McREL's TEACHER EVALUATION SYSTEM
ABOUT McREL

Mid-continent Research for Education and Learning (McREL) is a nationally recognized, private, nonprofit organization dedicated to improving education for all students through applied research, product development, and service. Established in 1966, McREL now maintains a staff of 110 in its Denver, Colorado, office.

ACKNOWLEDGEMENTS

Many people contributed their time and expertise to this instrument. The author expresses her gratitude to the North Carolina Department of Public Instruction for its support of the development efforts that led to the creation of this system.

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AUTHOR

Jean Williams
McREL’s Teacher Evaluation System

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INTRODUCTION

This evaluation instrument and accompanying process is based on elements of a 21st century education and a set of rigorous research-based standards. The instrument is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. The entire system is designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

These standards were formulated and adopted by the North Carolina Department of Public Instruction (NCDPI) and are aligned with national standards for teaching. The standards and associated text are used here with the permission of the NCDPI.

PURPOSE OF THE EVALUATION

The intended purpose of McREL’s Teacher Evaluation System is to assess the teacher’s performance in relation to the Professional Teaching Standards and to guide the creation of a plan for professional growth. The principal/evaluator, with the active participation of the teacher, will conduct the evaluation process through the use of teacher self-assessment reflection, presentation of artifacts, and classroom demonstration(s).

McREL’s Teacher Evaluation System will:

- Serve as a measurement of performance for individual teachers;
- Serve as a guide for teachers as they reflect upon and improve their effectiveness;
- Serve as the basis for instructional improvement;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers;
- Guide professional development programs for teachers;
- Serve as a tool in developing coaching and mentoring programs for teachers;
- Enhance the implementation of the approved curriculum; and
- Inform higher education institutions as they develop the content and requirements for teacher training programs.

EVALUATION SYSTEM

Both the teacher being evaluated and the principal or evaluator have specific responsibilities which must be fulfilled in order to complete the evaluation process.

Teacher Responsibilities:

- Know and understand the Professional Teaching Standards.
- Understand McREL’s Teacher Evaluation System.
- Prepare for and fully participate in each component of McREL’s Teacher Evaluation System.
Gather data, artifacts, and/or evidence to support performance in relation to standards and progress in attaining goals.

Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

**Principal/Evaluator Responsibilities:**

- Know and understand the Professional Teaching Standards.
- Participate in training to understand and implement McREL’s Teacher Evaluation System.
- Supervise the process and ensure that all steps are conducted according to McREL’s Teacher Evaluation System.
- Identify the teacher’s strengths and areas for improvement and make recommendations for improving performance.
- Ensure the Teacher Summary Evaluation Rating Form contains accurate information and accurately reflects the teacher’s performance.
- Develop and supervise implementation of professional development plans.

**PROFESSIONAL TEACHING STANDARDS**

The Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Each standard includes the skills and knowledge needed for 21st century teaching and learning.

**A NEW VISION OF TEACHING**

The different demands on 21st century education dictate new roles for teachers in their classrooms and schools. These new roles reflect a deeper understanding about the content knowledge, skills, competencies, and outcomes that define a successful student in the 21st century. Teachers must understand what comprises a 21st century education and how their practice must reflect the demands of that education in order to realize a new vision of teaching.

**21ST CENTURY EDUCATION**

A knowledge-based, global society demands different skills than in the past (Friedman, 2006; Lemke, Coughlin, Thadani, & Martin, 2003; Organisation for Economic Co-operation and Development [OECD], 2005; Partnership for 21st Century Skills, n.d.; Shaffer & Gee, 2005). However, no single definition fully describes these skills, and several sources have made the case for various skills and knowledge required in the 21st century. The standards described in the following pages incorporate some of these broad skills and knowledge into specific teacher practices.

In general, educators and others agree that the skills and knowledge that comprise a 21st century education must be embedded in curriculum, instruction, standards, and assessment (International Baccalaureate Organization, 2006; Lemke, Coughlin, Thadani, & Martin, 2003; Partnership for 21st Century Skills, n.d.), although the precise form of integration varies. Indeed, some point out that these skills and knowledge are inseparable from content and have always been part of high-quality instruction and learning (Rotherham & Willingham, 2009).
A key point to take from the broad discussion of 21st century education is that schools must be more intentional and deliberate about teaching and assessing the skills and knowledge considered integral to a 21st century education: “To fully realize the educational opportunities 21st century skills can bring to students, education leaders must formally incorporate them into the mainstream of school curriculum, instruction, and assessment” (Lemke, Coughlin, Thadani, & Martin, 2003, p. 7).

This evaluation instrument and accompanying process is one way to intentionally and deliberately incorporate 21st century education into a school’s practice. By describing the elements of a 21st century education in practice, providing the means to measure and assess practice, and putting in place a process to improve practice, schools are able to realize the opportunities presented by 21st century education integrated with research-based standards.

The sheer magnitude of human knowledge, globalization, and the accelerating rate of change due to technology necessitate a shift in our children’s education from plateaus of knowing to continuous cycles of learning. Therefore, policymakers and educators alike must define 21st century skills, highlighting the relationship of those skills to conventional academic standards. (Lemke, Coughlin, Thadani, & Martin, 2003, p. 2)

The following defines what teachers need to know and do to teach students in the 21st century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of the school’s work. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students’ lives.
- Teachers no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills, such as critical thinking, problem solving, and information and communications technology literacy.
- Teachers facilitate instruction, encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- Twenty-first century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.1
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic, structured, and that demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

**STANDARD I: TEACHERS DEMONSTRATE LEadership**

**Teachers lead in their classrooms.**

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and they create a culture that empowers students to collaborate and become lifelong learners.

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1These elements of 21st century content are supported by Partnership for 21st Century Skills (2009).
TEACHERS DEMONSTRATE LEADERSHIP IN THE SCHOOL.
Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

TEACHERS LEAD THE TEACHING PROFESSION.
Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

TEACHERS ADVOCATE FOR SCHOOLS AND STUDENTS.
Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

TEACHERS DEMONSTRATE HIGH ETHICAL STANDARDS.
Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others.

STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

TEACHERS PROVIDE AN ENVIRONMENT IN WHICH EACH CHILD HAS A POSITIVE, NURTURING RELATIONSHIP WITH CARING ADULTS.
Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

TEACHERS EMBRACE DIVERSITY IN THE SCHOOL COMMUNITY AND IN THE WORLD.
Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

TEACHERS TREAT STUDENTS AS INDIVIDUALS.
Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

TEACHERS ADAPT THEIR TEACHING FOR THE BENEFIT OF STUDENTS WITH SPECIAL NEEDS.
Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their
needs are met.

**Teachers Work Collaboratively With the Families and Significant Adults in the Lives of Their Students.**

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

**Standard III: Teachers Know the Content They Teach**

**Teachers Align Their Instruction With the State Standards and Their District’s Curriculum.**

In order to enhance the state standards, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

**Teachers Know the Content Appropriate to Their Teaching Specialty.**

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students’ natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

**Teachers Recognize the Interconnectedness of Content Areas/Disciplines.**

Teachers know the links and vertical alignment of the grade or subject they teach and the state standards. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

**Teachers Make Instruction Relevant to Students.**

Teachers incorporate 21st century life skills deliberately, strategically, and broadly into their teaching. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the state standards and 21st century content which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness.

**Standard IV: Teachers Facilitate Learning for Their Students**

**Teachers Know the Ways in Which Learning Takes Place, and They Know the Appropriate Levels of Intellectual, Physical, Social, and Emotional Development of Their Students.**

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction

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2This list of 21st century life skills is supported by Englert, Apthorp, & Seebaum, 2009; Kendall, Ryan, Weeks, Alpert, Schwols, & Moore, 2008; Lefkowits, Woempner, Kendall, & Frost, 2009; Lemke, Coughlin, Thadani, & Martin, 2003; North Carolina Professional Teaching Standards Commission, 2008; Partnership for 21st Century Learning, 2009.
accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

**TEACHERS PLAN INSTRUCTION APPROPRIATE FOR THEIR STUDENTS.**

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

**TEACHERS USE A VARIETY OF INSTRUCTIONAL METHODS.**

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

**TEACHERS INTEGRATE AND UTILIZE TECHNOLOGY IN THEIR INSTRUCTION.**

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

**TEACHERS HELP STUDENTS DEVELOP CRITICAL THINKING AND PROBLEM-SOLVING SKILLS.**

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

**TEACHERS HELP STUDENTS WORK IN TEAMS AND DEVELOP LEADERSHIP QUALITIES.**

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

**TEACHERS COMMUNICATE EFFECTIVELY.**

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways, even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

**TEACHERS USE A VARIETY OF METHODS TO ASSESS WHAT EACH STUDENT HAS LEARNED.**

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students’ 21st century knowledge, skills, performance, and dispositions.

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3This standard is supported by Englert, Apthorp, & Seebaum, 2009; Lemke, Coughlin, Thadani, & Martin, 2003; OECD, 2005; Partnership for 21st Century Learning, 2009.

4This standard is supported by Clark, Englert, Frazee, Shebby & Randel, 2009; OECD, 2005; Partnership for 21st Century Learning, 2009.
STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

TEACHERS ANALYZE STUDENT LEARNING.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

TEACHERS LINK PROFESSIONAL GROWTH TO THEIR PROFESSIONAL GOALS.

Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the state board of education priorities; and meets the needs of students and their own professional growth.

TEACHERS FUNCTION EFFECTIVELY IN A COMPLEX, DYNAMIC ENVIRONMENT.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

REFERENCES


McREL’S TEACHER EVALUATION SYSTEM

McREL’s Teacher Evaluation System is designed to (1) assess a teacher’s performance as it relates to the Professional Teaching Standards, and (2) serve as the basis for developing a professional growth plan. The principal/evaluator conducts the evaluation process, in which the teacher actively participates, through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstrations(s). The following eight components comprise the system.

COMPONENTS

McREL’s Teacher Evaluation System contains the following components:

COMPONENT 1: TRAINING
Before participating in the evaluation process, all teachers, principals, and peer evaluators must complete training on the evaluation process.

COMPONENT 2: ORIENTATION
Within two weeks of a teacher’s first day of work in any school year, the principal should provide the teacher with a copy of or directions for obtaining access to:

- The Teacher Evaluation Rubric (the Rubric).
- A schedule for completing all the components of the evaluation process.

COMPONENT 3: TEACHER SELF-ASSESSMENT
Using the Teacher Evaluation Rubric, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

COMPONENT 4: PRE-OBSERVATION CONFERENCE
Before the first formal observation, the principal should meet with the teacher to discuss the teacher’s self-assessment based on the Teacher Evaluation Rubric, the teacher’s most recent professional development plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

COMPONENT 5: OBSERVATIONS
A formal observation should last at least 45 minutes or an entire class period.

