Teacher Evaluation Document

2012-2013

Township High School District 211

UNITED STATES DEPARTMENT OF EDUCATION BLUE RIBBON SCHOOLS OF EXCELLENCE

James B. Conant High School

William Fremd High School

Hoffman Estates High School

Palatine High School

Schaumburg High School

ALTERNATIVE SCHOOLS

District 211 Academy-North

District 211 Academy-South

Township High School District 211
Board of Education

Robert LeFevre, Jr., *President*

George Brandt, *Vice President*

Edward Yung, *Secretary*

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If you require assistance while visiting a District 211 school, please contact the principal's office.
For individuals who are deaf or hard of hearing, please access the following TTD/TTY telephone number: (847) 755-6654.

"The Board and the Union recognize that the basic purpose of evaluation is to improve instruction and the effective operation of the total school. The evaluator's major concern shall be in, but not limited to, the following areas of instruction: subject matter, class preparation, methods of instruction, knowledge of individual nature of learning, pupil participation and reaction, pupil-teacher relationships, effectiveness and cooperation in department and school activities, and self-improvement, initiative and growth. It is, therefore, understood that a formal classroom evaluation is but a part of the total evaluation process. To this end, the process and criteria will consist only of the latest revision of the evaluation document as mutually approved by the Union and the Board…"

(Article XI Section A of the Master Contract)

Revised by the Teacher Evaluation Joint Committee
2007, 2010, 2012

Teacher Evaluation Joint Committee

Theresa Busch
Timothy Cannon
Robert Grimm/Eric Wenckowski
Linda Goergen
Bruce Hildabrand
Anita Lee
Rosemary Ryan
Lisa Small
Jason Spoor

The terms he, his, she, hers, and similar pronouns used in this document are used in their Universal sense and are not intended to imply discrimination.

Special Note Regarding Revisions and Joint Review

Changes have been made incorporating the original August 2010 printing, the August 2011 Addendum, and suggestions of the Evaluation Committee. A joint evaluation committee will be formed after the adoption of the Evaluation Document by the Board of Education and the Union to incorporate any potential changes to the evaluation document.

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Definitions

Formal Observation- An observation allowing the qualified evaluator to acquire evidence of the teacher's planning, instructional delivery, and classroom management skills and shall involve one of the following activities: an observation of the teacher in his or her classroom for a minimum of 45 minutes at a time, or an observation during a complete lesson, or an observation during an entire class period. Each formal observation shall be preceded by a conference between the qualified evaluator and the teacher. Following a formal observation, the qualified evaluator shall meet with the teacher to discuss the evidence collected about the teacher's professional practice. The qualified evaluator shall provide feedback following a formal evaluation to the teacher in writing (electronic or paper).

Informal Observation- An observation of the teacher during a teaching activity. Following an informal observation, the qualified evaluator shall provide feedback to the teacher either orally or in writing (electronic or paper) and if the feedback is in a written format, also provide the teacher with an opportunity to have an in-person discussion with the evaluator.

Evaluation-The written summative evaluation rating given to a teacher. The rating can be "unsatisfactory", "needs improvement", "satisfactory", or "excellent".

Clarifications

1. Unlike the non-tenured process, the sharing of teacher artifacts will not include reflections for tenured teachers.
2. The classroom observation form should be used for an observation that entails at least an entire class period with a pre and post conference.
3. Ideally the "Non-Tenured Teacher Observation/Evaluation" form would include feedback on as many domains as are relevant to the classroom observation. It is expected that at least one domain will be relevant in the observation.
4. All formal and informal classroom observation requirements expressed in this document represent the minimum number of classroom observations required in each evaluation cycle. Additional classroom observations may be conducted at the department chair or administration's discretion.
5. All teachers receiving an "excellent" or "proficient" rating on their previous summative evaluation will, in most circumstances, receive only one summative evaluation at the end of their two year goal cycle. Administration may choose to issue summative evaluations in the first year of the two year goal cycle at the principal's discretion.
6. Regardless of their full or part-time status, all non-tenured teachers will proceed through the evaluation document as a non-tenured teacher (year 1-Domain 2, year 2-Domain 1, year 3-Domain 3, year 4-Domain 4). Once an individual has been in the district four years and has not achieved tenured status they will set one yearly goal and will be evaluated formally once during the year.

PILOT PROGRAM DEADLINES AND TASKS TO BE COMPLETED

Tenured Teacher Timeline (2 Year)

Read Document	**Teacher and Evaluator read document**	**Start of year one**
	Teacher circles where she/he feels she/he is	**Prior to writing goals**
Goal Form Part 1	**Teacher prepares first draft of 2 goals One goal must focus on <u>student growth</u> Domains 1 or 3 and Domains 2 or 4**	**Before October 1, year one**
	Teacher and evaluator sign off on 2 goals for each two year cycle One goal must focus on <u>student growth</u> Domains 1 or 3 and Domains 2 or 4	**October 31, year one**
Goal Form Parts 2 & 3	**Teacher and evaluator review the progress (Teacher provides reflection by April 1, year 1)**	**April 30, year one**
	Teacher and evaluator review the progress (Teacher provides reflection by October 1, year 2)	**October 30, year two**
	Teacher and evaluator review the progress (Teacher provides reflection by April 1, year 2)	**April 30, year two**
Classroom Observation Form	**Minimum of one formal classroom observation and one informal observation**	**Completed before May 1, year two**
Summative Form^	**Primary evaluator completes form with Principalship**	**May 30, year 2**

^ Additional evaluations may be conducted at the administration's discretion.

Non-Tenured Teacher Timeline Year 1 and Year 2

Read Document	**Teacher and Evaluator read document[1]**	**Start of the year**
	Teacher circles where she/he feels she/he is	**Prior to Portfolio discussion**
Portfolio	**Portfolio artifacts will begin to be collected and arranged by the teacher (may be electronic)[1]**	**Before October 1**
Classroom Observation Form	**Department Chair completes one formal classroom observation with pre and post conferences and completes one Observation/ Evaluation Form**	**December 1**
Portfolio Review	**Portfolio artifacts and reflection completed by teacher and submitted to evaluator**	**February 15**
Classroom Observation Form	**Department Chair completes a second formal classroom observation with pre and post conferences, one informal observation, and completes a second Observation/ Evaluation Form**	**March 1**
Classroom Observation Form	**Principalship completes one formal classroom observation with pre and post conferences, one informal classroom observation, and completes one Observation/ Evaluation Form**	**March 1**
Summative Form	**Primary evaluator completes form with Principalship**	**March 15**

[1] First Year-Domain 2; Second Year-Domain 1

Non-Tenured Teacher Timeline Year 3 and Year 4

Read Document	**Teacher and Evaluator read document**	**Start of the year**
	Teacher circles where she/he feels she/he is	**Prior to Portfolio discussion**
Portfolio[2]	**Portfolio artifacts will begin to be collected and arranged by the teacher (may be electronic)**	**Before October 1**
Classroom Observation Form	**Department Chair completes one formal classroom observation with pre and post conferences, one informal classroom observation, and completes one Observation/ Evaluation Form**	**Between September and March 1**
Portfolio Review	**Portfolio artifacts and reflection completed by teacher and submitted to evaluator**	**February 15**
Classroom Observation Form	**Principalship completes one formal classroom observation with pre and post conferences, and completes one Observation/ Evaluation Form**	**March 1**
Summative Form	**Primary evaluator completes form with Principalship**	**March 15**

[2] Third Year-Domain 3; Fourth Year-Domain 4

Minimum Required Number of Classroom Observations Per Evaluation Cycle*

Cycle	Administrator	Department Chair	Total
Non-Tenured Year 1	1 formal and 1 informal	2 formal and 1 informal	3 formal and 2 informal
Non-Tenured Year 2	1 formal and 1 informal	2 formal and 1 informal	3 formal and 2 informal
Non-Tenured Year 3	1 formal	1 formal and 1 informal	2 formal and 1 informal
Non-Tenured Year 4	1 formal	1 formal and 1 informal	2 formal and 1 informal
Tenured Two Year Cycle (Excellent or Proficient during last evaluation cycle)	1 formal and 1 informal		1 formal and 1 informal
Tenured Teacher on a Professional Development Plan (in response to a Needs Improvement rating in the previous year)	2 formal and 1 informal included in Professional Development Plan		2 formal and 1 informal
Tenured 90 Day Remediation Plan (required by law in response to an Unsatisfactory during last evaluation cycle)	As specified in Remediation Plan		As specified in Remediation Plan

*minimum number of observations required, at the discretion of the department chair or administration additional observations may occur

DISTRICT 211 STANDARDS FOR PROFESSIONAL PRACTICE TEACHERS

ACKNOWLEDGMENT

District 211 acknowledges the work of Charlotte Danielson of Princeton Education Associates in the development of the District 211 Standards for Professional Practice. Ms. Danielson's work, **Enhancing Professional Practice: A Framework for Teaching**, was published by the **Association for Supervision and Curriculum Development**. Reprinted by Permission. Learn more about ASCD at www.ascd.org

Association for Supervision and Curriculum Development
1703 N. Beauregard Street ● Alexandria VA 22311-1714 USA
Telephone 1-800-933-2723 or 703-578-9600 ● Fax: 703-575-5400
Web Site: http://www.ascd.org ● E-mail: member@ascd.org

STANDARDS FOR PROFESSIONAL PRACTICE

The Standards for Professional Practice represent those aspects of a teacher's responsibilities that have been documented, through empirical studies or theoretical research, to promote improved student learning. Just as curriculum frameworks and standards define what students should know and be able to do in each of the disciplines, standards for professional practice define what teachers should know and be able to do in the exercise of their profession. The Standards offer a comprehensive framework for the complex activity we call teaching. They also serve to structure the conversations of educators about exemplary practice. A standard framework allows those conversations to guide novices as well as to enhance the performance of veterans.

This document describes the 22 components of the Standards for Professional Practice within the framework of four domains. The following pages show how the components are grouped under the domains. The description for each component has three parts: Rationale and Explanation, Documentation, and a Rubric showing the elements of the component and how levels of performance apply to each element. The performance levels have four descriptions: unsatisfactory, basic, proficient, and distinguished.

DISTRICT 211 TEACHER DOMAINS OF PROFESSIONAL PRACTICE

DOMAIN 1: PLANNING AND PREPARATION

Component 1a:	Demonstrating Knowledge of Content and Pedagogy
Component 1b:	Demonstrating Knowledge of Students
Component 1c:	Selecting Instructional Goals
Component 1d:	Demonstrating Knowledge of Resources
Component 1e:	Designing Coherent Instruction
Component 1f:	Assessing Student Learning

DOMAIN 3: INSTRUCTION

Component 3a:	Communicating Clearly and Accurately
Component 3b:	Using Questioning and Discussion Techniques
Component 3c:	Engaging Students in Learning
Component 3d:	Providing Feedback to Students
Component 3e:	Demonstrating Flexibility and Responsiveness

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a:	Creating an Environment of Respect and Rapport
Component 2b:	Establishing a Culture for Learning
Component 2c:	Managing Classroom Procedures
Component 2d:	Managing Student Behavior
Component 2e:	Organizing Physical Space

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a:	Reflecting on Teaching
Component 4b:	Maintaining Accurate Records
Component 4c:	Communicating with Families
Component 4d:	Contributing to the School and District
Component 4e:	Growing and Developing Professionally
Component 4f:	Showing Professionalism

In this document each of the four Domains will be described through the components listed and elements that make up each of these components. Rubrics describe levels of achievement in each domain.

