St. Charles School District

Teacher Growth Guide and

Evaluation Documents

City of St. Charles School District

MISSION

The City of St. Charles School District will **REACH**, **TEACH,** and **EMPOWER** all students
by providing a challenging, diverse, and innovative education.

VISION

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence
that prepares students to succeed in an ever-changing global society.

VALUE STATEMENTS

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

☐ High quality education for all students which includes:
- Lifelong learning from early childhood through adult education
- Rigorous learning experiences that challenge all students
- Instruction that meets the needs of a diverse community
- Respect for all
- Real world, critical thinking and problem-solving skills to prepare students for the 21st century
- Developing caring, productive and responsible citizens
- Strong engagement of family and community
- A safe, secure and nurturing school environment

➢ Achievement through:
- Celebration of individual success
- Collaboration with parents and community stakeholders
- Exploration, innovation and creativity

➢ High quality staff by:
- Hiring and retaining highly qualified and invested employees
- Providing professional development and collaboration focused on increasing student achievement
- Empowering staff to use innovative resources and practices

➢ Informed decisions that are:
- Student-centered
- Focused on student achievement
- Data driven

- Considerate of all points of view
- Fiscally responsible

Teacher Evaluation Protocol Introduction: The following document aligns to the Mission, Vision, Values and Goals of the St. Charles School District.

Missouri's Educator Evaluation System was created and refined by hundreds of educators across the state. The Missouri model has been revised for use by the St. Charles School District. The system is founded on general beliefs about the purpose of the evaluation process. These include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and are multiple, balanced measurements that are fair and ethical. Based on the beliefs that are the foundation of evaluation in the state's model, the primary purpose of the Teacher Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This is accomplished through the following steps:

Step 1: Identification of the indicators to be assessed

Rationale:

Appropriate indicators are selected that most support increasing student learning and those of potential growth opportunities for the teacher. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the teacher in the classroom. Description The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning. The identified indicators will provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning teachers and the beginning of the year for first year teachers. The determination of which and how many indicators to identify is determined with the following criteria in mind:

- 1. Driven by student learning needs
- 2. Derived from the School and District Improvement Plans (SIP-school level / CSIP-district level)
- 3. A minimum of two indicators per teacher per year that are:
  - • Based on student needs • Represents priorities of the school/district leadership for that teacher
  - • Based on a potential growth opportunity for the teacher and are determined in collaboration between the teacher(s) and principal
- 4. The indicators address metrics on both practice and impact on student learning
- 5. Other indicators may be identified at any time based on issues and needs that arise. In some instances, the Professional Growth Plan (see Step 3) may be designated as a Professional Improvement Plan.

Step 2: Determine baseline score for the identified indicators for each teacher

Rationale: In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a final score. This type of numerical rating provides an assessment of status as well as growth on an indicator.

Description: The rating scale provides a numerical placement on each identified indicator. The baseline score for returning teachers working on the same indicator may use the final score from the previous year as their baseline score. This generates continuity of improvement on a particular indicator. If a focus area is identified, a baseline score will be identified. The baseline score of the identified indicators serves as a type of pre-test on the performance of each indicator. The baseline indicator score is determined by doing the following:
- o   1. Use the appropriate growth guide and rating scale (see below) to determine individual scores for each identified indicator
- o   2. Provide specific feedback on each identified indicator providing explanation and rationale for the given score

Step 3: Develop a Professional Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale: The primary purpose of the Teacher Evaluation Protocol is to promote growth. Therefore, the acquisition and application of learning and skills is essential for turning opportunities for growth into realized growth.

Description: The numerical rating based on the rubrics identifies opportunities for growth. The professional growth plan is a documented articulation of the plan for introducing learning and skills to achieve the expectation of growth. The growth plan provides the articulation for intended growth along the growth guide. It addresses specific sources of learning, the practice of skills and timelines. The plan of study includes the following:

- o   1. Corresponds to the examples of evidence provided in the appropriate growth guide
- o   2. Is written in a Plan/Do/Reflect /Act format
- o   3. Includes specific strategies for application of learning
- o   4. Utilizes as appropriate building and district human and material resources

Step 4: Regularly assess progress on the growth plan

Rationale: In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of learning and skills will lead to the improvement of effective practice resulting in improved learning for students.

Description: Determine progress made on skill acquisition and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that learning takes place, but more importantly, that learning and skills are applied to improve effective practice. The following guidelines assist in this process of regular assessment of progress and feedback:

- o 1. Follow up observations/assessments will occur according to the schedule provided in this document
- o 2. All follow-up assessments should include formal and/or informal feedback
- o 3. Formal follow-up session(s) may also be completed by the administrator.

Step 5: Use the baseline to determine overall performance

Rationale: Improving effective practice occurs due to growth on particular indicators aligned to the priority areas of student learning needs in a classroom, building and district. This improvement of practice results in an improvement in student performance.

Description: An overall determination on performance uses both final status as well as growth as documented in the Professional Growth Plan. The scores establish a rating of how well an indicator was performed in the "post-test" assessment and the amount of growth that occurred in each indicator between the "pre-test" and "post-test" assessments. Overall performance takes into account the amount of growth that occurred between the initial "pre-test" and the final "post-test" assessment on performance on those indicators.

NOTE: STATUS RATINGS

• Beginning: evidence indicates insufficient or absence of any mastery of assessed indicators relative to teaching experience

• Developing: evidence indicates rudimentary levels of mastery of assessed indicators relative to teaching experience

• Proficient: evidences indicates sufficient mastery of assessed indicators relative to teaching experience

• Distinguished: evidence indicates exemplary levels of mastery of assessed indicators relative to teaching

Step 6: Monitor the impact of improved effective practice on student performance

Rationale: The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. The verification of this improvement completes the process.

Description: The improvement of effective practice is a means to an end. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process. Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

- 1. Assess whether the particular areas of improvement of effective practice impacted student learning
- 2. Assess whether there is any misalignment between the metrics on commitment/practice and the metrics on impact
- 3. Reflect on personal growth and possible future opportunities for continued growth
- 4. Plan ahead for opportunities of growth and select indicators for next year (applies to returning teachers)
- 5. Continue to acquire knowledge and improve skills

Glossary

Action Research	**A process that is embedded within the PGP (professional growth plan) with a focus on teacher and student growth.**
Administrator	**The person authorized to oversee and facilitate the evaluation process.**
Artifact Data	**Items that reflect the depth and breadth of a teacher's performance. This could support progress toward individual goals, and may include (but is not limited to) items such as letters from parents/students, surveys, samples of instructional materials, videos, self-assessments and journals, and student data.**
Baseline Score	**Recorded on the Teacher Growth Guide. For returning staff members working on the same indicator, the score may be based upon prior year's summative evaluation. For new teachers, this is the initial observation score.**
Growth Score	**Recorded on the Teacher Growth Guide, calculated by finding the difference between the baseline score and the final score for individual standards.**
Instructional Observation Feedback Form	**The document used by administrators to document observations and feedback related to a classroom observation.**
Performance Improvement Plan (PIP)	**A plan to formally address the deficiencies noted by the stated standards/quality indicators, as evidenced by data gathered on the instructional observation feedback form, the supplemental feedback form, the teacher growth guide, or other documentation. This plan should specifically state the steps and support needed to remedy the deficiencies.**
Post-Observation Conference	**An optional conference, held upon request, between the administrator and the teacher about data collected during an observation and other data submitted by the teacher or gathered by the administrator.**
Pre-Observation Conference	**An optional conference, held upon request, between the administrator and the teacher during which the lesson is previewed.**
Professional Growth Plan (PGP)	**A plan built upon action research to formalize and document professional growth for the purpose of improving teacher effectiveness and student growth. This plan should include two specific standards, which include a school-wide goal and an individual teacher goal. If a teacher is not performing at proficient or above given standards, it would be appropriate to focus on one of those areas for growth.**

Quality Indicators	**Descriptors of quality embedded within each of the standards of the Teacher Growth Guide.**
Standards	**Descriptors for each domain of the Teacher Growth Guide.**
Supplemental Feedback Form	**A form used when documenting artifact and unplanned data.**
Teacher	**All certified teachers. This does not include counselors, librarians, instructional coaches, or administrators.**
Teacher Growth Guide	**The guiding document used to provide comprehensive feedback on all relevant areas of teacher effectiveness, based upon observations and other data collected. The teacher growth guide is also used to document summative evaluation feedback for probationary teachers (annually) and for tenured teachers (three year cycle). The Teacher Growth Guide describes four levels of proficiency (beginning, developing, proficient, and distinguished) across seven rating levels.**
Unplanned Data	**Unsolicited data regarding a teacher, related to specific standards and quality indicators collected by the administrator and/or teacher.**

St. Charles School District Evaluation Model Revision

Alignment Between Missouri Model, PBTE, and Marzano Model

(P = partial alignment)

Every PBTE performance standard, criterion, and proficiency descriptor was reviewed during the creation of the SCSD revised model.   Revisions were embedded within the Missouri model. A prior crosswalk was prepared relative to the Marzano model.

Missouri Model*	PBTE	Marzano
Standard 1 Content Knowledge		
1.1	3A(19) (20)	D2, 1(1-2)
1.2	3D(24P), 4A(28P), 3A(20P), 3A (21P)	D1, DQ5(1-9)
1.3	4E(35)	D1,DQ4(16-18)
1.4	3A(19)	D2,1(1-2)
1.5	3A(19)	P=D1,DQ3(13); D1,DQ4(17); D1,DQ5(9)
Standard 2 Student Learning, Growth, and Development		
2.1	5A(40), 5A(41)	
2.2	2B(14P), 2B(15P), 4C(31), 5A(37P), 5A(39P), 5A(41)	D1, DQ1(1-2); D1, DQ2(8)
2.3	3D(24P), 4B(29,30P), 4D(33P)	D2, 1(1-3); D2, 3(6-8); D1(DQ1-DQ5, DQ9)
2.4	4E(36), 1A(1), 2B(15), 4B(28), 4B(29P)	D1,DQ8(13-15); D1,DQ5(8)
2.5	3B(22), 4B(27), 4B(28), 4D(32), 4D(34)	D2,3(1-3, 6-8); D1,DQ2(3); D1, DQ5(8)
2.6	1A(1), 2B(15), 3B(22), 4D(32), 4D(34)	D1,DQ8(13-15); D2,3(1-3,6-8)
Standard 3 Curriculum Implementation		
3.1	3A(19), 3A(20), 4A(26P)	D2,1(3)
3.2	1B(6), 3B(22), 4B(30) 4D(32, 33), 5A(37)	D3,1(1-3)
Standard 4 Critical Thinking		
4.1	4E(35), 4E(36), 5A(37P)	D1,DQ4(16-18)
4.2	3C(23)	D1,DQ3(10,13,14); D1,DQ4(16-18);D2,2(1-2,4-5)
4.3	4E(36)	D1(DQ2-DQ4)

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Standard 5 Positive Classroom Environment		
5.1	3D(24P), 4B(28)	D1,DQ5(1-9)
5.2	2B(17), 2B(16), 2B(18), 3A(21), 4A(26)	D2,1(1-2); D1,DQ5(1-9)
5.3	1A(1), 2A(12,13), 2B(15), 2A(19)	D1,DQ8(13-15); D1,DQ7(10-12)
Standard 6 Effective Communication		
6.1	1A(1), 1A(4P), 4A(25), 2A(12), 2A(13)	P= D2,3(6-8)
6.2	1A(1), 4A(25), 2B(15), 2A(12)	P = D2,3(6-8)
6.3	4E(36),	D1,DQ2(3,5-8); D1,DQ3(11-13,15); D1,DQ4(17)
6.4	3C(23)	D2,2(2)
Standard 7 Student Assessment and Data Analysis		
7.1	5A(37), 5A(38), 5A(39), 5A(41)	D1,DQ1(1-2); D2,3(1-3)
7.2	5A(37), 5A(41), 4C(31)	D1,DQ1(1-2)
7.3	3A(20), 4C(31P), 4D(32),	D1,DQ1(2-3); D1,DQ2(8)
7.4	5A(40)	D1,DQ1(1-2)
7.5	5A(37P), 4D(32P)	D1,DQ1(2)
7.6	1A(2P), 1B(5P)	
Standard 8 Professionalism		
8.1	1B(6)	D3,1(1-3)
8.2	1A(2), 1B(5), 1B(6P)	D4,2(4)
Standard 9 Professional Collaboration		
9.1	1A(2), 1B(5)	D4,2(3-4)
9.2	1D(10P), 1A(3),	P = D4,3(6)

St. Charles School District - Evaluation Process and Timeline

Minimum Required Observations/Assessments/Evaluations

	Minimum Annual Observations
Probationary Certified Staff	**4 (two by 12/31; two by 3/1)**
Tenured Certified Staff	**3 (one by 12/31; two by 4/15)**

- **Observations & PGP Goals**
  - **Observations are:**
    - Unscheduled
    - Duration of 10 or more minutes
    - Teachers may request a pre-scheduled observation by
      - Sending an email request
      - Providing available dates/times
      - Submitting email at least one week prior to first available date
      - Answering the prompt, "What do you want me to observe?"
  - **PGP meetings** with written feedback on PGP goals & Baseline Scores
    - Spring for existing teachers (input into Talent Ed after TBD)*
    - Fall for new teachers
      - PGP steps 1-2 completed by September 21
      - Baseline scores completed by October 1
    - Identified goals and relevant classroom indicators will be observed
  - **Certified staff observations are**
    - Completed by March 1 annually for probationary teachers (P1-P5)
    - Completed prior to April 15 annually for tenured teachers (T1-T3)
    - Part of the evaluation process
  - **Certified staff evaluations are**
    - Completed by annually by March 7 for probationary teachers
    - Completed by on a three-year cycle by May 1 for tenured teachers
      - Teachers must complete and steps 3-5 of the PGP with related data and submit to administrator (including data) prior to the summative evaluation, by 2/13/14 – probationary; 3/27/14 – tenured

- **Observations/assessments**
  - Observations/assessments are followed by written feedback
  - Observations/assessments may include:
    - Unscheduled classroom observations with
      - Duration of 10 or more minutes **or**
    - School level meeting/conference observation
    - Student/parent feedback review
    - School/district function observation
    - Review of unplanned data
    - Review of teacher provided information, data, artifacts

Probationary Teachers

During the annual evaluation cycle, probationary teachers need to keep an on-going collection of data (artifacts), including student achievement data, to show progress toward individual goals or to provide evidence for specific criteria on the teacher growth guide. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the quality indicators as outlined in the PGP (Professional Growth Plan). Quality indicators are the district's expectations for teacher performance.

