coherent instruction	*Learning activities are not challenging and/or not well aligned to the instructional goals. *Materials are not engaging or do not meet instructional outcomes. *Instructional groups do not support learning. *Lesson plans are not structured or sequenced and are unrealistic in their expectations. *Assessment results do not affect future plans.	*Learning activities are moderately challenging. *Learning resources are engaging, but there is limited variety. *Instructional groups support learning objectives but are not organized thoughtfully to maximize learning. *Lesson plans show some structure and may be unrealistic about time expectations. *Assessment results are used to design lesson plans for the whole class, not individual students.	*Learning activities are challenging and matched to instructional outcomes. *The teacher provides a variety of appropriately challenging materials and resources. *Instructional student groups are organized thoughtfully to maximize learning and build on students' strengths. *The plan for the lesson or unit is well structured, with reasonable time allocations. *Lesson plans indicate possible adjustments based on formative assessment data. *Activities provide opportunity for higher-level thinking.	In addition to the characteristics of proficient: *Activities permit student choice. Learning experiences connect to other disciplines. *The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. *Lesson plans differentiate for individual student needs.
1f: Designing student assessments	*Assessments do not match instructional outcomes. *Assessments lack criteria. *No evidence of assessments are present in lesson plans.			
Notes				

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Domain 2: The Classroom Environment

Component	Unsatisfactory	Needs Improvement	Proficiency	Excellent
2a: Creating an environment of respect and rapport	<p>*The teacher is disrespectful toward students or insensitive to students’ ages, cultural backgrounds, and developmental levels.</p> <p>*The teacher disregards disrespectful interactions among students.</p> <p>*The teacher displays no familiarity with, or caring about, individual students. (eg. disregarding students’ body language indicating feelings of hurt, discomfort, or insecurity.)</p>	<p>*The quality of interactions between teacher and students, or among students, is inconsistent, with occasional disrespect or insensitivity.</p> <p>*The teacher attempts to respond to disrespectful behavior among students, with inconsistent results.</p> <p>*The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.</p>	<p>*Talk between the teacher and students and among students is uniformly respectful.</p> <p>*Students exhibit respect for the teacher.</p> <p>*The teacher successfully responds to disrespectful behavior among students.</p> <p>*Students participate willingly, but may be somewhat hesitant to offer their ideas in front of Classmates.</p> <p>*The teacher makes general connections with individual students.</p>	<p>In addition to the characteristics of proficient:</p> <p>*There is minimal to no disrespectful behavior among students.</p> <p>*Any negative behaviors are addressed as appropriate by teacher or student(s).</p> <p>*Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>*The teacher demonstrates knowledge and caring about individual students’ lives beyond the class and school.</p> <p>*The teacher respects and encourages students’ efforts.</p>
2b: Establishing a culture for learning	<p>*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.</p> <p>*The teacher conveys to at least some students that the work is too challenging for them.</p> <p>*Students exhibit little or no pride in their work; the teacher does not address it.</p> <p>*Students use language incorrectly; the teacher does</p>	<p>*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.</p> <p>*The teacher conveys high expectations for only some students.</p> <p>*Students exhibit a limited commitment to complete the work on their own; teacher addresses inconsistently.</p> <p>*The teacher urges, but does</p>	<p>*The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.</p> <p>*The teacher conveys an expectation of high levels of student effort.</p> <p>*Students expend good effort to complete work of high quality; teacher addresses consistently.</p> <p>*The teacher insists on precise use of language by</p>	<p>*The teacher conveys the satisfaction that accompanies a deep understanding of complex content.</p> <p>*Students indicate through their questions and comments a desire to understand the content.</p> <p>*Students take initiative and improve the quality of their work; teacher acknowledges effort.</p> <p>*Students assist their classmates in understanding</p>

