A Union of Professionals

AFT Michigan
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Local Guide to Developing an Effective Teacher Evaluation System

AFT Michigan has always been committed to comprehensive teacher evaluations as a tool for facilitating professional growth and enhancing student learning. Recent changes in Michigan law that require districts to evaluate teachers and administrators annually reinforce the importance of developing meaningful evaluation systems that comply with legislation and improve student learning. AFT Michigan's "Local Guide to Developing an Effective Teacher Evaluation System" will help local educational leaders through the process of developing and implementing a high quality teacher evaluation procedure that is negotiated at the local level. This document builds on the evaluation principles established by "A Framework for Michigan Educator Evaluations."

Guiding Principles

1) *Effective evaluations measure professional teaching standards.*
   Drawing from the well-known Charlotte Danielson framework, we have developed a "master rubric" (Appendix A) with over 70 strands measuring the four domains of teacher professional practice identified by Danielson. Local evaluation teams can adapt and mold this rubric to meet the needs of their district by selecting and removing strands.

2) *Effective evaluations measure student growth.*
   We have added student growth as a fifth domain of professional practice and identified methods for measuring student growth that can be applied across grade level, content area, and for special education. Most centrally, we suggest that *student learning objectives* provide a tool for tracking multiple measures of student growth and encouraging teachers to collect, analyze, and use data for instructional purposes*.*

3) *Effective evaluations are closely linked to professional development.*
   We have recommended implementation guidelines that ground evaluation within a cycle of continuous improvement, in which administrators and teachers share evaluation responsibilities and professional development activities are connected to encouraging teacher growth.

4) *Effective evaluations are developed by teachers and administrators at the local level.* This document is intended to walk local evaluation teams through the collaborative process of developing an evaluation that works for their district. We encourage local leaders to address this issue proactively by bringing together teachers and administrators to create a system that is tailored to local conditions and secures buy-in from all stakeholders.

Using the Local Guide to Design an Evaluation
This document outlines four main steps in developing an evaluation system and offers insight for making key decisions at each step. The master rubric is designed to provide local evaluation teams with a starting point to be adapted to meet their needs. We have offered suggestions for using the rubric as an evaluative tool and included a glossary to help guide rubric use, and our staff can provide further on-the-ground guidance along the way.

We encourage local leaders to address this issue proactively and collaboratively by bringing together teachers and administrators to create a system that makes sense in your district. This Guide covers the four main steps in designing an effective teacher evaluation system:

1) Developing a fair evaluation tool that conforms to the law and improves teaching and learning
2) Deciding how to score the evaluation tool to inform decision making
3) Figuring out implementation and who plays what roles in the evaluation process
4) Linking the evaluation system to professional development

Michigan Law
As of 2009, Michigan law requires districts to evaluate teachers and administrators annually using student growth as a significant factor:

380.1249 Performance Evaluation System.
With the involvement of teachers and school administrators, the board of a school district or intermediate school district or board of directors of a public school academy shall adopt and implement for all teachers and school administrators a rigorous, transparent, and fair performance evaluation system that:

(a) Evaluates the teacher's or school administrator's job performance *at least annually* while providing timely and constructive feedback.
(b) Establishes clear approaches to measuring student growth and provides teachers and school administrators with relevant data on student growth.
(c) Evaluates a teacher's or school administrator's job performance, using multiple rating categories that take into account data on *student growth as a significant factor.* For these purposes, *student growth shall be measured by national, state, or local assessments and other objective criteria.*
(d) Uses the evaluations, at a minimum, to inform decisions regarding:
　　(i) The effectiveness of teachers and school administrators, ensuring that they are given ample opportunities for improvement.
　　(ii) Promotion, retention, and development of teachers and school administrators, including providing relevant coaching, instruction support, or professional development.
　　(iii) Whether to grant tenure or full certification, or both, to teachers and school administrators using rigorous standards and streamlined, transparent, and fair procedures.
　　(iv) Removing ineffective tenured and untenured teachers and school administrators after they have had ample opportunities to improve, and ensuring that these decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

Step 1: Developing a fair evaluation tool that conforms to Michigan law and improves teaching and learning

Evaluations are required to measure both *teaching as professional practice* and *student growth*. Watch out for:
- Standardized tests as the only or determinate measure of student growth,
- Overemphasis on student growth vs. teaching as professional practice, and
- Disconnection of what's being evaluated from the curriculum.

AFT Michigan has developed a master rubric for measuring teaching as professional practice (Appendix A). It is largely drawn from the well-known Charlotte Danielson framework and evaluates a teacher's practices across five domains: Planning and Preparation, the Classroom Environment, Instruction, Professional Responsibilities, and Demonstrating Student Growth.

Local evaluation teams are encouraged to adapt the rubric to their district by selecting the strands that best measure each domain and removing those that are superfluous or not applicable. However, the strength of the rubric is its ability to measure several aspects of teaching. Local teams will be most effective when they include educators from across grade levels, subject areas, and specializations in order to make sure the resulting tool is applicable across the district.

A. Measuring Teaching as Professional Practice

Teaching as professional practice is obviously a broad category, and local evaluation teams face challenges defining a set of practices that indicate high quality teaching. Many of us feel we know good teaching when we see it, but still find it difficult to capture the essence on paper (the task of a good evaluation tool). To this end, our framework considers data from both inputs (teacher activities) and outcomes (student work) to evaluate a teacher's professional practice.

Potential "Data Points" for Measuring Teaching as Professional Practice

Data Source	Description
Self Reflections	Guided process where an instructor reflects upon their practice, either in writing or orally with an evaluator.
Lesson Plans	Documents from a teacher's planning process.
Student Work	Any student outcome or demonstration of student knowledge.
Syllabus	A syllabus is an outline or summary of topics to be covered.
Course Calendar	Paces and plans objectives and content over time
Lesson Materials	Lesson materials are any materials that a teacher uses in a lesson
Classroom Records	Record keeping documents used to track student information
Participation Log	A written record kept by the teacher that tracks their own participation in activities, events etc.
Family Contact Log	A written record kept by the teacher documenting communication with families, as well as artifacts of family communication

B. Measuring Student Growth
Student growth is the change in student achievement between two points in time. Evaluation teams can effectively incorporate student growth into evaluations by: 1) identifying multiple measures of student growth, 2) using teacher-determined student learning objectives, 3) measuring grade level or department impact on student growth, 4) using standardized test scores more effectively, and 5) combining measures of student growth.

1) Identifying Multiple Measures of Student Growth
Measures of student growth must be based on "objective criteria," but are not limited to state standardized tests (In fact, it would be impossible to measure student growth solely by standardized tests because not all teachers instruct in grade levels or content areas that are tested). Student growth should always be determined using multiple measures and it is often more accurate to measure the impact of the entire school or a team of teachers. Classroom assessments are generally a more valid measure of individual teacher impact than standardized tests, but may be less reliable because of human error and variation between evaluators (addressed under evaluator training in Appendix A).

