

# Danville Community Consolidated School District No.118

## Teacher Effectiveness Rubric



### **I. Overview**

#### **II. Effectiveness Rubric**

- a. Domain 1: Purposeful Planning
- b. Domain 2: Effective Instruction
- c. Domain 3: Classroom Environment
- d. Domain 4: Professional Responsibilities

# Danville Community Consolidated District No. 118 Summative Teacher Evaluation

School \_\_\_\_\_ Teacher \_\_\_\_\_ Evaluator \_\_\_\_\_

Status in District 118 \_\_\_1st year \_\_\_2nd Year \_\_\_3rd Year \_\_\_4th Year \_\_\_ Tenured in District \_\_\_Total years in District 118

Domain 1: Planning and Preparation

Domain 2: Effective Instruction

Domain 3: Classroom Environment

Domain 4: Professional Responsibilities

Areas for further development

Summative Rating: \_\_\_Excellent \_\_\_Proficient \_\_\_Needs Improvement \_\_\_Unsatisfactory

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

DANVILLE COMMUNITY CONSOLIDATED SCHOOL DIST. #118  
**TEACHER EVALUATION INSTRUMENT PROCEDURES**

**ORIENTATION**

- A. The principal, immediate supervisor, or administrative personnel shall orient all teachers under his/her supervision to the evaluation procedures within the first two(2) weeks of the initial work day, and advise the teachers as to who shall observe and evaluate their classroom teaching performance. Each teacher will receive a copy of the evaluation instrument at the beginning of the school year.
- B. Each teacher will be given supervisory assistance with areas of concern prior to the formal evaluation.

**FREQUENCY**

- A. Each teacher in contractual continued service will be evaluated at least once in the course of every two (2) years.
- B. Non-tenured teachers will be evaluated at least twice (2) a year.

**PROCEDURE**

- A. The written evaluation of the teacher and teaching performance shall be based upon areas of qualities considered important to effective teaching performance listed on the evaluation instrument and individual job description.
- B. Written evaluations of teachers will be based on a reasonable period of observation of that teacher in performance of his/her duties. Classroom observations should be a minimum of 30 consecutive minutes.
- C. The written evaluation shall include supporting comments for strengths and weaknesses.
- D. The teacher evaluation will be completed in triplicate. One (1) copy of the evaluation shall be given to the teacher after signatures have been affixed. One (1) copy will be kept by the supervisor. One (1) copy will be submitted to the Director of Human Resources for inclusion in the teacher's personnel file.
- E. After the written evaluation has been completed, and prior to submission of evaluation forms to the Director of Human Resources, a conference between the teacher and his/her supervisor will be held.
- F. Each teacher and supervisor must sign the completed evaluation. Signatures affixed do not necessarily indicate agreement with the evaluation content. In the event that the teacher feels his/her written evaluation was incomplete, inaccurate, and/or unjust, he/she may put his/her objections in writing and have them attached to the evaluation report to be placed in his/her personnel file. The signatures of the teacher and supervisor shall appear on all written objections prior to being placed in the teacher's personnel file.

## OVERALL NEEDS IMPROVEMENT RATING

- A. Within 30 school days of completion of an evaluation rating of **Needs Improvement** for a tenured teacher, a professional development plan will be created that is directed to the areas that need improvement and any supports that the district will provide to address the areas identified as needing improvement.
- B. A tenured teacher whose performance is rated **Needs Improvement** must be evaluated at least once in the school year following the receipt of such rating.

## OVERALL UNSATISFACTORY RATING

- A. Before a teacher is given an overall **Unsatisfactory** rating, the supervisor shall conduct observations of the teacher's performance.
- B. In the event a teacher receives an overall **Unsatisfactory** rating, the district shall develop, within thirty (30) days after the evaluation, a remediation plan designed to correct deficiencies cited, provided such deficiencies are remediable. (24A-3 of the School Code)
- C. Any tenured teacher, with an overall **Unsatisfactory** rating, who completes the 90-day remediation plan with an overall **Proficient** or better rating may be reinstated to a schedule of biennial evaluations.
- D. Any teacher rated overall **Unsatisfactory**, who fails to complete the 90-day remediation plan with an overall **Proficient** or better rating, shall be dismissed in accordance with Section 24-12 or 34-85 of The School Code.