Teacher Domain 1: Planning and Preparation

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Rationale and Explanation

"A person cannot teach what he or she does not know." This statement captures the essence of why content knowledge is important in teaching. Regardless of a teacher's instructional techniques, he or she must have sufficient command of a subject to guide student learning. This requirement is independent of a teacher's approach: Even those who embrace a constructivist or inquiry approach to instruction must understand the content to be learned, the structure of the discipline of which that content is a part, and the methods of inquiry unique to that discipline. Teachers must be aware of the connections among different divisions of the discipline (e.g., between writing and literature), among the different disciplines themselves, and to the real world.

The term "content" includes far more than factual information. It encompasses all aspects of a subject: concepts, principles, relationships, methods of inquiry, and outstanding issues. Teachers who understand their subjects know which questions are likely to interest students, yield greater understanding, and which represent conceptual dead ends.

Students look to teachers as their source of information about a subject. Although teachers may sometimes withhold information to encourage student inquiry, what they do convey should be accurate. Content must be presented so that it respects the nuances of a discipline. When engaging students in a discussion, teachers should show they understand the complexities and patterns of the content to be learned. For example, teachers of non-English languages should be able to speak with the appropriate accent. Teachers of physical education should be able to demonstrate or explain the skills they are teaching.

Although necessary for good teaching, subject knowledge is not enough. An example is the teacher who knows chemistry but cannot convey that knowledge or engage students in the subject. Teachers use pedagogical techniques particular to the different disciplines to help convey information and teach skills. Approaches used in writing, for example, may be very different from those in science. In addition, knowledgeable teachers know which concepts are central to a discipline and which are peripheral. Some disciplines, particularly mathematics, have important prerequisite relationships. For example, students must understand place value before they can understand addition and subtraction with regrouping. Other disciplines have similar internal constraints; students need to learn concepts or skills before they can tackle others. Knowledgeable teachers know where these important relationships are in the subjects they teach.

A teacher's knowledge of content and pedagogy is reflected in an awareness of common student misconceptions or likely sources of error-and how these should be handled. Teachers who are knowledgeable about subject-based pedagogy anticipate such misconceptions and work to dispel them.

Certainly, knowledge of content and pedagogy is not stagnant but evolves over time. Even when teachers specialize at the university level in the disciplines they later teach, their knowledge, unless renewed, can become dated and stale. And if teachers' responsibilities for instruction change, they have an even greater need to become thoroughly acquainted with their new field or sub-field. Examples might include: a Biology teacher in science or a U.S History teacher in social studies. Even teachers who stay with the same content must keep apprised of developments in the field and in the accepted best methods of engaging students with it.

The balance between content and pedagogical knowledge varies from one discipline to another. In some disciplines, such as reading, the content does not change, but the pedagogy is critical. In others, such as science, both the content and the pedagogy change over time. That is, in reading, the instructional goal is for students to be able to derive meaning from written text. Although this goal has remained stable over many years, the approaches used (e.g., phonics and whole language) have been the subject of much controversy. Alternatively, science teachers must alter not only their instructional strategies over time but also the topics taught as new knowledge evolves.

Documentation

Teachers provide evidence of their evolving knowledge of content and pedagogy by developing instructional plans and participating in professional growth activities. Some examples of how teachers can demonstrate their commitment to remaining abreast of new developments follow:

- Preparing lessons based on recently accepted views of best practice (e.g., using a process approach to teach writing).
- Taking graduate-level courses in a discipline or in general teaching techniques.
- Taking an active role in adapting the new content standards and curriculum frameworks to their teaching.
- Participating in professional development opportunities either school-based or outside the school.
- Since many of these activities are not directly observable in the classroom, this component is primarily displayed through written documentation. Teachers can also display knowledge of the subjects they teach through instructional artifacts, comments on student work, and their classroom interactions with students. Content errors reflect a poor understanding of the subject, and evasive responses to students may suggest only a limited knowledge of content. Some responses are deliberately unrevealing, though, because the teacher wants to engage students in their own investigations. When in doubt, an observer should ask the teacher if such responses are deliberate.

Teacher Domain 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy
Elements

Knowledge of content
Knowledge of prerequisite relationships
Knowledge of content-related pedagogy
Knowledge of connection of content to other areas

Elements for Component 1a

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of content	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge.	Teacher displays solid content knowledge.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of prerequisite relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of content-related pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but still may not anticipate student misconceptions.	Teacher displays continuing search for best practice and plans to avoid or dispel student misconceptions.

Knowledge of connection of content both within and outside of the discipline	Inability to relate one area of content to another, to other disciplines, or to real world experiences.	Teacher shows limited ability to make connections with other parts of the discipline, with other disciplines, or with real world experiences.	Teacher makes connections between the content and other parts of the discipline, other disciplines, or real world experiences.	Teacher actively plans for opportunities for students to discover connections with other parts of the discipline, other disciplines, and or real world experiences.

Teacher Domain 1: Planning and Preparation

Component 1b: Demonstrating Knowledge of Students

Rationale and Explanation

To maximize learning, teachers must know not only their subject and its accompanying pedagogy, but also their students. Teachers' knowledge of their students should include the students' stage of developmental understanding.

Current research on cognition states that understanding involves students in actively constructing meaning based on their experiences. Knowledge acquired through memorizing information and procedures is not permanent and is generally retained only until it is tested or until its use is ended. And if such knowledge is not fully understood, it is easily dislodged.

Because students are actively constructing meaning, they build their understanding on what they already know. For example, their current understanding of fractions influences what else they can learn and understand about the topic. Their current skill in writing influences the next steps in their basic competency. Some students may have erroneous information. Teachers' knowledge of students includes knowing what these misunderstandings and misconceptions are.

Students vary enormously in their interests, talents, and preferred approaches to learning. Skilled teachers help students build on these strengths while developing all areas of competence.

Many classes contain students with special needs. Part of knowing one's classes is knowing which students require additional assistance in learning parts of the curriculum or which must demonstrate knowledge in unique ways. Teachers' knowledge of students should include information about such special cases, which is used in instructional planning.

Students' academic knowledge is not the only area that affects their experiences in learning. Out of school experiences provide rich material for teachers in designing learning experiences and developing analogies and metaphors for new content.

Documentation

- Call log
- Learner survey
- Learning style survey

Teacher Domain 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students
Elements

Knowledge of characteristics (intellectual, social, and emotional) of age group
Knowledge of students' varied approaches to learning
Knowledge of students' skills and knowledge and interests
Knowledge of students' interests and cultural heritage

Elements for Component 1b

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of characteristics of age group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of students' varied approaches to learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of students' skills and knowledge	Teacher does not recognize or demonstrate knowledge of students' skills and knowledge and does not include that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays that knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and plans accordingly.	Teacher displays knowledge of students' skills and knowledge for each individual student.

Knowledge of students' interests and cultural heritage	Teacher does not recognize or demonstrate knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

Teacher Domain 1: Planning and Preparation

Component 1c: Selecting Instructional Goals

Rationale and Explanation

In general, it is a teacher's responsibility to establish instructional goals. In classrooms organized as a community of learners, however, teachers engage students in determining these goals. As students assume increasingly greater responsibility for their own learning, they select their own learning tasks in pursuit of shared goals.

When teachers establish instructional goals, they must take into account a number of factors: a district's curriculum, the requirements of external mandates (e.g., state-testing or voluntary programs such as Advanced Placement examinations), and community expectations.

Instructional goals must be worthwhile and represent learning central to a discipline as well as high-level learning for the students. Not all knowledge and skill in a discipline are worth learning; trivial facts, although they may be true, are of little value. In selecting instructional goals, teacher should consider the importance of what they introduce to students.

Instructional goals must be clear and stated in terms of student learning rather than student activity: "What will students learn as a result of the instructional engagement?" Not, "What will students do?" There can be many types of instructional goals, and they may reflect diverse long-range purposes of schooling. The goals may deal with knowledge and understanding or with thinking or social skills. Indeed, content and process goals are usually present simultaneously; far from being in conflict with one another, they complement and build on one another.

Instructional goals should be assessable. They must be stated in clear language that permits viable methods of evaluation and the establishment of performance standards. Verbs that define instructional goals should be unambiguous and suggest assessment techniques.

Documentation

- Teachers state their instructional goals and describe how the goals relate to district curriculum guidelines, state frameworks, content standards, and curriculum goals. They can also explain how the goals are appropriate for their students.
- Further indication of a teacher's skill in establishing instructional goals can be derived from conversations with the teacher, either before or after a lesson is observed.

Teacher Domain 1: Planning and Preparation
Component 1c: Selecting Instructional Goals
Elements

Sequence and Alignment: Goals represent high expectations for students; and goals reflect District 211 Learner Outcomes and Course Objectives
Clarity: Goals are clearly stated as student learning and permit sound assessment
Balance: Goals represent opportunities for different types of learning - for example thinking as well as knowledge - and coordination or integration within or across disciplines

Elements for Component 1c

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Sequence and Alignment	Learner outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Learner outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most learner outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All learner outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Goals are either not clear or are stated as student activities.	Goals are only moderately clear or include a combination of goals and activities. Goals do not permit viable methods of assessment.	Most of the goals are clear, but many include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	The stated goals provide for only one type of learning.	The goals provide for several types of learning, but no effort at coordination or integration.	The goals provide for several different types and opportunities for integration.	The goals provide for student initiative in establishing important learning.

Teacher Domain 1: Planning and Preparation

Component 1d: Demonstrating Knowledge of Resources

Rationale and Explanation

There are two primary types of resources: those to assist in teaching and those to help students. Although the balance between the two types varies in different settings, both should be, to some degree, evident in all contexts.

Resources for teaching include the myriad things used in any classroom; they may be simple or complex and purchased or made by the teacher-or students. Resources also include aids outside the classroom, such as museums, concert performances, and materials from local businesses. Teachers can draw from a wide variety of human resources, from experts within the classroom community (students and parents), to those from the larger business and civic world. Some resources are available from a school or district, such as texts. Most teachers extend their reach for instructional materials beyond what a school provides, thereby enhancing their students' experiences.

When teachers are knowledgeable about the range of resources to aid in their teaching, they can expand their repertoire of instructional goals, knowing that they can go to these resources for help. Awareness of these resources is the first step in using them in a classroom. Contact with the Student Services Department can help in this process.