A. Beginning/Non-tenured Teachers
   1. The principal should conduct at least three formal observations of all probationary teachers.
   2. A peer may conduct one formal observation of a probationary teacher.

B. Career Status/Tenured Teachers
   1. Career/tenured teachers should be evaluated annually, unless the district establishes a different evaluation cycle for career teachers.
   2. During the year in which a career status teacher participates in a summative evaluation, the principal should conduct at least three observations, including at least one formal observation.

During observations, the principal and peer (in the case of a beginning/non-tenured teacher) should note the teacher’s performance in relationship to the applicable standards on the Teacher Evaluation Rubric.
**Component 6: Post-Observation Conference**

The principal should conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher discuss and document on the Rubric the strengths and weaknesses of the teacher’s performance during the observed lesson.

**Component 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form**

Prior to the end of the school year and in accordance with district timelines, the principal should conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher’s self-assessment, the teacher’s most recent Professional Development Plan, the components of McREL’s Teacher Evaluation System completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher’s performance on the Teacher Evaluation Rubric.

At the conclusion of the evaluation process, the principal will:

A. Give a rating for each element in the Teacher Evaluation Rubric;
B. Make a written comment on any element marked *Not Demonstrated*;
C. Give an overall rating of each standard in the Teacher Evaluation Rubric;
D. Review the completed Teacher Summary Rating Form with the teacher; and
E. Secure the teacher’s signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

**Component 8: Professional Development Plans**

A. *Individual Professional Development Plans*

Teachers who are rated at least *Proficient* on all the standards on the Teacher Summary Rating Form will develop an Individual Professional Development Plan designed to improve performance on specifically identified standards and elements.

B. *Monitored Professional Development Plans*

A teacher shall be placed on a Monitored Professional Development Plan whenever he or she:

1. Is rated *Developing* on one or more standards on the Teacher Summary Rating Form; and
2. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Professional Development Plan will, at a minimum, identify the standards and elements to be improved, the goals to be accomplished, the activities the teacher should undertake to achieve *Proficiency*, and a timeline which allows the teacher one school year to achieve *Proficiency*.

C. *Directed Professional Development Plans*

A teacher shall be placed on a Directed Professional Development Plan whenever he or she:

1. Is rated
   a. *Not Demonstrated* on any standard on the Teacher Summary Rating Form; or
   b. *Developing* on one or more standards on the Teacher Summary Rating Form for two sequential years; and
2. Is not recommended for dismissal, demotion, or non-renewal.

The Directed Professional Development Plan will, at a minimum, identify the standards and elements to be improved, the goals to be accomplished, the activities the teacher needs to complete to achieve *Proficiency*, and a timeline for achieving *Proficiency* within one school year or less.
TEACHER EVALUATION RUBRIC

The following rubric was developed to align with and exemplify the Professional Teaching Standards and should be used in conjunction with the Professional Teaching Standards. The Rubric will be used to record evaluator ratings and teachers’ self-assessments, and to document end-of-year ratings based on all evaluation activities (see Figure 2). A form for summarizing the teacher’s ratings also accompanies the Rubric. Together, these materials form the core of McREL’s Teacher Evaluation System.

Teacher performance will be noted as follows:

- **Developing**: Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- **Proficient**: Teacher demonstrated basic competence on standard(s) of performance.
- **Accomplished**: Teacher exceeded basic competence on standard(s) of performance most of the time.
- **Distinguished**: Teacher consistently and significantly exceeded basic competence on standard(s) of performance.
- **Not Demonstrated**: Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the Not Demonstrated rating is used, the principal/evaluator must comment about why it was used.)

These levels are cumulative across the rows of the Rubric. The Developing teacher may exemplify the skills expected of a teacher who is new to the profession or an experienced teacher who is working in a new content area or grade level, or who needs a new skill in order to meet the standard. A Proficient teacher must exhibit the skills and knowledge described under the Developing header as well as those under Proficient. Likewise, a Distinguished teacher exhibits all of the skills and knowledge described for that element across the row. The Not Demonstrated rating should be used when the teacher is performing below expectations and is not making adequate growth toward becoming Proficient on the element. This rating is also used when the principal is not able to check any of the practices for the element being rated. If a teacher is rated as Not Demonstrated, then a comment must be made as to why.

HOW THE RUBRIC IS CONSTRUCTED

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>RATINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.</td>
<td></td>
</tr>
<tr>
<td>Observation</td>
<td>Developing</td>
</tr>
<tr>
<td>- Attends professional learning community meetings.</td>
<td>- and</td>
</tr>
<tr>
<td>- Displays awareness of the goals of the school improvement plan.</td>
<td>- Participates in professional learning community.</td>
</tr>
<tr>
<td>- Participates in developing and/or implementing the school improvement plan.</td>
<td>- Assumes a leadership role in implementing school improvement plan throughout the building.</td>
</tr>
</tbody>
</table>
**INSTRUCTIONS FOR COMPLETING THE RUBRIC**

To complete this form, begin in the first column (*Developing*). If the practice listed in the *Developing* column describes the teacher’s performance throughout the year, mark the box beside the descriptor. Continue to work down the column of *Developing* practices. The principal/evaluator should continue to the *Proficient* category and work down that column, marking all of the practices that describe the teacher’s work throughout the year. The principal/evaluator should continue to mark all practices that describe the teacher’s performance under the *Accomplished* and *Distinguished* categories. Each element should be rated in a similar fashion.

Figure 3 provides an example of what a completed element might look like. If practices are checked in the *Distinguished* category, the evaluator should provide an explanatory comment in the space provided at the end of each standard. If nothing is checked for the element, the teacher must be rated *Not Demonstrated* and the evaluator must provide a comment.

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### b. Teachers demonstrate leadership in the school.

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Attends professional learning community meetings.</td>
<td>✔️ and ✔️ Participates in professional learning community.</td>
<td>✔️ and ✔️ Assumes a leadership role in professional learning community.</td>
<td>✔️ and ✔️ Collaborates with school personnel on school improvement activities.</td>
<td>✔️ Collaborates with colleagues to improve the quality of learning in the school.</td>
<td>✔️ Assumes a leadership role in implementing school improvement plan throughout the building.</td>
</tr>
<tr>
<td>✔️ Displays awareness of the goals of the school improvement plan.</td>
<td>✔️ and ✔️ Participates in developing and/or implementing the school improvement plan.</td>
<td>✔️ and ✔️</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IF THE EVALUATOR DOES NOT MARK ANY OF THE PRACTICES UNDER **

*Developing, Proficient, Accomplished, or Distinguished,*

**THEN THE TEACHER HAS NOT DEMONSTRATED PROFICIENCY ON THAT RESPONSIBILITY. IN SUCH CASES, THE TEACHER IS RATED NOT DEMONSTRATED, AND A COMMENT IN THE NOT DEMONSTRATED COLUMN IS REQUIRED.**

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**Figure 3: Example of How to Complete the Rubric**
**TEACHER EVALUATION RUBRIC**

This form should be used for the teacher self-assessment, classroom observation, and the summary evaluation conference. 

*Note: A “✓” in the first column (Observation) means that the evaluator should be able to observe the items in that row during routine classroom observations.*

Name: _______________________________________________________________  Date: _______________________________

School: _______________________________________________________________  District: _____________________________

Evaluator: _______________________________________________________________  Title: _______________________________

Start Time: _______________________________________________________________  End Time: ___________________________

**STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP**

<table>
<thead>
<tr>
<th>Observation</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
<th>DISTINGUISHED</th>
<th>NOT DEMONSTRATED (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment and create a culture that empowers students to collaborate and become lifelong learners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . and</td>
<td>Takes responsibility for the progress of students to ensure that they graduate from high school.</td>
<td>Communicates to students the vision of being prepared for life in the 21st century.</td>
<td>Encourages students to take responsibility for their own learning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . and</td>
<td>Uses data to understand the skills and abilities of students.</td>
<td>Evaluates student progress using a variety of assessment data.</td>
<td>Uses classroom assessment data to inform program planning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>. . . and</td>
<td>Establishes a safe and orderly classroom.</td>
<td>Creates a classroom culture that empowers students to collaborate.</td>
<td>Empowers and encourages students to create and maintain a safe and supportive school and community environment.</td>
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</tr>
</tbody>
</table>

b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

| . . . and | Participates in professional learning community. | Assumes a leadership role in professional learning community. | Collaborates with colleagues to improve the quality of learning in the school. |
| . . . and | Participates in developing and/or implementing the school improvement plan. | Collaborates with school personnel on school improvement activities. | Assumes a leadership role in implementing school improvement plan throughout the building. |
### c. Teachers lead the teaching profession.
Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
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<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Seeks opportunities to lead professional growth activities and decision-making processes.</td>
</tr>
<tr>
<td>Knows about the policies and practices affecting student learning.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.</td>
</tr>
<tr>
<td>Understands the importance of ethical behavior.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Models ethical behavior and encourages others to do the same.</td>
</tr>
</tbody>
</table>

### Comments

...
### Examples of Artifacts for Standard I:

- Lesson plans
- Journals
- Student handbooks
- Student work
- School improvement planning
- Service on committees
- Relevant data
- Class rules and procedures
- Participation in Professional Learning Community
- Membership in professional organizations
- Formal and informal mentoring
- Surveys
- National Board Certification
- Discipline records
- School Improvement Team membership
- ____________________________________________________________________
- ____________________________________________________________________
- ____________________________________________________________________
- ____________________________________________________________________
- ____________________________________________________________________
- ____________________________________________________________________
- ____________________________________________________________________

### Standard II: Teachers establish a respectful environment for a diverse population of students

#### a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

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<tr>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>Appreciates and understands the need to establish nurturing relationships.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Encourages and advises others to provide a nurturing and positive learning environment for all students.</td>
</tr>
<tr>
<td></td>
<td>Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.</td>
<td></td>
<td>Maintain a positive and nurturing learning environment.</td>
<td></td>
<td></td>
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</tbody>
</table>

#### b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

<table>
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<tr>
<th>Observation</th>
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<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>Acknowledges that diverse cultures impact the world.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.</td>
</tr>
<tr>
<td></td>
<td>Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</td>
<td></td>
<td>Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>√</td>
<td>Demonstrates awareness of the diversity of students in the classroom.</td>
<td>Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student’s development and attitudes.</td>
<td>Consistently incorporates different points of view in instruction.</td>
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</tr>
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</table>