The teacher will complete the Professional Growth plan which includes action research and a self-reflection. Each year's PGP will be used to assist in the development of a Professional Growth Plan (PGP). This plan should include specific quality indicators that will be the focus of the year. The PGP should be written in alignment with building and district goals.

During the annual evaluation cycle the administrator will conduct four observation(s)/assessment(s). Observations will last 10 or more minutes, and may be scheduled or unscheduled. The initial observation (spring each year for existing teachers and fall for teachers new to the district, except as noted on the preceding page for the pilot year) will be followed by written feedback on all relevant classroom indicators and will inform the development of the PGP. Observations may include school level meetings/conference observation, student/parent feedback review, school/district function observation, review of unplanned data, review of teacher provided information, data, artifacts, and will be followed by written feedback. Significant data will be documented on the Instructional Observation Feedback Form or the Supplemental Feedback Form, and/or added to the evaluation file of the teacher. All data included in the evaluation documents or additions to the evaluation rubric should be discussed with the teacher prior to placing the data in the employee file.   Observations may be increased as determined by the teacher or the administrator.

The administrator will provide ongoing feedback and will develop and discuss the summative evaluation utilizing collected data from the observations, teacher and administrator artifacts, documentation, and unplanned data to complete the Summative Evaluation. The administrator will conference with the teacher to discuss the Summative Evaluation on or before March 7.

The probationary teacher and administrator will develop or review Professional Growth Plans (PGP) based on the quality indicators related to personal and building/district goals. The PGP is an action research model that focuses on teacher growth and student achievement. A probationary teacher evidencing performance concerns may be placed on a Professional Improvement Plan (PIP). A Professional Improvement Plan (PIP) focuses on a performance deficiencies and is written in response to an observed deficiency, an artifact document, or other information that indicates concern regarding a specific standard/indicator. This plan will be discussed and presented to the teacher to ensure that the teacher has adequate time to improve. The teacher and the administrator will meet to discuss the teacher's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

Probationary Teachers

The Teacher Will:

Develop a Professional Growth Plan (PGP)

Seek professional development (formal and informal) and provide evidence of relevant research related to PGP goals

Compile data relevant to PGP Goals

Provide reflection regarding professional growth and student achievement within PGP process

Submit completed PGP (including steps 3, 4, & 5) prior to summative -   Date to be agreed upon by administrator and teacher

The Administrator Will:

Provide professional development support related to PGP goals

Conduct four observations / assessments

Collect/review data related to performance standards/indicators

Provide ongoing feedback regarding teacher performance

Complete annual summative evaluation

The Teacher and Administrator Will:

Conference to discuss and develop a Professional Growth Plan

Provide/review feedback following observations

Conference to discuss Summative Evaluation by March 7

The above number of observations is a minimum standard and may be increased at the request of the teacher or as determined by the administration.

Tenured Teachers

During the three year evaluation cycle, the tenured teachers will need to keep an on-going data (artifacts), including student achievement data, to show progress toward individual goals or to provide evidence for specific criteria on the rubric. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the quality indicators as outlined in the PGP (Professional Growth Plan). Quality indicators are the district's expectations for teacher performance.

During the three year evaluation cycle the administrator will conduct three observation(s)/assessment(s). Observations will last 10 or more minutes, and may be scheduled or unscheduled. The initial observation (spring each year for existing teachers and fall for teachers new to the district, except as noted on the preceding page for the pilot year) will be followed by written feedback on all relevant classroom indicators and will inform the development of the PGP. Observations may include school level meetings/conference observation, student/parent feedback review, school/district function observation, review of unplanned data, review of teacher provided information, data, artifacts, and will be followed by written feedback. Significant data will be documented on the Instructional Observation Feedback Form or the Supplemental Feedback Form, and/or added to the evaluation file of the teacher. All data included in the evaluation documents or additions to the evaluation rubric should be discussed with the teacher prior to placing the data in the employee file. Observations may be increased as determined by the teacher or the administrator.

The administrator will provide ongoing feedback and will develop and discuss the summative evaluation utilizing collected data from the observations, teacher and administrator artifacts, documentation, and unplanned data to complete the Summative Evaluation. The administrator will conference with the teacher to discuss the Summative Evaluation on or before May 1 of the evaluation year.

The tenured year teacher and administrator will develop or review Professional Growth Plans (PGP) based on the quality indicators related to personal and building/district goals. The PGP is an action research model that focuses on teacher growth and student achievement. The administrator and teacher should engage in a professional growth conference annually to discuss the teacher's options for the professional growth process between March and May.

A tenured teacher evidencing performance concerns may be placed on a Professional Improvement Plan (PIP). A Professional Improvement Plan (PIP) focuses on a performance deficiencies and is written in response to an observed deficiency, an artifact document, or other information that indicates concern regarding a specific standard/indicator. This plan will be discussed and presented to the teacher to ensure that the teacher has adequate time to improve. The teacher and the administrator will meet to discuss the teacher's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

Tenured Teacher

The Teacher Will:

Develop a Professional Growth Plan (PGP)

Seek professional development (formal and informal) and provide evidence of relevant research related to PGP goals

Compile data relevant to PGP Goals

Submit completed PGP (including steps 3, 4, & 5) prior to summative - Date to be agreed upon by administrator and teacher

The Administrator Will:

Provide professional development support related to PGP goals

Conduct annually three observation

Collect data related to performance standards/indicators

Provide ongoing feedback regarding teacher performance

Complete and Discuss Summative Evaluation by May 1 at the end of the three year evaluation cycle.

The Teacher and Administrator Will:

Conference to discuss and develop the Professional Growth Plan

Provide/review feedback following observations

Conference to discuss summative evaluation by May 1

The number of observations is a minimum standard and may be increased at the request of the teacher or as determined by the administration. . Tenured teachers may receive summative evaluations more frequently as determined by the administration.

Evaluation Timeline

	Non-Tenured					Tenured		
Year	1	2	3	4	5	1	2	3
Summative Evaluation	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Observation	4	4	4	4	4	3	3	3
PGP Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Data Collection Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

	Non-Tenured	Tenured
Administrator And Teacher Meet	A meeting to develop and discuss PGP should be held before May 1 for the first PGP goal, and by September 21 for the second PGP goal and for new teachers.	A meeting to develop and discuss PGP should be held before May 1 for the first PGP goal, and by September 21 for the second PGP goal.
Administrator Observes Classroom	See above timeline.	See above timeline.
Data Collection	Teacher and administrator collect data throughout the year. Teacher should have annual data relative to professional growth and student achievement. Administrator should share collected data with the teacher report.	Teacher and administrator collect data throughout the year. Teacher should have annual data relative to professional growth and student achievement. Administrator should share collected data with the teacher report.
Summative Evaluation Conference	Teacher and administrator will meet by March 7 to review collected data and the PGP and to complete the summative evaluation.	Teacher and administrator will meet by May 1 to review the PGP or, if at the end of the three-year cycle to review collected data and to complete the summative evaluation.

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Summative Evaluation

All teachers will receive a Summative Evaluation during the evaluation cycle (annually for probationary teachers / three year cycle for tenured teachers. Teachers who come to the district with prior experience will be moved to the T2 level for observation and evaluation. Work with the HR department to determine this status. The Summative Evaluation summarizes the administrators rating of performance for each standard/indicator. The Summative Evaluation is communicated through the Teacher Growth Guide.

Non tenured and tenured teachers both have the opportunity to dispute the information on the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administration is final. Written comments can be provided by either party (teacher or administrator) and included with the report. Written comments by either party must be shared within five working days of the conference and attached to the original copy of the Summative Evaluation. The teacher, the administrator, and the Human Resources Office will retain copies of the report.

Professional Growth Plan (Based on the Data Team Process model) Name _____ School Year_____

Identify Indicator (Standard Number and Name): _____

(Quality Indicator Number and Name):_____

Briefly describe why this **Growth Standard** was chosen.
(Include whether this indicator aligns to a CSIP and/or SIP improvement goal):
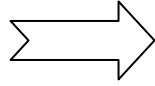
BASELINE SCORE
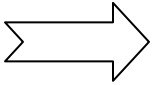
1. PLAN: State the professional learning goal or objective. Include an aspect of student growth.	2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured? (action steps)
"To accomplish the identified professional growth target, I will implement differentiated instructional strategies as measured by . . ."	*Think of this as an improvement theory that identifies the expected outcomes i.e., **if** the educator does x, y, and z, **then** the stated PL objective will be accomplished.*

_____   _____

Administrator's Signature   Date   Teacher's Signature   Date

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3. REFLECT: What does the data tell us? What does the data not tell us? Student surveys provided within evaluation model as needed. (Attach student growth data.) *Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?*	4. ACT: Have positive results been attained? *How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth? What adjustments will be made to support future growth?*

_____   _____

Administrator's Signature   Date   Teacher's Signature   Date

     Baseline Score _____   Final Score _____   Growth Score_____

Choose one or more of these questions (Marzano) to reflect on what you learned through this action research and to begin planning for future growth:

- What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- What will I do to help students effectively interact with new knowledge?
- What will I do to help student practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypotheses about new knowledge?
- What will I do to engage students?
- What will I do to establish and maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence or lack of adherence to rules and procedures?
- What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?
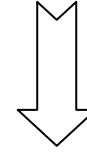
Has the professional growth target been met? _____   Will you continue this goal? _____

If the answer is "no" what will you work on next? _____

Administrator Comment:

Instructional Observation Feedback

Teacher's Name: _____   **Subject/Grade:** _____   **Date:** _____

Teacher Reflection Requested (Yes/No) ____   **Schedule Follow Up Meeting (Yes/No) ____**

PGP Goal #1 (Standard/Indicator) _____   _____

PGP Goal #2 (Standard/Indicator)_____   _____

Standards/Indicators being addressed:

Include Rating 1-7	Content knowledge, including varied perspectives, aligned with appropriate instruction	
	Content knowledge, including varied perspectives, aligned with appropriate instruction	
	1.1	Content knowledge and academic language
	1.2	Student engagement in subject matter
	1.3	Disciplinary research and inquiry methodologies
	1.4	Interdisciplinary instruction
	1.5	Diverse social and cultural perspectives
	Student learning, growth and development	
	2.1	Cognitive, social, emotional and physical development
	2.2	Student goals
	2.3	Theory of learning
	2.4	Knowledge of Students as Individuals
	2.5	Prior experiences, learning styles, multiple intelligences, strengths and needs
	2.6	Language, culture, family & knowledge of community
	Curriculum implementation	
	3.1	Implementation of curriculum standards
	3.2	Instructional goals and differentiated instructional strategies
	Critical thinking	
	4.1	Instructional strategies leading to student engagement in problem-solving & critical thinking
	4.2	Appropriate use of instructional resources to enhance student learning
	4.3	Cooperative, small group, and independent learning
	Positive classroom environment	
	5.1	Classroom management, motivation, and engagement
	5.2	Managing time, space, transitions, and activities
	5.3	Classroom, school and community culture
	Effective Communication	
	6.1	Verbal and nonverbal communication
	6.2	Sensitivity to culture, gender, intellectual and physical differences
	6.3	Learner expression in speaking, writing and other media
	6.4	Technology and media communication tools
	Student assessment and data analysis	
	7.1	Effective use of assessments
	7.2	Assessment data to improve learning