Knowledge of resources to assist students is part of all teachers' responsibility. Students' full potential can only be realized if their teachers are aware of what is available. Resources for students include items and services available both within the school and within the community.

Documentation

- Community contact log
- Bibliography of community contacts/resources

Teacher Domain 1: Planning and Preparation
Component 1d: Demonstrating Knowledge of Resources
Elements

Resources for teaching
Resources for students

Elements for Component 1d

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Resources for teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

Teacher Domain 1: Planning and Preparation

Component 1e: Designing Coherent Instruction

Rationale and Explanation

A teacher translates instructional goals into learning experiences for students through the design of instruction. Even in classrooms where students assume considerable responsibility for their learning, the teacher is in charge of organizing the environment, managing the learning process, and establishing the framework for investigations.

Since instructional goals are varied, the choice of instructional strategies is also likely to vary. For example, the methods used in helping students understand routine procedures, such as how to clean laboratory glassware, are likely to be different from those used in enabling students to engage in independent projects. Some lessons consist of presentations, while others are more like workshops, with a teacher's role correspondingly different.

A critical element in instructional design is the creation or adaptation of a series of leading activities within an instructional unit. This sequence should be logical and likely to engage students in meaningful activities. The activities should progress from easier to harder, simple to more complex, from attention to one domain of learning to integration across several. The activities should be suitable to students in terms of their age, prior knowledge and interests, and approaches to learning. The activities and grouping strategies should vary, showing many ways to engage students in the content. Small group work and reporting out may be an effective approach, but as a steady diet, they will become tedious.

Another element in instructional design is the choice of materials and resources. Teachers should select these carefully and make sure they clearly support the instructional goals. Materials and resources also need to engage students in meaningful learning; hence, directions and guidelines for a project are likely to yield higher quality student learning than a fill-in-the-blanks worksheet. Compatibility with recent research findings that are reported in professional journals and reflected in the content standards and frameworks is another important element of good instructional design. For example, with the National Council of Teachers of Mathematics standards and many state curriculum guides urging a problem-solving approach to the teaching of mathematics, coherent instruction should reflect such an orientation. Similarly, educators are urged to engage students in the "doing" of science and in investigating history topics in depth.

A coherent instructional unit has a well-defined structure. Individual activities support the whole, each activity playing an important role. Time allocations are reasonable, with opportunities for students to engage in reflection and closure. Topics from one part of the unit are connected with others; students explore a subject from many different angles and understand the relationship of the parts to the whole. Instructional groups are suitable to both the instructional goals and the students. Where appropriate, students themselves take some initiative in choosing their own work group.

Documentation

- Planning for coherent instruction is demonstrated by a unit plan encompassing several weeks. That time span enables teachers to demonstrate their skill in organizing and sequencing activities to engage students in learning, in using a variety of materials and groups appropriately, and in allocating reasonable time. This planning skill is best demonstrated through the Unit Plan.
- Support for "alternative" approaches to instruction may be provided through copies of educational research.

Teacher Domain 1: Planning and Instruction
Component 1e: Designing Coherent Instruction
Elements

Learning activities
Instructional materials and resources
Instructional groups
Lesson and unit structure

Elements for Component 1e

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Learning activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional materials and resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.

Instructional groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
Lesson unit and course structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

Teacher Domain 1: Planning and Preparation

Component 1f: Assessing Student Learning

Rationale and Explanation

Only through the assessment of student learning can teachers know if students have met the instructional goals of a unit or lesson. The more diverse the types of instructional goals, the more diverse the approaches to assessment must be.

One requirement of a design for assessing student learning is that each instructional goal can be assessed in some way. Moreover, the assessment methodologies must be appropriate to the different types of goals. For example, a science unit may contain seven instructional goals: one relates to factual knowledge, one to conceptual understanding, two to data analysis, two to communication of findings, and one to collaboration skills. Clearly, no single approach is suitable for all these goals. A simple factual test may be appropriate for the factual knowledge; but for conceptual understanding, data analysis, communication of findings, and collaboration skills, other approaches are necessary.

A well-designed approach is clear about how student work will be evaluated. Again, this type of evaluation is relatively easy with a test in which questions have a single right answer, student responses can be counted, and percentages calculated. For more complex instructional goals, and for assessment methods that don't yield a single correct response, part of designing an assessment is to determine a scoring system, or a rubric for evaluating student work.

Such a rubric not only identifies the criteria of an acceptable response but also establishes standards of performance. An example is an instructional goal that states, "Students will write a descriptive essay." For the goal to be meaningful, a teacher needs to define the length and organization of the essay, attention needed for the mechanics, and use of language.

Students should know the required standards of achievement. Secrecy has no role in assessment. Of course, the exact questions that will appear on an assessment should not be given to students in advance. However, students should be informed about the type of questions that will be asked and the content to be covered. Then, by studying that content and by renewing exemplary responses to sample items, students can better prepare for the assessment.

Assessment methodologies ideally should reflect authentic, real-world applications of knowledge and understanding. Although not always possible, such authenticity motivates students and provides teachers with excellent insight into student learning. Some schools collect student work in a portfolio and use that as the basis for assessment and future placement, for example, in advanced courses. Such an approach requires carefully considering what goes into the portfolio and the criteria used in evaluating each piece of work.

The full power of assessment is its use in providing feedback to students (Component 3d), reflecting on teaching (Component 4a), and planning for the future (Component 1f). When used to inform the instructional process and plans for next steps, assessment becomes integral to the act of teaching.

Documentation

- Teachers' skill in assessing student learning is demonstrated primarily through the lesson plan and the material requested in the plan.

Teacher Domain 1: Planning and Preparation
Component 1f: Assessing Student Learning
Elements

Congruence with instructional goals
Criteria and standards
Use for planning

Elements for Component 1f

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with instructional goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach is completely congruent with the instructional goals, both in content and process.
Criteria and standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

Teacher Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Rationale and Explanation

Teaching is a matter of relationships among individuals. These relationships should be grounded in rapport and mutual respect, both between a teacher and students and among students.

Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate. In a respectful environment, all students feel valued and safe. They know they will be treated with dignity, even when they take intellectual risks. High levels of respect can be demonstrated in a number of ways.

Regardless of an individual teacher's approach, the common denominator in all classrooms is the essential caring that teachers exhibit for their students and the caring that students are encouraged to exhibit for one another.

Lack of respect and rapport are demonstrated in many ways. However, a teacher never forgets his or her role as an adult in the classroom.

Appropriate ways of demonstrating respect and rapport reflect the context and depend on nonverbal as well as verbal behavior. Parts of student-teacher interaction may be influenced by the cultural traditions of students; for example, ways of showing respect in one environment may be offensive in another.

Some teachers are reluctant to have their own performance judged by an aspect of their classroom over which, they maintain, they have little control, because so many students patterns of interactions with other students are formulated by their patterns of behavior at home and in the larger community. On the other hand, establishing ground rules for interaction is as important as establishing standards of conduct or routines for activities such as sharpening pencils-aspects of creating a learning community that no experienced teacher would overlook at the outset of a school year. Patterns of student interaction are critical to the overall tone of a class. So, although it is true that students observe many models of how people treat one another (some of them negative), promoting positive interactions among students is a critical aspect of teaching.

Documentation

- Teachers demonstrate skill in establishing an environment of respect and rapport through their words and actions in the classroom. Occasionally, interaction with a student may require that a teacher offer an explanation so that an observer can fully understand the teacher's actions. Such explanations can take place in a discussion following the class.

Teacher Domain 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport
Elements

Teacher interaction with students
Student interaction

Elements for Component 2a

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Teacher interactions with students	Teacher-student interactions can be negative, demeaning, sarcastic, or inappropriate.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or lack of respect for students' individuality.	Teacher-student interactions demonstrate caring and respect for individual students.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are age and developmentally appropriate to for all students and social groups.
Student interactions	Student interactions demonstrate a lack of respect for one another.	Student interactions demonstrate minimal negative behavior toward one another.	Student interactions are polite and respectful.	Student interactions demonstrate genuine caring for one another as individual students and as members of social groups.

Teacher Domain 2: The Classroom Environment

Component 2b: Establishing a Culture for Learning

Rationale and Explanation

Everyone, including the teacher, is engaged in pursuits of value rather than an atmosphere of "getting by," or "punching the time clock." In classrooms with a strong culture for learning, good ideas are valued.

A culture for learning implies high expectations for all students and a safe environment for taking risks. Students know that they do not have to fear ridicule when they advance an idea and that their teachers will ensure that their ideas receive a thoughtful reception. Moreover, students know that their teacher has a high regard for their abilities, and they are strengthened in their commitment to high-quality work. These high expectations, which students internalize and convey, are at the heart of a culture for learning.

Classrooms with a healthy culture for learning are cognitively busy places, with students and teacher setting a high value on high-quality work. Student work may be displayed, and student-teacher interactions are characterized by teacher insistence on and student acceptance of the need for students to expend their best efforts. Despite factors outside the school, both students and teacher see the content and skills as important, and students take obvious pride in their work.

A healthy culture for learning should be established in every classroom. Schoolwide commitment to the culture greatly strengthens the classroom environment. Formal and informal school norms, from awards and assemblies, to recognition by the principal, to displays of student work in hallways and other public spaces, reinforce the commitment. Such a school demonstrates high levels of intellectual energy, extending beyond the specific demands of the school curriculum.

Documentation

- Evidence of a healthy culture for learning is found primarily in the classroom itself, where it is evident from the look of the room (which shows student work), nature of the interactions, and tone of the conversations.
- Teachers' instructional goals and activities also document high expectations for learning by all students.
- Conversations with students reveal that they value learning and hard work.

Teacher Domain 2: The Classroom Environment
Component 2b: Establishing a Culture for Learning
Elements

Importance of the content
Expectations for learning and achievement

Elements for Component 2b

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Importance of the content	Teacher conveys a negative attitude toward the content, suggesting that content is not important or is mandated by others.	Teacher conveys importance of the content but with little conviction.	Teacher conveys knowledge and enthusiasm for the subject and strives to create an environment in which high-quality work is valued.	Teacher conveys a thorough knowledge of and genuine enthusiasm for the content and creates an environment in which high quality work is expected.
Expectations for learning and achievement	Instructional activities, interactions, outcomes and the classroom environment convey only modest expectations for student achievement.	Instructional activities, interactions, outcomes and the classroom environment convey inconsistent expectations for student achievement.	Instructional activities, interactions, outcomes and the classroom environment convey high expectations for student achievement.	Instructional activities, interactions, outcomes and the classroom environment convey high expectations for student achievement. Students appear to have internalized these expectations.

Teacher Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Rationale and Explanation

Teaching requires good management before good instruction is possible. The best instructional techniques are ineffective in an environment of chaos. Therefore, teachers find that they must develop procedures for the smooth operation of the classroom and the efficient use of time before they can address instructional techniques. Routines are established for the movement and management of classroom groups, distribution and collection of materials, performance of non-instructional responsibilities, and supervision of volunteers and paraprofessionals. Students understand where they are to go and what they are to do, with minimal confusion.