Potential measures of student growth

Pre-test/post-test	Documenting progress on teacher-developed, common by content area, or school or district-wide tests.
Standardized Assessments	Measuring basic levels of proficiency on school, district, state, or national tests.
Teacher-set Student Learning Objectives	Learning objectives defined and tracked by teacher

For example, the Macomb County Intermediate School District has taken an inventory of student growth measures already used in Macomb County school districts in order to present options for measuring student growth shown in the table below.

Macomb County Student Growth Measurement Dashboard

Elementary (Grades K-5/6)		Secondary (Grades 6/7-8/9)		Secondary (Grades 9/10-12)	
MEAP Scale Scores (Grades 2-5/6)		MEAP Scale Scores (Grades 6 & 7)		MME Scale Scores (Grades 9/10-11)	
MLPP (Grades K-3)		Department Common Assessments (Pre & Post) (Grades 6/7-8/9)		Department Common Assessments (Pre & Post) (Grades 9/10-12)	
DIBELS (Grades K-3)		Standardized Test Results (NWEA; Iowa) (Grades 6/7 -8/9)		# of Students – Credits Earned (Grades 9/10-12)	
Common Assessment/Content Area (Grades K-5/6)		Student Performance Project Based (Grades 6/7-8/9)		AP Test Scores (Grades 10-12)	
Standardized Test Results (Grades K-5/6)		Explore/Plan (Grades 8/9/10)		Graduation Rates (Grades 9/10-12)	
Student Performance Project Based (Grades K-5/6)		# of Students Pass/Fail Rate (Grades 6/7-8/9)		ACT Work Keys (Grades 9/10-11)	
Other Teacher Developed Assessments (Grades K-5/6)		Other Teacher Developed Assessments (Grades 6/7-8/9)		Student Performance Project Based (Grades 9/10-12)	
				Explore/Plan (Grades 9/10)	
				Other Teacher Developed Assessments (Grades 9/10-12)	
Special Education	IEP Goals	MI-Access	Brigance Inventory	Woodcock Johnson

2) Using Teacher-Determined Student Learning Objectives to Measure Growth
One of the most effective ways to ensure flexibility and curricular relevance while producing objective measures of student growth is tracking student-learning objectives. While they require up-front work by teachers, incorporating student learning objectives into an evaluation tool gives teachers a say in what they will be evaluated on and lets them set realistic goals. In practice, this means teachers will fill in goals for certain strands of the domain as part of the evaluation process (see Domain #5 in Appendix A).

Example Student Learning Objectives

Identified student need	GLCE/HSCE	Student Learning Objective	Assessment	Baseline data	Student Growth target
Lack of reading fluency (1st grade reading)	R.FL.01.01	My students will fluently read identified grade level high frequency words	Teacher-made reading assessment	15 students did not recognize high frequency words on diagnostic	12 of 15 will recognize high frequency words on assessment
A choice to participate in skill-building activities (PE)	A.PA.00.01	My students will self-select physical activities that develop locomotor skills	Teacher observational assessment log	New activity (no baseline data)	95% participation by students

The Austin Independent School District has developed an evaluation program based on using student learning objectives that includes several resources and best practices. They can be found at this link http://www.austinisd.org/inside/initiatives/compensation/overview.phtml

3) Measuring Grade Level or Departmental Impact on Student Growth
It is statistically complicated to determine an individual teacher's impact on student test scores in a responsible way. Indeed, standardized testing usually provides more useful information about performance at the grade level, department level or school level. Including this in each individual teacher's evaluation recognizes the importance of teacher collaboration on student growth.

In order to use state standardized testing to measure grade level or department student growth, districts should utilize a value added or normal curve equivalent measure. Although there are several legitimate criticisms of the limitations of value added models, they at least attempt to consider and account for the several variables that impact student achievement. If a school district does not have the capacity to implement these sophisticated statistical measures, there are other options. However, since these alternatives may not be as valid or reliable, it is doubly important to use standardized tests as one of multiple measures and not weight student growth as they determinate factor in teacher evaluations.

Any "high stakes" use of student growth data raises concerns of teacher bias in assessing student growth for their students. This concern can be offset by how the district uses student growth data. If the goal is for teachers to use data to better instruct their students, then it benefits the teacher to collect useful and accurate information. However, if the goal is primarily to evaluate teachers, there

is more likelihood that student growth data will be "fudged." Focusing on broader measures like school-wide improvement helps lower pressure on individual teachers to deliver stats instead of actually teaching.

Since student growth data is a factor for evaluating teachers, it is essential to provide teachers with professional development that helps them develop quality assessments and manage student data. Professional development will help to ensure value of student learning objective data.

4) Using Standardized Test Scores to Measure Student Growth More Effectively
The MEAP and MME divide students into four categories based on their raw test score, making it possible to evaluate student growth based on movement through the four proficiency categories. This does not necessarily mean that student growth should be measured by a student's mobility between those four categories. In fact, a local evaluation team could decide to assign raw scores to a different categorical cut-offs. However, dividing student scores into 16 categories, as shown in the table below, provides a more precise means of tracking student growth.

Current MEAP/MME Category Scale

Level	Apprentice	Basic	Meets	Exceeding
Raw Score for State Scale Cut	<499	500-529	530-565	568+

Example: 16-Category MEAP/MME Scale

Growth Tier	Raw score cut for growth categories	State Category
I	450 – 462	Apprentice
II	463 – 475	Apprentice
III	476 – 488	Apprentice
IV	489 – 499	Apprentice
V	500 – 507	Basic
VI	508 – 515	Basic
VII	516 – 523	Basic
VIII	524 – 529	Basic
IX	530 – 539	Meets
X	540 – 549	Meets
XI	550 – 558	Meets
XII	559 – 567	Meets
XIII	568 – 576	Exceeding
XIV	577 – 585	Exceeding
XV	586 - 592	Exceeding
XVI	593 - 600	Exceeding

5) Combining Measures of Student Growth
A teacher's student growth evaluation is likely to involve the combination of multiple measures (e.g. the growth of students across a department or grade level as well as that of the students a teacher teaches directly).

Example: Using Pre-Test/Post-Test to Measure Student Growth by Classroom

A teacher gives their students a diagnostic test to benchmark student skills. This could be a skills test that accompanies the curriculum, a district wide assessment, or any other task that will provide students the opportunity to demonstrate their knowledge or skills. The diagnostic identifies specific content expectations or core standards that will be covered over the course of the year.

At the completion of the year or semester, students complete a similar assessment. The difference between student performances on the diagnostic and assessment is calculated. Using this tool, students are placed into the following categories.