	7.3	Student-led assessment strategies
	7.4	Effect of instruction on individual/class learning
	7.5	Communication of student progress and maintaining records
	7.6	Collaborative data analysis
Professionalism		
	8.1	Self-assessment and improvement
	8.2	Professional learning
Professional Collaboration		
	9.1	Collegial activities
	9.2	Cooperative partnerships in support of student learning
Professional Responsibilities		
	10	Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures

Routine Segments

__ *Providing clear learning goals and scales*
__ *Tracking student progress*
__ *Celebrating success*

Content Segments

__ *Identifying critical information*
__ *Organizing students to interact with new knowledge*
__ *Previewing new content*
__ *Chunking content into 'digestible bites'*
__ *Processing new information*
__ *Elaborating on new information*
__ *Recording and representing knowledge*
__ *Reflecting on learning*

Segments Enacted on the spot

__ *Reviewing content*
__ *Organizing students to practice and deepen knowledge*
__ *Using homework*
__ *Examining similarities and differences*
__ *Examining errors in reasoning*
__ *Practicing skills, strategies, and processes*
__ *Revising knowledge*

Students were:

Teacher was:

Points to Ponder (optional):

Teacher's Signature: _____ Date: _____

Evaluator's Signature:_____ Date: _____

Supplemental Feedback Form

☐ **Artifact Data**   ☐ **Unplanned Data**

Teacher: _____   **School:** _____

Grade/Subject: _____   **Date:** _____

Administrator/Supervisor: _____

Standard/Quality Indicator: _____

Data: _____

Standard/Quality Indicator: _____

Data: _____

Teacher's Comments: _____

Administrator's/Supervisor's Comments: _____

Teacher's Signature _____**Date** _____

Administrator's Signature _____**Date** _____

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

St. Charles School District
Teacher Summative Evaluation

Teacher Name_____   **School Year** _____

_____Probationary   **_____ Years in St. Charles School District**   **Subject/Grade Level**_____

_____Tenured   **_____ Total Experience**   **School**_____

Evaluator _____

Teacher Standard / District Expectation

Teacher Standard / District Expectation

1) Standard #1 Content knowledge, including varied perspectives aligned with appropriate instruction

1.1	Content knowledge and academic language
1.2	Student engagement in subject matter
1.3	Disciplinary research and inquiry methodologies
1.4	Interdisciplinary instruction
1.5	Diverse social and cultural perspectives

Standard 1 Comments:

2) Student learning, growth and development

2.1	Cognitive, social, emotional and physical development
2.2	Student goals
2.3	Theory of learning
2.4	Knowledge of Students as Individuals
2.5	Prior experiences, learning styles, multiple intelligences, strengths and needs
2.6	Language, culture, family & knowledge of community

Standard 2 Comments:

3) Curriculum implementation

3.1	Implementation of curriculum standards
3.2	Instructional goals and differentiated instructional strategies

Standard 3 Comments:

4) Critical Thinking

4.1	Instructional strategies leading to student engagement in problem-solving & critical thinking
4.2	Appropriate use of instructional resources to enhance student learning
4.3	Cooperative, small group, and independent learning

Standard 4 Comments:

5) Positive Classroom Environment

5.1	Classroom management, motivation, and engagement
5.2	Managing time, space, transitions, and activities
5.3	Classroom, school and community culture

Standard 5 Comments:

6) Effective Communication

6.1	Verbal and nonverbal communication
6.2	Sensitivity to culture, gender, intellectual and physical differences
6.3	Learner expression in speaking, writing and other media
6.4	Technology and media communication tools

Standard 6 Comments:

7) Student Assessment and Data Analysis

7.1	Effective use of assessments
7.2	Assessment data to improve learning
7.3	Student-led assessment strategies
7.4	Effect of instruction on individual/class learning
7.5	Communication of student progress and maintaining records
7.6	Collaborative data analysis

Standard 7 Comments:

8) Standard #8 Professionalism

8.1	Self-assessment and improvement
8.2	Professional learning

Standard 8 Comments:

9) Standard #9 Professional Collaboration

9.1	Collegial activities
9.2	Cooperative partnerships in support of student learning

Standard 9 Comments:

10) Standard #10 Professional Responsibilities

10.1	Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures

Standard 10 Comments:

*Probationary Teacher Evaluations due by March 15.   **Tenured Teacher Evaluations due by May 1.*

*If indicator is not met or showing appropriate growth, administrator will institute a Professional Improvement Plan. Professional Improvement Plan can be implemented at any time during the school year.

St. Charles School District
Teacher Professional Growth Plan

Indicator	Goal/Results (Focus and strategies for indicator)	Baseline Score	End Score	Growth Score

Summative

St. Charles School District
Teacher Yearly Growth Rating Summative

Minimally Effective 1	Somewhat Effective 2	Proficient 3	Distinguished 4
Working on a PIP	Performance Concerns Noted	No Performance Concerns Noted	Noted as Distinguished in one-third or more of observed indicators

Rating for _____ School Year is

Overall Comments:

☐ **Recommend for Re-Employment**
    ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same ones
    ☐ Develop an improvement plan linked to indicators, must include specific target dates and timelines that must be met in order for re-employment to continue

☐ **Do Not Recommend for Re-Employment**

| **Teacher's Signature** | **Date** | **Evaluator's Signature** | **Date** |

Administrator Comments:

Teacher Comments:

Teacher Growth Guide 1.1

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Beginning	Developing	Proficient	Distinguished
The teacher…	The teacher also…	The teacher also…	The teacher also…
Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	Infuses information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	Has mastery of taught subjects and continually infuses scientifically research-based content knowledge into instruction.
Professional Frames			
Evidence of Commitment Is well prepared to guide students to a deeper understanding of content **Evidence of Practice** Instruction reflects accuracy of content knowledge **Evidence of Impact** Students are generally familiar with academic language	**Evidence of Commitment** Stays current on content and incorporates it into lessons **Evidence of Practice** Instruction indicates an appreciation of the complexity and ever evolving nature of the content **Evidence of Impact** Students are able to use academic language	**Evidence of Commitment** Use of supplemental primary sources that are aligned to local standards **Evidence of Practice** Instructional focus is on the most important concepts of the content and includes content as appropriate **Evidence of Impact** Students accurately use academic language related to their discipline	**Evidence of Commitment** Continually expands knowledge base on content and infuses into content **Evidence of Practice** Continually seeks out information and applies it to learning in their classroom **Evidence of Impact** Students communicate effectively using academic language from a variety of sources
1	2	3	4	5	6	7	8

Teacher Growth Guide 1.2

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

Beginning	Developing	Proficient	Distinguished
The teacher…	The teacher also…	The teacher also…	The teacher also…
Draws from multiple sources to engage student interest/activity in the content.	Uses a variety of differentiated instructional strategies to purposefully engage students.	Uses specific instructional strategies to engage students and advance each individual student's learning.	Facilitates student-directed learning activities, individual and collaborative, to deepen student knowledge and understanding in the content area.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N / A	N / A	N / A	N / A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Identifies engagement strategies to use to maintain student interest	Uses engagement strategies to increase students' levels of interest and activity	Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning Organized progression that allows for completion of district goals	Teacher strategies reflect a variety of student-led learning activities
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Students are interested and engaged in the content	Students' engagement causes content knowledge to advance	Individual student's learning increases and students can articulate why learning activities cause them to learn	Students direct both individual and collaborative learning activities

1	2	3	4	5	6	7	8

Teacher Growth Guide 1.3

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

Beginning	Developing	Proficient	Distinguished
The teacher…	The teacher also…	The teacher also…	The teacher also…
Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.	Begins to engage students in the methods of inquiry/research methodologies.	Teaches his/her students to fully use the methods of inquiry and standards of evidence used in the discipline.	Consistently employs student-inquiry instructional approaches that build capacity for all students.
Professional Frames			
Evidence of Commitment N / A **Evidence of Practice** Instruction indicates a basic level of understanding about research and inquiry methodologies **Evidence of Impact** Student's understanding of basic inquiry and research strategies increases	**Evidence of Commitment** N / A **Evidence of Practice** Accepted methods of research in the content area are identifiable in observations of instructional practice **Evidence of Impact** Students begin to use basic methods of inquiry/research methodologies	**Evidence of Commitment** N / A **Evidence of Practice** Instruction and classroom facilitation prompt student use of methods of inquiry and standards of evidence used in the discipline **Evidence of Impact** Students acquire and critically evaluate information/knowledge on their own and in groups using inquiry methods	**Evidence of Commitment** N / A **Evidence of Practice** Student-inquiry instructional approaches are prominent throughout instruction **Evidence of Impact** Students design and conduct research individually and in teams using standards of evidence in the field

1	2	3	4	5	6	7	8

Teacher Growth Guide 1.4

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

Beginning	Developing	Proficient	Distinguished
The-teacher…	The teacher also…	The teacher also…	The-teacher also…
Demonstrates the ability to make interdisciplinary content connections during instruction.	Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.	Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.	Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.
Professional Frames			
Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N / A	N / A	N / A	N / A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Connections between various disciplines are logical and add to overall learning	Meaningful learning experiences are appropriate to particular content or concepts and contribute to student's overall mastery	Lesson activities include interdisciplinary projects prompting students to analyze the complexities of an issue or question	Incorporates current interdisciplinary themes into collaborative classroom learning experiences
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Students understand the meaning of inter-disciplinary content connections	Students apply disciplinary knowledge to real world problems with interdisciplinary themes	Students analyze the complexities of an issue or question using perspectives from varied disciplines	Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines
1	2	3	4	5	6	7	8

Teacher Growth Guide 1.5

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.
Quality Indicator 5: Diverse social and cultural perspectives

Beginning	Developing	Proficient	Distinguished
The teacher…	The-teacher also…	The teacher also…	The teacher also…
Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.	Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.	Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.	Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.

Professional Frames			
Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
Reviews lesson plans to identify areas of potential bias	Eliminates bias in lesson designs and learning objectives	Conducts reviews and research to build background knowledge and a variety of perspectives	Lesson designs and learning objectives exhibit a variety of perspectives
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Demonstrates importance and appreciation of a variety of perspectives	Instructional activities include global perspectives and/or critical examination of bias	Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving	Instructional strategies and learning activities include students addressing real-world problems
			Evidence of Impact
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	Students address real-world problems related to the discipline that improve their community and/or world
Student understanding of local and global issues surrounding disciplinary content expands	Students' ability increases to develop balanced, diverse social and cultural perspectives	Students engage in questioning and challenging of conventional assumptions and standard approaches	

1	2	3	4	5	6	7	8

Teacher Growth Guide - Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction:

Administrator Comments (required if ratings are below proficient):

Teacher Growth Guide 2.1

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Beginning	Developing	Proficient	Distinguished
The teacher…	The teacher also…	The teacher also…	The teacher also…
Knows how to address developmental factors when making instructional decisions.	Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.	Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.	Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.
Professional Frames			
Evidence of Commitment Designs instruction with a basic understanding of developmental factors **Evidence of Practice** Instructional decisions are based on an understanding of how students develop **Evidence of Impact** Developmental factors specific to students are recognized	**Evidence of Commitment** Knows and can apply theories of child/adolescent growth **Evidence of Practice** Examples or research on models of growth and development are used as a resource to guide instructional decisions **Evidence of Impact** Students development increases as a result of teacher's use of theories as a resource	**Evidence of Commitment** Monitors and charts learner progress toward goals **Evidence of Practice** Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities **Evidence of Impact** Students progress to the next level of development as a result of teacher's use of assessment	**Evidence of Commitment** Maintains resources to assist colleagues in their understanding of developmental theories **Evidence of Practice** Is able to act as a resource to other colleagues in using models of growth and development to guide instruction **Evidence of Impact** Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly
1	2	3	4	5	6	7	8

Teacher Growth Guide 2.2

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

Beginning	Developing	Proficient	Distinguished
The teacher… Encourages student responsibility through establishment of clear goals.	The teacher also… Encourages students to be responsible by helping them set goals.	The teacher also… Assists students to set short- and long-term goals, organize, implement, and self-reflect in the classroom.	The teacher also… Helps learners work productively and cooperatively with each other to achieve collective learning goals.
Professional Frames			
Evidence of Commitment N / A **Evidence of Practice** Use of classroom routines and procedures highlight student responsibility **Evidence of Impact** Students demonstrate basic responsibility based on clear expectations	**Evidence of Commitment** N / A **Evidence of Practice** Classroom practices, routines and instruction emphasizes students setting goals **Evidence of Impact** Students demonstrate responsibility by setting personal learning goals	**Evidence of Commitment** N / A **Evidence of Practice** Classroom practices and routines emphasize student organization and setting short-and long-term goals **Evidence of Impact** Students set short- and long-term goals, organize, implement, and self-reflect to benefit their learning	**Evidence of Commitment** N / A **Evidence of Practice** Facilitates learning activities requiring collective productivity, collective learning goals, and cooperation of students **Evidence of Impact** Students work productively and cooperatively with each other to achieve collective learning goals
1	2	3	4	5	6	7	8