A poorly managed classroom is easy to spot: time is wasted in non-instructional matters, students must wait for a teacher's attention, instructional groups are off-task, materials are not at hand, and transitions are confused. In a well-managed classroom, procedures and transitions are seamless, and students assume responsibility for the classroom's smooth operation. Instructional groups are engaged at all times, and students function well in those groups. Even when the teacher is not directly monitoring their activities, students working in groups maintain their momentum, seeking help when they need it.

Experienced teachers demonstrate their skill in managing smooth transitions: different activities have clear beginnings and endings, and minimal time is lost as the teacher and students move from one lesson segment to another. Materials needed for instruction are at hand, and procedures for distributing and collecting materials are well established and followed. Students assume responsibility for the care and location of materials, which are easily found.

Experienced teachers devise routine techniques for expediting the myriad non-instructional duties for which they are responsible, leaving maximum time for instruction. Little time is lost in taking attendance, collecting homework, and organizing extracurricular activities. Experienced teachers devote the necessary time to providing guidance to their assistants. As a result, they ensure that those assistants can make a substantial contribution to the class.

Documentation

- Evidence for how teachers manage classroom procedures is obtained through classroom observation.
- Teachers will also explain their procedures.

Teacher Domain 2: The Classroom Environment
Component 2c: Managing Classroom Procedures
Elements

Management of instructional groups
Management of transitions
Management of materials and supplies
Performance of non-instructional duties
Supervision of volunteers and paraprofessionals

Elements for Component 2c

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Management of instructional groups	Student groups not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when the teacher is involved with one group.	Tasks for group work are organized and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in loss of instructional time.	Transitions occur smoothly, with minimal loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of materials and supplies	Materials are handled inefficiently, resulting in loss of instructional time and/or materials.	Routines for handling materials and supplies function moderately well but with loss of instructional time.	Routines for handling materials and supplies occur smoothly, with minimal loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.

Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Efficient systems for performing non-instructional duties are well established with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and para-professionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and para-professionals are not productively engaged during portions of class time and require frequent supervision.	Volunteers and para-professionals are productively and independently engaged during the entire class.	Volunteers and para-professionals make a substantive contribution to the classroom environment.

Teacher Domain 2: The Classroom Environment

Component 2d: Managing Student Behavior

Rationale and Explanation

A key to efficient and respectful management of student behavior lies in student engagement, agreed-upon standards of conduct and clear consequences for overstepping the bounds. Such standards may encompass appropriate language, attire, and the use of various procedures for being recognized to speak during a discussion, or for movement around the room or school.

Whatever the details of the conduct standards, approaches to managing student behavior in well-run classrooms share certain characteristics:

- Expectations are clear to everyone and may be posted in a classroom.
- The standards of behavior are appropriate to the developmental levels of the students and are consistent with the cultural norms of students in the class.
- Expectations are consistently applied-no favoritism.
- Teachers are aware of what is going on. Teachers sometimes influence students, for example, by calling on a student to redirect her attention or by moving nearer to a student.
- Teachers maintain student dignity, when disruptions occur, the focus remains on the behavior not the individual.
- Teachers encourage students to monitor their own behavior.

Documentation

- A teacher's skill in managing student behavior must be observed in the classroom. Standards of conduct, however, must frequently be inferred because in a smoothly running classroom, an observer may not witness explicit attention to those standards. Rather, student behavior indicates that a teacher has established standards and has maintained them consistently. Even though most teachers can also articulate their approach to standards of conduct, implementation is critical.

Teacher Domain 2: The Classroom Environment
Component 2d: Managing Student Behavior
Elements

Classroom Expectations
Monitoring of student behavior
Response to student misbehavior

Elements for Component 2d

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Classroom expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established but student understanding is limited	Standards of conduct are apparent and clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior in classroom	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior in classroom	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior and no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate, successful, and respects the student's dignity.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs.

Teacher Domain 2: The Classroom Environment

Component 2e: Organizing Physical Space

Rationale and Explanation

Use of physical space is important in a total learning environment and varies depending on context. Organization of space sends signals to students about how teachers view learning: "centers" for exploration, desks facing forward for a presentation, chairs in a circle for a group discussion, or a science lab organized in a businesslike manner.

One element of a physical environment concerns safety and accessibility to learning. A classroom must be safe with no obstructed exits. Students, including those with special needs, must have accessibility to the board, the teacher, and other learning resources. A physical environment must also accommodate efficient traffic flow. For example, all students must be able to get to a pencil sharpener and other materials and resources.

A second element involves the arrangement of furniture. Desks should be placed or moved to accommodate the instructional goals and the type of student activity planned. If students are expected to discuss ideas with each other, they need to be able to see one another. For a class discussion, desks or chairs arranged in a circle may be best.

A final element is teachers' use of physical resources. Teaching aids, such as boards, computer projection systems, document cameras, and other video playback devices, may be skillfully or poorly used. When used well, they enhance learning and contribute to effective instruction. When used poorly, they detract from learning.

When a classroom is a true community of learners, students themselves become involved in the physical environment and take initiative in making it effective. They may, for example, plan a display of work, move furniture to facilitate a group project, or shift supplies to improve traffic flow. Naturally, such student involvement can only occur when the teacher cultivates and encourages student participation in establishing the environment. All teachers must be responsible for a safe environment, but they can only be held accountable for the parts of their work they can control.

Documentation

- Teachers' use of the physical environment must be observed.
- Teachers may be able to explain how they enhance the physical environment and use it as a resource for learning, but implementation is essential.

Teacher Domain 2: The Classroom Environment
Component 2e: Organizing Physical Space
Elements

Safety and Arrangement of furniture
Accessibility to learning and use of physical resources

Elements for Component 2e

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Safety and arrangement of furniture	The classroom is unsafe.	The classroom is safe, but classroom furniture is arranged limiting the effectiveness of the lesson.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students are comfortable to adjust the furniture to advance their own learning.
Accessibility and use of physical resources	Physical resources are poorly used, or not accessible to all students.	Physical resources are adequately used, and accessible to all students.	Physical resources are skillfully used, and equally accessible to all students.	Physical resources are optimally used by teacher and students.

Teacher Domain 3: Instruction

Component 3a: Communicating Clearly and Accurately

Rationale and Explanation

For students to become engaged in learning, they must be exposed to clear directions and explanations. In addition, a teacher's use of vivid and expressive language can enhance a learning experience. Clear and accurate communication has two elements.

The first element is clarity of directions and procedures. When students work independently or in small groups, the information they receive must be clear. Otherwise, valuable time is lost while they are confused or are engaged in the wrong activity. Clear directions may be given orally, in writing, in a visual manner, or as a combination of these. When students are determining their own procedures or activities, for example, in an art project, a teacher should make clear any limits to their choices.

The second element is the quality of oral and written communication. Because teachers communicate to students largely through language, that language must be audible and legible. When teachers speak, students must be able to hear and understand; when teachers distribute written directions, students must be able to read and understand them. When teachers utilize other materials students must be able to interpret these materials.

Students may model their use of language on that of their teachers. Consequently, teachers' language should reflect correct usage and contain expressive vocabulary. Not all oral communication needs to be expressed formally at all times; more informal speech is sometimes appropriate. But if teachers decide to use informal speech, they should be aware that they are doing so and make their students aware of the difference. Teachers' language should also reflect a careful choice of words and a vocabulary suitable to the richness of a discipline.

Documentation

- Information about the clarity and accuracy of teacher communication is derived primarily from classroom observation.
- Information may also come from handouts, classroom materials, and other communication.

Teacher Domain 3: Instruction
Component 3a: Communicating Clearly and Accurately
Elements

Directions and procedures
Oral and written language

Elements for Component 3a

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Directions and procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after students are initially confused, or directions are excessively detailed.	Teacher directions and procedures are clear to students with minor clarification provided when requested. The directions contain an appropriate level of detail.	Teacher directions and procedures are clear to students, are provided with sufficient detail, and anticipate possible student misunderstanding.
Oral and written language	Teacher's spoken language is inaudible, or written language is illegible or visual demonstrations are not viewable. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds. Visual materials are present but do not enhance development of a lesson.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interest. Visual demonstrations are used and are helpful in most instances in the lesson.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. Visual demonstrations enhance the lesson.

Domain 3: Instruction

Component 3b: Using Questioning and Discussion Techniques

Rationale and Explanation

Teachers' skill in questioning and in leading discussions is valuable for many instructional purposes, eliciting student reflection and challenging deeper student engagement.

Before teachers have acquired skill in questioning and discussion, they tend to pose primarily rapid-fire, short-answer, low-level questions to their students, using the questions as a vehicle for students to demonstrate their knowledge. Such questioning is better labeled "recitation" than "discussion," because the questions are not true questions but rather a form of quiz in which teachers elicit from students their knowledge on a particular topic.

Alternatively, poor questions may be those that are comprehensible to only a few students, or narrow, i.e. the teacher has a single answer in mind when choices are possible.

When teachers use skilled questioning, they engage their students in an exploration of content. Carefully framed questions enable students to reflect on their understanding and consider new possibilities. The questions rarely require a simple yes/no response and may have many possible correct answers. Master teachers allow students time to think before they must respond to a question and encourage all students to participate. Teachers often probe a student's answer, seeking clarification or elaboration through such questions as, "Could you give an example of that?" or "Would you explain further what you mean?" Teachers show students how to frame questions of high cognitive challenge and how to use the questions to extend learning.

Master teachers also cultivate their skills in facilitating discussions. As a result, class discussions are animated, engaging all students in important questions and using the discussion format as a technique to extend knowledge. As a facilitator, a teacher does not hold the center stage but rather encourages students to comment on one another's answers and request further elaboration. In classes accustomed to discussion, students assume considerable responsibility for the depth and breadth of the discussions.

In a well-facilitated discussion, all students are engaged. The dialogue is not dominated by a few "star" students, and the teacher is not simply waiting in all cases for someone to provide the expected answer. Rather, all students are drawn into the conversation; the perspectives of all students are sought; in other words, all voices are heard.

One mark of skill in guiding discussions is a teacher's response when students pursue an enjoyable but irrelevant tangent. Accomplished teachers are able to pull the group back to the topic, while demonstrating respect for the students.

In a classroom where a teacher uses questions and discussions to enhance learning, the teacher may pose a single, well-crafted question, and then wait for a thoughtful response. Follow-up questions like, "Does anyone see another possibility?" or "Who would like to comment on this idea?"' may provide a focus for an entire class period. The teacher gradually moves from the center to the side of the discussion and encourages students to maintain the momentum. At times, the teacher may find it necessary to rephrase the

question to refocus group attention on the topic. But in the hands of a skilled teacher, discussion becomes a vehicle for deep exploration of content. Lastly, discussion uses questions the students pose. The formulation of questions requires that students engage in analytical thinking and motivates them more than questions the teacher presents.