Tier 1	Tier 2	Tier 3	Tier 4
Not demonstrating Significant gains	Progressing towards standards mastery	Mastering Standards	Exceeding Standards

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Step 2: Deciding how to score the evaluation tool to inform decision-making

The way each item is scored and weighted has serious implications for how the tool will change teaching and learning in the district. Evaluations must incorporate student growth as a "significant factor," but should not allow this requirement to overwhelm teaching as professional practice. Watch out for:
- An overemphasis on student growth vs. teaching as professional practice
- The effects of weighting certain categories on particular job classifications
- How staff members are grouped into rank categories based on their scores

A. Quantifying Proficiency in Teaching
The AFT Michigan master rubric (Appendix A) contains 71 individual strands across four domains measuring teaching as professional practice (TPP), with a fifth domain measuring student growth. Each TPP strand is scored on a rubric indicating a teacher is "lacking," "gaining," "meeting," or "exceeding" proficiency. No matter how growth is measured, a raw growth score can also be converted into a scale with values between 1 and 4. There are several ways to score this type of evaluation tool.

1) Threshold Scoring
The threshold scoring method is based on the frequency a teacher receives scores in any given category. If a local evaluation decides to implement a threshold scoring method, they must decide on thresholds that are reflective of the total number of strands they include in their teaching as professional practice rubric. The table below provides an example of threshold scoring for a rubric with 71 strands:

Example Threshold Scoring System (for a 71 strand evaluation)

Strand Scores	Unsatisfactory		Proficient		Distinguished
Lacking	14 or more "Lacking"		Less than 14 "Lacking"		Zero "Lacking"
Gaining	40 or more "Gaining" and 3 or more "Lacking"	50 or more "Gaining"	Less than 30 "Gaining" and no "Lacking"	Less than 25 "Gaining" and one or more "Lacking"	10 or less "Gaining"
Meeting					
Exceeding					More than 30 "Exceeding"

Threshold scoring is best suited to distinguishing the extremes: very good and very bad teachers. It is less useful for distinguishing between those who fall in middle. Thus for districts, while such a system may help determine who needs immediate intervention, threshold scoring is less able to inform professional development for the majority of teachers falling somewhere in the middle.

2) Calculated Point Scoring
A basic raw score method assigns a point value to proficiency categories (1 point for "lacking proficiency," 2 for "gaining proficiency," etc.) The sum places a teacher into performance categories established as a percentile of total possible points.

Example Raw Score Scale

This example is for a rubric that has 71 total strands, and the highest possible raw score is 284 and the lowest possible raw score is 71. The raw score categories will need to be adjusted if a local evaluation decides to use a rubric with less strands.

Teacher Score	Not Progressing Towards Goals	Progressing Towards Goals	Meets Goals	Exceeds Goals
Percent of Total	Under 54 %	55% - 65%	66% – 89%	90% and above
Raw Score	155 and below	156 – 184	185 – 254	255 – 284

3) Mean Score

A way to make the same data more understandable is determining a teacher's mean score based on the rubric scoring for each domain. First, find the mean score in each domain by adding up the total number of points earned in that domain and dividing by the number of strands. Next, add together the mean scores for each domain and divide by five (the total number of domains). Since there are not an equal number of strands in each domain, just taking the mean of how a teacher performed on all strands would unintentionally weight domains with more strands as more important.   Mean scores can then be used to sort teachers into performance categories, as in the table below.

Example Mean Score Scale

No matter how many strands there are in an evaluation rubric, the highest mean score a teacher could earn is 4 and the lowest score is 1.

Teacher Score	Not Progressing Towards Goals	Progressing Towards Goals	Meets Goals	Exceeds Goals
Percent Score	Under 54 %	55% - 65%	66% - 89%	90% and above
Mean Score	< 2.16	2.17 – 2.6	2.61 – 3.56	3.57 – 4

B. Combining and Weighting Sections of the Evaluation

Teaching as professional practice and student growth will be combined to develop a total teacher evaluation score. The AFT Michigan master rubric incorporates student growth as one of the domains. Assuming six or seven student growth strands and no weighting system, student growth would account for about 10 percent of the evaluation in a raw point system for a rubric that has 71 strands.   Calculating the mean score as described above would make student growth 20 percent of the evaluation because the student growth domain carries equal weight as the other four domains.

It is also easy to assign alternative weights to Teaching as Professional Practice (TPP) and Student Growth. For example, let's suppose a teacher earns a 3.3 TPP mean score and a 2.9 student growth mean score. 80 percent of the evaluation is based on teaching as professional practice and 20 percent on student growth. 3.3 * 80 = 264 and 2.9 * 20 = 58. 264 + 58 = 322. 322/100 = 3.22.

Scoring systems may also incorporate important factors like student readiness. Points could be assigned, or weighting adjusted, based on student SES, past academic achievement, or other criteria based on local conditions.

Step 3: Figuring out implementation and who plays what roles in the evaluation system

If an evaluation system is not properly implemented, both the evaluation tool and scoring method will be irrelevant. Watch out for:
- "Snapshot" evaluations (1 slice of time only)
- Top-down only (no input from colleagues)
- Unrealistic goals and timeline (e.g. in-depth evaluations of every teacher every year)

A. Deciding Who Conducts Evaluations
It has normally been the responsibility of administrators to conduct evaluations. However, many districts have incorporated peer evaluation in some form. Further, given the frequency with which evaluations now have to be conducted, administrators may require support.

Potential Roles within an Evaluation System

Evaluator	What it looks like	Advantages	Disadvantages
Administrators	Administrator conducts observations and conferences	Staff is more used to being evaluated by an administrator than their peers.	Unrealistic to expect an administrator to evaluate entire staff thoroughly. Can make evaluation discipline-focused rather than developmental.
Peer Evaluators/Coaches	Current teachers receive leave time to conduct or assist in evaluations	Helps cultivate a professional learning community, anchors the evaluation around development and not pure assessment	Some staff uncomfortable with peer evaluation. Requires scheduling comp time and professional development.
Combination (Shared Responsibilities)	Administrator and peers share evaluation responsibilities	Anchors evaluative process as a shared responsibility for building school success. Enhances the capacity to perform thorough evaluations	Depends on administrators and peer evaluators to work together and may require more logistical planning.

Regardless of what variation is chosen, it makes sense to delegate evaluation responsibilities to more than one person, since a more comprehensive evaluation system is required than in the past. Training all those involved in the process is absolutely essential to ensuring reliable and useful results from the evaluation. Below is an example of how you could delegate responsibilities for a "shared responsibility" approach.

Shared Responsibility Evaluation Model

Evaluator	Evaluation Responsibility
Administrator	Observes teaching practices in classroom using TPP rubric. Agrees on and monitors development plan with teacher.
Peer Evaluator	Facilitates self reflections and coaching sessions using TPP
Evaluation Team	Scores student growth component, share rubrics from TPP to score entire tool

B. Deciding How Evaluations are Conducted

In order for an evaluation to serve as a tool that improves teaching and learning, it must be conceptualized as a process rather than an isolated event. Since teachers are asked to demonstrate teaching as professional practice (TPP) though several data points, the evaluation procedure requires both an observational and conference component (where a teacher shares self reflections, etc.). Very little is learned about teaching through a brief observation without debriefing. If scheduling a lengthy observation is impossible, the observation should consist of frequent observations at different points of a lesson.