	not correct them.	not insist, that students use precise language.	students. *The teacher demonstrates a high regard for students' abilities.	the content. *Students correct one another in their use of language. *The teacher communicates enthusiasm for the subject.
2c: Managing classroom procedures	<ul style="list-style-type: none"> *Students not working with the teacher are not productively engaged. *Transitions are disorganized, with much loss of instructional time. *There do not appear to be any established procedures for distributing and collecting materials. *A considerable amount of time is spent off task because of unclear classroom routines. *Teacher does not have defined roles for volunteers and paraprofessionals (if applicable). 	<ul style="list-style-type: none"> *Students not working directly with the teacher are only partially engaged. *Procedures for transitions seem to have been established, but their operation is not smooth. *There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. *Classroom routines function unevenly. *Teacher has not clearly defined roles for volunteers and paraprofessionals. *The majority of direction is given in the moment it is needed (if applicable). 	<ul style="list-style-type: none"> *Students are productively engaged during small-group or independent work. *Transitions between large- and small-group activities are smooth. *Routines for distribution and collection of materials and supplies work efficiently. *Classroom routines function smoothly. *Teacher has clearly defined roles for volunteers and paraprofessionals which allows the volunteer or paraprofessional to perform with minimal guidance or direction (if applicable). 	<ul style="list-style-type: none"> *With minimal prompting by the teacher, students ensure that their time is used productively. *Students themselves ensure that transitions are accomplished smoothly. *Students take initiative in distributing and collecting materials efficiently. *Students themselves ensure that classroom routines are accomplished smoothly. *Teacher has clearly defined roles which fosters an environment that allows the volunteer and paraprofessional to take initiative to complete tasks and work on their own as appropriate (if applicable).
2d: Managing student behavior	<ul style="list-style-type: none"> *The classroom environment is chaotic, with no standards of conduct evident. *The teacher does not monitor student behavior. *Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. 	<ul style="list-style-type: none"> *The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. *The teacher attempts to keep track of student behavior, but with no apparent system. *The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient. 	<ul style="list-style-type: none"> *Standards of conduct appear to have been established and implemented successfully. *Overall, student behavior is generally appropriate. *The teacher frequently monitors student behavior. *The teacher's response to student misbehavior is effective. *Teacher maintains individual behavior plans if appropriate. 	<ul style="list-style-type: none"> *Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct. *Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. *The teacher silently and subtly monitors student behavior. *Teacher and student

				collaborate to maintain individual behavior plans if appropriate.
2e: Organizing physical space and use of learning resources	<ul style="list-style-type: none"> *There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or see the board. *The physical environment is an obstacle to learning. *Technology is not being used even if it is available and its use would enhance the lesson. 	<ul style="list-style-type: none"> *The physical environment is safe, and most students can see and hear the teacher or see the board. *The physical environment is not an obstacle to learning but does not enhance it. *The teacher makes limited use of available technology and other resources. 	<ul style="list-style-type: none"> *The classroom is safe, and all students are able to see and hear the teacher or see the board. *The classroom is arranged to support the instructional goals and learning activities. *The teacher makes appropriate use of available technology. 	<ul style="list-style-type: none"> *Modifications are made to the physical environment to accommodate individual student needs. *There is alignment between the learning activities and the physical environment. *Students take the initiative to adjust the physical environment. *The teacher and students make extensive use of available technology.
Notes				

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Domain 3: Instruction

Component	Unsatisfactory	Needs Improvement	Proficiency	Excellent
3a: Communicating with students	<ul style="list-style-type: none"> *At no time during the lesson does the teacher convey to students what they will be learning. *The teacher makes a serious content error that will affect students' understanding of the lesson. *Teacher did not present learning task, as evidenced through students' questions. *The teacher's 	<ul style="list-style-type: none"> *The teacher provides little elaboration or explanation about what the students will be learning. *The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. *The teacher's explanations of content are purely procedural, with no indication 	<ul style="list-style-type: none"> *The teacher states clearly, at some point during the lesson, what the students will be learning. *The teacher's explanation of content is clear and invites student participation and thinking. *The teacher makes minimal to no content errors and/or recognizes the error made making correction. 	<ul style="list-style-type: none"> *The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. *If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. *Students use academic language correctly. *The teacher uses rich