Documentation

- Teachers' skill in questioning and discussion techniques is seen almost exclusively in classroom observation. The initial questions may be included in the lesson plan.
- The teacher's skill in questioning may also be found in other artifacts.

Teacher Domain 3: Instruction
Component 3b: Using Questioning and Discussion Techniques
Elements

Quality of questions
Discussion techniques
Student participation

Elements for Component 3b

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality of questions	Teacher's questions are virtually all low quality, one word answer types of questions or questions that have a specific response the teacher expects.	Teacher's questions are a combination of low and high quality without an apparent or connection to the lesson.	Most of the teacher's questions are of high quality or lead to a high quality discussion. They lead the students to deeper levels of understanding through both simple and in-depth questions.	Teacher's questions are of uniformly high quality. Students formulate questions that are on-task with evolution of the educational experience.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers. Little or no wait time is observed.	Teacher makes some attempt to engage students in a true discussion, with uneven results. Wait time is not sufficient for the students to process answers.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side. Adequate time is available for students to respond.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Adequate time for students to respond is provided.
Student participation	The teacher is unsuccessful in engaging students in discussion.	The teacher engages some, but not all of the students in the discussion.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Teacher Domain 3: Instruction

Component 3c: Engaging Students in Learning

Rationale and Explanation

Engaging students in learning is the fundamental function of education. All other components are in the service of student engagement, from planning and preparation, to establishing a supportive environment, to reflecting on classroom events. Lack of engagement is easy to spot, manifesting itself through students' doodling on their notebooks, through the passing of notes, or general inattentiveness and off-task behaviors. Occasionally, lack of engagement takes more aggressive forms, such as disruptive students.

Student engagement is not the same as "time on task," a concept that refers to student involvement in instructional activities. Students may be completing a worksheet (rather than talking or passing notes) and therefore be "on task," even if the worksheet does not engage them in significant learning. Perhaps the worksheet requires skills and knowledge that they do not yet have, or it represents concepts that, because the students learned them long ago, constitute no challenge. Mere activity, then, is inadequate for engagement. skills, or active construction of understanding. School, in other words, is not a spectator sport. Successful instruction requires the active and invested participation of all parties.

Physical materials may enhance student engagement in learning. For example, many mathematics concepts are best explained and explored through using physical representations. When students use physical materials, they are more likely to be actively engaged in learning than if they don't use them. But physical materials are no guarantee of engagement-students can be unproductive with manipulatives, learning nothing. What is required is mental engagement, which may or may not involve physical activity. Hands-on activity is not enough; it must also be "minds-on."

Students can be engaged in different ways, making mental engagement more difficult to identify. For example, suppose a teacher is introducing the concept of symbolism in literature or explaining the difference between active and passive solar energy. The method for presenting information may be reading, followed by small-group discussion or a teacher-led mini-presentation, followed by an individual activity. If the instructional goals relate to thinking and reasoning skills (e.g., the collection and analysis of data), the preferred approach may be independent student investigations, conducted either individually or in small groups. Even if the instructional goals relate to information that eventually must be learned by rote (e.g., multiplication facts), the activities can still engage students intellectually, such as searching for patterns in the numbers or devising techniques to enhance memorization.

Student engagement consists of several distinct, though related, elements.

- **Presentation of Content.** All teachers face the challenge of helping students understand new content. The new content may consist of concepts (e.g., buoyancy and density or place value), skills (e.g., a basketball lay-up), or relationships (e.g., role of the Renaissance on the development of art in Europe). How this content is presented to students has enormous

bearing on their understanding. Skilled teachers select examples and metaphors that illuminate the new ideas or skills, connecting new content to students' knowledge, interests, and a school's culture. For example, in explaining the *Trojan Horse*, a teacher may liken it to a possible (or actual) infiltration of a high school's football team by the opposition. Presentation of content can take the form of oral description, visual representation (through some type of graphic organizer), or teacher-led discussion.

- **Activities and/or Assignments** (including homework). For students to engage deeply with content, they must participate in learning activities that challenge them to construct understanding. These activities and assignments may take many forms and depend on the context, but they tend to share certain characteristics:

  - *Emphasize problem-based learning.* Many successful, constructivist activities and/or assignments require that students solve a problem or answer an important question. For example, when high school students determine if the number of delegates to the Constitutional Convention was related to each state's population, they are engaging in problem solving. The fact that each question actually has a correct answer does not make it trivial. The students must determine an approach, interpret their findings, and possibly formulate additional questions. From their point of view, they are answering a question and engaging in problem-based learning.

  - *Permit student choice and initiative.* Many well-designed activities encourage, or even require, students to make choices and take initiative. To some degree, student choice naturally accompanies a problem-based approach. But in addition, even when activities and assignments are not problem-based (e.g., a journal entry), students are more deeply engaged in the content if they have a high degree of choice on the details of the activity. The highest level of student engagement is when students exercise initiative in formulating their own questions and designing their own investigations.

  - *Encourage depth rather than breadth.* Activities and/or assignments designed to enhance student engagement are not superficial. They challenge students to search for underlying causes, explain their thinking, and justify a position. Work designed for depth represents an appropriate cognitive challenge for students, not permitting easy answers or flippant responses. Typically, such activities engage students in generating knowledge, finding patterns, and testing hypotheses.

  - *Require active student thinking.* Activities and/or assignments that students can complete without active thinking are not engaging them. Of course, the level of thinking required must be appropriate to students' age and skill. The optimal level of thinking needed for a task stretches students-but they can still complete it successfully. Ensuring this success

for large numbers of diverse students is not an easy task, which is why activities and assignments that can be approached on several levels are particularly suitable for a diverse group.

- *Designed to be relevant and authentic.* Typically, activities and/or assignments designed for maximum student engagement represent relevant and authentic applications of knowledge. Searching for a contemporary analogy or metaphor for a historical event is an effective technique to promote deep understanding. Some content, however, is and must be abstract, such as the behavior of trigonometric functions. [Note: authentic in this context refers to material or lessons that deal in genuine situations not contrived circumstances or false data.]

- **Grouping of Students.** Students may be grouped in many different ways to enhance their level of engagement: in a single, large group, led by either the teacher or another student; in small groups, either independently or in an instructional setting with a teacher; and independently. In small groups, the ability level and skill in an area can be homogeneous or heterogeneous. Students may be empowered to choose their own grouping, with partners, in triads, or in other configurations that they or a teacher establish. Teacher decisions about student grouping are based on a number of considerations. Chief among these is suitability to the instructional goals. Most important, the type of instructional group should reflect what a teacher is trying to accomplish and serve those purposes.

- **Use of Instructional Materials and Resources.** Instructional materials can include any items that assist students in engaging with content: textbooks, readings, lab equipment, maps, charts, films, videos, and math manipulatives. Instructional materials are not, in themselves, engaging or unengaging; rather, it is a teacher's and students' use of the materials that is the determinant. For instance, students can use laboratory materials to formulate and test hypotheses about a phenomenon, or a teacher can use them to present an experiment, with students as simply observers.

- **Structure.** Related to timing, is lesson structure. A well-designed lesson has a defined structure, and students know where they are in that structure. Some lessons have a recognizable beginning, middle, and end, with a clear introduction and closure. Others consist more of a working session, for example, in an art studio. In either case, there is a structure to what happens, and that structure has been created through the teacher's design.

- **Pacing.** Pacing in the classroom is appropriate to the students and content, but suitable opportunities for closure are provided. Students do not feel rushed in their work; nor does time drag while some students are completing their work.

Documentation

- Observing a class is the best method for witnessing a teacher's skill in promoting engagement.
- Other indications include a participation log.

Teacher Domain 3: Instruction
Component 3c: Engaging Students in Learning
Elements

Presentation of content
Activities and assignments
Grouping of students
Instructional materials and resources
Structure
Pacing

Elements for Component 3c

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Presentation of content	Presentation of content is inappropriate or unclear or uses poor examples and analogies.	Presentation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Presentation of content is appropriate and links well with students' knowledge and experience.	Presentation of content takes multiple forms and is appropriate and links well with students' knowledge and experience. Students initiate connections to knowledge, experience and school culture.
Activities and/or assignments	Activities and/or assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and/or assignments are appropriate to students and engage them mentally, but others do not.	Most activities and/or assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and/or assignments in their exploration of content. Students also initiate or adapt activities and projects to enhance understanding.

Grouping of students	Instructional groups are inappropriate or unsuccessful to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage the students mentally. Students contribute to or initiate the choice, adaptation, or creation of materials to enhance their own purposes.
Structure	The lesson has no clearly defined structure.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson.	The lesson has a clearly defined structure around which the activities are organized.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate.
Pacing	The pacing of the lesson is consistently too slow or rushed, or both.	Pacing of the lesson is inconsistent. Occasionally too slow, too rushed or both.	Pacing of the lesson is consistently effective.	Pacing of the lesson is appropriate for all students and adjusted spontaneously to meet educational needs of the class.

Teacher Domain 3: Instruction

Component 3d: Providing Feedback to Students

Rationale and Explanation

Feedback is information teachers provide to students about their progress in learning. In using feedback, such as comments on a piece of writing or an explanation of how the process a student used in a math problem was misguided, students advance their understanding. The process of feedback individualizes instruction. Even when instructional goals and learning activities are common to an entire class, the experience of individual students is distinct.

It is essential that teachers provide feedback equitably, that all students receive feedback on their work. It is not equitable, for example, for a few star pupils to receive detailed and constructive suggestions on their papers, while others receive negative feedback only, or the teacher gives little attention to other students' work. To provide feedback, teachers must carefully watch and listen to students. Students will reveal their level of understanding through the questions they ask, their approaches to projects and assignments, and the work they produce.

Teachers typically provide feedback to students on their learning, perhaps subtly, such as a quizzical look as a student attempts an explanation or nods of encouragement as a student works through a math problem. But there are other sources of feedback available to students in addition to teachers:

- Instructional activities, for example, when students discover from a science experiment that their understanding was incorrect.
- Materials, for example: the answers to math problems in the back of a text.
- Computer programs.
- Other students, for example, peer review of a writing assignment.

Feedback should be provided on all significant work: papers, tests, quizzes, and classwork. Some student assignments are valuable even if students receive no feedback. An example is student improvement in writing fluency through simply writing. But most student learning depends on attention to instructional goals, with teachers assisting students to meet those goals. This focus implies that opportunities for feedback should be fully exploited by means such as verbal or written comments on a student work, a teacher-student conference, or teacher feedback using an audiotape. Some feedback may be nonverbal. Teachers convey meaning in many ways, from smiles and nods, to a puzzled look, to a reassuring gesture.

To be effective, feedback should be accurate, constructive, substantive, specific, and timely. Global comments such as "very good" do not qualify as feedback, nor do comments to an entire class about the weaknesses of a few students. Peer suggestions may not be accurate or helpful; feedback that undercuts a student's sense of value does not promote learning. A teacher's responsibility is

to see that the feedback is accurate. Papers returned significantly after students handed them in-regardless of the quality of the comments-do not provide timely feedback.