#### c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

<table>
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<tr>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
<td>Holds high expectations of students.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Helps students hold high expectations for themselves and their peers.</td>
</tr>
<tr>
<td></td>
<td>Communicates high expectations for all students.</td>
<td></td>
<td>Encourages and values contributions of students, regardless of background or ability.</td>
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<td></td>
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</tbody>
</table>


d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

<table>
<thead>
<tr>
<th>Observation</th>
<th>NOT DEMONSTRATED</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
<th>DISTINGUISHED</th>
<th>(COMMENT REQUIRED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Recognizes that students have a variety of learning needs.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>□ Collaborates with specialists who can support the special learning needs of students.</td>
<td>□ Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.</td>
<td>□ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.</td>
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<tr>
<td></td>
<td>□ Provides unique learning opportunities, such as inclusion and research-based effective practices, for students with special needs.</td>
<td>□ Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</td>
<td>□ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.</td>
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<tr>
<td>✅ Is knowledgeable of effective practices for students with special needs.</td>
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</tr>
<tr>
<td></td>
<td>□ Recognizes that students have a variety of learning needs.</td>
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<td></td>
<td>□ Is knowledgeable of effective practices for students with special needs.</td>
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<td></td>
<td>□ Provides unique learning opportunities, such as inclusion and research-based effective practices, for students with special needs.</td>
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</tr>
<tr>
<td></td>
<td>□ Recognizes that students have a variety of learning needs.</td>
<td>□ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.</td>
<td>□ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.</td>
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</tbody>
</table>

e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

<table>
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<tbody>
<tr>
<td>✅ Responds to family and community concerns.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
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<tr>
<td></td>
<td>□ Communicates and collaborates with the home and community for the benefit of students.</td>
<td>□ Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.</td>
<td>□ Promotes trust and understanding throughout the school community.</td>
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<tr>
<td></td>
<td>□ Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.</td>
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<tr>
<td></td>
<td>□ Promotes trust and understanding throughout the school community.</td>
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</table>

Comments

Examples of Artifacts for Standard II:

- Cooperation with ESL teachers
- Lesson plans that integrate international content
- Lesson plans that support modifications included in student IEPs
- Documentation of referral data and use of IEPs
- Communications with parents/community
- Professional development on cultural attitudes and awareness
- Use of technology to incorporate cultural awareness into lessons
- Student surveys
- Student profiles
### STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

#### a. Teachers align their instruction with the state standards.

In order to enhance the state standards, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

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- ** Elementary:** Begins to integrate literacy instruction in selected lessons.
- ** Secondary:** Recognizes the importance of integrating literacy strategies within the content areas.

- ... and
  - Understands the state standards, uses them in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.

- ... and
  - Develops and applies strategies based on the state standards and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.

- ... and
  - Assists colleagues in applying such strategies in their classrooms.

- ... and
  - Demonstrates an awareness of the state standards and references them in the preparation of lesson plans.

- ... and
  - Elementary: Integrates effective literacy instruction throughout the curriculum.
  - Secondary: Incorporates a wide variety of literacy skills within content areas to enhance learning.

- ... and
  - Elementary: Evaluates and reflects upon the effectiveness of instruction.
  - Secondary: Evaluates and reflects upon the effectiveness of instruction within content areas.

- ... and
  - Elementary: Makes necessary changes to instructional practice to improve student learning.
  - Secondary: Makes necessary changes to instructional practice to improve student learning.

#### b. Teachers know the content appropriate to their teaching specialty.

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students’ natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

<table>
<thead>
<tr>
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</table>

- ** Elementary:** Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.

- ... and
  - Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.

- ... and
  - Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.

- ... and
  - Extends knowledge of subject beyond content in their teaching specialty and sparks students’ curiosity for learning beyond the required course work.
### c. Teachers recognize the interconnectedness of content areas/disciplines.

Teachers know the links and vertical alignment of the grade or subject they teach. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.

<table>
<thead>
<tr>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>❑ Understands the links between grade/subject and the state standards.</td>
<td>... and ❑ Demonstrates knowledge of links between grade/subject and the state standards.</td>
<td>... and ❑ Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the state standards. Relates content to other disciplines.</td>
<td>... and ❑ Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.</td>
<td>❑ Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.</td>
</tr>
<tr>
<td>✓</td>
<td>❑ Displays global awareness.</td>
<td>❑ Promotes global awareness and its relevance to the subjects.</td>
<td>❑ Integrates global awareness activities throughout lesson plans and classroom instructional practices.</td>
<td>❑ Deepens students’ understandings of 21st century skills and helps them make their own connections and develop new skills.</td>
<td>❑</td>
</tr>
</tbody>
</table>

### d. Teachers make instruction relevant to students.

Teachers incorporate 21st century life skills deliberately, strategically, and broadly into their teaching. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the state standards and 21st century content, which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>❑ Identifies relationships between the state standards and life in the 21st century.</td>
<td>... and ❑ Identifies relationships between the core content and 21st century content.</td>
<td>... and ❑ Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.</td>
<td>❑ Deepens students’ understandings of 21st century skills and helps them make their own connections and develop new skills.</td>
<td>❑</td>
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</table>

### Comments

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**Examples of Artifacts for Standard III:**

- Display of creative student work
- Lesson plans
- Content standards
## STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

### a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

#### Observation

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<tr>
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</table>
- Understands developmental levels of students and recognizes the need to differentiate instruction.
- Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.
- Encourages and guides colleagues to adapt instruction to align with students’ developmental levels.
- Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.

### b. Teachers plan instruction appropriate for their students.

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

#### Observation

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<thead>
<tr>
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</table>
- Recognizes data sources important to planning instruction.
- Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.
- Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.

### c. Teachers use a variety of instructional methods.

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

#### Observation

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
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</tbody>
</table>
- Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.
- Ensures the success of all students through the selection and utilization of appropriate methods and materials.
- Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.
d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

<table>
<thead>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Assesses effective types of technology to use for instruction.</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
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<tr>
<td>✔</td>
<td>Demonstrates knowledge of how to utilize technology in instruction.</td>
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<tr>
<td>✔</td>
<td>Integrates technology with instruction to maximize student learning.</td>
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<tr>
<td>✔</td>
<td>Provides evidence of student engagement in higher level thinking skills through the integration of technology.</td>
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</table>

e. Teachers help students develop critical thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

<table>
<thead>
<tr>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Understands the importance of developing students’ critical thinking and problem-solving skills.</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td></td>
</tr>
<tr>
<td>✔</td>
<td>Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.</td>
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<tr>
<td>✔</td>
<td>Teaches students the processes needed to</td>
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<tr>
<td>✔</td>
<td>Think creatively and critically.</td>
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<td>✔</td>
<td>Develop and test innovative ideas.</td>
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<td>✔</td>
<td>Synthesize knowledge.</td>
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<td>Draw conclusions.</td>
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<tr>
<td>✔</td>
<td>Exercise and communicate sound reasoning.</td>
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<tr>
<td>✔</td>
<td>Understand connections.</td>
<td></td>
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<tr>
<td>✔</td>
<td>Make complex choices.</td>
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<tr>
<td>✔</td>
<td>Frame, analyze, and solve problems.</td>
<td></td>
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<tr>
<td>✔</td>
<td>Encourages and assists teachers throughout the school to integrate critical thinking and problem-solving skills into their instructional practices.</td>
<td></td>
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</tr>
</tbody>
</table>

f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Provides opportunities for cooperation, collaboration, and leadership through student learning teams.</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td></td>
</tr>
<tr>
<td>✔</td>
<td>Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✔</td>
<td>Encourages students to create and manage learning teams.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✔</td>
<td>Fosters the development of student leadership and teamwork skills to be used beyond the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### g. Teachers communicate effectively

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Demonstrates the ability to effectively communicate with students.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</td>
<td></td>
</tr>
<tr>
<td>❑ Provides opportunities for students to articulate thoughts and ideas.</td>
<td>Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
<td>Establishes classroom practices that encourage all students to develop effective communication skills.</td>
<td>Establishes schoolwide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### h. Teachers use a variety of methods to assess what each student has learned

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students’ 21st century knowledge, skills, performance, and dispositions.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>❑ Uses indicators to monitor and evaluate student progress.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Teaches and encourages students to use peer and self-assessment feedback to assess their own learning.</td>
<td></td>
</tr>
<tr>
<td>❑ Assesses students in the attainment of 21st century knowledge, skills, and dispositions.</td>
<td>Provides evidence that students attain 21st century knowledge, skills, and dispositions.</td>
<td>Provides opportunities for students to assess themselves and others.</td>
<td>Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Examples of Artifacts for Standard IV:**
- Lesson plans
- Display of technology used
- Professional development
- Use of student learning teams
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving
- Collaborative lesson planning
**STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE**

### a. Teachers analyze student learning

Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognizes the need to improve student learning in the classroom.</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td>Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.</td>
</tr>
</tbody>
</table>

### b. Teachers link professional growth to their professional goals

Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
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<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands the importance of professional development.</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td>Applies and implements knowledge and skills attained from professional development consistent with its intent.</td>
</tr>
</tbody>
</table>

### c. Teachers function effectively in a complex, dynamic environment

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is knowledgeable of current research-based approaches to teaching and learning.</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
<td>Adapts professional practice based on data and evaluates impact on student learning.</td>
</tr>
</tbody>
</table>

**Examples of Artifacts for Standard V:**

- Lesson plans
- Formative assessments
- Student work
- Professional Development Plan
- Completion of professional development
- Participation in Professional Learning Community
- Formative and summative student assessment data
- Observation
- Lesson plans
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TEACHER EVALUATION RUBRIC SIGNATURE PAGE

Teacher Signature ___________________________________________________________ __________________
Date

Principal/Evaluator Signature ___________________________________________________________ __________________
Date

Comments Attached: ___Yes ___No

Principal/Evaluator Signature ___________________________________________________________ __________________
Date
(Signature indicates question above regarding comments has been addressed).