	<p>communications include errors of vocabulary or usage or imprecise use of academic language.</p> <ul style="list-style-type: none"> *The teacher's vocabulary is inappropriate to the age or culture of the students. *Students indicate through body language or questions that teacher explanation was absent or confusing. 	<p>of how students can think strategically.</p> <ul style="list-style-type: none"> *The teacher makes no serious content errors but may make minor ones. *The teacher does not clarify the learning task so students can complete it. *The teacher's vocabulary and usage are correct but Unimaginative. *The teacher's vocabulary is too advanced, or too basic, without taking students' needs into consideration. *When the teacher attempts to explain academic vocabulary, it is only partially successful. 	<ul style="list-style-type: none"> *Students engage with the learning task, indicating that they understand what they are to do. *If appropriate, the teacher models the process to be followed in the task. *The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. *The teacher's vocabulary is appropriate to students' ages and levels of development. *The teacher points out possible areas for misunderstanding. *The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. 	<p>language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.</p> <ul style="list-style-type: none"> *The teacher invites students to explain the content to their classmates. *Students suggest other strategies they might use in approaching a challenge or analysis.
3b: Using questioning and discussion techniques	<ul style="list-style-type: none"> *Less than 25% of students are engaged in the discussion. *Questions are rapid-fire and convergent, with a single correct answer. *Questions do not invite student thinking. *The teacher does not ask students to explain their thinking. *All discussion is between the teacher and students; students are not invited to speak directly to one another. 	<ul style="list-style-type: none"> *26-50% of students are engaged in the discussion. *The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. *The teacher invites students to respond directly to one another's ideas, but few students respond. *The teacher asks students to explain their reasoning, but less than half of students attempt to do so. 	<ul style="list-style-type: none"> *51-75% of students are engaged in the discussion. *The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. *The teacher asks students to justify their reasoning, and 75% of students attempt to do so. *The teacher makes effective use of wait time. *Discussions enable students to talk to one another without ongoing mediation by teacher. *The teacher calls on most 	<ul style="list-style-type: none"> *76-100% of students are engaged in the discussion. *Students initiate higher-order questions. *The teacher builds on and uses student responses to questions in order to deepen student understanding. *Multiple students invite comments from their classmates during a discussion and challenge one another's thinking to justify their thinking.

			students, even those who don't initially volunteer.	
3c: Engaging students in learning	<ul style="list-style-type: none"> *Less than 25% of students are actively engaged in the lesson. *Learning tasks/activities and materials require only recall or have a single correct response or method. *Instructional materials used are unsuitable to the lesson and/or the students. *The lesson drags or is rushed. *Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement. 	<ul style="list-style-type: none"> *26-50% of students are actively engaged in the lesson. *Learning tasks are a mix of those requiring thinking and those requiring recall. *Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. *The materials and resources are partially aligned to the lesson objectives. *Few of the materials and resources require student thinking or ask students to explain their thinking. *The pacing of the lesson is uneven-suitable in parts but rushed or dragging in others. *The instructional groupings used are partially appropriate to the activities. 	<ul style="list-style-type: none"> *51-75% of students are actively engaged in the lesson. *Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. *Students are invited to explain their thinking as part of completing tasks. *The materials and resources are aligned to the lesson objectives. *The pacing of the lesson provides students the time needed to be engaged. *The teacher uses groupings that are suitable to the lesson activities. 	<ul style="list-style-type: none"> *76-100% of students are actively engaged in the lesson. *Lesson activities require high-level student thinking and explanations of their thinking. *Materials and resources support the learning goals and require intellectual engagement, as appropriate. *Students provide feedback on the lesson (ie. Suggested modifications, successes or improvements needed). *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
3d: Using assessment in instruction	<ul style="list-style-type: none"> *The teacher gives no indication of what high quality work looks like. *The teacher makes no effort to determine whether students understand the lesson. *Students receive no feedback, or feedback is global or directed to only one student. *The teacher does not ask students to engage in self- or peer-assessment. 	<ul style="list-style-type: none"> *The teacher gives some indication of what high-quality work looks like. *The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. *Feedback to students is vague and not oriented toward future improvement of work. *The teacher makes only minor attempts to engage 	<ul style="list-style-type: none"> *The teacher makes the standards of high-quality work clear to students. *The teacher elicits evidence of student understanding. *Feedback includes specific and timely guidance, at least for groups of students. *Teacher has students assess their own work or that of others and make improvements; most of the students do so. *Teacher explains how 	<ul style="list-style-type: none"> *Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. *The teacher is constantly monitoring student understanding. *The monitoring is sophisticated, continuous and makes use of strategies to elicit information about