\* \* \* \* \*

## OVERALL PERFORMANCE RATINGS

A rating of:

### **EXCELLENT**

will be given for **10 or more Excellent** ratings, with **0 Needs Improvement** and **0 Unsatisfactory** ratings.

### **PROFICIENT**

will be given to employees **with no more than 2 Needs Improvement and 0 or 1 Unsatisfactory** rating, **or 3 Needs Improvement** ratings **and 0 Unsatisfactory** ratings.

**Example:** 2 Needs Improvement, 0 Unsatisfactory  
2 Needs Improvement, 1 Unsatisfactory  
3 Needs Improvement, 0 Unsatisfactory

### **NEEDS IMPROVEMENT**

will be given to employees who **receive any combination of 4 or more Needs Improvement with no more than 2 Unsatisfactory** ratings.

**Example:** 2 Needs Improvements, 2 Unsatisfactory  
3 Needs Improvements, 1 Unsatisfactory  
4 or more Needs Improvements, 0 Unsatisfactory

### **UNSATISFACTORY**

will be given if the employee has **3 or more Unsatisfactory** ratings.

**DOMAIN 1: PURPOSEFUL PLANNING**

INDICATOR	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
<b>1.1</b>  <b>Utilizes Assessment Data to Plan</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> -Incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding	<b>Teacher uses prior assessment data to formulate:</b> - Design of achievement goals, unit plans, AND lesson plans	<b>Teacher uses prior assessment data to formulate:</b> - Design of achievement goals, unit plans, OR lesson plans, but not all of the above	-Teacher rarely or never uses prior assessment data when planning
<b>Employee Rating</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>1.2</b>  <b>Sets Ambitious and Measurable Achievement Goals</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> - Plans ambitious achievement goals	<b>Teacher develops achievement goals that are:</b> - Measurable; -Aligned to content standards; AND -Include benchmarks to help monitor learning and inform interventions throughout the year	<b>Teacher develops achievement goals that are:</b> - Measurable; <b>The goal may not:</b> -Align to content standards; OR -Include benchmarks to help monitor learning and inform interventions throughout the year	-Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes
<b>Employee Rating</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>1.3</b>  <b>Develops Standards- Based Unit Plans and Assessments</b>	<b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b> - Creates well-designed unit assessments that align with a summative assessment to include open ended, higher order thinking (either state, district, or teacher created) -Allocation of time per unit is flexible and/or reflects level of difficulty of each unit - Anticipates student reaction and adjusts or modifies instruction as needed	<b>Based on achievement goals, teacher plans units by:</b> - Identifying content standards that students will master in each unit -Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	<b>Based on achievement goals, teacher plans units by:</b> - Identifying content standards that students will master in each unit <b>Teacher may not:</b> -Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each unit	-Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all
<b>Employee Rating</b>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