Note: The teacher’s signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the State Board of Education Policy for the Teacher Evaluation Process.
**TEACHER SUMMARY EVALUATION RATING FORM**

This form summarizes ratings from the rubric or observation form and requires the principal/evaluator to provide a description of areas needing improvement and comments about performance. It may be completed as a part of the Summary Evaluation discussion conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: _____________________________________________________________________________________________________

School: ___________________________ School Year: ___________________________

Evaluator: ___________________________ District: ___________________________

Date Completed: ______________________ Evaluator’s Title: _______________________

_______ Beginning Teacher __________Career Status Teacher (Please check one)

**STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers lead in their classrooms.</td>
<td></td>
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</tr>
<tr>
<td>B. Teachers demonstrate leadership in the school.</td>
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<tr>
<td>C. Teachers lead the teaching profession.</td>
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<tr>
<td>D. Teachers advocate for schools and students.</td>
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<tr>
<td>E. Teachers demonstrate high ethical standards.</td>
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</tr>
</tbody>
</table>

**OVERALL RATING FOR STANDARD I**

**COMMENTS:**

**EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:**

- Lesson plans
- Journals
- Student handbooks
- Student work
- School improvement planning
- Service on committees
- Relevant data
- Class rules and procedures
- Participation in Professional Learning Community
- Membership in professional organizations
- Formal and informal mentoring
- Surveys
- National Board Certification
- Discipline records
- School Improvement Team membership
- School Improvement Team membership

**RECOMMENDED ACTIONS FOR IMPROVEMENT:**

**RESOURCES NEEDED TO COMPLETE THESE ACTIONS:**
### Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students

<table>
<thead>
<tr>
<th>Elements</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>B. Teachers embrace diversity in the school community and in the world.</td>
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</tr>
<tr>
<td>C. Teachers treat students as individuals.</td>
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</tr>
<tr>
<td>D. Teachers adapt their teaching for the benefit of students with special needs.</td>
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<td></td>
</tr>
<tr>
<td>E. Teachers work collaboratively with the families and significant adults in the lives of their students.</td>
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<td></td>
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</tr>
</tbody>
</table>

**Overall rating for Standard II**

---

**Comments:**

**Evidence or documentation to support rating:**

- Cooperation with ESL teachers
- Lesson plans that integrate international content
- Lesson plans that support modifications included in student IEPs
- Documentation of referral data and use of IEPs
- Communications with parents/community
- Professional development on cultural attitudes and awareness
- Use of technology to incorporate cultural awareness into lessons
- Student profiles
- Student surveys

**Recommended actions for improvement:**

**Resources needed to complete these actions:**

---
**STANDARD III: Teachers Know the Content They Teach**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers align their instruction with the state standards and district approved curriculum.</td>
<td></td>
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</tr>
<tr>
<td>B. Teachers know the content appropriate to their teaching specialty.</td>
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<tr>
<td>C. Teachers recognize the interconnectedness of content areas/disciplines.</td>
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<tr>
<td>D. Teachers make instruction relevant to students.</td>
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</tr>
</tbody>
</table>

**OVERALL RATING FOR STANDARD III**

**COMMENTS:**

**EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:**

- Display of creative student work
- Lesson plans
- Content standards

**RECOMMENDED ACTIONS FOR IMPROVEMENT:**

**RESOURCES NEEDED TO COMPLETE THESE ACTIONS:**
## Standard IV: Teachers Facilitate Learning for Their Students

<table>
<thead>
<tr>
<th>Elements</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</td>
<td></td>
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<tr>
<td>B. Teachers plan instruction appropriate for their students.</td>
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<tr>
<td>C. Teachers use a variety of instructional methods.</td>
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<tr>
<td>D. Teachers integrate and utilize technology in their instruction.</td>
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<tr>
<td>E. Teachers help students develop critical thinking and problem-solving skills.</td>
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<tr>
<td>F. Teachers help students work in teams and develop leadership qualities.</td>
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<td></td>
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</tr>
<tr>
<td>G. Teachers communicate effectively.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>H. Teachers use a variety of methods to assess what each student has learned.</td>
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</tr>
</tbody>
</table>

### Overall Rating for Standard IV

<table>
<thead>
<tr>
<th>Comments:</th>
<th>Evidence or Documentation to Support Rating:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lesson plans</td>
</tr>
<tr>
<td></td>
<td>Display of technology used</td>
</tr>
<tr>
<td></td>
<td>Professional development</td>
</tr>
<tr>
<td></td>
<td>Use of student learning teams</td>
</tr>
<tr>
<td></td>
<td>Documentation of differentiated instruction</td>
</tr>
<tr>
<td></td>
<td>Materials used to promote critical thinking and problem solving</td>
</tr>
<tr>
<td></td>
<td>Collaborative lesson planning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Actions for Improvement:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Resources Needed to Complete These Actions:</th>
<th></th>
</tr>
</thead>
</table>
**STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. TEACHERS ANALYZE STUDENT LEARNING.</td>
<td></td>
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<tr>
<td>B. TEACHERS LINK PROFESSIONAL GROWTH TO THEIR PROFESSIONAL GOALS.</td>
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</tr>
<tr>
<td>C. TEACHERS FUNCTION EFFECTIVELY IN A COMPLEX, DYNAMIC ENVIRONMENT.</td>
<td></td>
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</tbody>
</table>

**OVERALL RATING FOR STANDARD V**

**COMMENTS:**

**EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:**
- Lesson plans
- Formative assessments
- Student work
- Professional Development Plan
- Completion of professional development
- Participation in Professional Learning Community
- Formative and summative student assessment data

**RECOMMENDED ACTIONS FOR IMPROVEMENT:**

**RESOURCES NEEDED TO COMPLETE THESE ACTIONS:**

- 
- 
- 

- The teacher’s signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing.

  ___________________________________________________________ _____________
  Teacher Signature  Date

- The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to State Board of Education Policy for the Teacher Evaluation Process.

  ___________________________________________________________ _____________
  Principal/Evaluator Signature  Date

**Teacher Comments:**

________________________
# Teacher Summary Evaluation Rating Sheet

## Standard I: Teachers Demonstrate Leadership

| A. Leads in the classroom.                      | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
| B. Leads in the school.                        |            |            |              |               |                 |
| C. Leads the teaching profession.              |            |            |              |               |                 |
| D. Advocates for the school and students.      |            |            |              |               |                 |
| E. Demonstrates high ethical standards.        |            |            |              |               |                 |

**Overall Rating for Standard I**

## Standard II: Teachers Establish a Respectful Environment for a Diverse Population

| A. Provides an environment that is inviting, respectful, supportive, inclusive and flexible. | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
| B. Embraces diversity in the school community and in the world.                          |            |            |              |               |                 |
| C. Treats students as individuals.                                                        |            |            |              |               |                 |
| D. Adapts teaching for the benefit of students with special needs.                       |            |            |              |               |                 |
| E. Works collaboratively with families and significant adults in the lives of their students. |            |            |              |               |                 |

**Overall Rating for Standard II**

## Standard III: Teachers Know the Content They Teach

| A. Aligns instruction with the state standards and district approved curriculum.          | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
| B. Knows the content appropriate to the teaching specialty.                               |            |            |              |               |                 |
| C. Recognizes the interconnectedness of content areas/disciplines.                       |            |            |              |               |                 |
| D. Makes instruction relevant to students.                                                |            |            |              |               |                 |

**Overall Rating for Standard III**

## Standard IV: Teachers Facilitate Learning for the Students

| A. Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students. | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
| B. Plans instruction appropriate for students.                                            |            |            |              |               |                 |
| C. Uses a variety of instructional methods.                                              |            |            |              |               |                 |
| D. Integrates and utilizes technology in instruction.                                    |            |            |              |               |                 |
| E. Helps students develop critical thinking and problem-solving skills.                  |            |            |              |               |                 |
| F. Helps students work in teams and develop leadership qualities.                        |            |            |              |               |                 |
| G. Communicates effectively.                                                            |            |            |              |               |                 |
| H. Uses a variety of methods to assess what each student has learned.                   |            |            |              |               |                 |

**Overall Rating for Standard IV**

## Standard V: Teachers Reflect on Their Own Practice

| A. Analyzes student learning.                                                        | Developing | Proficient | Accomplished | Distinguished | Not Demonstrated |
| B. Links professional growth to professional goals.                                  |            |            |              |               |                 |
| C. Functions effectively in a complex, dynamic environment.                          |            |            |              |               |                 |

**Overall Rating for Standard V**

## Comments:

## Resources needed to complete these actions:

## Evidence or documentation to support rating:

## Recommended actions for improvement:

## Evidence or documentation to support rating:
**PROFESSIONAL DEVELOPMENT PLAN**

School Year: _____________________________________________ Year: 1 2 3 4

Lateral Entry: 1 2 3

Name: _____________________________________ Position/Subject Area: ___________________________________________

School: ____________________________________________________________________________________________________

Mentor: ____________________________________ Position/Subject Area: ___________________________________________

(Required in the first three years for all beginning teachers)

District: ____________________________________________________________________________________________________

**A. Professional Teaching Standards**

<table>
<thead>
<tr>
<th>PROFESSIONAL TEACHING STANDARDS</th>
<th>STANDARD(S) TO BE ADDRESSED</th>
<th>ELEMENT(S) TO BE AddressED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers Demonstrate Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Teachers Establish a Respectful Environment for a Diverse Population of Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teachers Know the Content They Teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Teachers Facilitate Learning for Their Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Teachers Reflect on Their Practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B. Teacher’s Strategies**

<table>
<thead>
<tr>
<th>GOALS FOR ELEMENTS</th>
<th>ACTIVITIES/ACTIONS</th>
<th>EXPECTED OUTCOMES AND EVIDENCE OF COMPLETION</th>
<th>RESOURCES NEEDED</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GOAL 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s Signature: _____________________________________________ Date: ____________

Mentor’s Signature: _____________________________________________ Date: ____________

Administrator’s Signature: ________________________________________ Date: ____________

Plan: Individual □ Monitored □ Directed □
PROFESSIONAL DEVELOPMENT PLAN — MID-YEAR REVIEW

TO BE COMPLETED BY (DATE) ______________________________

C. Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced

D. Narrative

<table>
<thead>
<tr>
<th>Teacher’s Comments:</th>
<th>Mentor’s Comments</th>
<th>Administrator’s Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Teacher’s Signature: ____________________________  Mentor’s Signature: ____________________________  Administrator’s Signature: ____________________________

Date: ____________________________  Date: ____________________________  Date: ____________________________
**Professional Development Plan — End-of-Year Review**

**To be completed by (date) ______________________________**

**E. Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced**

<table>
<thead>
<tr>
<th>Goal 1 was successfully completed.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes [ ] No [ ]</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2 was successfully completed.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes [ ] No [ ]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**F.**

**G. Narrative**

<table>
<thead>
<tr>
<th>Teacher’s Comments:</th>
<th>Mentor’s Comments</th>
<th>Administrator’s Comments:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Teacher’s Signature:</th>
<th>Mentor’s Signature:</th>
<th>Administrator’s Signature:</th>
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<th>Date:</th>
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</tbody>
</table>
**RECORD OF TEACHER EVALUATION ACTIVITIES**

Teacher Name: ___________________________________________________ ID#: ________________________________
School: ________________________________________________________ School Year: ________________________
Position/Assignment: ________________________________________________________________________________
Evaluator: ____________________________________________________ Title: ________________________________

Teacher Background (Briefly describe the teacher’s educational background, years of experience, teaching assignment, and any other factors that may impact the evaluation):

McREL's Teacher Evaluation System is based, in part, on informal and formal observations and conferences conducted on the following dates:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Teacher Signature</th>
<th>Evaluator Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation</td>
<td></td>
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</tr>
<tr>
<td>Pre-Observation Conference</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Observation Conference #1</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Observation Conference (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation #2</td>
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<td></td>
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<tr>
<td>Post-Observation Conference #2</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Observation Conference (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation #3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Post-Observation Conference #3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Observation Conference (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observation #4 (if required)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Post-Observation Conference #4 (if required)</td>
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<td></td>
</tr>
<tr>
<td>Summary Evaluation Conference</td>
<td></td>
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</tr>
<tr>
<td>Professional Development Plan Completed</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
APPENDIX A: GLOSSARY

For purposes of this evaluation process, the following terms are defined below:

1. **21st Century Education**—An education that enables students to navigate the complex life and work environment in the globally competitive age (see also p. 2).