Teacher Growth Guide 2.3

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

Beginning	Developing	Proficient	Distinguished
The teacher… Applies theories of learning to well-planned and delivered instruction.	The teacher also… Implements research-based instruction focused on production of learning for individual students.	The teacher also… Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.	The teacher also… Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.
Professional Frames			
Evidence of Commitment Lesson plans are consistent with best-practice and foundational and current learning theories	**Evidence of Commitment** Uses foundational and current learning theories to design instruction aimed at fostering learning in every student	**Evidence of Commitment** Uses emerging research to design instruction likely to produce learning for every student	**Evidence of Commitment** Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student
Evidence of Practice Alignment exists between instruction that is planned and instruction that is delivered	**Evidence of Practice** Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs. A connection exists between new and former learning.	**Evidence of Practice** Each piece of information clearly builds upon the previous piece as students move from understanding to applying content through authentic tasks. Priority standards are included and appropriately sequenced.	**Evidence of Practice** Offers presentations, acts as a resource and/or mentors teachers on using theories of learning in the classroom
Evidence of Impact Students receive instruction based on effective planning	**Evidence of Impact** Students individual learning needs are addressed	**Evidence of Impact** Student learning gains increase as a result of the teacher's effective instruction	**Evidence of Impact** Student learning gains increase as a result of theories of learning
1	2	3	4	5	6	7	8

Teacher Growth Guide 2.4

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Knowledge of Students as Individuals

Beginning	Developing	Proficient	Distinguished
The teacher…	The teacher also…	The teacher also…	The teacher also…
Designs and implements instruction that considers the needs of students.	Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.	Through design and instruction establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.	Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and initiate their learning.
Professional Frames			
Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
Designs lessons and activities based on the unique needs of students	Lesson design and plans for instruction demonstrate respect and value for each student	Plans for an inviting and nurturing educational environment that enhances learning	Learning objectives and activities highlight the skills and talents of all students
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Can articulate important characteristics and needs of students as they apply to learning	Uses knowledge of the unique attributes of individual students as a part of classroom instruction and learning design.	Engages in strategies that promote trust and positive rapport to enhance the learning of each student	Classroom strategies are designed to promote flexibility of learning and positive rapport that supports the unique skills and talents of every child
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Students appear to exhibit positive rapport with the teacher and are generally motivated to learn	Students perceive they are respected, valued and are encouraged to learn	Students learning increases and students demonstrate positive relationships with the teacher and peers	Students ask questions, take risks and initiate their own learning

1	2	3	4	5	6	7	8

Teacher Growth Guide 2.5

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Differentiated lesson design

Beginning	Developing	Proficient	Distinguished
The teacher… Designs lessons and implements instruction based on students' prior experiences, learning styles, multiple intelligences, strengths and needs.	The teacher also… Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, learning styles, multiple intelligences, strengths, and needs.	The teacher also… Instructional activities meet every child where they are- developmentally, cognitively, physically, and affectively to advance knowledge and skill development.	The teacher also… Employs authentic strategies to actively involve every student in the advancement of their own learning.
Professional Frames			
Evidence of Commitment Plans for various assessment strategies to determine individual experiences, styles, intelligences, strengths and needs	**Evidence of Commitment** Lessons indicate an understanding of individual student traits and prior experiences	**Evidence of Commitment** Plans instruction that will engage and advance each student in his/her learning and development	**Evidence of Commitment** Modifies lesson design and learning objectives as needed to help students become more successful learners
Evidence of Practice Uses various assessment strategies to determine individual experiences, styles, intelligences, strengths and needs	**Evidence of Practice** Learning activities emphasize and build off students' individual characteristics and prior experiences	**Evidence of Practice** Assessment data is maintained to confirm that students are moving forward	**Evidence of Practice** Learning activities involve every student in the advancement of his/her own learning
Evidence of Impact Students know the way they think and learn is considered and addressed	**Evidence of Impact** Students can explain connections between their prior knowledge and current instruction	**Evidence of Impact** Students use prior knowledge to predict information and increase their knowledge and skill	**Evidence of Impact** Students are excited about learning, use prior knowledge in connection with information to raise questions, make inferences, and draw conclusions
1	2	3	4	5	6	7	8

Teacher Growth Guide 2.6

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

Beginning	Developing	Proficient	Distinguished
The teacher…	The teacher also…	The teacher also…	The teacher also…
Reviews demographic and biographical data of students to determine the variety of learning needs.	Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.	Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.	Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.
Professional Frames			
Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N / A	N / A	N / A	N / A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Collects and reviews demographic and biographical data of students	Demonstrates modifications in instruction in response to students' individual experience, talents, prior learning, language, culture, family and community values	Models respect through action and words and establishes classroom routines and procedures which emphasize mutual respect for others	Maintains a trusting classroom environment and demonstrates strategies that teach mutual respect for differing experiences and cultures
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Students perceive that their particular differences and needs are recognized	Students' learning is positively affected	Students respect the differences of others as modeled	Students experience an environment of trust and mutual respect
1	2	3	4	5	6	7	8

Administrator Comments (required if ratings are below proficient):

Teacher Growth Guide 3.1

Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

Beginning	Developing	Proficient	Distinguished
The teacher… Makes informed decisions about instructional objects aligned to district mapping and pacing guides.	The teacher also… Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.	The teacher also… Uses state/district curriculum guides with enough understanding to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.	The teacher also… Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.
Professional Frames			
Evidence of Commitment Selects and creates learning experiences that are appropriate for district curriculum and assessments	**Evidence of Commitment** Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards	**Evidence of Commitment** Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction	**Evidence of Commitment** Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments
Evidence of Practice Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities	**Evidence of Practice** Delivers lesson activities that demonstrate a variety of appropriate learning opportunities aligned with state and district curriculum and assessments	**Evidence of Practice** Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction	**Evidence of Practice** Participates in formal and informal collegial support activities including curriculum and review committees
Evidence of Impact N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A

1	2	3	4	5	6	7	8

Teacher Growth Guide 3.2

Standard 3: Curriculum Implementation

Quality Indicator 2: Instructional goals and differentiated instructional strategies

Beginning	Developing	Proficient	Distinguished
The teacher… Implements lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance**.	The teacher also… Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.	The teacher also… Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.	The teacher also… Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.
Professional Frames			
Evidence of Commitment N / A **Evidence of Practice** Recognizes need to develop varied activities and strategies for diverse learners. **Evidence of Impact** Students perceive that their individual learning needs are recognized. Within lesson plan, evidence of individual student needs is evident.	**Evidence of Commitment** N / A **Evidence of Practice** Activities are present in lessons that recognize individual needs of diverse learners and variations in learning styles and performance **Evidence of Impact** Students perceive that their performance improved as a result of specific teacher's lessons and activities	**Evidence of Commitment** N / A **Evidence of Practice** Delivers lessons and activities that address the needs of diverse learners and respond to ongoing analysis of student performance through a variety of teaching techniques. **Evidence of Impact** Students identify the teacher's instructional strategies which helped them substantially improve their performance	**Evidence of Commitment** N / A **Evidence of Practice** Delivers lessons and activities that address the needs of diverse learners and respond to ongoing analysis of student performance through a variety of teaching techniques, and shares that knowledge with colleagues. **Evidence of Impact** Students identify instructional strategies of the teacher as being effective and credit the teacher with causing them to perform at a high level
1	2	3	4	5	6	7	8

Teacher Growth Guide - Standard 3: Curriculum Implementation

Administrator Comments (required if ratings are below proficient):

Teacher Growth Guide 4.1

Standard 4: Critical Thinking
The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills, including technological resources.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Beginning	Developing	Proficient	Distinguished
The teacher… Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.	The teacher also… Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.	The teacher also… Effectively applies a range of instructional techniques that require students to think critically and problem-solve.	The teacher also… Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.
Professional Frames			
Evidence of Commitment N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A
Evidence of Practice Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking	**Evidence of Practice** Assesses student growth to determine student use of critical thinking and problem solving skills	**Evidence of Practice** Effectively demonstrates a range of instructional techniques that require students to think critically and problem-solve	**Evidence of Practice** Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning
Evidence of Impact Students are engaged in active learning that promotes the development of critical thinking and problem solving skills	**Evidence of Impact** There is growth in student learning and use of critical thinking and problem-solving skills	**Evidence of Impact** Students ability to think critically and problem-solve is evident in students' communications and work	**Evidence of Impact** Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning
1	2	3	4	5	6	7	8

Teacher Growth Guide 4.2

Standard 4: Critical Thinking
Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Beginning	Developing	Proficient	Distinguished
The teacher… Uses a variety of instructional resources, including technology, to enhance the teaching and learning process.	The teacher also… Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.	The teacher also… Guides students through performance of developmentally appropriate instructional activities that promote complex thinking and technological skills.	The teacher also… Applies research-based instructional resources including technology to enhance their own teaching as well as the teaching of others.
Professional Frames			
Evidence of Commitment Lesson design includes the use of instructional resources, including technology	**Evidence of Commitment** Lesson design includes developmentally appropriate resources	**Evidence of Commitment** Lesson design includes resources that promote complex thinking skills and student use of technology	**Evidence of Commitment** Lesson design includes research-based resources and technology
Evidence of Practice Delivered instruction includes resources and technologies to enhance the teaching and learning process	**Evidence of Practice** Lesson activities demonstrate developmentally appropriate instructional resources and technologies that enhance academic performance	**Evidence of Practice** Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills	**Evidence of Practice** Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others
Evidence of Impact Students use information and technology skills to create accurate products	**Evidence of Impact** Students use knowledge and technological skills to predict, connect ideas, and raise/answer questions	**Evidence of Impact** Students apply knowledge and technological skills to make inferences, support arguments, and solve problems	**Evidence of Impact** Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products

1	2	3	4	5	6	7	8

Teacher Growth Guide 4.3

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

Beginning	Developing	Proficient	Distinguished
The teacher… Employs individual and cooperative learning activities.	The teacher also… Uses a variety of learning situations, such as independent, small group and whole class	The teacher also… Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.	The teacher also… Models and mentors others as requested on the use of flexible and varied independent, cooperative and whole-class learning situations.
Professional Frames			
Evidence of Commitment N / A **Evidence of Practice** Effectively manages students and learning activities in both individual and collaborative situations **Evidence of Impact** Students participate in individual and collaborative learning activities	**Evidence of Commitment** N / A **Evidence of Practice** Classroom structures include independent, cooperative and whole class as appropriate to content **Evidence of Impact** Students define roles and demonstrate improved collaborative skills in various learning structures	**Evidence of Commitment** N / A **Evidence of Practice** Demonstrates the combining of varied independent, collaborative and whole-class learning situations and grouping strategies **Evidence of Impact** Students automatically engage in peer and independent learning strategies that results in increased knowledge and skills	**Evidence of Commitment** N / A **Evidence of Practice** Presents on or acts as a resource on the use of independent, collaborative and whole class learning situations **Evidence of Impact** Students are self-directed learners who maximize understanding and learning by fluently using a variety of strategies to learn
1	2	3	4	5	6	7	8

Administrator Comments (required if ratings are below proficient):

Teacher Growth Guide 5.1

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

Quality Indicator 1: Classroom management, motivation, and engagement

Beginning	Developing	Proficient	Distinguished
The teacher… Occasionally or inconsistently uses motivation and engagement strategies and techniques to enhance student interest and promote learning.	The teacher also… Frequently or somewhat consistently uses effective motivation and engagement strategies to maintain student engagement in productive learning.	The teacher also… Consistently demonstrates a wide range of motivation and engagement strategies that promote continuous student learning.	The teacher also… Evaluates effectiveness of emerging research-based motivational and engagement theories and strategies and self-selects and implements these to promote self-directed learning by students.
Professional Frames			
Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N / A	N / A	N / A	N / A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Can articulate the relationship between motivation and engagement and uses strategies at a basic level to maintain student interest and promote learning	Demonstrates the effective and appropriate use of motivation and engagement strategies to keep students engaged in productive learning	Demonstrates understanding by appropriately using a range of motivation and engagement strategies consistent with the learning objective and results in continuous student learning	Self-reflects, evaluates and engages in learning on the effectiveness of motivation and engagement strategies and applies it to enhance instruction
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Students are interested in their learning	Students are generally engaged in productive learning	Students are continuously engaged in productive learning	Students engage in self-directed learning
1	2	3	4	5	6	7	8

Teacher Growth Guide 5.2

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions and activities

Beginning	Developing	Proficient	Distinguished
The teacher… Manages time, space, transitions, and activities to increase student engagement and self-direction.	The teacher also… Consistently engages students through the effective management of time, space, transitions, and activities.	The teacher also… Continuously and effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.	The teacher also… Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.
Professional Frames			
Evidence of Commitment Designs routines that support effective management of time, space, transitions and activities	**Evidence of Commitment** Routines and structures support effective management of time, space, transitions and activities	**Evidence of Commitment** Routines and structures are modified so that students are engaged and see the importance of self direction and control	**Evidence of Commitment** Routines and structures are modified based on student input
Evidence of Practice Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction	**Evidence of Practice** Maintains student engagement by effectively managing time, space, transitions and activities Directions and procedures are clear and concise	**Evidence of Practice** Time, space, transitions and activities are purposefully managed within the learning environment to enhance student learning Directions and procedures are clear, concise, and accommodate a variety of learning styles	**Evidence of Practice** Maintains continuous student engagement and high levels of student productivity through student input on time, space, transitions and activities Directions and procedures are clear, concise, and accommodate a variety of learning styles, while anticipating possible student misunderstanding
Evidence of Impact Students are generally engaged and somewhat responsive to the teacher's classroom management strategies	**Evidence of Impact** Students are engaged and respond to the teacher's effective management of time, space, transitions and activities	**Evidence of Impact** Pacing techniques are used to maintain student engagement and teacher /student monitor the extent to which these techniques keep students engaged	**Evidence of Impact** All students are self-directed, exhibit self-control and take ownership of learning
1	2	3	4	5	6	7	8