INDICATORS	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><b>1.4</b></p> <p><b>Creates Objective-Driven Lesson Plans and Assessments</b></p>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Plans for a variety of differentiated instructional strategies, anticipating where these will be needed to enhance instruction</li> <li>- Incorporates a variety of informal assessments/checks for understanding as well as summative assessments where necessary and uses all assessments to directly inform instruction</li> </ul>	<p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards</li> <li>- Matching instructional strategies as well as meaningful and relevant activities/assignments to the lesson objectives</li> <li>- Designing or using formative assessments that measure progress towards mastery and inform instruction</li> </ul>	<p><b>Based on unit plan, teacher plans daily lessons by:</b></p> <ul style="list-style-type: none"> <li>- Identifying lesson objectives that are aligned to state content standards</li> <li>- Matching instructional strategies and activities/assignments to the lesson objectives.</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Design or use assignments that are meaningful or relevant</li> <li>- Plan formative assessments to measure progress towards mastery or inform instruction</li> </ul>	<p>-Teacher rarely or never plans daily lessons OR daily lessons are planned, but are thrown together at the last minute, thus lacking meaningful objectives, instructional strategies, or assignments</p>
<p><b>Employee Rating</b></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>
<p><b>1.5</b></p> <p><b>Tracks Student Data and Analyzes Progress</b></p>	<p><b>At Level 4, a teacher fulfills the criteria for Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Uses daily checks for understanding for additional data points</li> <li>- Uses data analysis of student progress to drive lesson planning for the following day</li> <li>- Uses more than one data system to track students</li> </ul>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/progress data</li> <li>- Analyzing student progress towards mastery and planning future lessons/units accordingly</li> <li>- Maintaining a grading system aligned to student learning goals</li> </ul> <p>-Updates online grade book weekly</p>	<p><b>Teacher uses an effective data tracking system for:</b></p> <ul style="list-style-type: none"> <li>- Recording student assessment/progress data</li> <li>- Maintaining a grading system</li> </ul> <p><b>Teacher may not:</b></p> <ul style="list-style-type: none"> <li>- Use data to analyze student progress towards mastery or to plan future lessons/units</li> <li>- Have grading system</li> </ul>	<p>-Teacher rarely or never uses a system to record student assessment/progress data and/or has no discernible grading system</p>
<p><b>Employee Rating</b></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>

**DOMAIN 2: EFFECTIVE INSTRUCTION**

INDICATORS	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><b>2.1</b></p> <p><b>Develops Student Understanding and Mastery of Lesson Objectives</b></p>	<p><b>At Level 4, a teacher fulfills the criteria at Level 3 and additionally:</b></p> <ul style="list-style-type: none"> <li>- Students can explain what they are learning and why it is important, beyond repeating the stated objective</li> <li>- Teacher effectively engages prior knowledge of students in connecting to lesson. Students demonstrate through work or comments that they understand this connection</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson objectives are specific, measurable, and aligned to Illinois standards. It conveys what students are learning and what they will be able to do by the end of the lesson                             <ul style="list-style-type: none"> <li>- Objective is written in a student-friendly manner and/or explained to students in easy- to-understand terms</li> </ul> </li> <li>- Importance of the objective is explained so that students understand why they are learning what they are learning</li> <li>- Lesson builds on students’ prior knowledge of key concepts and skills and makes this connection evident to students</li> <li>- Lesson is well-organized to move students towards mastery of the objective</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson objectives convey what students are learning and what they will be able to do by the end of the lesson, but may not be aligned to standards or measurable</li> <li>- Objective is stated, but not in a student-friendly manner that leads to understanding</li> <li>- Teacher attempts explanation of importance of objective, but students fail to understand                             <ul style="list-style-type: none"> <li>- Lesson generally does not build on prior knowledge of students or students fail to make this connection</li> </ul> </li> <li>- Organization of the lesson may not always be connected to mastery of the objective</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson objectives are missing more than one component. It may not be clear what students are learning or will be able to do by the end of the lesson</li> <li>- There may not be a clear connection between the objective and lesson, or teacher may fail to make this connection for students</li> <li>- Teacher may fail to discuss importance of objective or there may not be a clear understanding amongst students as to why the objective is important</li> <li>- There may be no effort to connect objective to prior knowledge of students</li> <li>- Lesson is disorganized and does not lead to mastery of objective</li> </ul>
<p><b>Employee Rating</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

- 1 .One way in which an observer could effectively gather information to score this standard is through brief conversations with students (when appropriate).
- 2 . In some situations, it may not be appropriate to state the objective for the lesson (multiple objectives for various “centers”, early-childhood inquiry-based lesson, etc.). In these situations, the observer should assess whether or not students are engaged in activities that will lead them towards mastery of an objective, even if it is not stated.