The value of feedback is maximized if students use it in their learning. In most cases, such student use of feedback requires planning by the teacher.

Documentation

- Feedback occasionally can be witnessed during a classroom observation, depending on the activities planned for a lesson.
- Feedback is documented in other ways, such as in a teacher portfolio containing examples of student work with the teacher's or peer's comments.

Teacher Domain 3: Instruction
Component 3d: Providing Feedback to Students
Elements

Quality: accurate, substantive, constructive, and specific
Timeliness

Elements for Component 3d

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality: accurate, substantive, constructive, and specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.	Feedback is consistently high quality. Students regularly use feedback to enhance their learning experiences.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students are empowered to make prompt use of the feedback in their learning.

Teacher Domain 3: Instruction

Component 3e: Demonstrating Flexibility and Responsiveness

Rationale and Explanation

Flexibility and responsiveness is often evident in the hundreds of decisions teachers make daily. The most difficult decisions have to do with adjusting a lesson plan as it unfolds, when it is apparent that such adjustments will improve students' experience. For example, an activity may be confusing to students or require understanding they have not yet acquired. Alternatively, a planned activity may be suitable for only some students in a class, requiring adjustments for others.

Teachers can demonstrate flexibility and responsiveness in three types of situations. One is an instructional activity that is not working. If students have never heard of a phenomenon on which a teacher is basing an entire explanation, or if an activity is not appropriate for them, the teacher may choose to abandon an entire activity or to modify it significantly. Sometimes, such adjustments involve a major change. At other times, the shift is more modest. Occasionally a change in pace is all that is required; students are lethargic when a pace is too slow, but they become reengaged when the pace picks up.

The second situation that happens occasionally is a spontaneous event that provides an opportunity for valuable learning. Events at the secondary level, such as an athletic contest or a schoolwide conflict, can divert the attention of the entire school. Handling such events is a challenge every teacher faces, offering a "teachable moment" and a springboard for an important and memorable intellectual experience. Teachers demonstrate flexibility when they seize upon a major event and adapt their lesson to it, fulfilling their instructional goals but in a way that is different from what they had originally planned.

The third manifestation of flexibility and responsiveness relate to a teacher's sense of efficacy and commitment to the learning of all students. When some students experience difficulty in learning, a teacher who is responsive and flexible persists in the search for alternative approaches, not blaming the students, the home environment, or the larger culture for the deficiency.

In general, flexibility and responsiveness are the mark of a master teacher. Novice teachers may not have the instructional repertoire nor the confidence to abandon a lesson plan as it occurs and embark in a new direction. Such a response requires both courage and confidence and is a sign of a master teacher.

Teachers demonstrate lack of flexibility and responsiveness when they stick to a plan, even when the plan is clearly not working; when they brush aside a student's comment or question or ignore the teachable moment. Teachers may stay with an approach even when it is clearly inappropriate for some students. Such decisions are tricky. Sometimes the instructional goals of the day simply cannot accommodate a dramatic shift. But when the conditions are right, flexibility can enrich students' experience. Not every episode that happens in a classroom represents a spontaneous opportunity for learning. But many do, and with experience, teachers become more skilled at utilizing them while still achieving their instructional goals.

Documentation

- Flexibility and responsiveness can best be observed when they occur in a classroom. A teacher may describe such an event, but it may be more effective instructionally when observed. However, there are many lessons in which no such opportunities arise. Their absence is not necessarily a sign of rigidity; rather, it may simply reflect a lack of opportunity or appropriateness.

Teacher Domain 3: Instruction
Component 3e: Demonstrating Flexibility and Responsiveness
Elements

Lesson adjustment
Response to students
Persistence

Elements for Component 3e

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve the lesson.	Teacher attempts to adjust a lesson, with limited success.	Teacher makes adjustments to a lesson, and the adjustment occurs smoothly.	Teacher anticipates adjustments in the lesson design and successfully makes a major adjustment to a lesson.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests.	Teacher successfully accommodates students' questions or interests.	Teacher seizes unanticipated opportunities to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but displays a limited repertoire of instructional strategies.	Teacher accepts responsibility for success of all students and persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher accepts responsibility for success of all students and persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Teacher Domain 4: Professional Responsibilities

Component 4a: Reflecting on Teaching

Rationale and Explanation

Many educators, as well as researchers, believe that the ability to reflect on teaching is the mark of a true professional. Through reflection, real growth, and therefore, excellence is possible. By trying to understand the consequences of actions and by contemplating alternative courses of action, teachers expand their repertoire of practice.

Reflection on teaching includes the thinking that follows any instructional event. During that follow-up thinking, teachers consider if their goals were met and if a lesson "worked." Sensitivity to the engagement of students, both in quantity and quality, helps teachers know to what extent the approach used was appropriate or if an alternative approach would have been more effective. Judgments on effectiveness are related to the quality of subsequent student participation and students' success on assessments.

Beginning teachers need to cultivate the skill of accurate reflection. With experience, teachers become more discerning and can evaluate their successes as well as their errors. Accuracy in these judgments helps teachers refine their approach for the next time, which will help to improve their practice. This constant improvement is the true benefit of reflection, enabling teachers to focus on aspects of their teaching that can be strengthened as well as to help them make greater use of their current classroom strengths.

In addition to making accurate judgments, teachers must use these reflections in practice. Most teachers have an opportunity to teach the same topic another year, or even the next period. By reflecting on what went well and what could have been strengthened, teachers are able to improve their next encounter with a topic. Since many of the principles they learn from reflecting on practice apply to other instructional settings, their overall teaching generally improves.

Documentation

- Written journal
- Archived and new revisions of worksheets/plans
- Reflections of discussions with colleagues

Teacher Domain 4: Professional Responsibilities
Component 4a: Reflecting on Teaching
Elements

Accuracy
Use in future teaching

Elements for Component 4a

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing specific examples from the lesson and weighing the relative strength of each.
Use in future teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Teacher Domain 4: Professional Responsibilities

Component 4b: Maintaining Accurate Records

Rationale and Explanation

One reflection of the complexity of teaching is the need for teachers to keep accurate records of routine classroom events, of student progress and of non-instructional matters.

When teachers make assignments, they must keep track of which students have completed which assignments, fully or in part. A well-designed and effective system for assignments enables the teacher, students and parents to know at all times which assignments have been completed and which are still outstanding. Students themselves can contribute to the design and implementation of such a system.

Teachers must also keep track of student learning so that they know which parts of the curriculum students have learned and which they have not. A system for monitoring student progress must align with a teacher's approach to assessment (Component 1f). For example, if performance tasks are used to evaluate student understanding, then the records must include the level of student success on those tasks and provide feedback to students (Component 3d). Similarly, records of student progress enable a teacher to provide information to families (Component 4c).

Records must also be maintained on the non-instructional activities that are essential to a school's smooth operation. Examples include attendance and/or supply inventories.

Documentation

- Information showing teachers' skills in maintaining accurate records is derived from portfolio items such as a grade book, skills worksheets, results of student assessments, records of non-instructional duties such as attendance and/or other artifacts.

Teacher Domain 4: Professional Responsibilities
Component 4b: Maintaining Accurate Records
Elements

Instructional Records
Non-instructional records

Elements for Component 4b

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Instructional Records	Teacher has no system for maintaining instructional records on student progress in learning, or the system is in disarray.	Teacher's system for maintaining instructional records on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining instructional records on student progress in learning is effective.	Teacher's system for maintaining instructional records on student progress in learning is fully effective. Students contribute information and participate in the interpretation of the records.
Non-instructional records	Teacher's records for non-instructional activities are non-existent.	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's records for maintaining information on non-instructional activities is fully effective.

Teacher Domain 4: Professional Responsibilities

Component 4c: Communicating with Families

Rationale and Explanation

Educators have long recognized that when they can enlist the participation of students' families in the educational process, student learning is enhanced. Although parents and guardians vary enormously in how active a part they can take in their children's learning, most parents care deeply about the progress of their children and appreciate meaningful participation.

Communication with families involves keeping them informed of events in a class, such as procedures and grading systems. In addition, teachers must keep parents informed about the academic and social progress of their children. Schools have formalized procedures for reporting to parents, and many teachers supplement these systems with additional information. Although sometimes difficult to achieve, communicating honestly with parents about their children's learning is essential for teachers. No one is well served when a teacher, however well intentioned, conveys to a parent that a student is "doing fine" when in fact the student is struggling.

When parents express specific concerns about their children in school, it is because they care deeply about their child's progress. Any response should be handled with empathy and respect. Communication with families about individual students must be two-way and occur at times of success as well as when a student is experiencing difficulty.

Many teachers find ways to engage parents in the actual instructional program. For example, students can be asked to interview an older relative. Most teachers find that when they can engage the families in the actual learning process, all areas of communication are improved.

Documentation

- A family contact log provides information about contacts with families of students.
- Teachers may also add other materials, such as a class newsletter, records of home visits and any required special education forms to their professional portfolio.

Teacher Domain 4: Professional Responsibilities
Component 4c: Communicating with Families
Elements

Information about the instructional program
Information about individual students

Elements for Component 4c

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Information about the instructional program	Teacher provides no information about the instructional program to families.	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.
Information about individual students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher proactively communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.

Teacher Domain 4: Professional Responsibilities

Component 4d: Contributing to the School and District

Rationale and Explanation

Most teachers' duties extend beyond their classroom doors. Educators find that their days contain such activities as committee meetings, rehearsals for the school play, and coaching sports. These individuals have extensive and highly professional relationships with their colleagues, and the fabric of the school is one of mutual support and enhancement.

Relationships with colleagues are an important element of teachers' contribution to the school and district. Professional educators are generous with their expertise and willingly share materials and insights, particularly with those less experienced than they. The focus of their work is the well-being of students, and they collaborate with colleagues to that end. For example, they participate in joint planning of thematic units or coordinate the learning experiences for students with special needs.

Professional educators make many contributions to the life of a school. They assume their share of the duties that help the school function smoothly, whether participating in committee work, working in a professional learning committee, or helping with inter-departmental collaboration; these activities also contribute to the overall successful operation of the school.

An individual school, or the District at large may undertake major projects that require teacher participation. Such projects, whether they involve serving on the discipline committee or designing new performance assessments, require a considerable investment of time. Distinguished and proficient educators exemplify this commitment to the institution through collaboration, service and participation.

Documentation

- Agendas and notes from meetings
- Presentation materials
- Log of school involvement activities

Teacher Domain 4: Professional Responsibilities
Component 4d: Contributing to the School District
Elements

Relationships with colleagues
Service to the school
Participation in school and district projects

Elements for Component 4d

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Relationships with colleagues	Teacher has relationships with colleagues that are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Teacher maintains relationships with colleagues that are characterized by support and cooperation.	Teacher maintains relationships with colleagues that are characterized by support and cooperation and assumes leadership among the faculty.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

Teacher Domain 4: Professional Responsibilities

Component 4e: Growing and Developing Professionally

Rationale and Explanation

Continuing development is the mark of a true professional, an ongoing effort that is never completed. Educators committed to reaching and remaining at the top of their profession invest much energy in staying informed and increasing their skills. They are then in a position to exercise leadership among colleagues.