Example Evaluative Procedure

Preliminary Conference	Goal Setting Observation	Goal Setting Conference	Growth Period			Summary Evaluation
			Observations	Debrief	Self - reflection	
Discuss evaluation timeline, process, and schedule	Classroom observation using rubric, no official scoring – used as diagnostic	Debrief observation, self reflection for diagnostic purposes, set growth demonstration process	Chance to observe progress toward goals	Occurs within two weeks of observation	Teacher presents artifacts to demonstrate non-observable measures	Student Growth data calculated Overall Evaluation is Scored

C. Scheduling the Procedure

Michigan teachers must be evaluated annually; however, the legislation does not set specific parameters. As long as steps in the procedure are implemented on annual basis, the evaluation cycle may expand beyond one year. Particularly since state tests (taken in October) assess the previous year's content, some relevant student growth information must be gathered a school year after teaching as professional practice has been documented. For these reasons (and the personnel burden of fully evaluating every teacher every year), it makes sense for districts to schedule the evaluation procedure on a two or three-year cycle. Teachers are being evaluated and receiving feedback annually, but this evaluation is part of a longer cycle.

Example Two-Year Evaluation Cycle (Student Growth measurements collected both years)

Year 1			Year 2		
Targeting Teaching as Professional Practice			Strengthening Teaching as Professional Practice		
Aug. – Dec.	Jan. - March	April – June	Aug – Dec.	Jan. – March	April – June
Preliminary conferences	Observations for goal setting purposes	Goal setting Self reflection Conferences Set student growth measures	Observations And Debriefing	Self reflections Conferences Student growth measures scored for two years	Summary evaluation completed, scored, and reported to teacher. Used for future goal setting

Step 4: Linking the evaluation to professional development

After a district has decided how to they will be scoring the teacher evaluation tool, they have to decide what the scores mean. What happens to teachers who receive favorable evaluations versus those that do not? What is done with the information gained through the evaluation in terms of goal setting and working towards improved practice?

Many evaluation systems establish "levels" of teaching performance that establish a "pathway" for improvement, coaching and professional support. The table below presents one example.

Level	Title	Description
I	Apprentice	Has little teaching experience
II	Novice	Has met licensure requirements and is working to develop skills
III	Career	Has demonstrated the skills needed to have a career in teaching
IV	Advanced	Continuing to master the art of teaching while demonstrating a distinguished level of instruction
V	Accomplished	Has demonstrated consistently outstanding teaching
VI	Lead Teacher	Is accomplished and now has leadership role in supporting other teachers

A. Gathering Data through Evaluations to Inform Professional Development
All teachers, no matter how they score on the evaluation tool, should be given the opportunity to develop an individual professional development plan. Through self-reflection and goal-setting, this process allows a teacher to plan how they participate in growth activities.

The individual or team responsible for implementing evaluations should analyze these plans to identify themes and build a comprehensive professional development program for the school. Similarly, data from the evaluation rubric should be aggregated and analyzed to suggest professional development needs at the school level.

B. Providing Targeted Professional Development Opportunities
Teachers should have the opportunity to strengthen their practice in domains identified through the evaluation process. A robust evaluation system provides a number of practical professional development opportunities:
- pairing with a lead teacher for regular reflections,
- observing other teachers,
- keeping a reflection log,
- video taping and watching themselves teach (scoring themselves with rubric), or
- participating in "focus groups" around specific topics.

C. Professional Support Standards
Evaluation systems must strive toward "360 degree accountability" by both allowing teachers to request support in their implementation plan and also tracking the administration's success in providing the professional support crucial to teaching and learning (e.g. necessary classroom materials, timely access to student data, and behavior management protocols).

Appendix A: AFT Michigan Teacher Evaluation Master Rubric

This rubric is designed to gather data to measure performance across five domains that are essential to teaching performance. When used effectively, the rubric can help pinpoint areas where teacher is extremely strong or needs to improve. This helps to match teachers with professional development opportunities that meet their specific needs.

A. Scoring the Rubric

For each content strand, a teacher is scored based on behavioral descriptions justifying specific ratings. If an evaluator observes practices that merit a "lacking proficiency" or "gaining proficiency" score, they should provide a brief comment explaining the specific problem, referencing the description in the rubric[1]. The evaluator should then write a concise improvement suggestion in the "Actions for Improvement" section.

Example Score Sheet

Strand	Lacking	Gaining	Meeting	Exceeding	Explanation for "lacking" or "gaining" items	Actions for Improvement
2A.i	**X**				<u>Consistently</u> negative interaction; teacher used put down language 6 times (called student "slow")	Diagnose whether teacher is aware of negative interactions, then hold meeting to assess the origin of negative interactions

B. Training Evaluators to Ensure Consistency

Regardless of who is conducting an evaluation, it should provide a reliable measurement of teacher performance. This makes it imperative that evaluators are trained to use the teacher evaluation rubric consistently. Effective training should include evaluators observing the same lesson to calibrate scoring. Evaluators can observe and score a volunteer teacher or pre-prepared video footage of a lesson and then discuss their evaluation with the guidance of an experience evaluator.

C. Ensuring Quality Observation Episodes

The evaluation rubric is designed to provide a comprehensive measure of a teacher across five domains. Performance is demonstrated at various points throughout a lesson, school day, or year. Therefore, observation episodes must be thorough and capture a significant portion of a lesson. Since not all domains, or strands within a domain, can be observed in a single episode, a teacher should be observed multiple times throughout a school year. Evaluators should conduct observations at different times during the day and lesson cycle, increasing the likelihood that they will observe teaching across all of the domains.

D. Using Multiple Data Points to Observe Strands

If an evaluator does not observe evidence of a strand, it does not necessarily mean that a teacher is "lacking proficiency," only that other "data points" are necessary. To help provide a comprehensive picture of how teachers are performing, the rubric lists data points in the "demonstration" column that evaluators should use to score a teacher on a given strand.

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[1] A glossary of key terms is included at the end of this document.

Domain #1: Planning and Preparation

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
1A	**Demonstrating Knowledge of Content and Pedagogy**	**Certification and State Exams**	X	X	X	X
i	Knowledge of Content	**Lesson Plans** **Self Reflection**	In planning and practice teacher **consistently** makes content errors	Is familiar with content area but sometimes makes mistakes and ignores student errors	Displays solid knowledge in content area and understands how they relate to one another	Meets proficiency and understands how content area connects to other disciplines
ii	Knowledge of Prerequisite Relationships		Plans and practices display no understanding of **prerequisite relationships** important to student learning of content	Plans and practices indicate some awareness of prerequisite relationships although knowledge is inaccurate or incomplete	Plans and practices reflect accurate understanding of prerequisite relationships among topics and concepts	Meets Proficiency and incorporates a wide range of pedagogical techniques to deliver content.
iii	Knowledge of Content Related Pedagogy		Displays no understanding of the range of **instructional approaches** suitable for student learning	Plans and practices reflect limited range of instructional approaches	Plans and practices reflect familiarity with a wide range of instructional approaches and disciplines	Meets proficiency; Plans and practices strategically to meet student needs
1B	**Demonstrating Knowledge of Students**	**Student Work** **Lesson Plans**	X	X	X	X
i	Knowledge of child and adolescent development	**Self Reflection**	Displays little or no knowledge of **developmental characteristics** of the age group	Displays **partial** knowledge of the developmental characteristics of age group	Displays accurate understanding of the typical development characteristics of the age group	Meets proficiency and displays knowledge of which individual students follow patterns
ii	Knowledge of learning process		Sees no value understanding how students learn.	Recognizes value of how students learn, but knowledge is limited/outdated	Knowledge of how students learn is accurate, applies knowledge to the class	Meets proficiency and applies knowledge to individual students/groups