**DOMAIN 2: EFFECTIVE INSTRUCTION**

INDICATORS	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY (1)
<p><b>2.2</b></p> <p><b>Demonstrates and Clearly Communicates Content Knowledge to Students</b></p>	<p><b>At Level 4, all of the criteria under Level 3 is present as well as some of the following:</b></p> <ul style="list-style-type: none"> <li>- Teacher fully explains concepts in as direct and efficient a manner as possible, while still achieving student understanding</li> <li>- Teacher effectively connects content to other content areas, students’ experiences and interests, or current events in order to make content relevant and build interest</li> <li>- Explanations spark student excitement and interest in the content</li> <li>- Students participate in each others’ learning of content through collaboration during the lesson</li> <li>- Students ask higher-order questions and make connections independently, demonstrating that they understand the content at a higher level</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher demonstrates content knowledge and delivers content that is factually correct</li> <li>- Content is clear, concise and well-organized</li> <li>- Teacher restates and rephrases instruction in multiple ways to increase understanding</li> <li>- Teacher emphasizes key points or main ideas in content</li> <li>- Teacher uses developmentally appropriate language and explanations</li> <li>- Teacher implements relevant instructional strategies learned via professional development</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher delivers content that is factually correct</li> <li>- Content occasionally lacks clarity and is not as well organized as it could be</li> <li>- Teacher may fail to restate or rephrase instruction in multiple ways to increase understanding</li> <li>- Teacher does not adequately emphasize main ideas, and students are sometimes confused about key takeaways</li> <li>- Explanations sometimes lack developmentally appropriate language</li> <li>- Teacher does not always implement relevant instructional strategies learned via professional development</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher may deliver content that is factually incorrect</li> <li>- Explanations may be unclear or incoherent and fail to build student understanding of key concepts</li> <li>- Teacher continues with planned instruction, even when it is obvious that students are not understanding content</li> <li>- Teacher does not emphasize main ideas, and students are often confused about content</li> <li>- Teacher fails to use developmentally appropriate language</li> </ul>
<p><b>Employee Rating</b></p>	<p style="text-align: center;"><input type="text"/></p>	<p style="text-align: center;"><input type="text"/></p>	<p style="text-align: center;"><input type="text"/></p>	<p style="text-align: center;"><input type="text"/></p>

Notes:

1. Content may be communicated by either direct instruction or guided inquiry depending on the context of the classroom or lesson.
2. If the teacher presents information with any mistake that would leave students with a significant misunderstanding at the end of the lesson, the teacher should be scored a Level 1 for this competency.
3. Instructional strategies learned via professional development may include information learned during Instructional coaching sessions as well as mandatory or optional school or district-wide PD sessions.

**DOMAIN 2: EFFECTIVE INSTRUCTION**

INDICATORS	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><b>2.3</b></p> <p><b>Engages Students in Academic Content</b></p>	<p><b>At Level 4, all of the criteria under Level 3 is present as well as some of the following:</b></p> <ul style="list-style-type: none"> <li>- Teacher provides ways to engage with content that significantly promotes student mastery of the objective</li> <li>- Teacher provides differentiated ways of engaging with content specific to individual student needs</li> <li>- The lesson progresses at an appropriate pace so that students are never disengaged, and students who finish early have established procedures to find something else meaningful to do</li> <li>- Teacher effectively integrates technology as a tool to engage students in academic content</li> </ul>	<ul style="list-style-type: none"> <li>-3/4 or more of students are actively engaged in content at all times and not off-task</li> <li>- Teacher provides multiple ways, as appropriate, of engaging with content, all aligned to the lesson objective</li> <li>- Teacher sustains the attention of the class by maintaining a dynamic presence</li> <li>- Ways of engaging with content reflect different learning modalities or intelligences.</li> <li>- ELL and IEP students have the appropriate accommodations to be engaged in content</li> <li>- Students work hard and are deeply active rather than passive/receptive (See Notes below for specific evidence of engagement)</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than 3/4 of students are engaged in content and many are off-task</li> <li>- Teacher may provide multiple ways of engaging students, but perhaps not aligned to lesson objective or mastery of content</li> <li>- Teacher may miss opportunities to provide ways of differentiating content for student engagement</li> <li>- Students may appear to actively listen, but when it comes time for participation are not engaged.</li> </ul>	<ul style="list-style-type: none"> <li>- Fewer than 1/2 of students are engaged in content and many are off-task</li> <li>- Teacher may only provide one way of engaging students with content OR teacher may provide multiple ways of engaging students that are not aligned to the lesson objective or mastery of content</li> <li>- Teacher does not differentiate instruction to target different learning modalities</li> <li>- ELL and IEP students are not provided with the necessary accommodations to engage in content</li> </ul>
<p><b>Employee Rating</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