Content knowledge is one area where educators can grow and develop professionally. Superficial content knowledge is insufficient for good teaching; deeper understanding is essential. Teachers at the secondary level must be experts in their disciplines so they can enable their students to engage with a subject. All teachers can profit from learning more about the subjects they teach. Continuing education is needed to stay abreast of the latest developments.

Developments in pedagogy create opportunities for educators to continually improve their practice. Educational research discovers new methods to engage students in learning. Developments in related fields, for example, business management and cultural studies, can suggest promising approaches and applications. Most teachers can profit from a focus on the latest work in pedagogical research and its applications to classroom practice.

Expanding developments in information technology are yet another vehicle for intense professional development. Changes in this arena are so commonplace that it is difficult to see how the professional educator could excel without regular input in the changing field of educational and informational technology.

Joining professional organizations, reading professional journals, attending conferences and networking with local universities and state agencies are all important vehicles for informing educators. All these organizations recognize the complexity of teaching and are committed to assisting practitioners to be as effective as possible.

Many educators find ways to make a substantial contribution to the profession:

- Conducting research in their classrooms and making the results known to their colleagues through conference presentations or articles.
- Supervising student teachers and meeting periodically with the student teacher supervisors.
- Participating or taking a leadership role in study groups with their colleagues.

Documentation

- Log of meeting attendance (workshops, conferences) as a presenter or simply in attendance.

Teacher Domain 4: Professional Responsibilities
Component 4e: Growing and Developing Professionally
Elements

Enhancement of content knowledge and pedagogical skill
Service to the profession

Elements for Component 4e

Level of Performance

Element	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance content knowledge or pedagogical skill.	Teacher participates in professional development to a limited extent. Knowledge and/or pedagogical skill to a limited extent.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill and makes a systematic attempt to implement new ideas and/or research in his classroom.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators within the school.	Teacher initiates important activities to contribute to the profession both within the school and at large, such as writing articles for publication, making presentations and teaching in-district courses.

Teacher Domain 4: Professional Responsibilities

Component 4f: Showing Professionalism

Rationale and Explanation

"Professionalism" is a concept that permeates all aspects of a teacher's work. In addition to their technical skills in planning and implementing the instructional program, accomplished teachers display certain professional qualities that help them to serve their students and their profession.

First, teachers care deeply for the well-being of their students and step in on their behalf when needed. They are aware of, and alert to, signs of neglect or abuse in their students. In instances where abuse or neglect is seen, the teacher knows the steps for reporting this and takes these steps. In instances where lesser help is appropriate, the teacher may locate a winter coat for a student or discuss a student's future plans with the student and his or her parents.

Second, educators are advocates for their students, particularly those who the educational establishment has traditionally underserved. They work diligently in the best interest of their students, whether that means convincing a colleague that a student deserves an opportunity or supporting a student's efforts at self-improvement. At times, advocating for students requires challenging long-held assumptions of students, other faculty, or administration.

Third, highly professional teachers demonstrate a commitment to professional standards in problem solving and decision making. Professional educators maintain an open mind and are willing to attempt new approaches to old problems, even if in the short run they are inconvenienced. They base their judgments and recommendations on hard information rather than on hearsay and tradition. They strive to use the best data available to support action.

Documentation

- Teachers display their professional ethics in daily interactions with students and colleagues.

Teacher Domain 4: Professional Responsibilities
Component 4f: Showing Professionalism
Elements

Service to students
Advocacy
Decision making

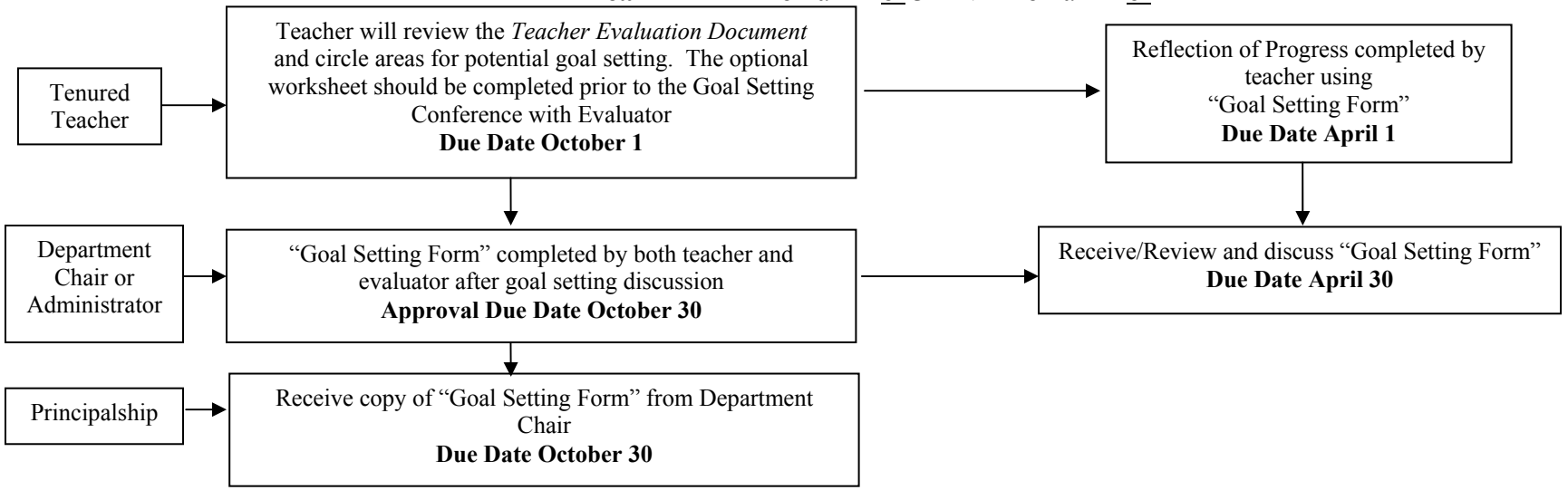
Elements for Component 4f

Level of Performance

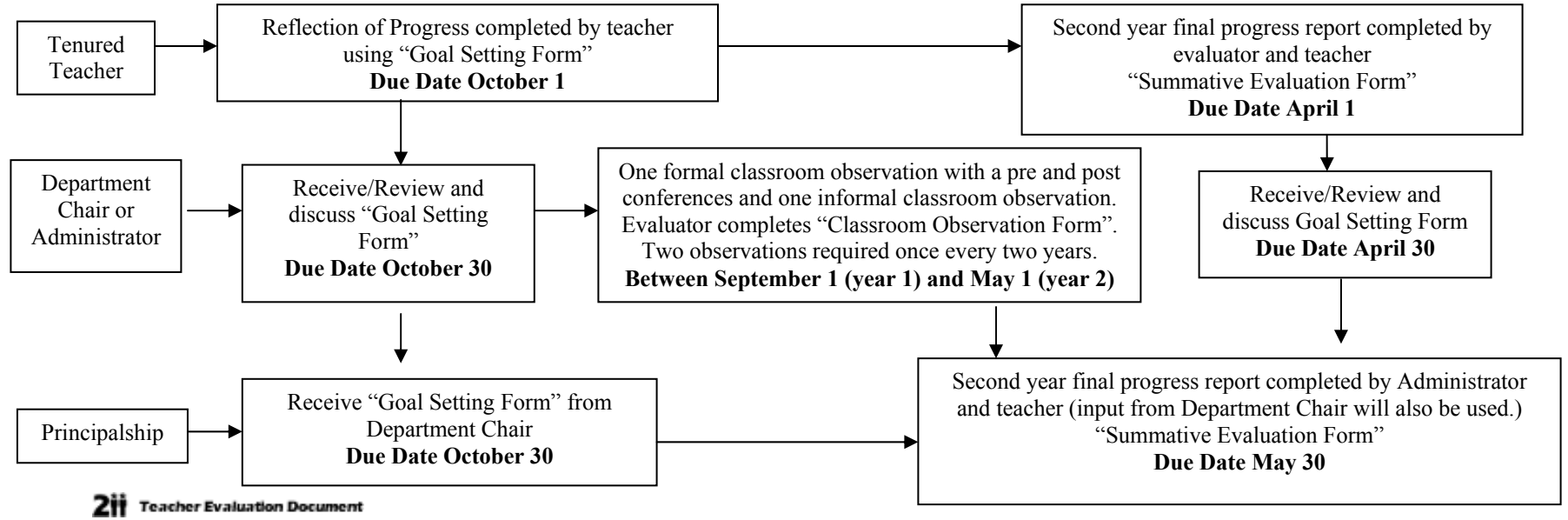
Element	Unsatisfactory	Basic	Proficient	Distinguished
Service to students	Teacher is not alert to students' needs.	Teacher is alert to student needs but attempts to serve students are inconsistent.	Teacher is alert to student needs but is moderately active in serving students.	Teacher is highly proactive in serving students, when necessary seeking out additional and/or alternative resources.
Advocacy	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works individually to ensure that all students receive a fair opportunity to succeed.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	Teacher decisions based on his or her own interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher's decisions demonstrate an open mind and participate in team or departmental decision making.	Teacher's decisions demonstrate a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