		Strand	**Demonstration**	**Rubric**			
				Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
iii		Knowledge of students' skills, knowledge and language proficiency		Displays no knowledge of students' skills knowledge and language proficiency	Recognizes the value of understanding student skills but does not **differentiate**	Recognizes the value of understanding student skills and differentiates for groups	Meets proficiency and uses information to inform future planning
iv		Knowledge of students' interest and cultural heritage		Displays little or no knowledge of student interests or cultural heritage and does not find this valuable.	Recognizes the value of understanding student interests and cultural heritage,	Recognizes value of understanding student interests and heritage and displays this knowledge in class.	Meets proficiency and applies this knowledge to individual students.
v		Knowledge of students' special interests		Displays little or no understanding of students' **special learning** or medical needs or why such knowledge is important.	Displays awareness of the importance knowing students' special learning medical needs, but knowledge may be incomplete.	Teacher is aware of students' special learning and medical needs.	Meets proficiency and makes appropriate accommodations
1C		**Setting instructional Outcomes**	**Course Syllabus** **Course Calendar** **Self Reflection**	X	X	X	X
i		Value, Sequence, and Alignment		**Outcomes** represent low expectations and do not represent learning in the discipline.	**Some** outcomes represent moderately **high expectations**, and reflect some learning but lack strong sequence	Outcomes represent high expectations and are connected to a sequence of learning and state standards.	Meets proficiency and connects learning clearly to other disciplines.
ii		Clarity		Outcomes are not clear and stated as activities with no form of assessment	Some outcomes are vague and broad; not all outcomes are student-centered and assessable	**Most** outcomes are clear, assessable and student centered.	All outcomes are clear, assessable, and student centered.
iii		Balance		Outcomes reflect only one **learning strand**	Outcomes reflect more then one learning strand but strands are not integrated or coordinated.	Outcomes reflect several different types of learning and opportunities for coordination	Meets proficiency and integrates outcomes from other disciplines.
iv		Suitability for diverse learners		Outcomes are not suitable for the class.	Some outcomes are suitable for most learners, and some consider **assessments**	Most outcomes are suitable for most learners and are based on **student proficiency.**	Meets proficiency and considers needs of individual students and groups

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
1D	**Designing Coherent Instruction**	**Student Work** **Lesson Plans**	X	X	X	X
i	Learning Activities	**Self Reflection** **Syllabus**	Learning activities are not suitable for students	**Some** learning activities are suitable for students and instructional outcomes	**Most** learning activities are suitable, match instructional outcomes and engage students	Meets proficiency and **engages** students at high levels
ii	Instructional Materials and Resources	**Course Calendar**	Lessons do not use or consider **appropriate** resources	Lessons use some appropriate resources, but they do not support outcomes	Most lessons use appropriate materials and engage students in meaningful learning.	Meets proficiency and includes appropriate technology when necessary
iii	Instructional Groups		There is no evidence of **instructional grouping**.	Instructional grouping sometimes supports outcomes.	Instructional groups are varied for differentiated instruction.	Meets proficiency and groups students based on knowledge.
iv	Lesson and Unit Structure		Lessons or units are not clearly structured; progression does not follow a logical sequence and is unrealistic.	Lessons or units have a structure but is unclear and progression of activities is uneven.	Lesson or units have a clearly defined structure and progression of activities is even.	Meets proficiency and sequence and progression is highly coherent and based on student learning
1E	**Designing Student Assessment**	**Student Work** **Lesson Plans**	X	X	X	X
i	Congruence with Instructional Outcomes	**Self Reflection**	**Assessment** procedures do not match assessment outcomes	Some instructional outcomes are assessed	Most instructional outcomes are assessed with appropriate strategies	Meets proficiency and assessments are differentiated for student learning
ii	Criteria and Standards		Proposed approach does not consider criteria or standards	Some criteria and standards have been developed but they are not clear	Most **assessment criteria** and standards are clear	Meets proficiency and criteria are chosen based on student learning
iii	Design of Formative Assessment		Teacher does not incorporate any **formative assessment**	Formative assessment approaches are unclear and not strategic	Teacher has a strategy for using formative assessment, and applies this strategy	Meets proficiency and incorporates student use of formative assessments
iv	Use for Planning		Does not plan to use **assessment results** to inform future planning	Sometimes plans to use assessment results for planning	Mostly plans to use assessment results for future instruction	Meets proficiency and plans to use assessment results to implement differentiated instruction

Domain #1 Scoring Log

Strand	Lacking	Gaining	Meeting	Exceeding	Explanation for "lacking" or "gaining items	Actions for Improvement
1A	X	X	X	X		
i						
ii						
iii						
1B	X	X	X	X		
i						
ii						
iii						
iv						
v						
1C	X	X	X	X		
i						
ii						
iii						
iv						
1D	X	X	X	X		
i						
ii						
iii						

Strand	Lacking	Gaining	Meeting	Exceeding	Explanation for "lacking" or "gaining items	Actions for Improvement
iv						
1E	**X**	**X**	**X**	**X**		
i						
ii						
iii						
iv						

Domain #2: The Classroom Environment

Observation: *"Standards of conduct must frequently be inferred, because in a smoothly running classroom an observer may not witness explicit attention to those standards" (Charlotte Danielson). Considering this, scoring "lacking" or "gaining" means that there is strong evidence against "meeting" or "exceeding."*

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
2A	**Creating an Environment of Respect & Rapport**	**Classroom Observations**	X	X	X	X
i	Teacher interaction with students	**Self Reflection**	Interaction is negative, demeaning, sarcastic, inappropriate	Interaction is **inconsistent**, exhibits favoritism to some and ignores others	Interactions demonstrate general caring and respect, and are age and culturally appropriate	Meets proficiency and there evidence of high levels of trust
ii	Student interaction with other students		Interaction between students is dominated by conflict	Students are generally not disrespectful to one another	Student interactions are respectful to one another	Meets proficiency and students regulate their own behavior
2B	**Establishing a Culture of Learning**	**Observation**	X	X	X	X
i	Importance of Content	**Student Work** **Self Reflection**	Speaks of content negatively	Does not emphasize importance of content and seeks **minimal** student buy in	Conveys enthusiasm for the content and most students are committed to its value	Meets proficiency and students demonstrate genuine interest through participation
ii	Expectations for Learning and Achievement		Instruction and outcomes convey **low expectations** for student learning and achievement	Instruction and outcomes convey **moderate expectations** for student learning and achievement	Instruction and outcomes convey **high expectations** for most students	Meets proficiency and students have internalized high expectations
iii	Student Pride in Work		Students demonstrate no pride in their work	Students minimally accept the responsibility to do good work but invest little energy into its quality	Students strive to produce quality work, an expectation set by the teacher	Meets proficiency and there is evidence that students take obvious pride in work (i.e. editing their own draft etc.
2C	**Managing Classroom Procedures**	**Observation** **Self Reflection**	X	X	X	X
i	Management of Instructional Groups		Students are not productively **engaged** in learning	Students only in some groups are productively engaged in learning	Small group work is organized; most students are productively engaged	Meets proficiency and students self-regulate group productivity