1. The most important indicator of success here is that students are actively engaged in the content. For a teacher to receive credit for providing students a way of engaging with content, students must be engaged in that part of the lesson.
2. Presence can best be represented by using engaging, confident, and assertive body language, tone, volume, and proximity.
3. Some observable evidence of engagement may include (but is not limited to): (a) raising of hands to ask and answer questions as well as to share ideas; (b) active listening (not off-task) during lesson; or (c) active participation in hand-on tasks/activities.
4. Teachers may provide multiple ways of engaging with content via different learning modalities (auditory, visual, kinesthetic /tactile) or via multiple intelligences (spatial, linguistic, musical, interpersonal, logical-mathematical, etc.). It may also be effective to engage students via two or more strategies targeting the same modality.

INDICATORS	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><b>2.4</b></p> <p><b>Checks for Understanding and Modifies Instruction As Needed</b></p>	<p><b>At Level 4, all of the criteria under Level 3 is present as well as some of the following:</b></p> <ul style="list-style-type: none"> <li>- Teacher checks for understanding at higher levels by asking pertinent, scaffolded questions that push thinking; accepts only high quality student responses (those that reveal understanding or lack thereof)</li> <li>- Teacher uses open-ended questions to reveal common misunderstandings and assess student mastery of material at a range of both lower and higher-order thinking</li> <li>-Teacher is able to modify instruction to respond to misunderstandings without taking away from the flow of the lesson or losing engagement</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher checks for understanding at almost all key moments (when checking is necessary to inform instruction going forward) and gets an accurate gauge of the class's understanding</li> <li>- Teacher gains enough information during checks for understanding to modify the lesson and respond accordingly</li> <li>- Teacher uses a variety of methods to check for understanding</li> <li>- Teacher uses wait time effectively both after posing a question and before helping students think through a response</li> <li>- Teacher doesn't allow students to opt-out of checks for understanding and cycles back to these students</li> <li>- Teacher systematically assesses students' mastery of the objective(s) and uses this information to modify lesson</li> <li>-Teacher differentiates delivery of instruction based on checks for understanding assessment data to meet diverse student needs</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher generally gets an accurate gauge of the class's understanding, but may not gain enough information to modify the lesson accordingly</li> <li>- Teacher may attempt to make adjustments to instruction based on checks for understanding, but these attempts may be misguided and may not increase understanding for all students</li> <li>- Teacher may not provide enough wait time after posing a question for students to think and respond before helping with an answer or moving forward with content</li> <li>- Teacher sometimes allows students to opt-out of checks for understanding without cycling back to these students</li> <li>- Teacher may assess students' mastery of the objectives, but may not use this information to modify the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher rarely or never gets an accurate gauge of the class's understanding from checks and therefore cannot gain enough information to modify the lesson</li> <li>- Teacher frequently moves on with content before students have a chance to respond to questions or frequently gives students the answer rather than helping them think through the answer.</li> <li>- Teacher frequently allows students to opt-out of checks for understanding and does not cycle back to these students</li> <li>- Teacher rarely or never assesses for mastery at the end of the lesson</li> </ul>
<p><b>Employee Rating</b></p>	<input data-bbox="569 1117 640 1159" type="text"/>	<input data-bbox="1024 1117 1096 1159" type="text"/>	<input data-bbox="1388 1117 1459 1159" type="text"/>	<input data-bbox="1787 1117 1858 1159" type="text"/>

Notes:

1. Examples of times when checking for understanding may be useful are: before moving on to the next step of the lesson, or partway through independent practice.