Two Year Timeline - ***Tenured Teacher***

Year 1 Domain 1 or 3 AND Domain 2 or 4

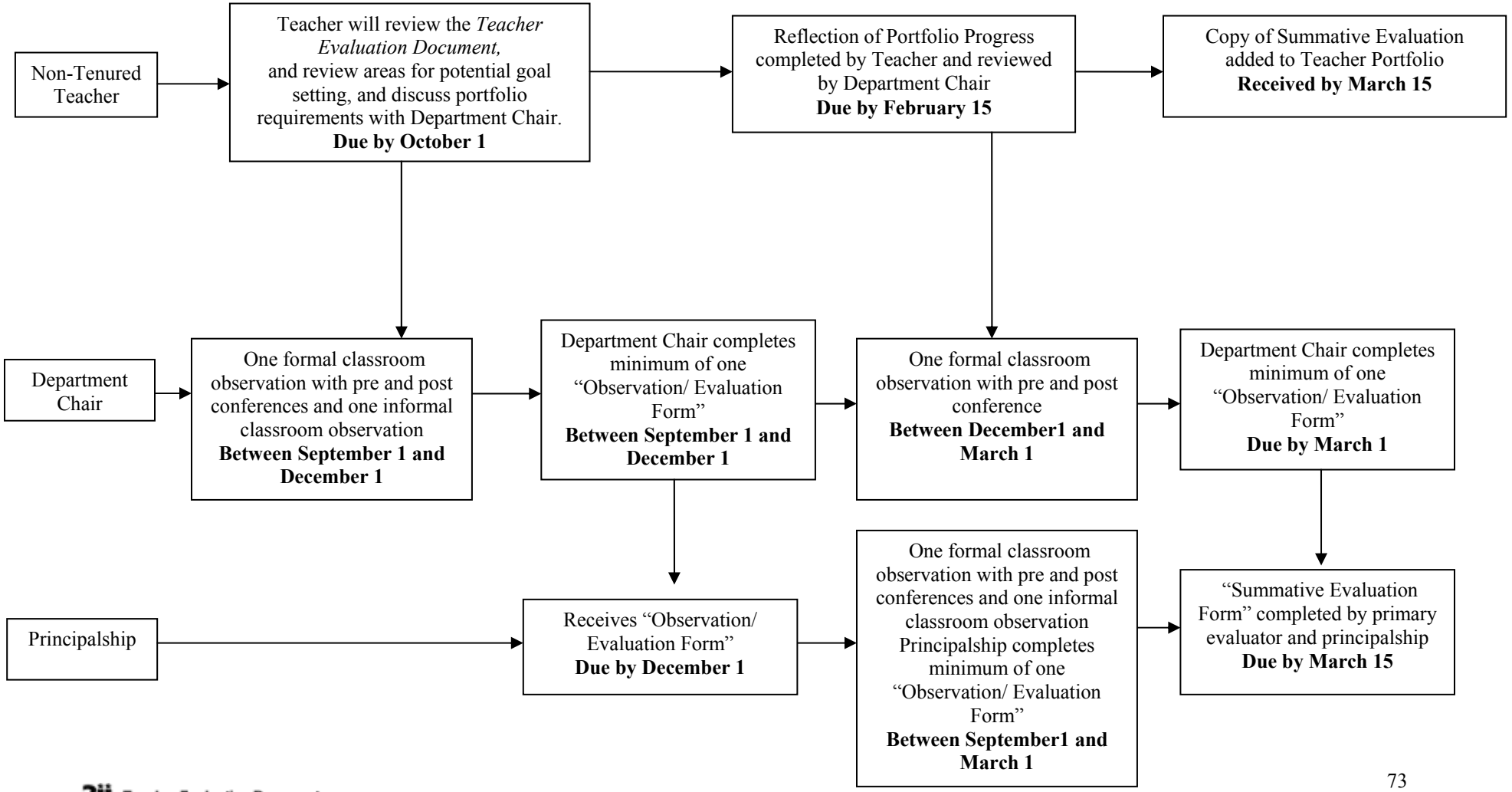


Year 2 Continued work on Domain 1 or 3 AND Domain 2 or 4



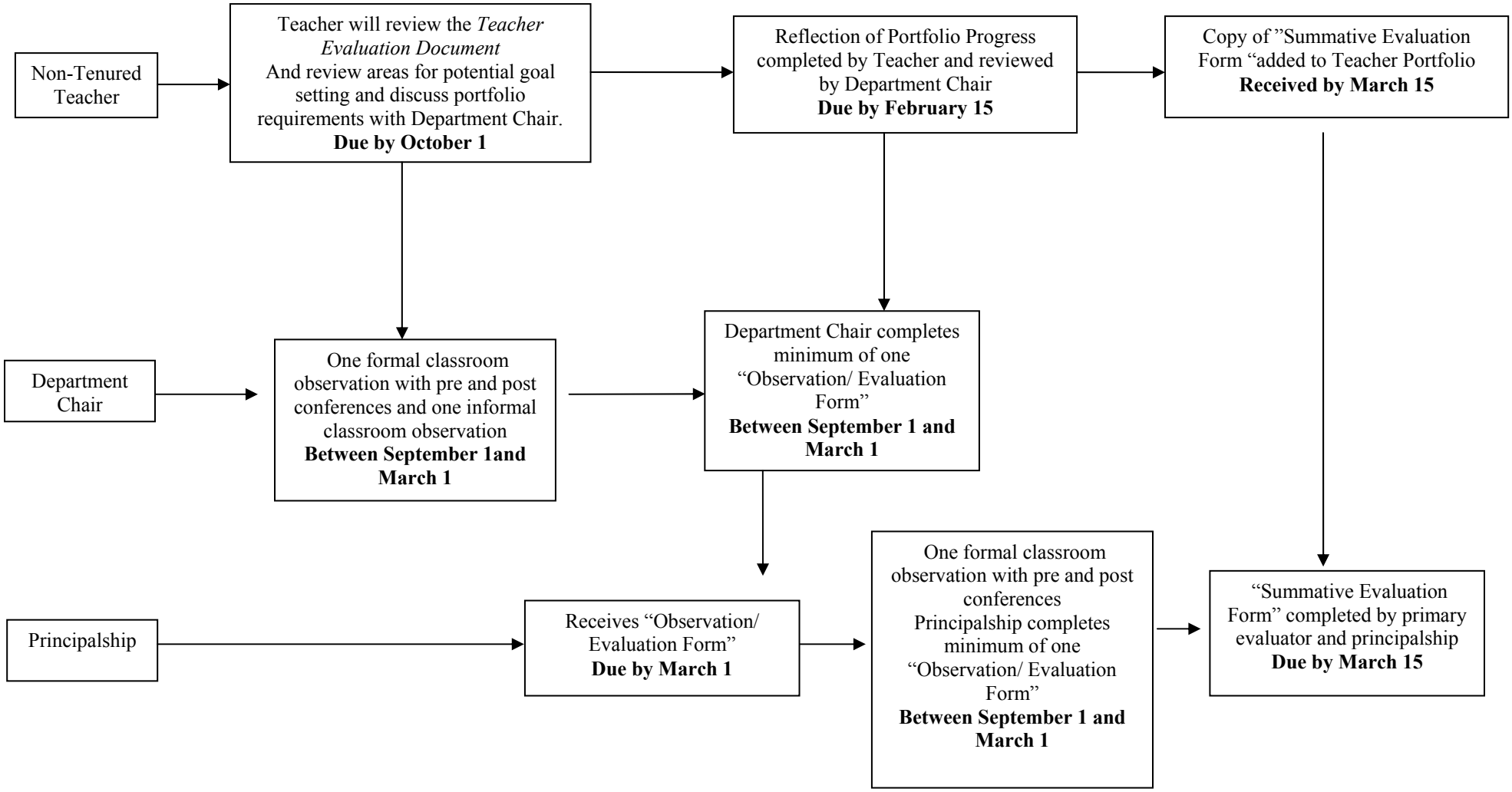
One Year Timeline – ***Non-Tenured Teacher Years 1 and 2***

Domain of Concentration:
First Year-Domain 2; Second Year-Domain 1



One Year Timeline – ***Non-Tenured Teacher Years 3 and 4***

Domain of Concentration:
Third Year-Domain 3; Fourth Year-Domain 4



Professional Development and Remediation Plan Procedures-Tenured Teachers

Illinois Public Act 096-0861 requires that each teacher in contractual continued service (tenured) be evaluated at least once in the course of every 2 school years. However, any teacher in contractual continued service whose performance is rated as either "needs improvement" or "unsatisfactory" must be evaluated at least once in the school year following the receipt of such a rating. The following details describe procedures that must be used in the instance of a tenured teacher receiving a rating of "needs improvement" or "unsatisfactory."

Tenured Teachers receiving a "needs improvement" rating on the summative evaluation

1. Within 30 school days after the completion of an evaluation rating "needs improvement" the evaluator must develop, in consultation with the teacher, (and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments) a professional development plan directed to the areas that need improvement and any supports that the District will provide to address the areas identified as needing improvement.

Tenured Teachers receiving an "unsatisfactory" rating on the summative evaluation

1. Within 30 days after completion of an evaluation rating "unsatisfactory," a remediation plan will be developed and initiated by the District designed to correct deficiencies cited, provided the deficiencies are deemed remediable. The plan shall have the following characteristics:
    a. The remediation plan for unsatisfactory, tenured teachers shall provide for 90 school days of remediation within the classroom.
    b. Participation in the remediation plan by the teacher in contractual continued service who was rated "unsatisfactory" is mandatory.
    c. An evaluator and consulting teacher selected by the evaluator of the teacher who was rated "unsatisfactory" will participate in the plan.
    d. The consulting teacher is an educational employee as defined in the Educational Labor Relations Act, has at least 5 years teaching experience, and a reasonable familiarity with the assignment of the teacher being evaluated, and who received an "excellent" rating on his or her most recent evaluation.
    e. Where no teachers who meet these criteria are available within the district, the District shall request and the State Board of Education shall supply, a consulting teacher to participate in the remediation process.
        - In a district having a population of less than 500,000 with an exclusive bargaining agent, the bargaining agent may, if it so chooses, supply a roster of qualified teachers from whom the consulting teacher is to be selected. That roster shall, however, contain the names of at least 5 teachers, each of whom meets the criteria for consulting teacher with regard to the teacher being evaluated, or the names of all teachers so qualified if that number is less than 5. In the event of a dispute as to qualification, the State Board shall determine qualification.
    f. The consulting teacher shall provide advice to the teacher rated "unsatisfactory" on how to improve teaching skills and to successfully complete the remediation plan. The consulting teacher shall participate in developing the remediation plan, but the final decision as to the evaluation shall be done solely by the evaluator.
    g. A "mid-point" and final evaluation will be completed by an evaluator during and at the end of the remediation period.
        - Each evaluator shall assess the teacher's performance during the time period since the prior evaluation; provided that the last evaluation shall also include an overall evaluation of the teacher's performance during the remediation period. A written copy of the evaluations and ratings, in which any deficiencies in performance and recommendation for correction are identified, shall be provided to and discussed with the teacher within 10 school days after the date of the evaluation.

h. Evaluations at the conclusion of the remediation process shall be separate and distinct from the required annual evaluations of teachers and shall not be subject to the guidelines and procedures relating to those annual evaluations. The evaluator may, but is not required, to use the forms provided for the annual evaluation of teachers in the district's evaluation plan.
    - Evaluations issued pursuant to this Section shall be issued within 10 days after the conclusion of the respective remediation plan. However, the school board or other governing authority of the district shall not lose jurisdiction to discharge a teacher in the event the evaluation is not issued within 10 days after the conclusion of the respective remediation plan.

i. Reinstatement to the evaluation schedule set forth in the district' s evaluation plan will be done for any teacher in contractual continued service who achieves a rating equal to or better than “proficient” in the school year following a rating of “needs improvement” or “unsatisfactory.”

j. Dismissal in accordance with Section 24-12 or 34-85 of the School Code of any teacher who fails to complete any applicable remediation plan with a rating equal to or better than a "proficient" rating. Districts and teachers subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings under Section 24-12 or 34-85, either as to the rating process or for opinions of performances by teachers under remediation.

Notes

Notes

TOWNSHIP HIGH SCHOOL DISTRICT 211

"Building the Future, One Student at a Time."

1750 South Roselle Road
Palatine, Illinois 60067-7336
Telephone: (847) 755-6600
Web Site: www.d211.org