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
ii	Management of Transitions		Transitions are chaotic with much time lost in between segments	Only some transitions are effective with some loss of instructional time	Transitions occur smoothly with little loss of instructional time	Meets Proficiency and students responsibly self regulate transition times
iii	Management of Material and Supplies		Materials and supplies are handled **inefficiently** resulting in lost instructional time	Some routines for handling supplies and material are evident but instructional time is still lost	Routines for handling materials and supplies occur smoothly most of the time with little loss of instructional time	Meets proficiency and routines are seamless. Students assume some responsibility for smooth operation
iv	Supervision of volunteers and paraprofessionals		Volunteers or paraprofessionals have no roles or duties	Volunteers and paraprofessionals are sometimes engaged in roles or duties but need constant direction	Volunteers and paraprofessionals are productively and independently engaged	Meets proficiency and volunteers and paraprofessional contribute to a positive classroom environment
2D	**Managing Student Behavior**	**Observations**	X	X	X	X
i	Expectations	**Self Reflections**	No **standards of conduct** have been established or communicated	Standards of conduct may have been established but they are not being adhered to	Standards of conduct are clear to all students and most adhere to them	Meets proficiency and students seemed to have participated in their development
ii	Monitoring Student Behavior		Student behavior is not monitored	Teacher **infrequently** monitors student behavior	Teacher monitors student behavior regularly	Meets proficiency and students monitor their own behavior
iii	Response to Student Misbehavior		Does not respond misbehavior or constantly does not respect student's dignity	Attempts to respond to misbehavior but is inconsistent	Responds to misbehavior appropriately, consistently, and with respect for student dignity (or students rarely misbehave)	Meets proficiency and student behavior is almost entirely appropriate
2E	**Organizing Physical Space**	**Observations**	X	X	X	X
i	Safety and Accessibility		The classroom is not safe	The classroom is safe, and essential learning is accessible to most students	The classroom is safe in learning is accessible to all students	Meets proficiency Accommodations and adjustments are made when necessary
ii	Arrangement of Furniture and Use of Physical Resources		The furniture arrangement hinders student learning	Classroom setup is adequate but does not enhance student learning	Physical resources are used thoughtfully to foster learning activities	Meets proficiency; Adjustments made by teachers or students when necessary

Domain #2 Scoring Log

	Lacking	Gaining	Meeting	Exceeding	Explanation for "lacking" or "gaining" items	Actions for Improvement
2A	**X**	**X**	**X**	**X**		
i						
ii						
2B	**X**	**X**	**X**	**X**		
i						
ii						
iii						
2C	**X**	**X**	**X**	**X**		
i						
ii						
iii						
iv						
v						
2D	**X**	**X**	**X**	**X**		
i						
Ii						
iii						
2E	**X**	**X**	**X**	**X**		
i						
ii						

Domain #3: Instruction

Teachers demonstrate their instructional techniques primarily through classroom observations. However, lesson materials, including lesson plans and instructional materials also can demonstrates components of one's instruction

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
3A	**Communicating with Students**	**Classroom Observations**	X	X	X	X
i	Expectations for Learning	**Lesson Materials (lesson plans etc)**	Lesson **objectives** are not communicated to students	Lesson objectives are communicated to students but are unclear	Lesson objectives are clearly communicated, and connected to broader learning	Meets proficiency and lesson objectives are connected to student interests
ii	Directions and Procedures	**Student Work**	Directions and procedures are not communicated to students	Directions and **procedures** require constant clarification	Directions and procedures are clear to students	Meets proficiency and teacher anticipates possible misunderstandings
iii	Explanations of Content		Explanation of content is unclear, confusing	Explanation of content is uneven, at times clear, but other portions are difficult to follow	Explanation of content is clear and appropriate	Meets proficiency and explanation is connected to student's knowledge and experiences
iv	Use of Oral and Written Language		Spoken language is inaudible or inappropriate, written language is illegible, and contains several grammar errors	Audible and legible, but vocabulary is limited or not appropriate to students' ages or backgrounds	Audible and legible; Vocabulary is appropriate to the students' ages and backgrounds	Meets proficiency and teacher is expressive with well-chosen vocabulary to intentionally extend student vocabulary
3B	**Using Questioning and Discussion Techniques**	**Classroom Observations**	X	X	X	X
i	Quality of Questions	**Student Work**	Teacher rarely questions students, questions are of poor quality and are not cognitively challenging	Questions are generally of **low quality**, posed in rapid succession, and only some invite thoughtful responses	Most questions are **high quality** and challenging, with adequate time for student response	Meets proficiency and teacher encourages students to ask higher level questions
ii	Discussion Techniques		Teacher and student interaction is limited to directives and recitation	Teacher sometimes attempts to engage students in genuine discussion	Teacher regularly creates genuine discussions among students	Meets proficiency and students actively participate in discussions by making unsolicited contributions

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
iii	Student Participation		Students refuse to participate in discussion	Few students dominate, teacher sometimes attempts to **engage** others	Teacher successfully engages most students in the discussion	Meets proficiency and students participate in shaping discussion direction
3C	**Engaging Students in Learning**	**Observation**	X	X	X	X
i	Activities and Assignments	**Self Reflection**	Activities and assignments are inappropriate for students' age and background. Students are not engaged in them	Some activities and assignments are appropriate and some students are engaged in them	Most activities and assignments are appropriate and most students are engaged in exploring content	Meets proficiency and student are clearly display interest and ownership of activities and assignments
ii	Grouping of Students		Teacher never attempts to group during instruction	Instructional groupings are sometimes appropriate to advancing instructional outcomes	Instructional groups are productive, appropriate to students and advance lesson objectives	Meets proficiency and students take the initiative to influence the formation or adjustment of instructional groups
iii	Instructional Materials and Resources		Instructional materials and resources are unsuitable and do not engage students	Instructional materials and resources are only partially suitable for instruction and only sometimes engage students	Instructional materials and resources are suitable to the instructional purposes and engage students	Meets proficiency and students participate in developing instructional materials and resources
iv	Structure and Pacing		The lesson has no clearly defined structure	Lesson structure is not maintained through the lesson. **Pacing** is inconsistent.	The lesson has a clearly defined and appropriately paced structure	Meets proficiency and creates space for reflection and closure. Pacing helps all students.
3D	**Using Assessment in Instruction**	**Self Reflection**	X	X	X	X
i	Assessment Criteria	**Student Work** **Observation**	Students are not aware of **assessment criteria**	Students know some of the criteria and performance standards	Students are aware of most of the criteria and student work	Meets proficiency and evidence of assessment criteria including different learning styles
ii	Monitoring of Student Learning		Teacher does not **monitor** students learning	Teacher monitors the progress of the class but does not use **assessments tools**	Teacher monitors the progress of students in the curriculum, making use of assessment tools	Meets proficiency and pays particular attention to the progress of individual students