		students in self- or peer assessment. *There is little evidence that the students understand how their work will be evaluated.	student work will be evaluated.	individual student understanding. *High-quality feedback comes from many sources, including students; it is specific and focused on improvement. *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher
3e: Demonstrating flexibility and responsiveness	*The teacher brushes aside students' questions. *The teacher conveys to students that when they have difficulty learning, it is their fault. *The teacher makes no attempt to adjust the lesson in response to student confusion. *The teacher ignores indications of student boredom or lack of understanding.	*The teacher makes token attempts to incorporate students' questions and interests into the lesson. *The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. *The teacher's attempts to adjust the lesson are partially successful.	*The teacher incorporates students' interests and questions into the heart of the lesson. *The teacher conveys to students that she has other approaches to try when the students experience difficulty. *The teacher makes successful adjustments to the lesson when necessary.	*The teacher seizes a teachable moment to enhance a lesson. *Teacher persists in seeking effective approaches for students who need help, using a broad range of strategies and soliciting additional resources. *The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.
Notes				

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Domain 4: Professional Responsibilities

Component	Unsatisfactory	Needs Improvement	Proficiency	Excellent
4a: Reflecting on teaching	*The teacher considers the lesson but draws incorrect conclusions about its	*The teacher has a general sense of whether or not instructional practices were	*The teacher accurately assesses the effectiveness of instructional activities used.	*The teacher's assessment of the lesson is thoughtful and includes specific indicators of

	<p>effectiveness.</p> <ul style="list-style-type: none"> *The teacher makes no suggestions for improvement. *In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<p>effective.</p> <ul style="list-style-type: none"> *The teacher offers general modifications for future instruction. *In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. 	<ul style="list-style-type: none"> *The teacher identifies specific ways in which a lesson might be improved. *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 	<p>effectiveness.</p> <ul style="list-style-type: none"> *The teacher's suggestions for improvement draw on an extensive repertoire. *In reflecting on practice, the teacher can cite others in the school and beyond whom he has contacted for assistance in reaching some students.
4b: Maintaining accurate records	<ul style="list-style-type: none"> *There is no system for student work completion records. *Record-keeping systems are in disarray and/or provide incorrect or confusing student progress records. *There is no system for non instructional records. 	<ul style="list-style-type: none"> *The teacher has a process for recording student work completion but the records are not current. *The record keeping process does not permit students to access the information. *The teacher's system for tracking student progress is cumbersome to use, students are not able to see how they are progressing. The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors. 	<ul style="list-style-type: none"> *The teacher's process for recording completion of student work is current, efficient and effective. *Students have access to information about completed and/or missing assignments. *The teacher has an efficient and effective system for recording student progress, students are able to see how they're progressing. *The teacher's process for recording non-instructional information is both efficient and effective. 	<ul style="list-style-type: none"> *Students contribute to and maintain records indicating completed and outstanding work assignments. *The teacher has a system where students contribute to and maintain records indicating their own progress in learning. *Students contribute to maintaining sustained non instructional records for the class.
4c: Communicating with families	<ul style="list-style-type: none"> *No information regarding the instructional program is available to families. *Families are unaware of their children's progress. *No family engagement activities are disseminated. *There are multiple incidents of inappropriate or non-existent communication with families. 	<ul style="list-style-type: none"> *Only School or district-created materials about the instructional program are sent home. *The teacher maintains a school required gradebook but does little else to inform families about student progress. *Family engagement activities are disseminated but are not aligned to the curriculum. 	<ul style="list-style-type: none"> *The teacher makes information about the instructional program specific to the classroom available to families along with school and district created materials. *The teacher sends home information about student progress or communicates with parent about student progress. *Family engagement 	<ul style="list-style-type: none"> *Students develop or contribute to materials for families about the instructional program specific to the classroom. *Students maintain accurate records about their individual learning progress and frequently share this information with families. *Students contribute to family engagement activities that are disseminated and aligned to