2. Examples of how the teacher may assess student understanding and mastery of objectives:

\* Checks for Understanding: thumbs up/down, cold-calling

\* Turn and Talk/Pair Share

\* Guided or Independent Practice

\* Exit Slips

\* A teacher can respond to misunderstandings using "scaffolding" techniques such as: activating background knowledge, asking leading questions, breaking the task into small parts, using mnemonic devices or analogies, using manipulatives or hands-on models, using "think alouds", providing visual cues, etc.

**DOMAIN 2: EFFECTIVE INSTRUCTION**

INDICATORS	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><b>2.5</b></p> <p><b>Develops Higher Level of Understanding Through Rigorous Instruction and Work</b></p>	<p><b>At Level 4, all of the criteria under Level 3 is present as well as some of the following:</b></p> <ul style="list-style-type: none"> <li>- Lesson is accessible and challenging to all students</li> <li>- Students are able to answer higher-level questions with meaningful responses</li> <li>- Students pose higher-level questions to the teacher and to each other</li> <li>- Teacher highlights examples of recent student work that meets high expectations; Insists and motivates students to do it again if not great</li> <li>- Teacher encourages students’ interest in learning by providing students with additional opportunities to apply and build skills beyond expected lesson elements (e.g. extra credit or enrichment assignments)</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson is accessible and challenging to almost all students</li> <li>- Teacher frequently develops higher-level understanding through effective questioning</li> <li>- Lesson pushes almost all students forward due to differentiation of instruction based on each student’s level of understanding</li> <li>- Students have opportunities to meaningfully practice, apply, and demonstrate that they are learning</li> <li>- Teacher shows patience and helps students to work hard toward mastering the objective and to persist even when faced with difficult material</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson is not always accessible or challenging for students - Some questions used may not be effective in developing higher-level understanding (too complex or confusing)</li> <li>- Teacher may not always use questioning as an effective tool to increase understanding</li> <li>- While students may have some opportunity to meaningfully practice and apply concepts, instruction is more teacher-directed than appropriate</li> <li>- Teacher may encourage students to work hard, but may not persist in efforts to have students keep trying</li> </ul>	<ul style="list-style-type: none"> <li>- Lesson is not aligned with developmental level of students (may be too challenging or too easy) - Teacher may not use questioning as an effective tool to increase understanding. Students only show a surface understanding of concepts.</li> <li>- Questions do not result in higher-level understanding for students</li> <li>- Lesson is almost always teacher directed. Students have few opportunities to meaningfully practice or apply concepts.</li> <li>- Teacher gives up on students easily and does not encourage them to persist through difficult material</li> </ul>
<p><b>Employee Rating</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Notes:
1. Examples of types of questions that can develop higher-level understanding:
    - Activating higher levels of inquiry on Bloom’s taxonomy (using words such as “analyze”, “classify”, “compare”, “decide”, “evaluate”, “explain”, or “represent”)
    - Asking students to explain their reasoning
    - Asking students to explain why they are learning something to summarize the main idea
    - Asking students to apply a new skill or concept in a different context
    - Posing a question that increases the rigor of the lesson content
    - Prompting students to make connections to previous material or prior knowledge
  2. Higher-level questioning should result in higher-level student understanding. If it does not, credit should not be given
  3. Challenging tasks rather than questions may be used to create a higher-level of understanding, and if successful, should be credited in this competency
  4. The frequency with which a teacher should use questions to develop higher-level understanding will vary depending on the topic and type of lesson