2. **Action Plan**—A plan developed by a principal/supervisor with input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher’s performance.

3. **Artifact**—A product resulting from a teacher’s work. Artifacts are natural by-products of a teacher’s work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the principal/evaluator and teacher disagree on the final rating. Teachers may use them as exemplars of their work. Examples of artifacts include these:
   a. **Lesson Plans**—Teacher’s daily plans that demonstrate integration of 21st century skills and coverage of the districts approved curriculum.
   b. **Professional Development**—Staff development, based on research, data, practice, and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
   c. **Student Dropout Data**—Data about grade 9–12 students who drop out of high school.
   d. **School Improvement Plan**—A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. Teachers should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.
   e. **School Improvement Team**—A team composed of the principal and representatives of administration, instructional personnel, instructional support personnel, teacher assistants, and parents of children enrolled in the school. The team’s purpose is to develop a school improvement plan to strengthen student performance.

4. **Beginning Teachers**—Teachers who are in the first three years of teaching and who have not been granted tenure.

5. **Career Status Teachers**—Teachers who have been granted tenure.

6. **Data**—Factual information used as the basis for reasoning, discussion, or planning.

7. **Evaluator**—The person responsible for overseeing and completing McREL’s Teacher Evaluation System. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

8. **Evidence**—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

9. **Formal Evaluation Process**—The process of evaluating a teacher using the following essential components:
   a. **Training**—State-approved and sponsored training on the Teacher Evaluation Rubric and McREL’s Teacher Evaluation System is required of all teachers and those individuals responsible for teacher evaluations.
b. Orientation—It is recommended that the principal will provide the teacher with a copy of or directions for obtaining access to the following: a) Teacher Evaluation Rubric, b) state and local policies governing teacher evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, principals may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff is added throughout the year.

c. Teacher Self-Assessment—Using the Teacher Evaluation Rubric, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.

d. Pre-Observation Conference—Before the first formal observation, the principal shall meet with the teacher to discuss the teacher’s self-assessment based on the Teacher Evaluation Rubric, the teacher’s most recent Professional Development Plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

e. Observations:

1. Formal Observation—A formal observation shall last 45 minutes or an entire class period.

2. Informal Observation—An informal observation may take place as an evaluator visits classrooms, helps a student, or “drops in” on the teacher's classroom for a minimum of 20 minutes in one sitting.

f. Post-Observation Conference—During the post-observation conference, the principal and teacher shall discuss and document on the Teacher Evaluation Rubric the strengths and weaknesses of the teacher’s performance during the observed lesson.

g. Summary Evaluation Conference and Teacher Summary Evaluation Rating Form—The conference between the principal and teacher to discuss the teacher’s self-assessment, the teacher’s most recent Professional Development Plan, the components of McREL’s Teacher Evaluation System completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher’s performance. At the conclusion of the process, the principal shall complete the Teacher Summary Evaluation Rating Form.

h. Professional Development Plans—Every teacher will use a Professional Development Plan to identify goals and strategies to improve performance. The Professional Development Plan may be a(n):

1. Individual Professional Development Plan—Developed by a teacher and should be discussed with the principal.

2. Monitored Professional Development Plan—Placed on the plan by the principal, developed and monitored by the teacher and principal.

3. Directed Professional Development Plan—Placed on the plan by the principal, developed and monitored by the principal.

10. Peer—A teacher who serves as a mentor for the teacher being evaluated and who provides performance feedback based on the Teacher Evaluation Rubric.
11. **Performance Rating Scale**—The following rating scale will be used for determining the final evaluation rating:
   
   a. **Developing**— Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance but did not demonstrate competence on standard(s) of performance.
   
   b. **Proficient**— Teacher demonstrated basic competence on standard(s) of performance.
   
   c. **Accomplished**— Teacher exceeded basic competence on standard(s) of performance most of the time.
   
   d. **Distinguished**—Teacher consistently and significantly exceeded basic competence on standard(s) of performance.
   
   e. **Not Demonstrated**— Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the Not Demonstrated rating is used, the Principal/Evaluator must comment about why it was used.)

12. **Professional Learning Community**—A school culture in which teachers work collectively and collaboratively to examine instructional practice, improve their effectiveness, and increase student achievement.

13. **Self-assessment**—Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.

14. **Teacher**—A person who holds a valid teaching certificate and is employed to instruct, direct, or supervise the instructional program.

15. **Teacher Evaluation Rubric**—A composite matrix of the following standards, elements, and descriptors of the Professional Teaching Standards:
   
   a. **Performance Standard**—The distinct aspect of teaching or realm of activities which form the basis for the evaluation of a teacher.
   
   b. **Performance Elements**—The sub-categories of performance embedded within the performance standard.
   
   c. **Performance Descriptors**—The specific performance responsibilities embedded within the components of each performance standard.
APPENDIX B: SCORING THE RUBRIC AND EXAMPLES OF AUTO-COMPLETED FORMS

The teacher or evaluator should score each element within a standard to determine the level of performance for that element. For example, Standard I: Teachers demonstrate leadership has five elements: Teachers lead in their classroom; Teachers demonstrate leadership in school; Teachers lead in the teaching profession; Teachers advocate for schools and students; and Teachers demonstrate high ethical standards. The rater, whether the teacher completing a self-assessment or the person responsible for evaluating the teacher, will score each of the elements separately, and the combined individual element scores will determine the overall score for the standard.

The rater should begin with the left-hand column and mark each practice that describes the performance of the teacher during the period for which he or she is being evaluated. If the rater is not able to mark any of the practices for an element, then the Not Demonstrated column is used. In such a case, the rater must write a comment about what was observed and suggestions for improving performance.

The rating for each element is the highest rating for which all practices are marked. As illustrated in the example on pages 38–40, the teacher would be rated as Developing on “Teachers lead in their classrooms” even though at least one practice for Proficient, Accomplished, and Distinguished was marked. This is because Developing is the highest rating for which all practices were marked. Likewise, the teacher also would be rated as Proficient on “Teachers demonstrate leadership in the school” and on each of the remaining elements.

The overall rating, determined during the Summary Evaluation Conference, reflects all of the information collected and all of the ratings given, as well as the holistic judgment of the principal/evaluator.

When a teacher is rated as Developing or Not Demonstrated, the principal or evaluator should strongly encourage the teacher to develop a goal to address the area(s) where Proficiency has not been reached.

Note: A “✓” in the first column (observation) means that the evaluator should be able to observe the items in that row during routine classroom observations.
EXAMPLE: SCORED TEACHER EVALUATION RUBRIC

To complete this form, begin in the first column (Developing). If the practice listed in the Developing column describes the teacher’s performance throughout the year, mark the box beside the descriptor. Continue to work down the column of Developing practices. The principal/evaluator should continue to the Proficient category and work down that column, marking all of the practices that describe the teacher’s work throughout the year. The principal/evaluator should continue to mark all practices that describe the teacher’s performance under the Accomplished, and Distinguished categories. Each element should be rated in a similar fashion.

Figure 3 on page 12 provides an example of what a completed element might look like. If practices are checked in the Distinguished category, the rater should provide an explanatory comment in the space provided at the end of the focus area. If nothing is checked for the element, the teacher must be rated Not Demonstrated and the principal/evaluator must provide a comment.

This form should be used for the teacher self-assessment, classroom observation, and the summary evaluation.

Name: Jane Smith ________________________________________________________ Date: Wed Nov 17 2010 ______________
School: Demo Middle School ______________________________________________ District: Demo District ______________
Evaluator: Greg Jones ____________________________________________________ Title: Superintendent ________________
Start Time: 9:30 AM ________________________________________________________End Time: 10:25 AM __________________

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

<table>
<thead>
<tr>
<th>Observation</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
<th>DISTINGUISHED</th>
<th>NOT DEMONSTRATED (COMMENT REQUIRED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Understands how they contribute to students graduating from high school.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Encourages students to take responsibility for their own learning.</td>
</tr>
<tr>
<td>✓</td>
<td>Uses data to understand the skills and abilities of students.</td>
<td>Takes responsibility for the progress of students to ensure that they graduate from high school.</td>
<td>Communicates to students the vision of being prepared for life in the 21st century.</td>
<td></td>
<td>Uses classroom assessment data to inform program planning.</td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td>Provides evidence of data-driven instruction throughout all classroom activities.</td>
<td>Evaluates student progress using a variety of assessment data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td>Establishes a safe and orderly classroom.</td>
<td>Creates a classroom culture that empowers students to collaborate.</td>
<td></td>
<td>Empowers and encourages students to create and maintain a safe and supportive school and community environment.</td>
</tr>
</tbody>
</table>
b. **Teachers demonstrate leadership in the school.** Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Attends professional learning community meetings.</td>
<td>☑ Displays awareness of the goals of the school improvement plan.</td>
<td>☑... and Participates in professional learning community.</td>
<td>☑... and Assesses a leadership role in sustainable learning community.</td>
<td>☑... and Collaborates with colleagues to improve the quality of learning in the school.</td>
<td>☑... and Assumes a leadership role in implementing school improvement plan throughout the building.</td>
</tr>
</tbody>
</table>

**c. Teachers lead the teaching profession.** Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</td>
<td>☑... and Contributes to the improvement of the profession through professional growth.</td>
<td>☑... and Promotes positive working relationships through professional growth activities and collaboration.</td>
<td>☑... and Seeks opportunities to lead professional growth activities and decision-making processes.</td>
<td>☑... and Models positive working relationships through professional growth activities and collaboration.</td>
<td>☑... and Establishment of positive working relationships.</td>
</tr>
</tbody>
</table>

**d. Teachers advocate for schools and students.** Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Knows about the policies and practices affecting student learning.</td>
<td>☑... and Supports positive change in policies and practices affecting student learning.</td>
<td>☑... and Participates in developing policies and practices to improve student learning.</td>
<td>☑... and Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.</td>
<td>☑... and Fully supports initiatives to improve education.</td>
<td>☑... and Models strong supporting evidence for implementation of initiatives to improve education.</td>
</tr>
</tbody>
</table>

**e. Teachers demonstrate high ethical standards.** Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Understands the importance of ethical behavior.</td>
<td>☑... and Demonstrates ethical behavior.</td>
<td>☑... and Knows and upholds ethical principles.</td>
<td>☑... and Models ethical behavior and encourages others to do the same.</td>
<td>☑... and Models ethical behavior.</td>
<td>☑... and Encourages others to do the same.</td>
</tr>
</tbody>
</table>
Comments

Element A. While your classroom is a safe (physically and emotionally) environment for all students, transitions between learning activities are chaotic. There is a great deal of “off task” time as you transition between learning activities and it takes a lot of time for students to get organized and to re-engage in the next learning activity. Control over the time students spend working on goal-oriented learning activities is one of the most effective strategies to encourage student success. I recommend that you give students no more than three instructions at a time that bring closure to the current learning activity, provide transitional expectations, and set up the next learning activity. Providing explicit directions stressing two to three expectations at a time may alleviate student confusion and result in less chaos during transitions.