Teacher Growth Guide 5.3 Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school, and community culture

Beginning	Developing	Proficient	Distinguished
The teacher Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.	The teacher also… Develops a positive culture in the classroom and school to positively affect student relationships and learning.	The teacher also… Maintains a positive culture in the classroom and school to create a classroom environment which promotes positive student relationships and learning.	The teacher also… Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.
Professional Frames			
Evidence of Commitment N / A **Evidence of Practice** Engages in practices to learn the culture of the school and community	**Evidence of Commitment** N / A **Evidence of Practice** Positively affects student relationships and learning by using strategies that promote a positive classroom culture The teacher monitors and responds to student misbehavior	**Evidence of Commitment** N / A **Evidence of Practice** Demonstrates efforts to build a positive classroom and school culture that results in an environment conducive to learning for all students The teacher responds to misbehavior respectfully and effectively **Evidence of Impact** The culture of the classroom learning environment is characterized by positive student relationships and mutual respect that impacts student learning Behavior is generally appropriate	**Evidence of Commitment** N / A **Evidence of Practice** Engages students in participating in forming the classroom environment based on the culture of the school and community The teacher monitors student behavior in preventative ways and responds to misbehavior effectively with little or no disruption to the learning process **Evidence of Impact** Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning Behavior is almost entirely appropriate
Evidence of Impact The classroom learning environment is structured to build positive student relationships and culture	**Evidence of Impact** The classroom learning environment encourages positive student relationships and mutual respect to enhance learning		
1	2	3	4	5	6	7	8

Administrator Comments (required if ratings are below proficient):

Teacher Growth Guide 6.1

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Beginning	Developing	Proficient	Distinguished
The teacher… Uses correct, effective verbal and non-verbal communication skills.	The teacher also… Consistently uses correct, effective verbal and non-verbal communication skills.	The teacher also… Consistently fosters correct, effective verbal and nonverbal communication including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.	The teacher also… Teacher facilitates correct, effective verbal and nonverbal communication in their school and throughout the community.
Professional Frames			
Evidence of Commitment Verbal, written, and electronic, communication is basically effective and correct	**Evidence of Commitment** Verbal, written, and electronic communication is effective and correct	**Evidence of Commitment** Verbal, written, and electronic communication is effective and correct for all students	**Evidence of Commitment** Verbal, written, and electronic school and district-wide communication is effective
Evidence of Practice Demonstrates a basic level of effective verbal and non-verbal communication	**Evidence of Practice** Verbal and non-verbal communication is grammatically correct.	**Evidence of Practice** Facilitates and models the use of effective communication strategies both verbal and non-verbal with all students, colleagues, family, etc. Eye contact, voice inflection, body language, gestures, and written communication reflect warmth, caring, and respect. Students exhibit respect for the teacher.	**Evidence of Practice** Contributes to the overall effective and correct communication coming from the school to the larger community
Evidence of Impact N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A
1	2	3	4	5	6	7	8

Teacher Growth Guide 6.2

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Beginning	Developing	Proficient	Distinguished
The teacher… Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.	The teacher also… Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.	The teacher also… Helps students to develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond	The teacher also… Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.
Professional Frames			
Evidence of Commitment N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A
Evidence of Practice Exhibits understanding of and empathy toward student needs and differences and works to display sensitivity when responding to student needs	**Evidence of Practice** Demonstrates and promotes empathy and sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications	**Evidence of Practice** Engages students in activities that develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond	**Evidence of Practice** Acts as a model in promoting a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community
Evidence of Impact Student perceive that the teacher is sensitive to their needs	**Evidence of Impact** Student communication with their teacher is characterized by sensitivity	**Evidence of Impact** Students develop respect and sensitivity for all to cultural, gender, intellectual and physical ability differences	**Evidence of Impact** Students self-monitor their own and other's level of respect and sensitivity
1	2	3	4	5	6	7	8

Teacher Growth Guide 6.3

Standard 6: Effective Communication
Quality Indicator 3: Learner expression in speaking, writing and other media

Beginning	Developing	Proficient	Distinguished
The teacher… Supports and expands learner expression in speaking, writing, listening, and supports appreciation and respect for others	The teacher also… Provides opportunity for safe, free expression in speaking, writing, listening, and , and supports appreciation and respect for others	The teacher also… Develops students who direct their own safe, free and respectful expression in speaking, writing, listening, and supports appreciation and respect for others	The teacher also… Promotes respect, safe and free expression in the school and the larger school community, and supports appreciation and respect for others
Professional Frames			
Evidence of Commitment N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A
Evidence of Practice Classroom activities include learner expression in speaking, writing, listening and the use of other media	**Evidence of Practice** Classroom activities include multiple opportunities for learner expression in speaking, writing, listening and other media	**Evidence of Practice** Uses activities to engage students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media adhering to the zero tolerance model	**Evidence of Practice** Leads students in communication beyond their own particular classroom (other classrooms, school, larger community, other professionals, etc.)
Evidence of Impact Students expand their expression in speaking, writing, listening, and other media and generally show respect for others	**Evidence of Impact** Students take advantage of opportunities to direct their own safe, free and respectful expression in speaking, writing, listening, and generally show appreciation and respect for others	**Evidence of Impact** Students direct their own safe, free and respectful expression in speaking, writing, listening, and other media and show appreciation and respect for others	**Evidence of Impact** Students promote respect, safe and free expression in the school and the larger school community and model respect and appreciation for others
1	2	3	4	5	6	7	8

Teacher Growth Guide 6.4

Standard 6: Effective Communication

Quality Indicator 4: Technology and media communication tools

Beginning	Developing	Proficient	Distinguished
The teacher… Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.	The teacher also… Implements instruction that encourages technology and media communication tools use for learning and models those techniques.	The teacher also… Facilitates the students' effective use of technology and media communication tools.	The teacher also… Either mentors members of the school and community in the use of technology and media communication tools or assists students in doing so.
Professional Frames			
Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
N / A	N / A	N / A	N / A
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Regularly uses technology and media communication tools to enhance the learning process	Delivers instruction and models the use of technology and media communication tools to enhance learning	Uses strategies that engage students in effectively using technology and media communication tools	Is able to act as resource or assist colleagues and students in their use of technology and media communication tools
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
Students use technology effectively during some instructional activities	Students effectively use technology and media communication tools to learn, as directed by the teacher	Students demonstrate understanding of how technology and media communication tools can enhance their learning and use these tools to effectively complete learning activities	Students effectively assist each other in their use of technology and media communication tools
1	2	3	4	5	6	7	8

Administrator Comments (required if ratings are below proficient):

Teacher Growth Guide 7.1

Standard 7: Student Assessment and Data Analysis
The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

Quality Indicator 1: Effective use of assessments

Beginning	Developing	Proficient	Distinguished
The teacher… Demonstrates the ability to create a variety of formal and informal student assessments to address specific learning goals, including modifications for students with special needs.	The teacher also… Effectively uses multiple assessment tools and approaches to assess learning goals, including modifications for students with special needs.	The teacher also… Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.	The teacher also… Identifies every student's beginning knowledge/skill level and monitors each individual's development during and after each instructional unit.
Professional Frames			
Evidence of Commitment Lesson design includes formal and informal assessments **Evidence of Practice** Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications **Evidence of Impact** N / A	**Evidence of Commitment** Lesson design includes multiple assessment tools and approaches to assess learning goals **Evidence of Practice** Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction **Evidence of Impact** N / A	**Evidence of Commitment** The teacher provides a clearly stated learning goal accompanied by a scale or rubric that describes levels of performance and monitors students' understanding of the learning goal and levels of performance **Evidence of Practice** Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole **Evidence of Impact** The teacher facilitates monitoring of student progress using a formative approach to assessment and monitors the extent to which students understand their levels of performance	**Evidence of Commitment** Lesson design includes opportunities to monitor student growth and development of higher level thinking **Evidence of Practice** Engages in continuous monitoring of student growth and development that accurately identifies growth in student learning **Evidence of Impact** N / A
1	2	3	4	5	6	7	8

Teacher Growth Guide 7.2

Standard 7: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

Beginning	Developing	Proficient	Distinguished
The teacher… Has a basic knowledge of how data information and assessment results are necessary to improve learning activities.	The teacher also… Reviews trend data and growth in learning through comparison student work, of pre and post test results or similar mechanisms.	The teacher also… Uses a variety of instructional processes that help students understand objectives and their progress towards mastery.	The teacher also… Has clearly defined learning goals using tools such as rubrics, scoring guides, performance analyses, etc., that identify the knowledge and skills they intend for their students to acquire.
Professional Frames			
Evidence of Commitment N / A **Evidence of Practice** Collects data information and assessment results for instructional planning and decision-making **Evidence of Impact** Students engage in learning goals that advance mastery of content	**Evidence of Commitment** N / A **Evidence of Practice** Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions **Evidence of Impact** Students understand the learning objectives and set personal goals for learning	**Evidence of Commitment** N / A **Evidence of Practice** Regularly uses rubrics, scoring guides and other forms of performance analysis to clearly articulate expectations to students **Evidence of Impact** Individual students and the whole class advance in their learning based upon collective and individual learning goals	**Evidence of Commitment** N / A **Evidence of Practice** Engages students in assisting with establishing rubrics, scoring guides and other forms of performance analysis as a way of setting personal learning goals **Evidence of Impact** Students acquire knowledge and skills based on their personal learning goals
1 2	3 4	5 6	7 8

Teacher Growth Guide 7.3

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

Beginning	Developing	Proficient	Distinguished
The teacher… Demonstrates an understanding of how students can be taught and value assessing their own and other's learning and performance.	The teacher also… Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities.	The teacher also… Purposefully teaches his/her students how to think about their own learning, including setting personal goals by providing timely descriptive feedback.	The teacher also… Models for others how to provide timely descriptive feedback and engages students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.
Professional Frames			
Evidence of Commitment N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A
Evidence of Practice Orientates students on the various formats of assessments and creates connections on how each assessment format demands particular types of knowledge/skills	**Evidence of Practice** Demonstrates use of a variety of assessment strategies and providing timely, descriptive feedback	**Evidence of Practice** Instructs students as to how to reflect on their own learning as a result of data from various assessment strategies and set personal learning goals	**Evidence of Practice** Presents, or acts as a resource, on how students can engage in self-assessment strategies including the use of evidence to report on their own progress to the teacher, parents, and others
Evidence of Impact Students are prepared for the demands of particular assessment formats	**Evidence of Impact** Students become aware of their learning behaviors, strengths, needs and progress and are involved in personal-goal setting and self-assessment activities	**Evidence of Impact** Students think about their own learning, including setting personal goals	**Evidence of Impact** Students report on their own progress to the teacher, parents, and others
1	2	3	4	5	6	7	8

Teacher Growth Guide 7.4

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

Beginning	Developing	Proficient	Distinguished
The teacher… Observes the effect of class instruction on individual and whole class learning.	The teacher also… Collects relevant information to plan future instruction.	The teacher also… Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives.	The teacher also… Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about individual and class achievement.