		*Some communication with families is inappropriate or non-existent.	activities are disseminated and aligned to the curriculum. *Teacher's communication with families is appropriate and problems are addressed.	the curriculum. *Teacher's communications are diplomatic to the issues and problems are resolved amicably.
4d: Participating in the professional community	*Teacher's relationships with colleagues are characterized by negativity or combativeness. *Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. *Teacher avoids becoming involved in school events or school and district projects.	*Teacher's relationships with colleagues are negative or self-serving. *Teacher becomes involved in the school's culture of professional inquiry when invited to do so. *Teacher participates in school and/or district events/projects when specifically asked to do so.	*Teacher's relationships with colleagues are characterized by mutual support and cooperation. *Teacher actively participates in a culture of professional inquiry. *Teacher participates in school and/or district events/projects, beyond the classroom.	*Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. *Teacher takes a leadership role in promoting a culture of professional inquiry. *Teacher volunteers to participate in school events and district projects and assumes a leadership role in at least one aspect of school or district life.
4e: Growing and developing professional	*The teacher does not seek any professional development activity that might enhance knowledge or skill. *The teacher purposefully avoids discussing feedback with supervisors or colleagues. *The teacher ignores invitations to join professional organizations or attend professional development.	*The teacher seeks professional development activities when they are required or provided by the district. *The teacher reluctantly accepts feedback from supervisors and colleagues. *The teacher contributes in a limited fashion to professional organizations.	*The teacher actively seeks optional opportunities for continued professional development whether provided by district or not. *The teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback. *The teacher actively participates in organizations designed to contribute to the profession.	*The teacher actively seeks opportunities for continued professional development, including initiating an individual growth plan. *The teacher actively seeks feedback from supervisors and colleagues for specific purposes. *The teacher takes an active leadership role in professional organizations in order to contribute to the profession.
4f: Showing professionalism	*The teacher is dishonest and creates a hostile environment. *The teacher does not notice the needs of students and does not ensure students'	*The teacher is dishonest and creates a negative environment. *The teacher notices the needs of students but	*The teacher is honest and known for having high standards of professionalism and confidentiality. *The teacher actively	*The teacher is considered a leader in terms of honesty, professionalism, and confidentiality. *The teacher is proactive in

	needs are met. *The teacher engages in decisions that are self-serving. *The teacher willfully rejects district/school policies and procedures.	inconsistently meets them. *The teacher makes decisions professionally but on a limited basis. *The teacher inconsistently complies with district/school policies and procedures.	addresses students' needs to ensure student success. *The teacher willingly participates in team and departmental decision making. *The teacher complies with district/school policies and procedures.	addressing and serving students' needs. *The teacher takes a leadership role in team and departmental decision making. *The teacher takes a leadership role regarding district/school policies and procedures.
4g: Attendance - Sick and Family Illness Days (PERA law requirement)	12.5 or more	12-8.5	8-4.5	4-0
Notes				

District 99 Observation Form

Name: _____ Grade/ Assignment: _____ Lesson/Time: _____

School: _____ Year: _____ Date: _____

DOMAIN / COMPONENTS	RATING				Comments
	1	2	3	4	
Domain 1: Planning and Preparation	U	NI	P	E	
1a: Demonstrating knowledge of content and best practice					
1b: Demonstrating knowledge of students					
1c: Setting instructional outcomes					
1d: Demonstrating knowledge of resources					

1e: Designing Coherent instruction					
1f: Designing student assessment					
Domain 2: The Classroom Environment	U	NI	P	E	Comments
2a: Creating an environment of respect and rapport					
2b: Establishing a culture for learning					
2c: Managing classroom procedures					
2d: Managing student behavior					
2e: Organizing physical space					
Domain 3: Instruction	U	NI	P	E	Comments
3a: Communicating with students					
3b: Using questioning and discussion techniques					
3c: Engaging students in learning					
3d: Using assessment in instruction					
3e: Demonstrating flexibility and responsiveness					
Domain 4: Professional Responsibilities	U	NI	P	E	Comments
4a: Reflecting on teaching					
4b: Maintaining accurate records					
4c: Communicating with families					
4d: Participating in a professional community					
4e: Growing and developing professionally					
4f: Demonstrating professionalism					