**DOMAIN 3: CLASSROOM ENVIRONMENT**

INDICATORS	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><b>3.1</b></p> <p><b>Creates Classroom Culture of Respect and Collaboration</b></p>	<p><b>At Level 4, all the criteria under Level 3 is present as well as some of the following:</b></p> <ul style="list-style-type: none"> <li>- Students are invested in the academic success of their peers as evidenced by unprompted collaboration and assistance</li> <li>- Students reinforce positive character and behavior and discourage negative behavior amongst themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Students are respectful of their teacher and peers - Students are given opportunities to collaborate and support each other in the learning process</li> <li>- Teacher reinforces positive character and behavior and uses consequences appropriately to discourage negative behavior</li> <li>- Teacher has a good rapport with students, shows genuine interest in their thoughts and opinions</li> </ul>	<ul style="list-style-type: none"> <li>- Students are generally respectful of their teacher and peers, but may occasionally act out or need to be reminded of classroom expectations</li> <li>- Students are given opportunities to collaborate, but may not always be supportive of each other or may need significant assistance from the teacher to work together</li> <li>- Teacher may praise positive behavior OR enforce consequences for negative behavior, but not both</li> <li>- Teacher may focus on the behavior of a few students, while ignoring the behavior (positive or negative) of others</li> </ul>	<ul style="list-style-type: none"> <li>- Students are frequently disrespectful of teacher or peers as evidenced by discouraging remarks or disruptive behavior</li> <li>- Teacher rarely or never praises positive behavior</li> <li>- Teacher rarely or never addresses negative behavior</li> <li>-Teacher is disrespectful towards students</li> </ul>
<p><b>Employee Rating</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

1. Teachers are required to have expectations posted visibly in the classroom. It should be evident within the culture of the classroom that students understand and abide by a set of established expectations and are aware of the rewards and consequences of their actions.

INDICATORS	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
<b>3.2</b>  <b>Maximizes Instructional Time</b>	<p><b>At Level 4, all of the criteria under Level 3 is present as well as some of the following:</b></p> <ul style="list-style-type: none"> <li>- Routines, transitions, and procedures are well-executed. Students know what they are supposed to be doing and when without prompting from the teacher</li> <li>- Students share responsibility for operations and routines and work well together to accomplish these tasks</li> <li>- All students are on-task and follow instructions of teacher without much prompting</li> </ul>	<ul style="list-style-type: none"> <li>- Students arrive on-time and class starts on-time</li> <li>- Routines, transitions, and procedures are well-executed Students know what they are supposed to be doing and when with minimal prompting from the teacher</li> <li>- Students are only ever idle for brief periods of time (for example, during attendance)</li> <li>- Teacher uses time among parts of the lesson appropriately so as best to lead students towards mastery of objective</li> <li>- Almost all students are on-task and follow instructions of teacher without much prompting</li> </ul>	<ul style="list-style-type: none"> <li>- Some students may arrive late (unexcused) for class. Teacher may start class late</li> <li>- Routines, transitions, and procedures are in place, but require significant teacher direction or prompting to be followed</li> <li>- Students are sometimes idle for short periods (for example, during attendance) without anything to do</li> <li>- Teacher may use lesson time inappropriately among parts of the lesson</li> <li>- Significant prompting from the teacher is necessary for students to follow instructions and remain on-task</li> </ul>	<ul style="list-style-type: none"> <li>- Students may frequently arrive late (unexcused). Teacher may frequently start class late</li> <li>- There are few or no evident routines or procedures in place. Students are unclear about what they should be doing and require significant direction from the teacher at all times</li> <li>- Students may be idle for significant periods of time</li> <li>- Even with significant prompting, students frequently do not follow directions and are off-task</li> </ul>
<b>Employee Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3.3</b>  <b>Response to Student Misbehavior</b>	<ul style="list-style-type: none"> <li>- Disruptive behaviors and off-task conversations are rare; when they occur, they are always addressed without major interruption to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Disruptive behaviors and off-task conversations are rare; when they occur, they are almost always addressed without major interruption to the lesson</li> </ul>	<ul style="list-style-type: none"> <li>- Disruptive behaviors and off-task conversations sometimes occur; they may not be addressed in the most effective manner and teacher may have to stop the lesson frequently to address the problem</li> </ul>	<ul style="list-style-type: none"> <li>- Disruptive behaviors and off-task conversations are common and frequently cause the teacher to have to make adjustments to the lesson</li> </ul>
<b>Employee Rating</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

1. The overall indicator of success here is that operationally, the classroom runs smoothly so that time can be spent on valuable instruction rather than logistics and discipline.
2. It should be understood that a teacher can have disruptive students no matter how effective he/she may be. However, an effective teacher should be able to minimize disruptions amongst these students and when they do occur, handle them without detriment of the learning of other students.