Professional Frames

Evidence of Commitment	**Evidence of Commitment**	**Evidence of Commitment**	**Evidence of Commitment**
Class instruction is designed to impact learning	Planning for class instruction is based on data from previous learning	Instruction design is modified based on data from previous learning	Lesson design includes ongoing, consistent assessments
Evidence of Practice	**Evidence of Practice**	**Evidence of Practice**	**Evidence of Practice**
Collects information through observation of classroom interactions, higher order questioning, and analysis of student work	Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary	Modifies instruction based on observation data and monitors to confirm impact	Acts, or presents, as a resource and/or models for others the use of seamless assessment to improve the overall learning process
Evidence of Impact	**Evidence of Impact**	**Evidence of Impact**	**Evidence of Impact**
N / A	N / A	N / A	N / A

1	2	3	4	5	6	7	8

Teacher Growth Guide 7.5

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

Beginning	Developing	Proficient	Distinguished
The teacher… Communicates student progress knowledgeably and responsibly, based on appropriate indicators, to students, families or colleagues.	The teacher also… Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.	The teacher also… Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction and helps students self-assess and direct their own learning.	The teacher also… Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress promoting continuous growth.
Professional Frames			
Evidence of Commitment Records are in order and up-to-date	**Evidence of Commitment** Current, accurate information is maintained on each student's status and progress	**Evidence of Commitment** Plans for accurate and timely feedback based on multiple data points	**Evidence of Commitment** Models strategies to keep accurate records and information
Evidence of Practice Maintains confidential records of student work and performance to use when communicating student status and progress	**Evidence of Practice** Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills	**Evidence of Practice** Collects and uses feedback from multiple sources to determine a student's status and progress and uses this to assist students in monitoring their own growth	**Evidence of Practice** Presents, or acts, as a resource on maintaining records and the accurate use of data when communicating student progress
Evidence of Impact N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A

1	2	3	4	5	6	7	8

Teacher Growth Guide 7.6

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

Beginning	Developing	Proficient	Distinguished
The teacher… Participates in the department, grade level and school data analysis process.	The teacher also… Works in teams to share and analyze data to measure accomplishment of curricular goals and uses this information to inform grade-department level and/or school-wide decisions.	The teacher also… Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.	The teacher also… Is capable of acting in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.
Professional Frames			
Evidence of Commitment Maintains data analysis information	**Evidence of Commitment** Bases lesson design on data analysis	**Evidence of Commitment** Can model how lesson design is positively impacted by data analysis	**Evidence of Commitment** Leads professional learning community activities and data team processes
Evidence of Practice Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis	**Evidence of Practice** Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice	**Evidence of Practice** Participates and helps lead meetings with other colleagues regarding data analysis and assists with follow-up with colleagues on impact of using data on practice	**Evidence of Practice** Acts as a leader in the development and operation of a professional learning community in the school and in assisting others in their understanding of data analysis
Evidence of Impact N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A
1	2	3	4	5	6	7	8

Administrator Comments (required if ratings are below proficient):

Teacher Growth Guide 8.1

Standard 8: Professionalism
The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Beginning	Developing	Proficient	Distinguished
The teacher… Documents a variety of self-assessment and problem-solving strategies for reflecting on practice, influencing students' growth and learning, and the complex interactions between them.	The teacher also… Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.	The teacher also… Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.	The teacher also… Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.
Professional Frames			
Evidence of Commitment Professional development plan documents self-assessment and reflection strategies	**Evidence of Commitment** Professional development plan documents ongoing self-assessment and reflection strategies	**Evidence of Commitment** Documents reflections on his/her instructional process and results that impact future planning	**Evidence of Commitment** Can provide direction and mentoring on maintaining effective professional development plans
Evidence of Practice Engages in self-assessment and problem solving on improving their overall impact on student learning	**Evidence of Practice** Observations and conferences indicate attention to reflective practice and professional improvement	**Evidence of Practice** Uses reflections to direct future instruction and monitors the progress and evaluates results	**Evidence of Practice** Evidence of leadership in data teams, grade-level or vertical teaming and in working with colleagues to become a reflective practitioner
Evidence of Impact N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A
1	2	3	4	5	6	7	8

Teacher Growth Guide 8.2

Standard 8: Professionalism

Quality Indicator 2: Professional learning

Beginning	Developing	Proficient	Distinguished
The teacher… Utilizes resources available for professional learning.	The teacher also… Applies knowledge gained from a variety of sources to the benefit of students in the classroom.	The teacher also… Shares expertise with colleagues to the benefit of students in multiple classrooms.	The teacher also… Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.
Professional Frames			
Evidence of Commitment A Professional Growth Plan has been developed that documents focus and priority areas **Evidence of Practice** Uses colleagues as a source of information and becomes aware of available professional learning resources **Evidence of Impact** N / A	**Evidence of Commitment** Professional Growth Plan documents applied knowledge and strategies for the classroom **Evidence of Practice** Practices in the classroom are impacted by learning outside the classroom **Evidence of Impact** N / A	**Evidence of Commitment** Professional Growth Plan documents strategies to share expertise and strategies for the classroom **Evidence of Practice** Uses learning to impact instruction and assessment with students and shares outcome with colleagues **Evidence of Impact** N / A	**Evidence of Commitment** Can demonstrate how Professional Growth Plans are documentation of improvement, growth and applied learning **Evidence of Practice** Works on a review team or participates in the professional development committee to impact overall learning in the building **Evidence of Impact** N / A

1	2	3	4	5	6	7	8

Teacher Growth Guide - Standard 8: Professionalism

Administrator Comments (required if ratings are below proficient):

Teacher Growth Guide 9.1

Standard 9: Professional Collaboration
The teacher has effective working relationships with students, parents, school colleagues and community members.

Quality Indicator 1: Collegial activities

Beginning	Developing	Proficient	Distinguished
The teacher… Works regularly with other colleagues on all standards to build an understanding of their position, roles and responsibilities.	The teacher also… Participates in building a school-wide shared mission, vision, values and goals, and monitors and evaluates progress toward these goals, participates in curriculum and staff development, and works with colleagues to strengthen relationships in the school and community.	The teacher also… Participates in training and relationship building efforts in the school, district and community, and informally mentors others.	The teacher also… Is capable of providing leadership in building a school-wide shared mission, vision, values and goals and is able to act as a trainer/mentor to assist with relationship building efforts in the school and community for the benefit of students.
Professional Frames			
Evidence of Commitment N/A	**Evidence of Commitment** N/A	**Evidence of Commitment** N/A	**Evidence of Commitment** N/A
Evidence of Practice Meets regularly with colleagues to support school and district goals	**Evidence of Practice** Contributes to support of progress on the mission, vision, and goals, and works with colleagues to strengthen relationships with students, families and other staff Participates in required professional development	**Evidence of Practice** Serves as a school and/or district leader to support school and district initiatives Documents impact of new practices on student learning	**Evidence of Practice** Mentors staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals Systematically applies knowledge and documents impact of new practices on student learning; actively shares knowledge with others
Evidence of Impact N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A
1	2	3	4	5	6	7	8

Teacher Growth Guide 9.2

Standard 9: Professional Collaboration

Quality Indicator 2: Cooperative partnerships in support of student learning

Beginning	Developing	Proficient	Distinguished
The teacher… Seeks opportunities to develop relationships and cooperative partnerships with students, families and communities in support of student learning and well-being.	The teacher also… Works with colleagues and administrators at the school and district level to cultivate partnerships with students, families and communities in support of student learning and well-being.	The teacher also… Consistently engages with colleagues and administrators at the school and district level to develop partnerships with students, families and communities in support of student learning and well-being.	The teacher also… Is capable of taking an active leadership role with colleagues and administrators at the school and district level to develop partnerships with students, families and communities in support of student learning and well-being.
Professional Frames			
Evidence of Commitment N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A	**Evidence of Commitment** N / A
Evidence of Practice Sporadically or occasionally communicates with students and families about student needs Seeks to understand concerns and needs regarding student learning	**Evidence of Practice** Communicates with students and families about student learning and/or well being Cultivates family and community partnerships	**Evidence of Practice** Has ongoing communication with students and families about student learning and well being Regularly cultivates and evaluates the effectiveness of family and community partnerships and modifies as needed	**Evidence of Practice** Serves in a leadership role in communicating with students and families regarding student learning. Serves as an advocate between school, community, and families to advance changes that support student learning and well-being
Evidence of Impact N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A	**Evidence of Impact** N / A
1 2	3 4	5 6	7 8

Administrator Comments (required if ratings are below proficient):

Teacher Growth Guide 10
Standard 10: Professional Responsibilities

The teacher complies with building and district policies and procedures.

Quality Indicator 1: Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures.

Beginning	Developing	Proficient	Distinguished
10N1) See evidence of practice		10P1) The teacher … Maintains accurate records in a timely manner, exemplifies good attendance, adheres to policy, and maintains confidentiality/privacy.	10S1) The teacher also… Assists/mentors other staff members in maintaining records and adherence to policies and procures.
Professional Frames			
Evidence of Commitment N/A **Evidence of Practice** The teacher's records are kept in a manner that may not maximize feedback, communication, and/or compliance. The teacher is rarely absent, arrives on time ready to begin work, and does not leave before the designated time. The teacher schedules time off in accordance with Board policy. The teacher's practice requires support in understanding school/district policies and procedures. The teacher honors the confidential nature of student information.		**Evidence of Commitment** N/A **Evidence of Practice** Records such as grade book, attendance, IEPs, 504s, etc. are maintained and updated in a timely manner. The teacher is rarely absent, arrives on time ready to begin work, and does not leave before the designated time. The teacher schedules time off in accordance with Board policy. The teacher consistently adheres to building/district policies and procedures and consistently supports and enforces program regulations. The teacher honors the confidential nature of student information.	**Evidence of Commitment** N/A **Evidence of Practice** The teacher serves as a mentor to others regarding record keeping, and adherence to policies and procedures.
1	2	3	4	5	6	7	8

Administrator Comments (required if ratings are below proficient):

Standards and Indicators in Professional Frames

Content knowledge, including varied perspectives, aligned with appropriate instruction	
1.1	Content knowledge and academic language
1.2	Student engagement in subject matter
1.3	Disciplinary research and inquiry methodologies
1.4	Interdisciplinary instruction
1.5	Diverse social and cultural perspectives
Student learning, growth and development	
2.1	Cognitive, social, emotional and physical development
2.2	Student goals
2.3	Theory of learning
2.4	Knowledge of Students as Individuals
2.5	Prior experiences, learning styles, multiple intelligences, strengths and needs
2.6	Language, culture, family & knowledge of community
Curriculum implementation	
3.1	Implementation of curriculum standards
3.2	Instructional goals and differentiated instructional strategies
Critical thinking	
4.1	Instructional strategies leading to student engagement in problem-solving & critical thinking
4.2	Appropriate use of instructional resources to enhance student learning
4.3	Cooperative, small group, and independent learning
Positive classroom environment	
5.1	Classroom management, motivation, and engagement
5.2	Managing time, space, transitions, and activities
5.3	Classroom, school and community culture
Effective Communication	
6.1	Verbal and nonverbal communication
6.2	Sensitivity to culture, gender, intellectual and physical differences
6.3	Learner expression in speaking, writing and other media
6.4	Technology and media communication tools
Student assessment and data analysis	
7.1	Effective use of assessments

7.2	Assessment data to improve learning
7.3	Student-led assessment strategies
7.4	Effect of instruction on individual/class learning
7.5	Communication of student progress and maintaining records
7.6	Collaborative data analysis
Professionalism	
8.1	Self-assessment and improvement
8.2	Professional learning
Professional Collaboration	
9.1	Induction and collegial activities
9.2	Cooperative partnerships in support of student learning
Professional Responsibilities	
10	Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures

Possible Sources of Evidence

Standards	Beginning	Developing	Proficient	Distinguished
1.1 *Content knowledge and academic language*	• Uses a variety of supplemental materials • The teacher can relate the GLE's and/or CLE's to content objectives in lesson plans	• Instruction indicates an appreciation of the complexity and ever evolving nature of the content • Assessment practices provide data on student's use of academic language • Student assessment data	• Students use critical vocabulary in context correctly in an instructional product • Assessment practices confirm student status and progress	• Professional organization presentations and/or publications • Provides professional development for other teachers • Assessments are used to determine if students can communicate academic language effectively • Intervention or enrichment strategies are used based on student data
1.2 *Student engagement in subject matter*	• Classroom observation data • Engagement strategies • Observation forms focused on student engagement • Evidence of Differentiated Instruction		• Documentation of alignment of engagement to achievement	• Observation of student led engagement strategies • Students use real world application of inquiry and research
1.3 *Disciplinary research and inquiry methodologies*	• Instruction indicates a basic level of understanding about research and inquiry methodologies • Can articulate the importance of students using research and inquiry methodologies • Lesson plans indicate inquiry and research	• Accepted methods of research in the content area are identifiable in lesson plans and observations of instructional practice • Students are engaged in inquiry and research	• Primary source documents are supplemented with relevant academic material • Students question and challenge conventional assumptions and standard approaches • Conduct reviews and research to build background knowledge	• Assessment data indicates that student capacity at research and inquiry has increased • Outside research/collaboration
1.4 *Interdisciplinary instruction*	• Lesson plans interdisciplinary content connections	• Student product or work samples demonstrate interdisciplinary themes	• Students demonstrate the ability to analyze using perspectives from a variety of disciplines	• Incorporates current interdisciplinary themes into classroom learning experiences
1.5 *Diverse social and cultural perspectives*	• Learning activities make interdisciplinary content connections	• Instructional activities include global perspectives and/or critical examination of bias • Student understanding increases regarding national, regional and ethnic contributions	• Students can innovate and propose possible solutions to global challenges • Student projects require analysis of complex issues	• Real world partners interact with students • Students offer ideas to improve their community and world