TOTAL SCORE: _____

**Professional Practice
Observation Evaluation Rating**

Rating	Unsatisfactory	Needs Improvement	Proficient	Excellent
Score Ranges	22-33	34-57	58-73	74-88

PERA Law Requirements

Current attendance status: _____ sick or family illness days used.

Attendance will be included on summative form and the summative rating will be adjusted accordingly:

Rating	Unsatisfactory 1	Needs Improvement 2	Proficient 3	Excellent 4
Attendance Days	12.5 or more	12-8.5	8-4.5	4-0

Final Summative Ratings	Unsatisfactory	Needs Improvement	Proficient	Excellent
Score Ranges	23-36	37-60	61-75	76-92

Professional Practice Summative Rating will represent 70% of the Final Summative rating and Student Growth will represent 30% of the Final Summative rating.

For an Excellent overall observation or summative rating, no component may be rated as Unsatisfactory during the evaluation cycle. If a component rating of Unsatisfactory is present then the overall observation/summative rating will be Proficient.

A “Needs Improvement” overall rating will result in a professional development plan in accordance with Illinois School Code, Section 105 5:24A-5, Needs Improvement Evaluations.

An Unsatisfactory overall rating will result in a remediation plan in accordance with Illinois School Code, Section 105 5:24A-5, Unsatisfactory Evaluations.

Signature of Educator: _____ Date: _____

Signature of Evaluator: _____ Date: _____

Reminder: Staff members and evaluators will sign at the conference. Signature of the staff member does not necessarily indicate agreement, it indicates that this document has been reviewed and the proper process has been followed. Staff members have a right to rebuttal within twenty

school days after receipt of this document; the rebuttal will be attached to this document. In the event of a rebuttal, a statement will be made on this form (i.e. "See attached rebuttal").

District 99 Summative Form

Name: _____ Grade/ Assignment: _____ Lesson/Time: _____

School: _____ Year: _____ Date: _____

DOMAIN / COMPONENTS	RATING				Comments
Point Value	1	2	3	4	
Domain 1: Planning and Preparation	U	NI	P	E	
1a: Demonstrating knowledge of content and best practice					
1b: Demonstrating knowledge of students					
1c: Setting instructional outcomes					
1d: Demonstrating knowledge of resources					
1e: Designing Coherent instruction					
1f: Designing student assessment					
Domain 2: The Classroom Environment	U	NI	P	E	Comments
2a: Creating an environment of respect and rapport					
2b: Establishing a culture for learning					
2c: Managing classroom procedures					
2d: Managing student behavior					
2e: Organizing physical space					

Domain 3: Instruction	U	NI	P	E	Comments
3a: Communicating with students					
3b: Using questioning and discussion techniques					
3c: Engaging students in learning					
3d: Using assessment in instruction					
3e: Demonstrating flexibility and responsiveness					
Domain 4: Professional Responsibilities	U	NI	P	E	Comments
4a: Reflecting on teaching					
4b: Maintaining accurate records					
4c: Communicating with families					
4d: Participating in a professional community					
4e: Growing and developing professionally					
4f: Demonstrating professionalism					

TOTAL RUBRIC SCORE: _____

Informal Observation Points: _____ (points are calculated below informal observation data section)

Total Professional Practice Score: _____ (add the rubric and Informal Observation scores)

Professional Practice

Summative Evaluation Rating

Final Summative Ratings	Unsatisfactory	Needs Improvement	Proficient	Excellent
Score Ranges	23-36	37-60	61-75	76-92

PERA Law Requirements

Current attendance status: _____ sick or family illness days used.