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
iii	Feedback to students		**Feedback** is of poor quality and not provided to students in a timely manner	Feedback is uneven, and its timeliness is inconsistent	Feedback is timely and of consistently high quality	Meets proficiency and students make use of the feedback in their learning
3E	**Demonstrating Flexibility and Responsiveness**	**Observations** (strand may not always be observable) **Self Reflection**	X	X	X	X
i	Lesson Adjustment		Teacher adheres rigidly to an instructional plan even when change is clearly needed	Teacher attempts to adjust a lesson when needed, but adjustments are not successful	Teacher makes **adjustments** when needed and most adjustments occur smoothly	Meets proficiency and adjustment pan is clearly intentional and well thought
ii	Response to Students		Teacher ignores students' questions and contributions	Teacher responds to questions and contributions but does so ineffectively or disrupts pacing	Teacher successfully **accommodates** student questions or interests	Meets proficiency and seizes opportunities to use student questions to enhance learning experiences
iii	Persistence		When a student has difficulty with a lesson or objective, teacher gives up on instruction	Teacher has limited instructional strategies to respond to student needs	Teacher persists in finding alternative approaches for students who have difficulty learning	Meets proficiency and can draw on vast strategies and resources to support struggling students.

Domain #3 Scoring Log

Strand	Lacking	Gaining	Meeting	Exceeding	Explanation for "lacking" or "gaining" items	Actions for Improvement
3A	**X**	**X**	**X**	**X**		
i						
ii						
iii						
iv						
3B	**X**	**X**	**X**	**X**		
i						
ii						
iii						
3C	**X**	**X**	**X**	**X**		
i						
ii						
iii						
iv						
3D	**X**	**X**	**X**	**X**		
i						
ii						
iii						
3E	**X**	**X**	**X**	**X**		
i						
ii						
iii						

Domain # 4: Professional Responsibilities

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
4A	**Reflecting on Teaching**	**Self Reflection**	X	X	X	X
i	Accuracy		Does not know whether lesson was effective	Has generally accurate impression of lesson effectiveness but does not know how to improve	Teacher has accurate impression of lesson effectiveness, can site specific examples	Meets proficiency and can offer suggestions or evaluate the strengths of the lesson
Ii	Use in Future Teaching		Has no suggestions for self improvement	Makes general suggestions for improvement	Makes specific suggestions of what could be tried next time the lesson is taught	Meets proficiency and can evaluate the potential impact of specific suggestions
4B	**Maintaining Accurate Records**	**Artifacts of Classroom Non-instructional Activities**	X	X	X	X
i	Student Completion of Assignments		There is no **system** for tracking student assignments	System for tracking student assignments is rudimentary and not entirely effective	System for tracking student assignments is effective and well maintained	Meets proficiency and communicates information with students
ii	Student Progress in Learning		There is no system for **tracking student progress**	System for tracking progress is rudimentary and not entirely effective	Systems for maintaining information on student learning is fully effective	Meets proficiency and communicates information with students
iii	Non-instructional Records		Teacher does not keep records for **non-instructional** activities	Records for non-instructional activities are completed but require monitoring for errors	Systems maintaining information on non-instructional activities is effective	Meets proficiency and it is clear that system is highly effective resulting in timely and accurate completion
4C	**Communicating with Families**	Artifacts displaying	X	X	X	X

		Strand	Demonstration	Rubric			
				Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
i		Information about the Instructional Program	parental communication Self Reflection	Does not communicate information about instructional programming to families	Participates in school's activities for family communication but offers little additional information	Provides information to families about the instructional program through school activities and additional information	Meets proficiency and employs communication strategies frequently
ii		Information about Individual Students		Does not provide families with information about individual students and does not respond to parent concerns	Adheres to school procedures for communicating about individual students. Responses to family concerns are minimal	Communicates with families about individual students' progress and is available to respond to family concerns	Meets proficiency and is responsive to student and family feedback. Handles concerns with professionalism and cultural sensitivity
iii		Engagement of Families in the Instructional Programming		Does not attempt to engage families in the instructional program	Makes limited attempts to engage families in instructional programming	Efforts to engage families in the instructional program are successful	Meets proficiency and family participation is frequent
4D		**Participating in a Professional Community**	**Self Reflection Log of Participation**	X	X	X	X
i		Relationships with Colleagues		Relationships with colleagues are negative and hinder ability to impact student learning	Sometimes maintains positive relationships with colleagues	Relationships with most colleagues are characterized by mutual support and cooperation	Meets proficiency and participates or would participate in leadership roles
ii		Involvement in a Culture of Professional Inquiry		Teacher avoids participation in a **culture of professional inquiry**	Teacher is only occasionally involved in a culture of inquiry	Actively participates in a culture of professional inquiry	Meets proficiency and takes a leadership role in promoting a culture of professional inquiry
iii		Service to the School		Avoids being involved in school events	Is only involved in mandatory school events when specifically asked to do so	Participates in school events.	Meets proficiency an volunteers to participate in school events or assumes leadership role

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
iv	Participation in School and District Projects		Avoids being involved in any district projects	Only participates in district events when they are specifically asked to do so	Participate in school and district projects	Meets proficiency and makes substantial contributions and sometimes assumes leadership roles
4E	**Growing and Developing Professionally**	**Participation Log** **Self Reflections**	X	X	X	X
i	Enhancement of Content Knowledge and Pedagogical Skill		Participates in no **professional development activities/opportunities**	Limited participation in professional development activities/opportunities	Actively participates in professional development opportunities	Meets proficiency and makes a systematic effort to incorporate professional development in practice
ii	Receptivity to Feedback from Colleagues		Resists feedback from supervisors or other experienced teachers	Is reluctant to accept feedback and occasionally acts on suggestions	Welcomes feedback from supervisors and experienced teachers	Meets proficiency and seeks out feedback from experienced colleagues
iii	Service to the Profession		Makes no effort to share knowledge with others and does not assume professional responsibilities	Finds limited ways to contribute to the profession	Participates actively in assisting other educators	Initiates important activities to contribute to the profession
4F	**Showing Professionalism**	**Observation** **Self Reflection**	X	X	X	X
i	Integrity and Ethical Conduct		Displays dishonesty in interactions with colleagues, students, and the public	Displays integrity in most interactions	Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public	Meets proficiency and intentionally models behavior for students and other colleagues
ii	Service to Students		Teacher is not alert to students needs	Attempts to serve students are inconsistent	Teacher is active in serving students	Meets proficiency and seeks out resources when needed