Standards	Beginning	Developing	Proficient	Distinguished
2.1 *Cognitive, social, emotional and physical development*	• Maintains assessment data and records to determine individual student development • Instructional decisions are based on an understanding of how students develop • Assessment data • Formal/informal assessments • Professional growth plan • Personnel file • Teacher interview • Student and parent surveys • Classroom observation data • Communication with families is regular and respectful	• Examples or research on models of growth and development are used as a resource • Current information on models of growth and development are reviewed regularly and applied • Articles and research on growth and development	• Assessment data informs decisions on instruction and learning activities • Reads appropriate articles, publications, etc. and documents in their professional growth plan	• Shares assessment data and practices with colleagues • Meeting agenda's showing collaboration • Mentors teachers and provides assistance on using theories of learning in the classroom
2.2 *Student goals*	• Students exhibit responsible behavior in the classroom/school • Posted rules, procedures, etc. • Student planners	• Classroom practices, routines and instruction emphasizes students setting goals • Assessment data verifies that student goals have been met • Alignment of class work with planner	• Students engage in self-reflection practices in regards to setting goals and organization • Rubrics and scoring guides • Self reflection document	• Assist colleagues on setting appropriate classroom routines and procedures • Students work productively to achieve learning goals • Student portfolios; observations
2.3 *Theory of learning*	Lesson plans			
2.4 Knowledge of Students as Individuals	• Student inventories in preparation of differentiated instruction	• Learning activities highlight and build off students individual characteristics • Student inventories in preparation of differentiated instruction	• Educational environment appears welcoming, stimulating and inviting • Students are engaged in meaningful work and interactive positively with teacher and peers	Assists colleagues by sharing evidence of effective strategies to know students as individuals and to use that knowledge to design engaging learning opportunities
2.5 *Prior experiences, learning styles, multiple intelligences, strengths and needs*	• Demonstrates a respectful regard for each student • Accurately maintains records on student's experiences, styles, intelligences, strengths and needs	• Seeks feedback from parents and students regarding teacher respect		
2.6 *Language, culture, family and knowledge of community values*	• Demonstrates knowledge of community culture and values • Communication with families is regular and respectful	• Demonstrates understanding of student's demographic and biographical data	• Classroom routines and procedures highlight student respect for others	• Engages in community activities • Feedback from students and parents (e.g. surveys that indicate trust and positive relationships exist in the classroom • Reports from parents/counselors

Standards	Beginning	Developing	Proficient	Distinguished
3.1 Implementation of curriculum standards	• Aligns classroom activities to state and district standards • Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities	• Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards	• Essential learning outcomes of a unit are identified • Use of specific learning activities to address curriculum objectives	• Serves on curriculum review committees • Participates in formal and informal collegial support activities including curriculum review committees • Administrative observation indicates both formal and informal collegial interaction and support
3.2 Instructional goals and differentiated instructional strategies	• A connection is present between learning activities and needs of diverse learners • Engages in evaluation practices relative to long and short-term goals	• Classroom observations verify a variety of learning experiences occur • Use of a variety of activities (i.e. instructional approaches, learning modalities, etc.) • Ongoing assessment of diverse learning needs provides direction for future lessons • Resources used support the needs of diverse learners and enhance instruction	• Student data indicates objectives are mastered • Teacher reflection indicates the utilization the collection of data to influence instructional planning, pacing and delivery • Teacher reflection indicates analysis, adjustments and modification of instructional planning implementation to achieve increased student success	• Is able to assist colleagues in evaluating lessons relative to long and short-term goals • Can offer presentations or act as an ongoing resource in curricula areas • Participation on District/Building committees

Standards	Beginning	Developing	Proficient	Distinguished
4.1 *Instructional strategies leading to student engagement in problem-solving and critical thinking*	• Lesson plans indicate intentional instructional strategies to activate student engagement • Student work and feedback demonstrate basic understanding of the concept of critical thinking and steps necessary to problem-solve • Essential questions to expand critical thinking skills • Open-ended projects including multiple solutions • Class debates to defend solutions	• Learning activities require students to use higher order thinking and problem-solving skills • Observations (e.g. classroom walk-through) includes an instructional strategies checklist and provides data on percentage of students engaged • Alignment between resources and strategies to promote critical thinking and problem-solving • Essential questions to expand critical thinking skills	• Lesson plans indicate the use of a range of instructional techniques and resources • Anecdotal data and formative evaluations consistently reveal the use of effective instructional techniques	• The use of advanced instructional techniques are confirmed through a high level of student achievement • Feedback from peers and mentees indicate effective instructional leadership • Students are engaged in the skills of analysis, synthesis and interpretation
4.2 *Appropriate use of instructional resources to enhance student learning*	• Understands how to use instructional resources including technology to enhance the teaching and learning process	• Student understanding and use of technological literacy as it applies to modern industry and communication • List of instructional resources	• Student assessment data indicates a positive impact of instructional resources on student learning	• Students are able to create original products using aspects of technology literacy
4.3 *Cooperative, small group and independent learning*	• Can transition into, facilitate and manage individual and cooperative learning activities	• Demonstrates the ability to determine which learning situation is most appropriate for which lesson		

Standards	Beginning	Developing	Proficient	Distinguished
5.1 **Classroom management, motivation, and engagement**	• Uses motivation and engagement strategies in the classroom	• Self-reflects on the effectiveness of motivation and engagement strategies	• Self-reflects and evaluation on the effectiveness of motivation and engagement strategies guides future use	• Continually refines the use of motivation and engagement strategies based on evaluation data • Observation focused on self-directed student engagement
5.2 **Management of time, space, transitions and activities**	• Organizes classroom and routines with regard to management of time, space, transitions and activities	• Student engagement levels are impacted by time, space, transitions and activities	• Engagement data indicates a strong impact from the management of time, space, transitions and activities	• Students are self-directed as a result of the management of time, space, transitions and activities
5.3 **Classroom, school, and community culture**	• Engages in practices to learn the culture of the school and community • Lesson plans indicate influence of culture on learning • Teacher interviews • Attendance at community and school events	• Classroom environment is impacted by the culture of the school and community • Self-reflection notes in regards to positive classroom environment	• Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community	• Students participate in forming the classroom environment based on the culture of the school and community • Students participate in evaluating the environment of the classroom and school and its impact on learning

Standards	Beginning	Developing	Proficient	Distinguished
6.1 **Verbal and nonverbal communication**	• Uses correct grammar in classroom communication and materials	• Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.	• Uses strategies to assess the impact of their communication • Rubrics	•Assists other colleagues with creative effective, correct communication • Contributes to the overall effective and correct communication coming from the school to the larger community
6.2 **Sensitivity to culture, gender, intellectual and physical differences**	• Exhibits understanding of and empathy toward student needs	• Students demonstrate understanding of and empathy toward others	• Students understand differences in culture, gender and intellectual and physical differences • Lesson plans indicating activities on respect	• Students exhibit behaviors that demonstrate respect for others • Students encourage and model respect for one another
6.3 **Learner expression in speaking, writing and other media**	• Plans for expanding students ability to speak, write, listen and use other media	• Lesson plans indicate an effort to expand students ability to speak, write, listen and use other media		
6.4 **Technology and media communication tools**	• Connects use of technology and media communication tools to enhance learning activities • Newsletters, memos, letters, etc	• Demonstrates how technology and media communication tools can enhance student learning • Student work samples; portfolios	• Guides students to use effective communication • Students evaluate the effectiveness of their own speaking, writing, listening and use of other media • Students are able to select appropriate technology and media communication tools to support their learning • Student data indicating effective and correct communication	• Expands their understanding of how technology and media communication tools can enhance learning activities • Evidence of assistance in helping colleagues with communication • Presentation materials, newsletters, letter to editor, etc.

Standards	Beginning	Developing	Proficient	Distinguished
7.1 ***Effective use of assessments***	• Assessment data guides decisions about specific learning goals • Teacher created assessments • Formal assessments • Participates in data team training or works with mentor on data analysis • Running Records or Running Charts	• Has assessment data on student status and progress prior, during and after instruction • A plan of assessments that addresses learning goals • Running Records or Running Charts	• Assessment data accurately describes the status and progress • Student work samples, projects • Examples of modifications • Running Records or Running Charts	• Assists students and colleagues in the accurate use of assessment data • Running Records or Running Charts
7.2 ***Assessment data to improve learning***	• Data information and assessment results • Lesson plans using data	• Using pre and post results or other comparison data to confirm growth in learning • Trend data	• Use of rubrics • Unit instructional and assessment plan • Students clearly understand expectations and work to achieve them • Student learning goals	• Students assist with establishing rubrics, scoring guides and other forms of performance analysis as a way of setting personal learning goals • Samples of student goals statements
7.3 ***Student-led assessment strategies***	• Creates connections on how each assessment format demands particular types of knowledge/skills • Various assessments • Scoring guides	• Student learning goals	• Student data folder or portfolio • Conducts further observations and collection of data to confirm impact	
7.4 ***Effect of instruction on individual/class learning***	• Reflective dialogue on the lesson plan of how the teacher uses group instructional data to impact learning	• Information to plan mature lesson plans • Adjustments or modifications to lessons	• Mature lesson plans that address both whole class and individual needs • Adjusts instruction to maximize student learning of instructional objectives and examples of modifications	
7.5 ***Communication of student progress and maintaining records***	• Is responsible and knowledgeable when communicating student status and progress • Communication logs • Samples of student progress reports	• Samples of written feedback to students that were done in a reasonable timeframe • Can provide evidence that confirms students status and progress • Samples of progress reports using concrete student data	• Samples of progress reports using multiple forms of concrete student data • Samples of opportunities for feedback from parents or others	
7.6 ***Collaborative data analysis***	• Attendance record/sign-in sheet • Meeting notes • Mentor log	• Participates in meetings with other colleagues regarding data analysis • Uses information or collective decisions to inform practice • Study Group log/minutes		• Assists with helping others understand data analysis and how it can impact practice

Standards	Beginning	Developing	Proficient	Distinguished
8.1 *Self-assessment and improvement*	• Lesson planning shows the use of self-assessment to allow for instructional change	• Lesson planning shows continuing growth in the use of self assessment to improve instruction • Documented changes to practice	• Evidence of data team, grade-level or vertical teaming participation • Agenda or minutes from meetings • Committee Participation • Can act as a peer observer to ensure alignment and compliance of colleagues practice to policies and procedures	• Works with colleagues to become a reflective practitioner • Meeting notes indicate leadership role
8.2 *Professional learning*	• Professional growth plans • Meetings with mentor • Mentor log • List of resources examines classroom structure to ensure compliance • Answers to policy and procedure questions	• Professional growth is aligned to learning at conferences, in articles, etc. • Practices in the classroom are impacted by learning outside the classroom • Evidence of change in instruction based on professional learning (lesson plans, behavior logs, professional growth plans) • Behavior management plans and lesson plans • Attendance data, classroom rules, etc.	• Demonstrates learning for colleagues or is available to provide support • Presentation artifacts: agenda, hand outs, video • Student growth data demonstrating impact	• Engages in a strategy to evaluate the effectiveness of overall learning in the building • Meeting minutes from review team or professional development committee • Professional membership and /or committee leadership • Regional or state committees

Standards	Beginning	Developing	Proficient	Distinguished
9.1 *Collegial activities*	• Mentor log • Vision, mission and goals posted or accessible • Works to meet colleagues and begin to build relationships • Knowledgeable of staff and positions	• Contributes to supporting progress on the mission, vision and goals • Documentation of participation hours on PDC and in professional development; reflection on progress	• Is willing to be trained and serve as a mentor to assist other staff • Documentation of mentor training • Reflection on goal progress	• Assists with assessing the progress or revising the mission, vision and goals • Attendance on review committee
9.2 *Cooperative partnerships in support of student learning*	• Works to understand concerns and needs regarding student learning and well-being • Participation in school-wide activities and events like parent conferences, parent teacher org, etc. • Knowledge of students and families and community issues • Meeting attendance	• Participates in professional community structure and meetings • Documented discussions and recommendations • Assessment data on participation impact	• Is an active and engaged member of the professional learning community within the school • Evaluation data on the impact of partnerships on student learning and well-being	• Documentation of leadership roles • Implements and evaluates strategies that address needs and services in the school • Advocates for changes that support student learning and well-being • Documented leadership role • Documented recommendations or changes

Standards	Beginning	Developing	Proficient	Distinguished
10.1 Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures.				

Teacher/Employee_____ Tenured_____ Probationary_____ Administrator_____

School/Department _____ Grade/Subject/Position _____

Performance Improvement Plan

The Performance Improvement Plan is used to assist teachers not meeting district expectations in one or more criteria. The administrator/supervisor can initiate a Performance Improvement Plan at any time a deficiency is noted.