Attendance will be included on summative form and the summative rating will be adjusted accordingly:

Rating	Unsatisfactory 1	Needs Improvement 2	Proficient 3	Excellent 4
Attendance Days	12.5 or more	12-8.5	8-4.5	4-0

For an Excellent overall observation or summative rating, no component may be rated as Unsatisfactory during the evaluation cycle. If a component rating of Unsatisfactory is present then the overall observation/summative rating will be Proficient.

Informal Observation Data

Date and Time of Inf. Obs. (Only data collected during evaluation year can be used)	Date and Time of Follow up with teacher	Method of follow up. (Please circle one.)		Information collection on Observation.	Danielson Comp. (ie 1a, 2b.)	Point Value for Informal Obs. (Please circle one)	
		Email	Conference			-0.5	+0.5
		Email	Conference			-0.5	+0.5
		Email	Conference			-0.5	+0.5
		Email	Conference			-0.5	+0.5
		Email	Conference			-0.5	+0.5
Total Points to be used in Evaluation Score:							

Professional Practice Rating

A) WEIGHT 70% (X 0.7)

Student Academic Growth

Math Rating

Reading Rating

TOTAL

AVERAGE (total divided by 2)

B) WEIGHT 30% (X 0.3)

Total of lines A and B:

Using the scale below, the “total of lines A and B” will result in the Final Summative Rating.

Growth	Category	Score
Higher than expected	Excellent	4
Expected growth	Proficient	3
Lower than expected	Needs Improvement	2
Unsatisfactory growth	Unsatisfactory	1

Final Summative Ratings	Unsatisfactory	Needs Improvement	Proficient	Excellent
Score Ranges	1.00 – 1.58	1.59-2.62	2.63-3.27	3.28-4.00

A “Needs Improvement” overall rating will result in a professional development plan in accordance with Illinois School Code, Section 105 5:24A-5, Needs Improvement Evaluations.

An Unsatisfactory overall rating will result in a remediation plan in accordance with Illinois School Code, Section 105 5:24A-5, Unsatisfactory Evaluations.

Signature of Educator: _____ Date: _____

Signature of Evaluator: _____ Date: _____

Reminder: Staff members and evaluators will sign at the conference. Signature of the staff member does not necessarily indicate agreement, it indicates that this document has been reviewed and the proper process has been followed. Staff members have a right to rebuttal within twenty school days after receipt of this document; the rebuttal will be attached to this document. In the event of a rebuttal, a statement will be made on this form (i.e. “See attached rebuttal”).

PRE-CONFERENCE QUESTIONS

It is not mandatory to fill out this form but be prepared to discuss these questions.

Teacher Name: _____ Date: _____ Lesson: _____

Classroom Characteristics	
Management Routines & rules: How did you create/come up with classroom rules? (2a, 2c, 2d)	Procedures: (2c)
Classroom Composition: Describe what the students are like, including those with special needs. Describe the process used to become familiar with students’ interest, knowledge and skills in your class. (1b)	Changes or planning because of class composition: (1b)

**Grouping/Resources used to group? How/Why you set up grouping? How did you determine this?
How will this help lesson/help students learn? (1b,1d)**

Desired Results (1a,1c)

What is it you want all the students to know and be able to do as a result of this lesson?

Goals/Objectives: (Unit)	What has been done to lead up to this concept? Where are you in the lesson/unit that will be observed? (Introductory, middle or culminating activity)	Students will be able to...(end of lesson)
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Assessment Evidence (1f, 3d)

How will you know when each student has demonstrated proficiency?

How will you assess their learning? (summative-formative)	How will you use this information?
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Learning Plan

How will you engage the students? What will you be doing while the students are engaged? (1d, 1e, 3c)	What activities will you incorporate? (1b, 1e)	What questioning techniques will you use? (Blooms Taxonomy) (1f,3b)	What materials will you be using? Additional Resources? (1d)
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Teaching Strategies used: Direct Instruction, Cooperative Structure, and Independent Practice etc. (3c)

Differentiation (1a)

How will you address the needs of students who initially have difficulty mastering the intended learning? How will you address the needs of students who initially have mastered the intended learning?

Feedback Focus (4a, 4e)

What specific feedback would you like regarding your lesson? What would you like me to focus on?