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

INDICATORS	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
<p><b>4.1</b> <b>Accepts Change</b></p>	<p>-Teacher is pro-active and assumes a leadership role in implementing new programs and policies</p>	<p>-Accepts change in a positive and professional manner</p>	<p>-Teacher is resistant to change or minimally complies with changes</p>	<p>-Teacher is unwilling to accept decisions made by leadership or make necessary changes or adjustments -Teacher undermines change through active or passive aggressive behaviors</p>
<p><b>Employee Rating</b></p>	<p><input type="text"/></p>	<p><input type="text"/></p>	<p><input type="text"/></p>	<p><input type="text"/></p>
<p><b>4.2</b> <b>Maintains Accurate Records</b></p>	<p>-Teacher's systems for maintaining both instructional and non-instructional records are always accurate, efficient and current</p>	<p>-Teacher's systems for maintaining both instructional and non-instructional records are usually accurate, efficient and current</p>	<p>-Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially completed</p>	<p>-Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion</p>
<p><b>Employee Rating</b></p>	<p><input type="text"/></p>	<p><input type="text"/></p>	<p><input type="text"/></p>	<p><input type="text"/></p>
<p><b>4.3</b> <b>Communicates with Families</b></p>	<p>-Teacher communication with families is frequent and students participate in the communication  -Teacher successfully engages families in the instructional program as appropriate</p>	<p>-Teacher communicates frequently with families and successfully engages them in the instructional program  -Information to families about individual students is conveyed in an appropriate manner</p>	<p>-Teacher adheres to school procedures for communicating with families but makes minimum attempts to engage families in the instructional program  -Communications with families are not appropriate</p>	<p>-Teacher communication with families about the instructional program or about individual students is sporadic or inappropriate  -Teacher makes little or no attempt to engage families in the instructional program</p>
<p><b>Employee Rating</b></p>	<p><input type="text"/></p>	<p><input type="text"/></p>	<p><input type="text"/></p>	<p><input type="text"/></p>

INDICATORS	EXCELLENT	PROFICIENT	NEEDS IMPROVEMENT	UNSATISFACTORY
<b>4.4</b> <b>Participates in a Professional Community</b>	-Teacher makes a substantial contribution to the professional learning community, to school and district events and projects; assumes a leadership role among the faculty	-Teacher participates actively in the professional learning community and in school and district events and projects; maintains positive and productive relationships with colleagues	-Teacher becomes involved in the professional learning community and in school and district events and projects when specifically asked; may be indifferent or overbearing in relationships with colleagues	-Teacher avoids participating in a professional learning community or in school and district events and projects; relationships with colleagues are negative or self-serving
<b>Employee Rating</b>	<input data-bbox="480 423 552 467" type="text"/>	<input data-bbox="869 423 940 467" type="text"/>	<input data-bbox="1272 423 1344 467" type="text"/>	<input data-bbox="1749 423 1820 467" type="text"/>
<b>4.5</b> <b>Punctuality and Attendance</b>	-Willingly works beyond contractual hours to benefit the school community	-Is consistently in compliance with building and contract language on punctuality and attendance	-Often arrives late or leaves early -Absences are beginning to impact education environment	-Frequently arrives late or leaves early - Shows a pattern of inappropriate use of sick leave
<b>Employee Rating</b>	<input data-bbox="489 695 560 738" type="text"/>	<input data-bbox="869 695 940 738" type="text"/>	<input data-bbox="1285 695 1356 738" type="text"/>	<input data-bbox="1749 695 1820 738" type="text"/>
<b>4.6</b> <b>Demonstrates Professionalism</b>	-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 are honored in the school	-Teacher displays a high level of ethics and professionalism in dealings with both student and colleagues  -Complies fully with school and district regulations	-Teacher is honest and well-intentioned in serving students and contributing to decision 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 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
<b>Employee Rating</b>	<input data-bbox="489 1019 560 1063" type="text"/>	<input data-bbox="869 1019 940 1063" type="text"/>	<input data-bbox="1285 1019 1356 1063" type="text"/>	<input data-bbox="1749 1019 1820 1063" type="text"/>