**Examples of Artifacts for Standard I:**

- Lesson plans
- Journals
- Student handbooks
- Student work
- School improvement planning
- Service on committees
- Relevant data
- Class rules and procedures
- Participation in Professional Learning Community
- Membership in professional organizations
- Formal and informal mentoring
- Surveys
- National Board Certification
- Discipline records
- School Improvement Team membership
- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________
- ______________________________________________________________________

**Standard II: Teachers establish a respectful environment for a diverse population of students**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

- ✓ Appreciates and understands the need to establish nurturing relationships.
- ✓ Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.
- ... and
- ... and
- ... and
- ✓ Maintains a positive and nurturing learning environment.
- ✓ Encourages and advises others to provide a nurturing and positive learning environment for all students.
b. **Teachers embrace diversity in the school community and in the world.** Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

<table>
<thead>
<tr>
<th>Observation</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓ Acknowledges that diverse cultures impact the world.</td>
<td>✓ Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</td>
<td>✓ Consistently incorporates different points of view in instruction.</td>
<td>✓ Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.</td>
</tr>
<tr>
<td>✓</td>
<td>✓ Demonstrates awareness of the diversity of students in the classroom.</td>
<td>✓ Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.</td>
<td>✓ Consistently incorporates different points of view in instruction.</td>
<td>✓ Capitalizes on diversity as an asset in the classroom.</td>
</tr>
</tbody>
</table>

c. **Teachers treat students as individuals.** Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

<table>
<thead>
<tr>
<th>Observation</th>
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<th>ACCOMPLISHED</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓ Holds high expectations of students.</td>
<td>✓ Communicates high expectations for all students.</td>
<td>✓ Encourages and values contributions of students, regardless of background or ability.</td>
<td>✓ Helps students hold high expectations for themselves and their peers.</td>
</tr>
</tbody>
</table>

d. **Teachers adapt their teaching for the benefit of students with special needs.** Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.

<table>
<thead>
<tr>
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<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
<th>DISTINGUISHED</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓ Recognizes that students have a variety of learning needs.</td>
<td>✓ Collaborates with specialists who can support the special learning needs of students.</td>
<td>✓ Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.</td>
<td>✓ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.</td>
</tr>
<tr>
<td>✓</td>
<td>✓ Is knowledgeable of effective practices for students with special needs.</td>
<td>✓ Provides unique learning opportunities, such as inclusion and research-based effective practices, for students with special needs.</td>
<td>✓ Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</td>
<td>✓ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.</td>
</tr>
</tbody>
</table>
e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

<table>
<thead>
<tr>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
<th>DISTINGUISHED</th>
<th>NOT DEMONSTRATED (COMMENT REQUIRED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Responds to family and community concerns.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Promotes trust and understanding throughout the school community.</td>
</tr>
<tr>
<td>✓ Communicates and collaborates with the home and community for the benefit of students.</td>
<td>✓ Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments

Element B. You use instructional strategies and display evidence in your classroom that identifies and values a variety of cultures, race, and ethnic origins and their contributions to society. The delivery and design of the lesson for this observation appeared tailored and matched to the unique racial and gender makeup of your students. You were able to transform basic knowledge from your learning objective to allow the students to analyze (compare and contrast) that knowledge through a culturally sensitive lens. In doing so, my observation indicated that students were actively engaged in their small group activity and the whole group debrief.

Element E. Your development of a parent/teacher conference protocol has proven advantageous. Your protocol, and your delivery of it, assists in developing a sense of trust between the family and the school. Your solutions are collaboratively developed with the parents and kept manageable by the family. Lastly, the protocol calls for resources that would benefit the academic growth of the student. As a strong advocate for your students and their families, you are able to recommend and/or secure additional resources (supplies/materials) at little to no expense to the family or the school.

Examples of Artifacts for Standard II:

- Cooperation with ESL teachers
- Lesson plans that integrate international content
- Lesson plans that support modifications included in student IEPs
- Documentation of referral data and use of IEPs
- Communications with parents/community
- Professional development on cultural attitudes and awareness
- Use of technology to incorporate cultural awareness into lessons
- Student profiles
- Student surveys
- __________
- __________
- __________
**STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH**

**a. Teachers align their instruction with the state standards.** In order to enhance the state standards, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Demonstrates an awareness of the state standards and references them in the preparation of lesson plans.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>✓</td>
<td>Elementary: Begins to integrate literacy instruction in selected lessons.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>✓</td>
<td>Secondary: Recognizes the importance of integrating literacy strategies within the content areas.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Elementary: Integrates effective literacy instruction throughout the curriculum.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Secondary: Incorporates a wide variety of literacy skills within content areas to enhance learning.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Elementary: Evaluates and reflects upon the effectiveness of instruction.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Secondary: Evaluates and reflects upon the effectiveness of instruction within content areas.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Assists colleagues in applying such strategies in their classrooms.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Elementary: Makes necessary changes to instructional practice to improve student learning.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Secondary: Makes necessary changes to instructional practice to improve student learning.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

**b. Teachers know the content appropriate to their teaching specialty.** Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students’ natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

<table>
<thead>
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<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td></td>
<td>Extends knowledge of subject beyond content in their teaching specialty and sparks students’ curiosity for learning beyond the required course work.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
### c. Teachers recognize the interconnectedness of content areas/disciplines

Teachers know the links and vertical alignment of the grade or subject they teach. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.

<table>
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<tr>
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<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Understands the links between grade/subject and the state standards.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.</td>
</tr>
<tr>
<td>✓</td>
<td>Displays global awareness.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Promotes global awareness and its relevance to students.</td>
</tr>
</tbody>
</table>

| d. Teachers make instruction relevant to students

Teachers incorporate 21st century life skills deliberately, strategically, and broadly into their teaching. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the state standards and 21st century content, which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness.

<table>
<thead>
<tr>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Identifies relationships between the state standards and life in the 21st century.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Deepens students’ understandings of 21st century skills and helps them make their own connections and develop new skills.</td>
</tr>
</tbody>
</table>

### Comments

Element D. Through your instructional congruence (reinforcing the concepts and vocabulary, engaging students in cooperative discussions, developing thinking skills related to the standard), you make the academic content and inquiry regarding the content accessible, meaningful, and relevant. You are able to provide explicit “real world” examples that relate to the content (standard and supporting objectives). Additionally, students are encouraged to evaluate how the content applies to them personally. Lastly, they are encouraged to predict and determine how the content may affect them regarding future careers and college readiness in the 21st century.

### Examples of Artifacts for Standard III:

- Display of creative student work
- Lesson plans
- Content standards
**STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Understands developmental levels of students and recognizes the need to differentiate instruction.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Encourages and guides colleagues to adapt instruction to align with students' developmental levels.</td>
</tr>
<tr>
<td>✔</td>
<td>Assesses resources needed to address strengths and weaknesses of students.</td>
<td></td>
<td>Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.</td>
<td></td>
<td>Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.</td>
</tr>
</tbody>
</table>

**b. Teachers plan instruction appropriate for their students.** Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

<table>
<thead>
<tr>
<th>Observation</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Recognizes data sources important to planning instruction.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.</td>
</tr>
<tr>
<td>✔</td>
<td>Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.</td>
<td></td>
<td>Monitors student performance and responds to individual learning needs in order to engage students in learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**c. Teachers use a variety of instructional methods.** Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

<table>
<thead>
<tr>
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<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</td>
<td>. . . and</td>
<td>. . . and</td>
<td>. . . and</td>
<td>Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.</td>
</tr>
<tr>
<td>✔</td>
<td>Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.</td>
<td></td>
<td>Ensures the success of all students through the selection and utilization of appropriate methods and materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### d. Teachers integrate and utilize technology in their instruction.
Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

<table>
<thead>
<tr>
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<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Assesses effective types of technology to use for instruction.</td>
<td>✓ Demonstrates knowledge of how to utilize technology in instruction.</td>
<td>◐ Integrates technology with instruction to maximize student learning.</td>
<td>◐ Provides evidence of student engagement in higher level thinking skills through the integration of technology.</td>
<td></td>
</tr>
</tbody>
</table>

### e. Teachers help students develop critical thinking and problem-solving skills.
Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

<table>
<thead>
<tr>
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<th>Accomplished</th>
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<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Understands the importance of developing students’ critical thinking and problem-solving skills.</td>
<td>✓ Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.</td>
<td>◐ Teaches students the processes needed to</td>
<td>◐ Encourages and assists teachers throughout the school to integrate critical thinking and problem-solving skills into their instructional practices.</td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td></td>
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<td>✓</td>
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</tr>
</tbody>
</table>

### f. Teachers help students work in teams and develop leadership qualities.
Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated (Comment Required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Provides opportunities for cooperation, collaboration, and leadership through student learning teams.</td>
<td>✓ Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.</td>
<td>◐ Encourages students to create and manage learning teams.</td>
<td>◐ Fosters the development of student leadership and teamwork skills to be used beyond the classroom.</td>
<td></td>
</tr>
</tbody>
</table>
### g. Teachers communicate effectively

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

<table>
<thead>
<tr>
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<th>Proficient</th>
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</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>Uses a variety of methods for communication with all students.</td>
<td>Creates a variety of methods to communicate with all students.</td>
<td>Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</td>
<td>Establishes classroom practices that encourage all students to develop effective communication skills.</td>
<td>Establishes schoolwide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>Provides opportunities for students to articulate thoughts and ideas.</td>
<td>Uses the information gained from the assessment activities to improve teaching practice and student learning.</td>
<td>Provides opportunities for students to assess themselves and others.</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>Uses indicators to monitor and evaluate student progress.</td>
<td>Uses the information gained from the assessment activities to improve teaching practice and student learning.</td>
<td>Teaches and encourages students to use peer and self-assessment feedback to assess their own learning.</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>Assesses students in the attainment of 21st century knowledge, skills, and dispositions.</td>
<td>Provides opportunities for students to assess themselves and others.</td>
<td>Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.</td>
</tr>
</tbody>
</table>

### h. Teachers use a variety of methods to assess what each student has learned

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students’ 21st century knowledge, skills, performance, and dispositions.