Do students contribute to maintaining records? (Self-assessment, rubric, keep track of grades, attendance, homework etc.) (4b)

How do you communicate with families? Do you have students communicate with their family? (4c)

Provide Data Sheet to the evaluator.

POST OBSERVATION QUESTIONS

It is not mandatory to fill out this form but be prepared to discuss these questions.

Teacher Name: _____ Date: _____ Lesson: _____

Reflection (4a)		
How do you feel the lesson went?	If you taught the same group what would you change? Why?	
What adjustments were made?	How were instructional materials effective?	
Assessment		
Was the objective/goal achieved? How did you measure this?	How did you provide feedback to students? Observable? Measurable? Verbal (during lesson)?	Were students engaged? How can you tell?
Continual Development		
Future instructional goals given the outcome of this lesson:		
Additional Questions(optional):		

DATA SHEET (4d, 4e, 4f)

This form is just a suggested document to help you organize your Professional Qualities to be reported in Domain 4.

Name: _____ Date: _____

EDUCATION / CERTIFICATION:	
CO-CURRICULAR INVOLVEMENT:	
COMMITTEES:	
COURSEWORK/WORKSHOPS PARTICIPATED IN DURING LAST TWO YEARS:	
PROFESSIONAL ORGANIZATIONS:	

PROFESSIONAL ARTIFACTS OR EVIDENCE

This is a list of suggested documentation or artifacts for professional evidence. This is not a comprehensive list and may be added to at any time.

Domains 1&4	Sample Artifacts
Domain 1 - Planning and Preparation	Lesson Plans / Units Individual Curriculum Maps Grade level, team or subject area maps Assessment plan and assessments Projects / Reports Student Achievement Data Grading Plan and Grade Book Classroom Expectations Substitute Plans Back to School Night handouts Guiding Questions for Planning Conference And/or others, if appropriate
Domain 4 - Professional Responsibilities	Professional involvement (ex: building committees, district committees, professional organizations) Participation in courses, conferences, workshops (in-district, out-of-district) Presentations at meetings Professional readings Group planning notes (team, grade level, subject area) Parent communications (notes, letters, phone call logs, surveys, forms, etc.) Journals/Logs Yearly attendance And/or others, if appropriate
Domains 2 & 3	Sample Evidence
Domain 2 - Learning Environment	Physical layout of room/area Seating arrangements Classroom rules and routines Rubrics Syllabus Bulletin Boards (interactive, instructional and affective) Student projects Data collected from student/parent survey And/or others, if appropriate
Domain 3 - Instruction / Delivery of Service	Units

	Extension/enrichment activities Review/reinforcement activities Modifications for special needs Differentiation plan Flexible grouping plans Student work samples Homework assignments and guides Curriculum integration efforts Videotape of instructor (audiotapes, photos) Assessments Projects / Reports Student achievement data And/or others, if appropriate
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The following questions can be used as a guide to provide artifacts (examples on next page) for your evaluator. This is not mandatory but it may help the teacher provide evidence.

Do You:

- ...have a log of S anecdotal notes?
- ...ask the S for any family information/background?
- ...have a journal of S interests, strengths, challenges, etc.?
- ...send a letter home at the beginning of the year?
- ...have a S modification and accommodations checklist?
- ...have S complete an interest survey to help better design your lessons?
- ...have S journals?
- ...give the S a chance to explore their families' cultural heritage throughout any of the lessons?
- ...ever meet/communicate with the school nurse/special education teachers to discuss S?
- ...have differentiated lesson plans?
- ...use the media center or computer lab?
- ...have a list of resources for the S to explore outside of the classroom such as websites related to what you are teaching?
- ...have your classes grouped based on past scores?
- ...have various ways in which you group the Ss?
- ...use rubrics or assessment criteria checklists?
- ...keep S work to use as example projects in the future?
- ...check for understanding using formative assessments? If so, how?
- ...record, chart or have response logs of S responses?
- ...have a S behavior log, journal or checklist?
- ...keep track and post missing assignments within the classroom? If not, how do the Ss know what they are missing?
- ...give Ss their missing work from when they are absent? If not, how do they get this?