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
iii	Advocacy		Participates in practices that result in some students being ill-served by the school	Some times unintentionally participates in practices that result in students being ill served by the school	Works to ensure that all students receive a fair opportunity to succeed.	Meets proficiency and takes a leadership role in ensuring that all students receive a fair opportunity to succeed
iv	Decision Making		Makes decisions and recommendations based only on self-serving interests	Decisions are based on limited professional considerations.	Maintains an open mind and participates in team or departmental decision making	Meets proficiency and takes a leadership role in ensuring that decisions are based on professional standards
v	Compliance with School and District Regulation		Does not comply with **school and district regulations**	Complies minimally with school and district regulations	Complies fully with school and district regulations	Meets proficiency and takes a leadership role with colleagues

Domain #4 Scoring Log

Strand	Lacking	Gaining	Proficient	Exceeding	Explanation for "lacking" and "gaining" items	Actions for Improvement
4A	**X**	**X**	**X**	**X**		
i						
ii						
4B	**X**	**X**	**X**	**X**		
i						
ii						
iii						
4C	**X**	**X**	**X**	**X**		
i						
ii						
iii						

Strand	Lacking	Gaining	Proficient	Exceeding	Explanation for "lacking" and "gaining" items	Actions for Improvement
4D	**X**	**X**	**X**	**X**		
i						
ii						
iii						
iv						
4E	**X**	**X**	**X**	**X**		
i						
ii						
iii						
4F	**X**	**X**	**X**	**X**		
i						
ii						
iii						
iv						
v						

Domain #5: Demonstrating Student Growth

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
5A	**Reporting Student Growth**	**Student Learning Objective Documents**	X	X	X	X
i	Setting SLO goals		Does not set SLO goals.	SLO goals are not clear and assessment tools frequently do not measure SLOs.	SLO goal is clear and assessment tools mostly match SLOs.	Meets Proficiency and SLOs clearly are tied to past learning data.
ii	Tracking SLO Data		Teacher does not tracking system for SLO data.	Teacher has tracking system but it is not disaggregated by individual students.	Tracking system accounts for individual students for both pre and post assessments.	Meets Proficiency and tracking system accounts for details for individual students.
iii	Reporting SLO		Teacher does not have SLO data	SLO data is inaccurate or not based on the set assessment	Teacher has SLO data from set assessments on students and class as whole.	Meets Proficiency and data is clear and easy to interpret
5B	**Student Learning Objective #1**	Assessment Type:	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.
5C	**Student Learning Objective #2**	Assessment Type:	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.
5D	**Student Learning Objective #3**	Assessment Type:	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.

	Strand	Demonstration	Rubric			
			Lacking Proficiency (1)	**Gaining Proficiency (2)**	**Meeting Proficiency (3)**	**Exceeding Proficiency (4)**
5E	**Student Learning Objective #4**	Assessment Type:	No students demonstrated growth towards SLO.	Growth goal is not met, but some students demonstrated growth.	Students met growth goal towards SLO.	Meets Proficiency and exceeded growth goal.

Domain #5 Scoring Log

Strand	Lacking	Gaining	Meeting	Exceeding	Explanation for "lacking" or "gaining" items	Actions for Improvement
5A	X	X	X	X		
i						
ii						
iii						
5B						
5C						
5D						
5E						

Appendix B: **Teacher Evaluation Glossary**

Accommodate, Accommodation	To make adjustments based on contextual considerations and learning needs.
Adjustments	Suitable changes or modifications made in response to new knowledge or feedback
Appropriate	Suitable or reasonable
Assessment	1) The process of collecting information about a student to aid in decision making about the progress and development of the student. 2) A way of measuring or demonstrating student outcomes
Assessment Criteria	The standards, expectations, and measures used in an assessment tool
Assessment Results	Information about student proficiency gained through assessments
Assessment Tools	Activities where students can demonstrate learning
Consistently	Acting in a nearly identical manner over time
Board Policies	Written expectations for teachers established by the school district
Culture of Professional Inquiry	A learning community where colleagues collaborate and engage in dialogue as professional development
Developmental Characteristics	Unique qualities related to social, emotional, and cognitive abilities that distinguish children of different ages and stages
Differentiate, Differentiation	Providing students with avenues or pathways suited to their needs to acquire knowledge and skills
Disaggregated	Separated into different categories or to show individual student results
Engages, Engaged	Attracts and involves student attention or interest
Feedback	Information and recommendations provided to a student about his/her performance designed to help the student improve their performance
Formative Assessment	Assessment used while the learning process is underway or recently completed, and designed to inform current or future instruction
High Expectations	Anticipation that students will master appropriate learning objectives and demonstrate mastery with quality outcomes.
High Quality (Questions)	Questions that allow students to demonstrate higher level thinking skills on Bloom's Taxonomy (e.g. create, evaluate, analyze, apply, describe and explain)
Inconsistent	Does not apply or implement similar reactions in response to the same type of student behaviors
Inefficiently	Improperly using time or resources to the point it disrupts a lesson or learning time
Infrequently	Behavior that does not occur often
Instructional Approaches	Strategies and techniques aimed at nurturing student learning
Instructional Grouping	Intentionally grouping students for learning activities
Learning Strand	Objectives outlined by Grade Level Content Expectations
Low Expectations	Anticipating that students have minimal ability to complete tasks and master objectives
Low Quality (Questions)	Questions that do not allow student to exercise higher level thinking skills in Bloom's Taxonomy (e.g. requiring rote memorization)
Minimal	The least amount (with regard to student buy-in, rarely attempts to facilitate student interaction with the content)
Moderate Expectations	Reasonable expectations that do not necessarily push or challenge students to achieve
Monitor	Checking in on how students are moving through the learning process
Most	1) Occurs the majority of time; 2) Demonstrates a behavior with regularity and consistency
Non-instructional (Records)	Documents and forms that are not directly related to tracking student learning (attendance records, free-or–reduced lunch forms, etc.)
Objectives	A pre-specified goal for student learning
Outcomes	The result or desired result of teaching and learning
Pacing	The time allocated to lesson activities and the rate at which a teacher moves from one activity or learning objective to the next.
Partial	Incomplete, lacking essential components
Prerequisite Relationships	Identified connections between new curriculum or learning materials and those that

	students have previously experienced
Procedures	Routines and practices associated the process of student learning or classroom management
Professional Development Activities/Opportunities	Events designed to improve specific professional skills or the overall competence of a teacher
School and District Regulations	District or school policies that are in writing and communicated to the staff
Some	1) One or more; 2) Demonstrates a behavior occasionally but lacks consistency
Special Learning Needs	Learning conditions and strategies appropriate for individuals with unique learning conditions
Standard	A description of the level of student performance that describes competence, established by a curriculum, Grade Level Content Expectations, or a teacher.
Standards of Conduct	Classroom rules, expectations, or norms regarding appropriate student behavior
Student Proficiency	Student expertise, knowledge, or mastery of a skill or standard
Student Progress	The extent to which individual students are moving through the learning process
Tracking (Systems)	Procedures or methods of gathering information on student performance over time