<table>
<thead>
<tr>
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<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>... and</td>
<td>... and</td>
<td>... and</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.</td>
<td>Uses the information gained from the assessment activities to improve teaching practice and student learning.</td>
<td>Teaches and encourages students to use peer and self-assessment feedback to assess their own learning.</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>Provides evidence that students attain 21st century knowledge, skills, and dispositions.</td>
<td>Provides opportunities for students to assess themselves and others.</td>
<td>Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>Uses indicators to monitor and evaluate student progress.</td>
<td>Uses the information gained from the assessment activities to improve teaching practice and student learning.</td>
<td>Teaches and encourages students to use peer and self-assessment feedback to assess their own learning.</td>
</tr>
<tr>
<td>✓</td>
<td>✓</td>
<td>Assesses students in the attainment of 21st century knowledge, skills, and dispositions.</td>
<td>Provides opportunities for students to assess themselves and others.</td>
<td>Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.</td>
</tr>
</tbody>
</table>

### Comments

Element A. To meet the needs of individual students, take into account the developmental levels of students. This particular lesson did not account for supporting different developmental levels with differentiated learning activities. While students were actively engaged in the lesson, some were confused with the vocabulary, and some were frustrated by the slower pace. When learning experiences are implemented in such a way as to help students learn through developmentally appropriate practices, learning is supported at all levels. An early indicator to help plan ahead for such conditions is a deeper analysis of student (formative and standardized) data. Early identification of areas where students struggle and excel will help you with planning and by differentiating activities.

### Examples of Artifacts for Standard IV:

- Lesson plans
- Display of technology used
- Professional development
- Use of student learning teams
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving
- Collaborative lesson planning
### STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

**a. Teachers analyze student learning.** Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

<table>
<thead>
<tr>
<th>Observation</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
<th>DISTINGUISHED</th>
<th>NOT DEMONSTRATED (COMMENT REQUIRED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Recognizes the need to improve student learning in the classroom.</td>
<td>... and ✓ Provides ideas about what can be done to improve student learning in their classroom.</td>
<td>... and ✓ Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.</td>
<td>... and ✓ Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b. Teachers link professional growth to their professional goals.** Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

<table>
<thead>
<tr>
<th>Observation</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
<th>DISTINGUISHED</th>
<th>NOT DEMONSTRATED (COMMENT REQUIRED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Understands the importance of professional development.</td>
<td>... and ✓ Participates in professional development aligned with professional goals.</td>
<td>... and ❏ Participates in professional development activities aligned with goals and student needs.</td>
<td>... and ❏ Applies and implements knowledge and skills attained from professional development consistent with its intent.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**c. Teachers function effectively in a complex, dynamic environment.** Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

<table>
<thead>
<tr>
<th>Observation</th>
<th>DEVELOPING</th>
<th>PROFICIENT</th>
<th>ACCOMPLISHED</th>
<th>DISTINGUISHED</th>
<th>NOT DEMONSTRATED (COMMENT REQUIRED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Is knowledgeable of current research-based approaches to teaching and learning.</td>
<td>... and ✓ Considers and uses a variety of research-based approaches to improve teaching and learning.</td>
<td>... and ❏ Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.</td>
<td>... and ❏ Adapts professional practice based on data and evaluates impact on student learning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

Element A. You provide guidance and leadership within your department to create systems, and processes and make decisions to adjust or to modify unit plans based on thorough data analysis and interpretation of state standardized tests. As a result, we are able to continually challenge and revisit our units of study and curriculum maps in order to refine our core units of study.

**EXAMPLES OF ARTIFACTS FOR STANDARD V:**

- ✓ Lesson plans
- ✓ Formative assessments
- ✓ Student work
- ✓ Professional Development Plan
- ✓ Completion of professional development
- ✓ Participation in Professional Learning Community
- ✓ Formative and summative student assessment data
EXAMPLE: COMPLETED TEACHER SUMMARY EVALUATION RATING FORM

This form summarizes ratings from the rubric or observation form and requires the principal/evaluator to provide a description of areas needing improvement and comments about performance. It may be completed as a part of the Summary Evaluation discussion conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings. The check marks in blue are automatically drawn from the Rubric and placed on the form by the software.

Name: Jane Smith

School: Demo High School School Year: 2010-2011
Evaluator: Greg Jones District: Demo District
Date Completed: Evaluator’s Title: Principal

_________ Beginning Teacher ✓ Career Status Teacher (Please check one)

STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. TEACHERS LEAD IN THEIR CLASSROOMS.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. TEACHERS DEMONSTRATE LEADERSHIP IN THE SCHOOL.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. TEACHERS LEAD THE TEACHING PROFESSION.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. TEACHERS ADVOCATE FOR SCHOOLS AND STUDENTS.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. TEACHERS DEMONSTRATE HIGH ETHICAL STANDARDS.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OVERALL RATING FOR STANDARD I ✓

COMMENTS:
Element A. Student learning time has been a concern throughout this school year. You and I have discussed on several occasions during post-observation conferences that we agree the time for student learning is frequently cut short due to the organizational time required to transition students from one learning activity to the next. However, throughout the school year, you have visited the classrooms of several colleagues to observe how those teachers establish and manage classroom procedures and routines. As a result, there has been progressive improvement toward student on-task time. Additionally, student behavior has improved as evidenced by the lesser number of disciplinary referrals. Element A. continues to be an area for improvement. During this summary evaluation conference, we agree that for the 2010/11 school year we will intentionally focus on classroom management practices, primarily time-on-task and conducting smoother transitions between learning activities.

RECOMMENDED ACTIONS FOR IMPROVEMENT:
Moving into the 2010/11 school year, I strongly encourage you to continue to learn and incorporate strategies that tighten the systems and routines of managing students behavior in the classroom. I recommend that at the beginning of the school year you empower your students to be a part of the process of establishing the classroom rules (three to five rules that align to established school site rules of student conduct). I recommend that you establish classroom routines and procedures that ensure students know what is expected of them while transitioning between learning activities and improving learning by providing positive learning expectations during learning activities. Lastly, continue to provide students leadership opportunities by leading transitional activities and cooperative learning groups.

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:
One day of release time spread throughout the course of the first quarter to allow you to visit the classrooms of colleagues in the building to observe their systems and routines specifically focused on classroom management strategies.

EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:
- Lesson plans
- Journals
- Student handbooks
- Student work
- School improvement planning
- Service on committees
- Relevant data
- Class rules and procedures
- Participation in Professional Learning Communities
- Membership in professional organizations
- Formal and informal mentoring
- Surveys
- National Board Certification
- Discipline records
- School Improvement Team membership
-治疗
-治疗
-治疗
-治疗
-治疗

49
STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Teachers embrace diversity in the school community and in the world.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Teachers treat students as individuals.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Teachers adapt their teaching for the benefit of students with special needs.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Teachers work collaboratively with the families and significant adults in the lives of their students.</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OVERALL RATING FOR STANDARD II

| COMMENTS: |

Your personal attention and strategies for improving academic performance and enhancing self-esteem among students whose racial, ethnic, or language heritage differs from the norm is providing all your students a quality educational experience. Throughout this school year, you have delivered a flexible, unbiased curriculum with supporting materials that enhance diversity. Additionally, your attitude and actions reflect sensitivity to other cultures. Moreover, your personal style and delivery serve as a role model of acceptance and belief in the value of cultural diversity in the classroom and throughout our school community.

RECOMMENDED ACTIONS FOR IMPROVEMENT:

RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:

- Cooperation with ESL teachers
- Lesson plans that integrate international content
- Lesson plans that support modifications included in student IEPs
- Documentation of referral data and use of IEPs
- Communications with parents/community
- Professional development on cultural attitudes and awareness
- Use of technology to incorporate cultural awareness into lessons
- Student profiles
- Student surveys
- 
- 
- 
- 
-
**STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers align their instruction with the state standards and district approved curriculum.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Teachers know the content appropriate to their teaching specialty.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Teachers recognize the interconnectedness of content areas/disciplines.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Teachers make instruction relevant to students.</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**Overall rating for Standard III**: ✓

**Comments**: As I addressed on the evaluation/observation record form, your planning and instructional delivery model reinforces the essential concepts and vocabulary necessary to engage students in cooperative discussions, thereby developing thinking skills related to the state and district standards. You make the academic content and inquiry regarding the content standards accessible, meaningful, and relevant for your students. Most importantly, staying in line with 21st century learning, you are able to provide explicit "real world" examples that relate and will directly affect students' future.

**Recommended actions for improvement:**

**Evidence or documentation to support rating:**
- Display of creative student work
- Lesson plans
- Content standards

**Resources needed to complete these actions:**
**STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

<table>
<thead>
<tr>
<th>ELEMENTS</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Teachers plan instruction appropriate for their students.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Teachers use a variety of instructional methods.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Teachers integrate and utilize technology in their instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>E. Teachers help students develop critical thinking and problem-solving skills.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F. Teachers help students work in teams and develop leadership qualities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Teachers communicate effectively.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>H. Teachers use a variety of methods to assess what each student has learned.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL RATING FOR STANDARD IV**: ✓

**COMMENTS:**
Your lesson plans clearly reflect objectives and detailed learning activities to engage all students. However, there are times when a differentiated approach will engage students more deeply, depending on their developmental levels. A closer examination of academic performance data combined with information from special education and possibly the counseling office will provide a deeper understanding of the development levels of individual students. Your lesson and unit plans and your learning activities will have more meaning when differentiated to meet the needs of both the learners that struggle and the advanced learners.

**RECOMMENDED ACTIONS FOR IMPROVEMENT:**
I recommend that for the upcoming school year, you work within your PLC and have discussions on generating unit and lesson plans that have alternative or modified learning activities for students. Pre-planning for such conditions will provide quicker organization of learning activities, allow you to determine a variety of instructional grouping strategies, and serve the need for struggling learners and advanced learners alike. Additionally, search the state department of education website and check with the district staff development office to see if there is a local conference available for you to attend that addresses; differentiation strategies or classroom strategies designed to meet the developmental needs of students.

**RESOURCES NEEDED TO COMPLETE THESE ACTIONS:**
Possible release time or partial financial assistance for tuition reimbursement for local workshops or conferences.

**EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:**
- Lesson plans
- Display of technology used
- Professional development
- Use of student learning teams
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving
- Collaborative lesson planning
-
-
-
**Standard V: Teachers Reflect on Their Practice**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers analyze student learning.</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>B. Teachers link professional growth to their professional goals.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Teachers function effectively in a complex, dynamic environment.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Overall rating for Standard V**

<table>
<thead>
<tr>
<th>Elements</th>
<th>Developing</th>
<th>Proficient</th>
<th>Accomplished</th>
<th>Distinguished</th>
<th>Not Demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Teachers analyze student learning.</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>B. Teachers link professional growth to their professional goals.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Teachers function effectively in a complex, dynamic environment.</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
You add significant value to our school by your modeling behavior and the expectation you have of your colleagues by exemplifying our mission and vision to improve every student's educational experience. I have observed that during staff meetings, department meetings, and professional learning community meetings you are focused on analyzing student learning and making recommendations for school-wide improvement. Your words and actions remind staff members, regardless of the circumstances surrounding a student, of our mission to provide a quality educational experience for all students and that it can be done through continual analysis of school data, curriculum design, and use of research-based instructional strategies.