Performance Concern #1	**Performance Concern #2**	**Performance Concern #3**
Standard:	**Standard:**	**Standard:**
Quality Indicator:	**Quality Indicator:**	**Quality Indicator:**
Performance Concern Descriptor	**Performance Concern Descriptor**	**Performance Concern Descriptor**
Data Gathered – Note Date Gathered & Sign off on Date of Review (Employee & Administrator)	**Data Gathered – Note Date Gathered & Sign off on Date of Review (Employee & Administrator)**	**Data Gathered – Note Date Gathered & Sign off on Date of Review (Employee & Administrator)**

Date:	**Date:**	**Date:**

Improvement Steps to be Taken by Employee:

Resources/Support Needed from Administrator:

Plan will be reviewed (weekly, monthly, etc.) – Note dates if predictable:

Duration of Plan:

Date plan will be reviewed: _____

Teacher's/Employee's Signature: _____ Date: _____

Administrator's/Evaluator's Signature: _____ Date: _____

<u>To be completed after Plan Review Date</u>

The Teacher/Employee has satisfactorily addressed all criteria identified as needing improvement: ☐

The Teacher/Employee has not satisfactorily addressed all criteria identified as needing improvement: ☐

Teacher's/Employee's Signature: _____ Date: _____

Administrator's/Evaluator's Signature: _____ Date: _____

Signatures indicate that the above has been reviewed and discussed. Copies to teacher/employee and administrator/evaluator.

Standards and Indicators in
Professional Frames

1) Content knowledge, including varied perspectives, aligned with appropriate instruction		
1.1	Content knowledge and academic language	Displays little awareness of curriculum, content or sequence. Lessons are generally unsuitable to students or do not appear connected to curriculum or instructional goals. Content errors are not corrected.
		Alignment of lessons to district curriculum and GLEs is not evident or goals and objectives are not clear.
1.2	Student engagement in subject matter	Daily lessons do not follow an organized progression. Activities are not related to instructional goals. Lesson plans are limited in instructional strategies.
		Activities and assignments are inappropriate for students in terms of their age and/or background knowledge.
		Discussion is dominated by the teacher.
		The teacher does not consistently make modifications according to the IEP or 504 accommodations.
1.3	Disciplinary research and inquiry methodologies	The teacher's questions are virtually all of poor quality and focus on knowledge level responses. Students are frequently not given time to respond.

1.4	Interdisciplinary instruction	Displays little awareness of curriculum, content or sequence. Lessons are generally unsuitable to students or do not appear connected to curriculum or instructional goals. Content errors are not corrected.
1.5	Diverse social and cultural perspectives	Shows little recognitions of students' abilities, needs, interests and backgrounds. Lessons are generally not suitable for the learning needs of the students and lack a variety of instructional strategies. Appears to be unaware of resources available through district, building and community. Exhibits limited knowledge and utilization of technology resources. Activities and assignments are inappropriate for students in terms of their age and/or background knowledge.
2) Student learning, growth and development		
2.1	Cognitive, social, emotional and physical development	The teacher does not consistently make modifications according to the IEP or 504 accommodations. Makes no or few adjustments or accommodations to instructional planning or lessons based on student performance on formative and summative assessments. Assessment criteria/descriptors are not communicated to the students.
2.2	Student goals	The teacher conveys minimal expectations for student achievement through instructional goals, activities, and interactions. There is a negative learning environment not addressed by the teacher and students frequently undermine the efforts of the teacher.

		Constructive feedback is not provided in a timely manner.
		The teacher does not consistently make modifications according to the IEP or 504 accommodations.
		Assessment criteria/descriptors are not communicated to the students.
2.3	Theory of learning	Daily lessons do not follow an organized progression. Activities are not related to instructional goals. Lesson plans are limited in instructional strategies.
		The teacher uses little variation in the use of effective teaching techniques.
		The lesson has no clearly defined structure, or the pacing of the lesson is to slow or rushed.
		The teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.
		The teacher does not consistently make modifications according to the IEP or 504 accommodations.
2.4	Differentiated lesson design	Teacher interaction with some students is negative, demeaning, sarcastic, inappropriate or indifferent. The student's exhibit limited respect for the teacher.
		There is a negative learning environment not addressed by the teacher and students frequently undermine the efforts of the teacher.
		Activities and assignments are inappropriate for students in terms of their age and/or background knowledge.
		The lesson has no clearly defined structure, or the pacing of the lesson is to slow or rushed.

			Discussion is dominated by the teacher.
2.5	Prior experiences, learning styles, multiple intelligences, strengths and needs		Shows little recognitions of students' abilities, needs, interests and backgrounds. Lessons are generally not suitable for the learning needs of the students and lack a variety of instructional strategies.
			Activities and assignments are inappropriate for students in terms of their age and/or background knowledge.
			The lesson has no clearly defined structure, or the pacing of the lesson is to slow or rushed.
			The teacher ignores or brushes aside students' questions or interests.
			The teacher does not consistently make modifications according to the IEP or 504 accommodations.
2.6	Language, culture, family & knowledge of community		Teacher interaction with some students is negative, demeaning, sarcastic, inappropriate or indifferent. The student's exhibit limited respect for the teacher.
			There is a negative learning environment not addressed by the teacher and students frequently undermine the efforts of the teacher.
			Shows little recognitions of students' abilities, needs, interests and backgrounds. Lessons are generally not suitable for the learning needs of the students and lack a variety of instructional strategies.
			The teacher ignores or brushes aside students' questions or interests.

3) Curriculum implementation		
3.1	Implementation of curriculum standards	Displays little awareness of curriculum, content or sequence. Lessons are generally unsuitable to students or do not appear connected to curriculum or instructional goals. Content errors are not corrected. Alignment of lessons to district curriculum and GLEs is not evident or goals and objectives are not clear. Teacher's directions and procedures are confusing to students. Presentation of content is inappropriate, unclear, and uses poor examples and analogies.
3.2	Instructional goals and differentiated instructional strategies	Teacher's directions and procedures are confusing to students. Teacher is unable to accurately assess the success of the lesson and attainment of goals and has no or few ideas for improvement. The teacher uses little variation in the use of effective teaching techniques. When a student is having difficulty learning, the teacher either gives up or blames the students, parents, or the environment for the student's lack of success. The teacher does not consistently administer assessments as directed by district adopted curriculum or building policy. The teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson. The teacher does not consistently make modifications according to the IEP or 504 accommodations.

	4) Critical thinking	
4.1	Instructional strategies leading to student engagement in problem-solving & critical thinking	Teacher's directions and procedures are confusing to students. The teacher's questions are virtually all of poor quality and focus on knowledge level responses. Students are frequently not given time to respond. Discussion is dominated by the teacher.
4.2	Appropriate use of instructional resources to enhance student learning	The teacher's questions are virtually all of poor quality and focus on knowledge level responses. Students are frequently not given time to respond. Appears to be unaware of resources available through district, building and community. Exhibits limited knowledge and utilization of technology resources. Discussion is dominated by the teacher.
4.3	Cooperative, small group, and independent learning	The teacher uses little variation in the use of effective teaching techniques. The teacher attempts to use varied teaching techniques with inconsistent results. Discussion is dominated by the teacher.
	5) Positive classroom environment	
5.1	Classroom management, motivation, and engagement	The teacher conveys minimal expectations for student achievement through instructional goals, activities, and interactions. There is a negative learning environment not addressed by the teacher and students frequently undermine the efforts of the teacher. Shows little evidences of daily routines and organized classroom procedures. Considerable time is lost in performing non-instructional duties.

		Teaching materials and equipment are poorly utilized and learning is not accessible to some students. The room is unsafe, uninviting and instructional time is lost due to physical conditions.
		Daily lessons do not follow an organized progression. Activities are not related to instructional goals. Lesson plans are limited in instructional strategies.
		Teacher's directions and procedures are confusing to students.
		Activities and assignments are inappropriate for students in terms of their age and/or background knowledge.
		The teacher is indifferent to student interactions characterized by conflict, sarcasm or putdowns.
		The teacher fails to monitor student behavior, fails to respond to student misbehavior, or responds inappropriately to student misbehavior.
5.2	Managing time, space, transitions, and activities	Shows little evidences of daily routines and organized classroom procedures. Considerable time is lost in performing non-instructional duties.
		Teaching materials and equipment are poorly utilized and learning is not accessible to some students. The room is unsafe, uninviting and instructional time is lost due to physical conditions.
		Much time is lost during transitions.
		Pacing of instruction does not allow for completion of district curricular goals.
		Teacher's directions and procedures are confusing to students.
		The teacher fails to monitor student behavior, fails to respond to student misbehavior, or responds inappropriately to student misbehavior.
5.3	Classroom, school and community culture	Teacher's directions and procedures are confusing to students.

		The teacher is indifferent to student interactions characterized by conflict, sarcasm or putdowns.
		There is a negative learning environment not addressed by the teacher and students frequently undermine the efforts of the teacher.
		The teacher fails to monitor student behavior, fails to respond to student misbehavior, or responds inappropriately to student misbehavior.
		Teacher demonstrates inconsistencies, favoritism or disrespect for student's cultures, receives only minimal respect from students.
6) Effective Communication		
6.1	Verbal and nonverbal communication	Teacher demonstrates inconsistencies, favoritism or disrespect for student's cultures, receives only minimal respect from students.
		Teacher's spoken language is at an inappropriate volume and/or written language is not legible. Spoken/written language may contain many syntax errors. Vocabulary or content may be inappropriate, vague, or used incorrectly.
		The teacher fails to monitor student behavior, fails to respond to student misbehavior, or responds inappropriately to student misbehavior.
		Teacher's spoken language is inaudible or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly leaving students confused.
6.2	Sensitivity to culture, gender, intellectual and physical differences	Teacher demonstrates inconsistencies, favoritism or disrespect for student's cultures, receives only minimal respect from students.
		Teacher's directions and procedures are confusing to students.
		The teacher is indifferent to student interactions characterized by conflict, sarcasm or

		putdowns.
		The teacher fails to monitor student behavior, fails to respond to student misbehavior, or responds inappropriately to student misbehavior.
		There is a negative learning environment not addressed by the teacher and students frequently undermine the efforts of the teacher.
		There is a negative learning environment not addressed by the teacher and students frequently undermine the efforts of the teacher.
6.3	Learner expression in speaking, writing and other media	Teacher's directions and procedures are confusing to students.
		The teacher is indifferent to student interactions characterized by conflict, sarcasm or putdowns.
		The teacher ignores or brushes aside students' questions or interests.
		Discussion is dominated by the teacher.
6.4	Technology and media communication tools	Appears to be unaware of resources available through district, building and community. Exhibits limited knowledge and utilization of technology resources.
7) Student assessment and data analysis		
7.1	Effective use of assessments	The teacher does not consistently administer assessments as directed by district adopted curriculum or building policy.
		The teacher does not consistently make modifications according to the IEP or 504 accommodations.
		Assessments do not correlate with stated learning objectives.
		Makes no adjustments or accommodations to instructional planning or lessons based on

		student performance on formative and summative assessments.
		Assessment criteria/descriptors are not communicated to the students.
		Assessment criteria/descriptors are inconsistently communicated and/or are unclear to the students.
7.2	Assessment data to improve learning	Constructive feedback is not provided in a timely manner.
		The teacher does not consistently administer assessments as directed by district adopted curriculum or building policy.
		The teacher does not consistently make modifications according to the IEP or 504 accommodations.
		Assessments do not correlate with stated learning objectives.
		Assessment criteria/descriptors are not communicated to the students.
7.3	Student-led assessment strategies	Alignment of lessons to district curriculum and GLEs is not evident or goals and objectives are not clear.
		Constructive feedback is not provided in a timely manner.
		When a student is having difficulty learning, the teacher either gives up or blames the students, parents, or the environment for the student's lack of success.
		The teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.
7.4	Effect of instruction on individual/class learning	The teacher does not consistently make modifications according to the IEP or 504 accommodations.
		Makes no or few adjustments or accommodations to instructional planning or lessons based on student performance on formative and summative assessments.

7.5	Communication of student progress and maintaining records	Constructive feedback is not provided in a timely manner. When a student is having difficulty learning, the teacher either gives up or blames the students, parents, or the environment for the student's lack of success. The teacher does not consistently administer assessments as directed by district adopted curriculum or building policy.
7.6	Collaborative data analysis	Relationships with colleagues are negative or self-serving. There is limited involvement in required activities. Engages in little or no professional development and makes little effort to implement new information. Does not comply with timelines in submission of data for PLC/Data Team work.
8) Professionalism		
8.1	Self-assessment and improvement	Teacher is unable to accurately assess the success of the lesson and attainment of goals and has no ideas for improvement.
8.2	Professional learning	Engages in little or no professional development and makes little effort to implement new information. Teacher is unable to accurately assess the success of the lesson and attainment of goals and has no ideas for improvement. Relationships with colleagues are negative or self-serving. There is limited involvement in required activities.
9) Professional Collaboration		
9.1	Induction and collegial activities	Relationships with colleagues are negative or self-serving. There is limited involvement in required activities. Engages in little or no professional development and makes little effort to implement new

		information.
9.2	Cooperative partnerships in support of student learning	Relationships with colleagues are negative or self-serving. There is limited involvement in required activities.

Relationships with colleagues are negative or self-serving. There is limited involvement in required activities.

The teacher avoids becoming involved in building/district events and committees. |

10) Professional Responsibilities

| 10 | Carries out professional responsibilities in compliance with state/federal laws and school/district policies and procedures | Teacher does not keep accurate or updated records.

Teacher is excessively absent and/or reports to work late or leaves early.

Teacher is uncooperative or noncompliant about building/district policies and procedures and program regulations. |
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