**Recommended actions for improvement:**

**Resources needed to complete these actions:**

- Lesson plans
- Formative assessments
- Student work
- Professional Development Plan
- Completion of professional development
- Participation in Professional Learning Community
- Formative and summative student assessment data
- __________________________
- __________________________
- __________________________

**Evidence or documentation to support rating:**

- The teacher’s signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing.

  Teacher Signature  
  Date

- The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to State Board of Education Policy for the Teacher Evaluation Process.

  Principal/Evaluator Signature  
  Date

**Teacher Comments:**

---

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**Example: Completed Teacher Summary Evaluation Rating Sheet**

Note: The marks in blue are automatically placed by the software.

### Summary Rating Sheet

<table>
<thead>
<tr>
<th>Standard I: Teachers Demonstrate Leadership</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Leads in the classroom.</td>
<td>X</td>
</tr>
<tr>
<td>B. Leads in the school.</td>
<td>X</td>
</tr>
<tr>
<td>C. Leads the teaching profession.</td>
<td>X</td>
</tr>
<tr>
<td>D. Advocates for the school and students.</td>
<td>X</td>
</tr>
<tr>
<td>E. Demonstrates high ethical standards.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard I**

<table>
<thead>
<tr>
<th>Standard II: Teachers Establish a Respectful Environment for a Diverse Population</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Provides an environment that is inviting, respectful, supportive, inclusive and flexible.</td>
<td>X</td>
</tr>
<tr>
<td>B. Embraces diversity in the school community and in the world.</td>
<td>X</td>
</tr>
<tr>
<td>C. Treats students as individuals.</td>
<td>X</td>
</tr>
<tr>
<td>D. Adapts teaching for the benefit of students with special needs.</td>
<td>X</td>
</tr>
<tr>
<td>E. Works collaboratively with families and significant adults in the lives of their students.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard II**

<table>
<thead>
<tr>
<th>Standard III: Teachers Know the Content They Teach</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Aligns instruction with the state standards and district approved curriculum.</td>
<td>X</td>
</tr>
<tr>
<td>B. Knows the content appropriate to the teaching specialty.</td>
<td>X</td>
</tr>
<tr>
<td>C. Recognizes the interconnectedness of content areas/disciplines.</td>
<td>X</td>
</tr>
<tr>
<td>D. Makes instruction relevant to students.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard III**

<table>
<thead>
<tr>
<th>Standard IV: Teachers Facilitate Learning for the Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students.</td>
<td>X</td>
</tr>
<tr>
<td>B. Plans instruction appropriate for students.</td>
<td>X</td>
</tr>
<tr>
<td>C. Uses a variety of instructional methods.</td>
<td>X</td>
</tr>
<tr>
<td>D. Integrates and utilizes technology in instruction.</td>
<td>X</td>
</tr>
<tr>
<td>E. Helps students develop critical thinking and problem-solving skills.</td>
<td>X</td>
</tr>
<tr>
<td>F. Helps students work in teams and develop leadership qualities.</td>
<td>X</td>
</tr>
<tr>
<td>G. Communicates effectively.</td>
<td>X</td>
</tr>
<tr>
<td>H. Uses a variety of methods to assess what each student has learned.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard IV**

<table>
<thead>
<tr>
<th>Standard V: Teachers Reflect on Their Own Practice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Analyzes student learning.</td>
<td>X</td>
</tr>
<tr>
<td>B. Links professional growth to professional goals.</td>
<td>X</td>
</tr>
<tr>
<td>C. Functions effectively in a complex, dynamic environment.</td>
<td>X</td>
</tr>
</tbody>
</table>

**Overall Rating for Standard V**

**Comments:**

Teacher's classroom is a safe (physically and emotionally) environment for all students.

Making good progress toward proficiency on all leadership elements.

Teacher demonstrates a willingness to collaborate and participates in the staff development efforts to improve instruction to meet the individual needs of students.

The problems experienced here are closely associated with those mentioned under Standard I.
Recommended actions for improvement:
Seek opportunities to be more involved in the committees designed to improve the school environment.
Continue to focus on classroom management efforts and develop student leadership skills.
Take a differentiated instruction class and apply the principles learned in day-to-day work.

Resources needed to complete these actions:
Tuition for class.
Substitutes or stipends for time spent in class.

Evidence or documentation to support rating:
- Discipline records
- School Improvement Team membership
- Lesson plans
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving
### Example: Completed Professional Development Plan

Note: Standards and Elements in blue are automatically placed by the software.

**School Year:** 2009-2010  
**Year:** 1  
**Career Status:** 
**Lateral Entry:** 1  

**Name:** Jane Smith  
**Position/Subject Area:** Teacher  
**School:** Demo High School  
**District:** Demo District  

(Required in the first three years for all beginning teachers)

**A. Professional Teaching Standards**

<table>
<thead>
<tr>
<th>Professional Teaching Standards</th>
<th>Standard(s) to be Addressed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teachers Demonstrate Leadership</td>
<td>1. A. Teachers lead in their classrooms.</td>
</tr>
<tr>
<td>2. Teachers Establish a Respectful Environment for a Diverse Population of Students</td>
<td>4. A. Teachers know the ways in which learning takes place, and they know appropriate levels of intellectual, physical, social, and emotional development of their students.</td>
</tr>
<tr>
<td>3. Teachers Know the Content They Teach</td>
<td>4. B. Teachers plan instruction appropriate for their students.</td>
</tr>
<tr>
<td>4. Teachers Facilitate Learning for Their Students</td>
<td>4. G. Teachers communicate effectively.</td>
</tr>
<tr>
<td>5. Teachers Reflect on Their Practice</td>
<td></td>
</tr>
</tbody>
</table>

**B. Teacher's Strategies**

<table>
<thead>
<tr>
<th>Goals for Elements</th>
<th>Activities/Actions</th>
<th>Expected Outcomes and Evidence of Completion</th>
<th>Resources Needed</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| **Goal 1:**  
Standard 1, Element A: Teachers lead in their classrooms: Establishing and maintaining a safe and orderly classroom. It is expected that you will establish routines and systems that students can easily follow in order to maximize time on task and spend less time transitioning between activities. | 1. During team planning time, discuss with colleagues how their classroom procedures are defined and implemented.  
2. Clearly post behavioral expectations for students. Consider having students participate in the development of these classroom rules.  
3. Set and outline the expectations for student behaviors prior to transitioning between learning activities.  
4. Build in time for students to practice the daily routines. | 1. Maximized time on task and less time spent refocusing students’ attention on the next learning activity.  
2. Clearly posted behavioral expectations that are limited to 3 to 5 rules that are congruent with the school-wide expectations for student behavior. | | 1. Release time for you to observe colleagues that have clearly established routines and procedures.  
2. Provide a timer to assist students with staying on task during learning activities and transitional activities.  
1. Release time prior to the end of first quarter.  
2. Clearly establish rules by the end of the first week of school. |
| **Goal 2:**  
Standard 4, Element A: Teachers know the way in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students: Design instructional activities that incorporate differentiated instruction. Be able to adapt to instruction to meet the needs of individual learners, providing all students with the appropriate level of challenge and supports to help them reach learning goals. | 1. Bi-monthly meetings with PCL team focused on building in differentiation into unit and lesson plans, instructional activities and assessments.  
2. Provide students opportunities to build on their strengths by developing learning contracts or engaging in personal academic goal setting that allows them to demonstrate knowledge and skill through a variety of methods.  
3. Give students choices and encouragement to pursue projects that interest them as apart of regular classroom. Provide students who are ready for more challenge with opportunities to tackle independent research projects.  
4. Strategically group students effectively for different learning activities. Avoid homogeneous grouping unless appropriate. Help all students find a way to contribute to the group’s success. | 1. Student’s assessments will take into account levels of complexity, abstractness, and open-endedness. Students will experience, over time an increase in performance and willingness to perform more complex tasks.  
2. There is a higher level of on-task behavior during small and large group learning activities. | | 1. Attend a district or local workshop on differentiated instruction.  
2. Plan with a grade-level team focused on differentiated learning activities.  
1. Attend a local- or district-sponsored workshop on differentiation prior to the end of the first quarter, if available.  
2. Will provide examples of lesson plans once per month that reflect the objective of the goal. |
EXAMPLE: COMPLETED PROFESSIONAL DEVELOPMENT PLAN—MID-YEAR REVIEW

TO BE COMPLETED BY (DATE) Wed Dec 15 2010

C. Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced

You continue to make progress toward your two goals for this school year. You have worked collaboratively with the members of your professional learning community to design units of study intended to meet the state and district standards. The courses that you have attended this year at the university regarding culturally relevant instruction have made a significant difference in engaging most of your students most of the time.

D. Narrative

**TEACHER’S COMMENTS:**
The coursework I took last summer on culturally relevant pedagogy has been very beneficial when planning my instruction to engage more students in learning activities. I am noticing much more deep and rich conversations among my students because I made a few minor changes to how I deliver content and emphasize the cultural relevance issues.

**MENTOR’S COMMENTS**

**ADMINISTRATOR’S COMMENTS**

**TEACHER’S SIGNATURE:**

**MENTOR’S SIGNATURE:**

**ADMINISTRATOR’S SIGNATURE:**

**DATE:**

**DATE:**

**DATE:**
EXAMPLE: COMPLETED PROFESSIONAL DEVELOPMENT PLAN—END-OF-YEAR REVIEW

TO BE COMPLETED BY (DATE) Fri Apr 30 2010

E. Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced

You have successfully met and exceeded expectations for the goals you have established for the 2009-2010 school year.

F. Goal 1 was successfully completed. Yes ☑ No ☐
   Goal 2 was successfully completed. Yes ☑ No ☐

G. Narrative

TEACHER’S COMMENTS:
I have appreciated taking more of an active role in the
development and implementation of my professional
growth plan. I also appreciate the substitute time
that you provided so that I could visit the classroom
of my colleagues. Not only has it added value to my
practice, but I appreciate the opportunity to watch
my colleagues in action.

MENTOR’S COMMENTS

ADMINISTRATOR’S COMMENTS

TEACHER’S SIGNATURE:

DATE:

MENTOR’S SIGNATURE:

DATE:

ADMINISTRATOR’S SIGNATURE:

DATE: