

Hoopeston Area CUSD#11

Professional Evaluation Plan

Teacher Evaluation Framework
Developed 2015

Last Updated 4/30/2015

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Evaluation Committee Process and Members

We recognize that our schools are designed for student learning. Since Teachers are the single most valuable contributor to student learning, this evaluation process is built on the premise that highly effective Teachers are necessary for student success.

Development of the Teacher Evaluation Committee

In the fall of 2013, Hoopeston Area CUSD #11 continued its collaborative effort with the Hoopeston Area Teacher Union to develop a Teacher evaluation process that would significantly and positively impact professional teaching practice while addressing the mandates of Senate Bill 7 and the Performance Evaluation Reform Act (PERA). After a comprehensive study, a new Teacher Evaluation Committee was formed, and began its work with the assistance of the Regional Office of Education Schoolworks. The committee determined that the newly revised evaluations system would align with Charlotte Danielson's 2013 *Framework for Teaching Evaluation Instrument*, which would provide a district-wide language and research-based framework for effective teaching to advance the professional practice of the teaching staff. The committee was a combination of professionals representing a variety of roles and responsibilities in the district. Representation included members of the Hoopeston Area Teacher Union and District Administration.

Committee Members

- Kay Brown, Guidance Counselor, Hoopeston Area High School
- Anne Burton, Principal, Hoopeston Area Middle School
- Carolyn Daniel, Maple Grade School
- Lori Eells, Principal, Maple Grade School
- Hank Hornbeck, Superintendent
- Diana Judy, English Language Arts, Hoopeston Area Middle School
- Nita Lockhart, Maple Grade School
- Larry Maynard, Principal, Hoopeston Area High School

Section 1: Legislation and Overview of Danielson Framework

Legislation

The Hoopston Area CUSD #11 Teacher Evaluation Committee recognizes the importance of student growth and Teacher effectiveness in the evaluation process. The committee reviewed recent legislation (Performance Evaluation Reform Act, Senate Bill 7, 2012 Illinois School Code) evaluation ratings, which have the potential to impact Teachers' continued employment.

In the 2015-16 school year, as part of the **Hoopston Area CUSD #11 Performance Evaluation Plan**, the District will implement **the Danielson Framework** elements of **Professional Practice**. In the 2016-17 school year, all elements of the Hoopston Area CUSD #11 Performance Evaluation Plan, including **Student Growth** will be implemented. The Evaluation Committee will re-examine the plan after the Illinois State Board of Education has set forth rules, regulations, and recommendations regarding student growth.

Danielson Framework for Teaching Evaluation Instrument

The *2013 Framework for Teaching Evaluation Instrument* by Charlotte Danielson is the basis for the Hoopston Area CUSD #11 Performance Evaluation Plan. The *2013 Framework for Teaching Evaluation Instrument* is a research-based set of components of instruction that is grounded in a constructivist view of learning and teaching and incorporates instructional implications for *Common Core State Standards*. The Framework is a valuable tool to be used as the foundation for professional conversations among educators as they enhance their skills in the complex task of teaching. The *2013 Framework for Teaching* is based on the Praxis III: Classroom Performance Assessment criteria developed by Educational Testing Service (ETS). National Board for Professional Teaching Standards (NBPTS), is compatible with Interstate New Teacher Assessments and Supports Consortium (INTASC) standards, and aligned with 2010 Illinois Professional Teaching Standards. The *2013 Framework for Teaching Evaluation Instrument* has been validated as a reliable and valid measurement tool when measuring teaching practice in both the 2011 Consortium on Chicago School Research (CCSR) study and 2012 Measuring Effective Teaching (MET) study.

The *2013 Framework for Teaching Evaluation Instrument* will anchor Hoopston Area CUSD #11's recruitment and hiring, mentoring, coaching, professional development, and Teacher evaluation process. The goal is to link all of these activities to help Teachers and Evaluators become more informed, effective, and innovative educators through reflection and continual conversation.

Section 2: Hoopeston Area CUSD #11 Evaluation Process Beliefs and Commitments

Beliefs	Aligned Commitments
<p><i>Hoopeston Area CUSD #11 believes that the Performance Evaluation process must support.</i></p>	<p><i>In order to embed these Performance Evaluation process beliefs into ongoing professional practice, Hoopeston Area CUSD #11 commits to:</i></p>
<p>Professional Growth: Teachers and Evaluators must take ownership of this new process to grow as professionals. This change to our approach requires time, energy, and focus for both Teachers and Evaluators to read, understand, reflect, and discuss expectations before full implementations.</p>	<ul style="list-style-type: none"> ● Educating all stakeholders about the paradigm shift. ● Establishing a timeline for implementation. ● Piloting the evaluation tool to gain constructive feedback. ● Providing deliberate, ongoing professional development for Teachers and Evaluators that supports Teacher efficacy and student achievement.
<p>Ongoing Feedback and Reflection: A caring culture values feedback as an ongoing collaborative process, which allows for specific and constructive dialogue facilitating reflection and growth.</p>	<ul style="list-style-type: none"> ● Providing collaboration time for Teachers to support one another. ● Using data that are evidence-based and collected in a variety of ways. ● Providing differentiated resources to support growth. ● Scheduling regular professional discussions around teaching practices. ● Ensuring both Teachers and Evaluators are learners focused on improving professional practice.
<p>A Defined Differentiated Evaluation Rating System: A clearly defined system that rates and describes effective practice consistently implemented across all settings.</p>	<ul style="list-style-type: none"> ● Recognizing ongoing excellent professional practice. ● Providing ongoing training in order to establish and maintain inter-rater reliability. ● Developing a variety of examples to guide both Teacher and Evaluator understanding that effective teaching can look different from classroom to classroom. ● Conducting an internal audit of Evaluators' data to ensure fairness and consistency at the building and district levels.
<p>Evaluation Process Review: The evaluation plan and process will be regularly reviewed.</p>	<ul style="list-style-type: none"> ● Soliciting feedback from Teachers and administrators for improving the evaluation process. ● Scheduling annual reviews of the system by a team of Teachers and administrators to revisit, rework, and redefine the plan.

Section 3: Standards for Teachers and Specialist

<p>Domain 1 – Demonstrates effective planning and preparation for instruction through:</p> <ul style="list-style-type: none"> A. Demonstrating Knowledge of Content and Pedagogy B. Demonstrating Knowledge of Students C. Setting Instructional Outcomes* D. Demonstrating Knowledge of Resources E. Designing Coherent Instruction* F. Designing Student Learning 	<p>Domain 2 – Creates an environment conducive for learning by:</p> <ul style="list-style-type: none"> A. Creating an Environment of Respect and Rapport B. Establishing a Culture of Learning* C. Managing Classroom Procedures D. Managing Student Behavior E. Organizing Physical Space
<p>Domain 4 – Demonstrates professionalism by:</p> <ul style="list-style-type: none"> A. Reflecting on Teaching B. Maintaining Accurate Records C. Communicating with Families D. Participating in a Professional Community E. Growing and Developing Professionally F. Showing Professionalism 	<p>Domain 3 – Demonstrates effective instruction by:</p> <ul style="list-style-type: none"> A. Communicating with Students* B. Using Questioning and Discussion Techniques* C. Engaging Students in Learning* D. Using Assessment in Instruction* E. Demonstrating Flexibility and Responsiveness

*These components specifically align with implementation of the Common Core State Standards.

All of the Danielson frameworks are organized around levels of performance that represent an educator’s growth and development throughout his/her career. The Danielson model is focused on accountability for all aspects of the profession. Just as Teachers work to meet the needs of each student learner, this Evaluation Plan addresses the needs of each category of Teacher. Under this Evaluation system, the professional teaching standards to which each Teacher is expected to conform are set forth in Charlotte Danielson’s *Framework for Teaching Instrument (Danielson, 2013)*.

In addition to the teaching framework, alternate frameworks that are based upon Chapter 5 specialist rubrics in *Enhancing Professional Practices: A Framework for Teaching (Danielson, 2007)* are provided for the following categories of staff (positions not otherwise listed will utilize the Framework for Teaching instrument):

- | | | |
|--------------------------------------|----------------------------------|-------------------------------|
| Curriculum Coordinator | Reading Interventionist (Title1) | School Social Worker |
| Dean of Students | Reading Specialist (Title 1) | Special Education Coordinator |
| Guidance Counselor | RtI Coordinator | Speech Language Pathologist |
| Library Media/Diversified Occupation | School Psychologist | |

Section 4: Performance Evaluation Rating Definitions

<p>Excellent</p>	<ul style="list-style-type: none"> Professional practice at the <i>Excellent</i> level is consistently characterized by evidence of extensive knowledge and expertise in understanding and implementing the components of the Hoopston Area CUSD #11 Teacher Evaluation Framework and the adopted District curriculum. Practice at the <i>Excellent</i> level is characterized by exceptional commitment to flexible, differentiated, and responsive instructional practice as evidenced by effective Teacher modeling, high levels of student engagement, student-directed learning, and student growth. There is evidence of extensive and rigorous individualized instruction that is developmentally and culturally appropriate. A Teacher member at the <i>Excellent</i> level takes initiative, provides leadership in the school and/or District and is committed to reflective, continuous, professional practice that ensures high levels of student learning and student ownership.
<p>Proficient</p>	<ul style="list-style-type: none"> Professional practice at the <i>Proficient</i> level is consistently characterized by evidence of a thorough knowledge of effective instructional practices, purposeful teaching preparation, and use of a broad repertoire of strategies and activities supported by the Hoopston Area CUSD #11 Teacher Evaluation Framework and the adopted District curriculum. Practice of the <i>Proficient</i> level is consistent and includes high expectations for student learning. Accurate and knowledge of instructional practices, content, students, and resources is demonstrated. A Teacher member at the <i>Proficient</i> level works independently and collaboratively to improve his/her professional practice to support and promote high levels of student learning.
<p>Needs Improvement</p>	<ul style="list-style-type: none"> Professional practice at the <i>Needs Improvement</i> level is characterized by evidence of minimal understanding and/or implementation of the Hoopston Area CUSD #11 Teacher Evaluation Framework and the adopted District curriculum. Practice at the <i>Needs Improvement</i> level is inconsistent. Understanding and implementation of instructional and/or professional behaviors demonstrate sporadic, intermittent, and not entirely successful teaching practices due to lack of experience, expertise, or commitment with inconsistent results. A Tenured Teacher at the <i>Needs Improvement</i> level requires guidance and support in identified area(s) of need with specific supports and interventions to improve individual professional practice to <i>Proficient</i> or <i>Excellent</i> levels of practice.
<p>Unsatisfactory</p>	<ul style="list-style-type: none"> Professional practice at the <i>Unsatisfactory</i> level is characterized by evidence of little or no understanding, and implementation of the Hoopston Area CUSD #11 Teacher Evaluation Framework and the adopted District curriculum. Practice at the <i>Unsatisfactory</i> level is detrimental to student achievement. Inadequate and inappropriate instructional and/or unprofessional behaviors persist even after intervention(s) and support(s) have been provided. A Tenured Teacher at the <i>Unsatisfactory</i> level must successfully implement specific steps to improve his/her professional practice to the <i>Proficient</i> or <i>Excellent</i> level.

Section 5: Performance Evaluation Rating System

EXCELLENT	<ul style="list-style-type: none"> Thirteen or more components are <i>Excellent</i> and the rest <i>Proficient</i>.
PROFICIENT	<ul style="list-style-type: none"> No more than four components rated <i>Needs Improvement</i> with: <ul style="list-style-type: none"> * No more than two <i>Needs Improvement</i> components in any one Domain. *The remaining components must be rated <i>Proficient</i> or higher.
NEEDS IMPROVEMENT	<ul style="list-style-type: none"> Five or more components rated <i>Needs Improvement</i>, OR Three or more components rated <i>Needs Improvement</i> in any one Domain, OR One component rated <i>Unsatisfactory</i>.
UNSATISFACTORY	<ul style="list-style-type: none"> Two or more components rated <i>Unsatisfactory</i>, OR Two consecutive performance evaluation ratings of <i>Needs Improvement</i>.

Non-Tenured Teacher Contract Renewal – Each Non-Tenured Teacher will receive a final Performance Evaluation rating and a recommendation for renewal or non-renewal of his/her contract. A Non-Tenured Teacher in years three and four is expected to maintain a final Performance Evaluation rating of *Proficient* or *Excellent*. See Section 9, page 15.

Tenured Teachers are expected to maintain an overall Performance Evaluation Rating of *Proficient* or *Excellent*. See Section 10, page 16. If a Tenured Teacher receives an overall Performance Evaluation Rating of *Needs Improvement*, a **Professional Development Plan (PDP)** will be developed. See Section 11, page 17 and the Collective Bargaining Agreement 7.01 G, H, and I for more explanation of this process. A Tenured Teacher whose performance is not *Proficient* or *Excellent* at the next Performance Evaluation Rating will be rated *Unsatisfactory*. If a Tenured Teacher receives an overall Performance Evaluation Rating of *Unsatisfactory*, a **Remediation Plan** will be developed in accordance with the law. See Section 12, page 18 for more explanation of this process.

Section 6: Roles of Evaluators and Teachers/Specialists in the Evaluation Process

Evaluator Responsibilities

- Meet with Teachers to discuss expectations and suggestions for evidence based on the Framework for Teaching or Framework for Specialists and district/school goals.
- Provide and explain the Framework for Teaching or Framework for Specialists.
- Provide Teacher with relevant data to make informed decisions.
- Conduct Teacher observations, formal and informal.
- Provide ongoing feedback to Teacher regarding Teacher or Specialist evidence of practice.
- Conduct Performance Evaluation Conference, notify Teacher /Specialist of employment status, and facilitate appropriate professional plan for growth and improvement.
- Maintain the integrity of the Evaluation Plan and process.

Teacher/Specialist Responsibilities

- Understand and put into practice the Framework for Teaching or Framework for Specialists.
- Meet with Evaluator to ensure adherence to Framework for Teaching or Framework for Specialists.
- Attain *Proficient* or *Excellent* performance.
- Provide evidence of professional practice aligned with the Framework for Teaching or the Framework for Specialists.
- Maintain integrity of the Evaluation Plan and process.

Section 7: Definitions of Terms in the Performance Evaluation Plan

Components – District aspects of a Domain as defined by the *Framework for Teaching*.

Consulting Teacher – An educational employee as defined in the Educational Labor Relations Act who has at least five years of experience as a Teacher 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. The Consulting Teacher is selected by the Evaluator from a list provided through a joint agreement with the HEA and District Administration which is used for the purpose of supporting the Teacher during the Remediation Plan, but cannot be held responsible for the final outcome.

Critical Attributes – Additional tools to support the understanding of teaching practice in order to assist in distinguishing across levels of performance. These are considered characteristics of teaching practice and are not evident in all situations at all times. Instead, they can be used as the “look for” and “listen for” in teaching practice.

Documentation – Evidence/information that supports or explains the Teacher’s work in each of the four Domains.

Domains of Specialized Practice – Four main areas of effective specialized practice (Planning and Preparation, Environment, Delivery of Services, and Professional Responsibilities).

Domains of Teaching-Practice – Four main areas of effective teaching practice (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities).

Mentor (Support) – A Teacher with a recommended three or more years of experience in the district with a summative rating of *Proficient* or *Excellent*.

Mentor (Teacher) – A Teacher who is assigned to assist a first-year full-time Teacher as a part of the District’s informal mentoring and induction program.

Observation (Formal) – Formal observations will include the following: (1) are announced; (2) are a minimum of 45 minutes, or a complete lesson, or an entire class period; (3) include pre-observation and post-observation conferences; and (4) include documentation of the observation provided to the Teacher. (See IL School Code, 50.120)

Observation (Informal) – Informal observations will include the following: (1) are unannounced; (2) are not subject to a minimum time requirement; (3) have no pre-observation conference; (4) have optional post-observation conference as requested by the Teacher or Evaluator or both; (5) any informal observation lasting less than 15 minutes, used as part of the evaluation, must be provided to the Teacher in writing within 5 school days; and (6) observations lasting longer than 15 minutes must include written documentation of the observation, provided to the Teacher in writing within 5 school days (see collective bargaining agreement 7.01 E).

Performance Evaluation – Written evaluation of the Teacher’s job performance based on the ratings earned on each of the components. According to state requirements, Teacher’s performance shall be rated as *Excellent, Proficient, Needs Improvement, or Unsatisfactory*.

Performance Evaluation Conference – A performance evaluation conference is a meeting that may be separate from the post-observation conference, in which the Teacher and Evaluator review and sign the final *Hoopeston Area CUSD #11 Framework for Teaching* and discuss possible next steps for professional growth.

Performance Evaluation Rating (Summative) - The final rating of the Teacher using the rating levels of *Excellent, Proficient, Needs Improvement or Unsatisfactory* and includes consideration of professional practice and when applicable, indicators of student growth. (see Section 24A-2.5 of the School Code)

Pre-Observation Conference – Such conference will be held prior to any formal observation and the Teacher shall complete a pre-observation conference document prior to the conference. (See formal observation checklist on page 12)

Professional Practice – The use of one’s knowledge within the educational profession. This is one of the two areas of Teacher Evaluation to be measured. Professional Practice is measured using the Charlotte Danielson Framework of Teaching. Professional Practice will be 100% of Teacher Evaluation in the 2015-16 utilizing the Hoopeston Area Teacher Evaluation Plan. Professional Practice in 2016-2017 School Year will be one of two areas measured. Professional Practice will be 70% with Student Growth making up 30% of the final evaluation per the Performance Evaluation Reform Act (PERA).

Post-Observation Conference – Such conference must follow a formal observation and informal (when requested) and include: (1) the Evaluator and the Teacher discussing the evidence collected about the Teacher/ Teacher’s professional practice; (2) the Evaluator providing specific feedback in writing; (3) the Teacher being given the opportunity to reflect and respond to the evidence provided and give additional information/explanation if needed; and (4) notification by the Evaluator, in writing, to the Teacher if the evidence collected to date may result in a component rating of *Needs Improvement or Unsatisfactory*. The Hoopeston Area CUSD#11 Notice of Concern document will be provided. (See CBA p 17-18, D, E, F)

Professional Development Plan (PDP) - A plan for a Tenured Teacher’s professional development shall be created within 30 and will last between 30- 45 school days school days after the completion of an Evaluation resulting in the *Needs Improvement* rating. The PDP is developed by the Evaluator in consultation with the Tenured Teacher based upon areas that need improvement and includes supports that the district will provide to address the performance areas identified as needing improvement. (See Section 11 and Section 24A-5 of the School Code) (CBA p 18, I, J)

Qualified Evaluator – An individual who has completed the pre-qualification process and who has successfully passed the State-developed assessments specified to evaluate Teachers. Each qualified Evaluator shall maintain his/her qualifications by completing the re-training required. In Hoopston Area CUSD #11, a qualified Evaluator must be an administrator. (See Section 24A-3 of the School Code)

Remediation Plan – A state-mandated Plan created by the Evaluator to commence within 30 school days after a Tenured Teacher has been rated *Unsatisfactory* on a Performance Evaluation. The Remediation Plan shall have deficiencies cited, provided the deficiencies are remediable; be implemented in a 90 school day timeframe; provide for a midpoint performance evaluation that includes, within 10 school days, a written copy of the evaluation ratings, with deficiencies and recommendations identified; and provide for a final performance evaluation within 10 school days after the conclusion of the remediation timeframe. The Tenured Teacher must receive a *Proficient* or *Excellent* to be reinstated to the regular evaluation cycle. A Consulting Tenured Teacher will help support the Tenured Teacher with the implementation of the Remediation Plan during the 90 school day period. (See Section 12 and the School Code)

School Day - A normal day in which school is in session and students are present.

Specialist – Persons included in the following categories of Teacher: Guidance Counselors, School Social Workers, Speech Pathologists, Curriculum Coordinator, RtI Coordinator, Dean of Students, School Psychologists, Library/ Media, Diversified Occupation, Reading Interventionist, Title I, and Reading Specialist.

Student Growth (Data)– Using evidence to measure change in student achievement that occurs between two points in time during an academic year. In the 2016-17 school year, the Teacher Evaluation process will include Professional Practice and Student Growth. The final Summative Evaluation will include 30% of Student Growth and 70% of Professional Practice.

Teacher - A full-time or part-time professional employee of the school district who is required to hold a teaching certificate or a professional educator’s license endorsed for a teaching field. (see Article 21 or Article 21B of the School Code)

Written Notification – Documentation provided to each Teacher by the first day of student attendance (or no later than thirty days after the contract is executed-but prior to the commencement of the evaluation process-if the Teacher is hired after the start of the school term): (1) Rating definitions and the method for determining the ratings; (2) Performance Evaluation rubric that is appropriate for the Teacher; and (3) the defined process for a Teacher who receives *Needs Improvement* or *Unsatisfactory*.

Section 8: Informal Observation, Formal Observation, and Performance Evaluation Rating Process

Observation (Informal) – Informal observations will include the following: (1) are unannounced; (2) are not subject to a minimum time requirement; (3) have no pre-observation conference; (4) have optional post-observation conference as requested by the Teacher or Evaluator or both; (5) any informal observation lasting less than 15 minutes, used as part of the evaluation, must be provided to the Teacher in writing within 5 school days; and (6) observations lasting longer than 15 minutes must include written documentation of the observation, provided to the Teacher in writing within 5 school days (see collective bargaining agreement 7.01 E).

Informal Observation Process:

- A. A Pre-Conference is not required for an informal observation.
- B. Informal observations must be made in the classroom/work setting. Teachers may request informal observation(s).
- C. Informal observations will have no time limitations. If evidence from an informal observation gathered by an Evaluator will be used in the performance evaluation rating, the Teacher will receive a copy of **Form H: Informal Observation**, as completed by the Evaluator, within five (5) school days of the observation. Additional evidence specific to the observation may be documented in **Form H: Informal Observation** by the Teacher and returned to the Evaluator no later than five (5) school days after receiving **Form H: Informal Observation** from the Evaluator. If requested by either the Evaluator or the Teacher, a Post-Observation Conference will occur.
- D. Another informal observation cannot occur until written evidence on **Form H: Informal Observation** has been received and an opportunity for discussion has been provided, unless mutually agreed upon by the Evaluator and Teacher.
- E. If evidence indicates *Needs Improvement* or *Unsatisfactory* practice in any of the components, a Post-Observation Conference shall occur no later than five (5) school days after the Teacher has received a copy of **Form H: Informal Observation**, as filled out by the Evaluator. **Form E: Notice of Concern** will accompany the **Form H: Informal Observation** and will identify the component(s) of concern. When observed practices are *Unsatisfactory*, the Teacher will be notified, verbally or written, within one (1) school day of the observation.

Formal Observation Process:

- A. A pre-observation conference will be held prior to any formal observation and the teacher shall complete a Pre-Observation conference document prior to the conference. At the conference, both the administrator and teacher shall discuss the pre-observation document in the nature of the observation, and a date and time(s) when the formal observation will take place. (CBA p 17, 7:0.1 E)
- B. Observations must be for a minimum of forty-five (45) minutes, a complete lesson or an entire class period in a classwork/work setting. The Evaluator will collect evidence of the observed professional practice in Domains 2 and 3. No later than three (3) school days after the completed observation, the Evaluator will provide **Form A: Hoopeston Area CUSD #11 Framework of Teaching** to the Teacher to review. Additional evidence in all Domains may be documented by the Teacher and returned to the Evaluator no later than three (3) school days after receiving **Form A: Hoopeston Area CUSD #11 Framework for Teaching**.
- C. The Post-Observation Conference will be held on a mutually agreed date/time but no later than ten (10) school days (unless delayed by emergency or absence from school of the Teacher or evaluator) and prior to the time the evaluation is forwarded to the District office. Signatures of the employee and evaluator are required on the performance evaluation after each formal observation. **Form A: Hoopeston Area CUSD #11 Framework for Teaching** will be reviewed and may be modified based upon additional information and dialogue between the Teacher and the Evaluator. The Teacher should also prepare to respond to the questions contained on **Form C: Post-Observation Conference Form**. The Teacher may bring additional documents or artifacts to the Post-Observation Conference. Evaluators may also add evidence to Domains 1 and 4 prior to the Post-Observation Conference. Based upon the Post-Observation conference, Evaluator will make necessary modification to **Form A: Hoopeston Area CUSD #11 Framework for Teaching** within three (3) school days and provide the updated form to the Teacher.
- D. If evidence indicates *Needs Improvement* or *Unsatisfactory* practice in any of the components, the Teacher will receive a copy of **Form A: Hoopeston Area CUSD #11 Framework for Teaching**, as filled out by the Evaluator within three (3) school days. **Form E: Notice of Concern** will accompany **Form A: Hoopeston Area CUSD #11 Framework for Teaching** and will identify the component(s) of concern. When observed practices are Unsatisfactory, the Teacher will be notified within three (3) school days of the formal observation.

Summative Performance Evaluation Rating Process:

- A. All evidence shall be gathered and documented in **Form A: Hoopeston Area CUSD #11 Framework for Teaching** by the Teacher and Evaluator no later than February 15 in any year a summative performance evaluation rating is issued.
- B. Twenty-four hours prior to the Performance Evaluation Conference, the Evaluator will provide the Teacher with the final **Form A: Hoopeston Area CUSD #11 Framework for Teaching** and **Form D: Hoopeston Area CUSD #11 Performance Evaluation Rating Form**.
- C. A Performance Evaluation Conference will be held at a mutually agreed upon time once per year for Non-Tenured and Tenured-*Needs Improvement* or *Unsatisfactory* and once every two years for Tenured *Proficient* or *Excellent*. These conferences will be scheduled on or before March 1 in the year a summative performance evaluation rating is issued.
- D. The Teacher and Evaluator will review the final **Form A: Hoopeston Area CUSD #11 Framework for Teaching** and discuss possible next steps for professional growth.
- E. A Teacher has the option to attach additional comments to **Form D: Hoopeston Area CUSD #11 Performance Evaluation Rating Form**.

Section 9: Non-Tenured Professional Evaluation Plan Chart: Years 1-4

EVALUATION TIMELINE FOR YEAR 1-4 NON-TENURED		
TIME OF YEAR	PROCESS	FORMS
By the first student attendance day (or within 30 days of hire, if hired after the start of the year)	<ul style="list-style-type: none"> Detailed review of the Teacher evaluation process using the Hoopeston Area CUSD #11 Professional Evaluation Plan 	<ul style="list-style-type: none"> Hoopeston Area CUSD #11 Professional Evaluation Plan
End of First Semester of School	<ul style="list-style-type: none"> Formal Observation (Pre- and Post-Observation Conference)-one required One or more Informal Observations (Post-Observation Conference by either Evaluator or Teacher or both)-as needed* 	<ul style="list-style-type: none"> Form A: Hoopeston Area CUSD #11 Framework for Teaching Form B: Pre-Observation Conference Form C: Post-Observation Conference Form E: Notice of Concern (if needed)
By February 15	<ul style="list-style-type: none"> Formal Observation (Pre- and Post-Observation Conference)-one required One or more Informal Observations (Post-Observation Conference by request of either Evaluator or Teacher or both)-as needed* 	<ul style="list-style-type: none"> Form A: Hoopeston Area CUSD #11 Framework for Teaching Form B: Pre-Observation Conference Form C: Post-Observation Conference Form E: Notice of Concern (if needed)
By March 1	<ul style="list-style-type: none"> Summative Performance Evaluation Rating (received by Teacher 24 hours prior to Conference) Summative Performance Evaluation Conference-required 	<ul style="list-style-type: none"> Form D: Hoopeston Area CUSD #11 Summative Performance Evaluation Rating Form A: Hoopeston Area CUSD #11 Framework for Teaching

Mentor (Teacher) – A Teacher with a recommended three or more years of experience in the district with a summative rating of *Proficient* and *Excellent*. This mentor is assigned to assist a first-year full-time Non-Tenured Teacher as a part of the District’s informal mentoring program.

Mentor (Support) – A Teacher with a recommended three or more years of experience in the district with a summative rating of *Proficient* or *Excellent*. This mentor is assigned to a second or third year full-time Non-Tenured Teacher who receives a summative rating of *Needs Improvement* or *Unsatisfactory*.

*A minimum of one (1) informal observation is required each school year. A minimum of three (3) observations must be conducted during the evaluation cycle with two of the observations being formal.

*All first year, full-time Non-Tenured Teachers will be assigned a **Tenured Teacher Mentor**. (This may apply to a Teacher as a transfer within the District.)

*All second and third year Non-Tenured Teachers receiving a summative rating of *Needs Improvement* or *Unsatisfactory* will be assigned a **Support Mentor**.

Section 10: Tenured Professional Evaluation Plan Chart: Proficient & Excellent

Time of Year	Process	Forms
By the first student day	<ul style="list-style-type: none"> Detailed review of the Teacher evaluation process using the Hoopeston Area CUSD #11 Professional Development Plan Written notification of Evaluator 	<ul style="list-style-type: none"> Form A: Hoopeston Area CUSD #11 Framework for Teaching
During Year 1 of the two year process	<ul style="list-style-type: none"> One observation required. Formal Observation (Pre- and Post-Observation Conference) or Informal Observation (Post-Observation Conference at the request of either Evaluator or Teacher or both) Additional Formal and/or Informal Observation at the request of either the Evaluator or the Teacher If evidence indicates <i>Needs Improvement</i> or <i>Unsatisfactory</i> practice in any of the components, it will be addressed according to the procedures in Section 8 of this document 	<ul style="list-style-type: none"> Form A: Hoopeston Area CUSD #11 Framework for Teaching Form B: Pre-Observation Conference Form C: Post-Observation Conference Form E: Notice of Concern (if needed) Form H: Informal Observation
During Year 2 of the two year process (but no later than February 15)	<ul style="list-style-type: none"> The required observation for the Teacher not completed in year one, will be completed in year two; formal or informal. Additional Formal and/or Informal Observations at the request of either the Evaluator or the Teacher If evidence indicates <i>Needs Improvement</i> or <i>Unsatisfactory</i> practice in any of the components, it will be addressed according to the procedures in Section 8 D of this document. 	<ul style="list-style-type: none"> Form A: Hoopeston Area CUSD #11 Framework for Teaching Form B: Pre-Observation Conference Form C: Post-Observation Conference Form E: Notice of Concern (if needed) Form H: Informal Observation
By March 1 of year 2	<ul style="list-style-type: none"> Summative Performance Evaluation Rating (received by Teacher 24 hours prior to Conference) Summative Performance Evaluation Conference-required <ul style="list-style-type: none"> Overall Rating of <i>Proficient</i> or <i>Excellent</i>-continuation of District evaluation schedule Overall Rating of <i>Needs Improvement</i>-Professional Development Plan-See Section 11: <i>Needs Improvement</i> Overall Rating of <i>Unsatisfactory</i>-Remediation Plan-See Section 12: <i>Unsatisfactory</i> 	<ul style="list-style-type: none"> Form D: Hoopeston Area CUSD #11 Summative Performance Evaluation Rating Form A: Hoopeston Area CUSD #11 Framework for Teaching Form F: Professional Development Plan (if needed)

For Tenured – *Proficient/Excellent*, a minimum of two (2) observations must be conducted during the evaluation cycle with one of the observations being formal.

**SECTION 11: TENURED PROFESSIONAL EVALUATION PLAN CHART:
NEEDS IMPROVEMENT TIME OF YEAR PROCESS FORMS**

Time of Year		
Within 30 school days of the Teacher receiving an overall summative rating of <i>Needs Improvement</i> .	<ul style="list-style-type: none"> Teacher and Evaluator collaborate to construct a Professional Development Plan to address components that are cited as needing improvement 	Form F: Professional Development Plan
1 st Nine Weeks of the following Observation school year	<ul style="list-style-type: none"> Formal Observation (Pre- and Post- Observation Conference) – required One or more Informal Observations (Post-Observation Conference by request of either Evaluator or Teacher or both) – as needed* 	Form A: Hoopston Area Teaching Form Form B: Pre-Observation Conference by request of either Evaluator or both-as needed Form C: Post-Observation Conference Form E: Notice of Concern (if needed) Form H: Informal Observation
Week Ten to February 15	<ul style="list-style-type: none"> Formal Observation (Pre- and Post-Observation Conference) – required One or more Informal Observations (Post-Observation Conference by request of either Evaluator or Teacher or both) – as needed* 	Form A: Hoopston Area Teaching Form Form B: Pre-Observation Conference by request of either Evaluator or both-as needed Form C: Post-Observation Conference Form E: Notice of Concern (if needed) Form H: Informal Observation
By March 1	<ul style="list-style-type: none"> Performance Evaluation Rating (received by Teacher 24 hours prior to Conference) Performance Evaluation Conference – required <ul style="list-style-type: none"> Overall rating of <i>Proficient</i> or <i>Excellent</i> – Reinstatement to the district’s evaluation schedule – See Section 10: <i>Proficient/Excellent</i> Second overall rating of <i>Needs Improvement</i> – Automatic <i>Unsatisfactory</i> rating and Remediation Plan – See Section 12: <i>Unsatisfactory</i> 	Form A: Hoopston Area Teaching Form Form D: Hoopston Area CUSD #11 Summative Performance Evaluation Rating Form

For *Tenured -Needs Improvement*, a minimum of three (3) observations must be conducted during the evaluation cycle with two of the observations being formal.

**SECTION 12: TENURED PROFESSIONAL EVALUATION PLAN CHART:
UNSATISFACTORY**

TIME OF YEAR	PROCESS	FORMS
Within 30 school days of Teacher receiving an overall summative rating of <i>Unsatisfactory</i>	<ul style="list-style-type: none"> • Evaluator will develop a 90 school day Remediation Plan to address deficiencies cited, provided the deficiencies are remediable • Explain and confirm the Remediation Plan with Teacher and Consulting Teacher 	<ul style="list-style-type: none"> • Remediation Plan – Form G • Hoopeston Area CUSD #11 Professional Evaluation Plan
Immediately upon receipt of the Remediation Plan	<ul style="list-style-type: none"> • The Teacher begins the implementation of the Remediation Plan with the support of the Consulting Teacher 	<ul style="list-style-type: none"> • Remediation Plan
Before the 45 day midpoint of the Remediation Plan period	<ul style="list-style-type: none"> • One Formal Observation (Pre-Observation and Post-Observation Conference is required) • One Informal Observation (Post-Observation Conference is required) • Additional Formal and/or Informal Observations as determined by the Evaluator in consultation with the Teacher 	<ul style="list-style-type: none"> • Form A: Hoopeston Area Teaching Form • Form B: Pre-Observation Conference • Form C: Post-Observation Conference • Form H: Informal Observation
At the midpoint of the Remediation Plan period	<ul style="list-style-type: none"> • Summative Remediation Plan Evaluation is conducted and reviewed with the Teacher • Midpoint ratings are assigned 	<ul style="list-style-type: none"> • Form A: Hoopeston Area Teaching Form
After the midpoint of the Remediation Plan period	<ul style="list-style-type: none"> • One Formal Observation (Pre-Observation and Post-Observation Conference is required) • Additional Formal and/or Informal Observations as determined by the Evaluator in consultation with the Teacher 	<ul style="list-style-type: none"> • Form A: Hoopeston Area Teaching Form • Form B: Pre-Observation Conference • Form C: Post-Observation Conference • Form H: Informal Observation
At the conclusion of the Remediation Plan period	<ul style="list-style-type: none"> • Summative Remediation Plan Evaluation is conducted and reviewed with the Teacher <ul style="list-style-type: none"> ○ Overall summative rating of <i>Proficient</i> or <i>Excellent</i> – Reinstatement to the district’s evaluation schedule which will include a minimum of two formal observations and one informal observation, and the regular evaluation process for the Teacher will commence the following year. ○ Overall summative rating of <i>Needs Improvement</i> or <i>Unsatisfactory</i> – Immediate recommendation for dismissal (Section 24-12 of the School Code) 	<ul style="list-style-type: none"> • Form A: Hoopeston Area Teaching Form • Form D: Performance Hoopeston Area CUSD #11 Evaluation Rating

(Section 105/24-5a) For Tenured-*Unsatisfactory*, a minimum of three (3) observations must be conducted during the evaluation cycle with two of the observations being formal.

FORM A: HOOPESTON AREA CUSD#11 FRAMEWORK FOR TEACHING

Domain 1: Planning and Preparation

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a: Demonstrating Knowledge of Content and Pedagogy	In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content. Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. Teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding. Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher makes content errors.</i> • <i>Teacher does not consider prerequisite relationships when planning.</i> • <i>Teacher ‘s plans use inappropriate strategies for the discipline</i> 	<ul style="list-style-type: none"> • <i>Teacher is familiar with the discipline but does not see conceptual relationships.</i> • <i>Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.</i> • <i>Lesson and unit plans use limited instructional strategies and some are not be suitable to the content.</i> 	<ul style="list-style-type: none"> • <i>The teacher can identify important concepts of the discipline, and their relationships to one another.</i> • <i>The teacher consistently provides clear explanations of the content.</i> • <i>The teacher answers student questions accurately and provides feedback that furthers their learning.</i> • <i>The teacher seeks out content-related professional development.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>Teacher cites intra- and inter-disciplinary content relationships.</i> • <i>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</i>
<p>Guiding Question: What are the key concepts and their relationship to one another? Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no understanding of how students learn, and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher understands the active nature of student learning, and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher does not understand child development characteristics and has unrealistic expectations for students.</i> • <i>Teacher does not try to ascertain varied ability levels among students in the class.</i> • <i>Teacher is not aware of student interests or cultural heritages.</i> • <i>Teacher takes no responsibility to learn about students' medical or learning disabilities.</i> 	<ul style="list-style-type: none"> • <i>Teacher cites developmental theory, but does not seek to integrate it into lesson planning.</i> • <i>Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."</i> • <i>The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.</i> • <i>The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.</i> 	<ul style="list-style-type: none"> • <i>The teacher knows, for groups of students, their levels of cognitive development</i> • <i>The teacher is aware of the different cultural groups in the class.</i> • <i>The teacher has a good idea of the range of interests of students in the class.</i> • <i>The teacher has identified "high," "medium," and "low" groups of students within the class.</i> • <i>The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.</i> • <i>The teacher is aware of the special needs represented by students in the class.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</i> • <i>The teacher seeks out information about their cultural heritage from all students.</i> • <i>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</i>
<p>Guiding Question: How did your students' interests and prior knowledge and experiences impact your lesson planning?</p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1c: Setting Instructional Outcomes	Outcomes represent low expectations for students and lack of rigor, nor do they all reflect important learning in the discipline. Outcomes are stated as activities, rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand, and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline, and consist of a combination of outcomes and activities; Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students.	All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students.
Critical Attributes	<ul style="list-style-type: none"> • <i>Outcomes lack rigor.</i> • <i>Outcomes do not represent important learning in the discipline.</i> • <i>Outcomes are not clear or are states as activities.</i> • <i>Outcomes are not suitable for many students in the class.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent a mixture of low expectations and rigor.</i> • <i>Some outcomes reflect important learning in the discipline.</i> • <i>Outcomes are suitable for most of the class.</i> 	<ul style="list-style-type: none"> • <i>Outcomes represent high expectations and rigor.</i> • <i>Outcomes are related to “big ideas” of the discipline.</i> • <i>Outcomes are written in terms of what students will learn rather than do.</i> • <i>Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.</i> • <i>Outcomes are suitable to groups of students in the class, differentiated where necessary.</i> 	<p><i>In addition to the characteristics of “proficient,”</i></p> <ul style="list-style-type: none"> • <i>Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.</i> • <i>Teacher connects outcomes to previous and future learning</i> • <i>Outcomes are differentiated to encourage individual students to take educational risks.</i>
<p>Guiding Question: How did you develop your targets to meet the varying learning needs of your students?</p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1d: Demonstrating Knowledge of Resources	Teacher is unaware of resources for classroom use, for expanding one's own knowledge, or for students available through the school or district.	Teacher displays basic awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use, for expanding one's own knowledge, and for students through the school or district and external to the school and on the Internet.	Teacher's knowledge of resources for classroom use, for expanding one's own knowledge, and for students is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Critical Attributes	<ul style="list-style-type: none"> • <i>The teacher only uses district-provided materials, even when more variety would assist some students.</i> • <i>The teacher does not seek out resources available to expand his/her own skill.</i> • <i>Although aware of some student needs, the teacher does not inquire about possible resources.</i> 	<ul style="list-style-type: none"> • <i>The teacher uses materials in the school library, but does not search beyond the school for resources.</i> • <i>The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.</i> • <i>The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.</i> 	<ul style="list-style-type: none"> • <i>Texts are at varied levels.</i> • <i>Texts are supplemented by guest speakers and field experiences.</i> • <i>Teacher facilitates Internet resources.</i> • <i>Resources are multi-disciplinary.</i> • <i>Teacher expands knowledge with professional learning groups and organizations.</i> • <i>Teacher pursues options offered by universities.</i> • <i>Teacher provides lists of resources outside the class for students to draw on.</i> 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • <i>Texts are matched to student skill level</i> • <i>The teacher has ongoing relationship with colleges and universities that support student learning.</i> • <i>The teacher maintains log of resources for student reference.</i> • <i>The teacher pursues apprenticeships to increase discipline knowledge</i> • <i>The teacher facilitates student contact with resources outside the classroom.</i>
<p>Guiding Question: <i>How did you determine key resources for the lesson and how did you expand your awareness of resources that facilitated students' content knowledge?</i></p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e: Designing Coherent Instruction	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities and are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.	Some of the learning activities and materials are suitable to the instructional outcomes, and represent a moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students. The lesson or unit has a clear structure with appropriate and varied use of instructional groups.	Plans represent the coordination of in-depth content knowledge, understanding of different students' needs and available resources (including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners. Instructional groups are varied as appropriate, with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.
Critical Attributes	<ul style="list-style-type: none"> • Learning activities are boring and/or not well aligned to the instructional goals. • Materials are not engaging or meet instructional outcomes. • Instructional groups do not support learning. • Lesson plans are not structured or sequenced and are unrealistic in their expectations. 	<ul style="list-style-type: none"> • Learning activities are moderately challenging. • Learning resources are suitable, but there is limited variety. • Instructional groups are random or only partially support objectives. • Lesson structure is uneven or may be unrealistic in terms of time expectations. 	<ul style="list-style-type: none"> • Learning activities are matched to instructional outcomes. • Activities provide opportunity for higher-level thinking. • Teacher provides a variety of appropriately challenging materials and resources. • Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. • The plan for the lesson or unit is well structured, with reasonable time allocations. 	<p><i>In addition to the characteristics of "proficient,"</i></p> <ul style="list-style-type: none"> • Activities permit student choice. • Learning experiences connect to other disciplines. • Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. • Lesson plans differentiate for individual student needs.
<p>Guiding Question: What activities and assignments were developed that emphasize thinking and problem-based learning, permits student choice and initiative, and encourages depth rather than breadth?</p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit, nor any plans to use assessment results in designing future instruction.	Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher’s plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students.
Critical Attributes	<ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments have no criteria. • N formative assessments have been designed. • Assessment results do not affect future plans. 	<ul style="list-style-type: none"> • Only some of the instructional outcomes are addressed in the planned assessments. • Assessment criteria are vague. • Plans refer to the use of formative assessments, but they are not fully developed. • Assessment results are used to design lesson plans for the whole class, not individual students. 	<ul style="list-style-type: none"> • All the learning outcomes have a method for assessment. • Assessment types match learning expectations. • Plans indicate modified assessments for some students as needed. • Assessment criteria are clearly written. • Plans include formative assessments to use during instruction. • Lesson plans indicate possible adjustments based on formative assessment data. 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • Assessments provide opportunities for student choice. • Students participate in designing assessments for their own work. • Teacher-designed assessments are authentic with real-world application, as appropriate. • Students develop rubrics according to teacher-specified learning objectives. • Students are actively involved in collecting information from formative assessments and provide input.
<p>Guiding Question: <i>How did you determine appropriate assessments, both formative and summative, and how will you use the results to plan for future instruction?</i></p> <p>Evidence:</p>				

Domain 2: The Classroom Environment

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.</i> • <i>Students use disrespectful talk towards one another with no response from the teacher.</i> • <i>Teacher displays no familiarity with or caring about individual students' interests or personalities.</i> 	<ul style="list-style-type: none"> • <i>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</i> • <i>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</i> • <i>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</i> 	<ul style="list-style-type: none"> • <i>Talk between teacher and students and among students is uniformly respectful.</i> • <i>Teacher responds to disrespectful behavior among students.</i> • <i>Teacher makes general connections with individual students.</i> 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • <i>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</i> • <i>When necessary, students correct one another in their conduct towards classmates.</i> • <i>There is no disrespectful behavior among students.</i> • <i>The teacher's response to a student's incorrect response respects the student's dignity</i>
<p>Guiding Question: How do you ensure that interactions within the classroom are respectful and how do you effectively respond to disrespectful behavior?</p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a: Creating an environment of respect and rapport	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals
Critical Attributes	<ul style="list-style-type: none"> • <i>Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.</i> • <i>Students use disrespectful talk towards one another with no response from the teacher.</i> • <i>Teacher displays no familiarity with or caring about individual students' interests or personalities.</i> 	<ul style="list-style-type: none"> • <i>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</i> • <i>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</i> • <i>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</i> 	<ul style="list-style-type: none"> • <i>Talk between teacher and students and among students is uniformly respectful.</i> • <i>Teacher responds to disrespectful behavior among students.</i> • <i>Teacher makes general connections with individual students.</i> 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • <i>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</i> • <i>When necessary, students correct one another in their conduct towards classmates.</i> • <i>There is no disrespectful behavior among students.</i> • <i>The teacher's response to a student's incorrect response respects the student's dignity</i>
<p>Guiding Question: <i>How do you ensure that interactions within the classroom are respectful and how do you effectively respond to disrespectful behavior?</i></p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2b: Establishing a culture for learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions, and students indicate that they are interested in completion of a task, rather than quality.” The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.
Critical Attributes	<ul style="list-style-type: none"> • The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. • The teacher conveys to at least some students that the work is too challenging for them. • Students exhibit little or no pride in their work. • Class time is devoted more to socializing than to learning 	<ul style="list-style-type: none"> • Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off.” • The teacher conveys high expectations for only some students. • Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work. • Many students indicate that they are looking for an “easy path.” 	<ul style="list-style-type: none"> • The teacher communicates the importance of learning, and that with hard work all students can be successful in it. • The teacher demonstrates a high regard for student abilities. • Teacher conveys an expectation of high levels of student effort. • Students expend good effort to complete work of high quality. 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • The teacher communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work.
<p>Guiding Question: How do you develop a culture of high expectations for learning that promotes high levels of student effort?</p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2c Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.
Critical Attributes	<ul style="list-style-type: none"> • <i>Students not working with the teacher are not productively engaged or are disruptive to the class.</i> • <i>There are no established procedures for distributing and collecting materials.</i> • <i>Procedures for other activities are confused or chaotic.</i> 	<ul style="list-style-type: none"> • <i>Small groups are only partially engaged while not working directly with the teacher.</i> • <i>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</i> • <i>Classroom routines function unevenly.</i> 	<ul style="list-style-type: none"> • <i>The students are productively engaged during small group work.</i> • <i>Transitions between large and small group activities are smooth.</i> • <i>Routines for distribution and collection of materials and supplies work efficiently.</i> • <i>Classroom routines function smoothly.</i> 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • <i>Students take the initiative with their classmates to ensure that their time is used productively.</i> • <i>Students themselves ensure that transitions and other routines .are accomplished smoothly.</i> • <i>Students take initiative in distributing and collecting materials efficiently</i>
<p>Guiding Question: How do you promote classroom routines and procedures that maximize student learning time?</p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2d Managing Student Behavior	There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive, or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers' monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs, respects students' dignity.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • <i>The classroom environment is chaotic, with no apparent standards of conduct.</i> • <i>The teacher does not monitor student behavior.</i> • <i>Some students violate classroom rules, without apparent teacher awareness.</i> • <i>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</i> 	<ul style="list-style-type: none"> • <i>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</i> • <i>Teacher attempts to keep track of student behavior, but with no apparent system.</i> • <i>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</i> 	<ul style="list-style-type: none"> • <i>Standards of conduct appear to have been established.</i> • <i>Student behavior is generally appropriate.</i> • <i>The teacher frequently monitors student behavior.</i> • <i>Teacher's response to student misbehavior is effective.</i> • <i>Teacher acknowledges good behavior</i> 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • <i>Student behavior is entirely appropriate; no evidence of student misbehavior.</i> • <i>The teacher monitors student behavior without speaking – just moving about.</i> • <i>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</i>
<p>Guiding Question: What student behavior expectations have been implemented, how are they monitored effectively, and how do you respond to positive and negative behavior?</p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
2e: Organizing physical space	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.
Critical Attributes	<ul style="list-style-type: none"> • <i>There are physical hazards in the classroom, endangering student safety.</i> • <i>Many students can't see or hear the teacher or the board.</i> • <i>Available technology is not being used, even if available and its use would enhance the lesson.</i> 	<ul style="list-style-type: none"> • <i>The physical environment is safe, and most students can see and hear.</i> • <i>The physical environment is not an impediment to learning, but does not enhance it.</i> • <i>The teacher makes limited use of available technology and other resources.</i> 	<ul style="list-style-type: none"> • <i>The classroom is safe, and all students are able to see and hear.</i> • <i>The classroom is arranged to support the instructional goals and learning activities.</i> • <i>The teacher makes appropriate use of available technology.</i> 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • <i>Modifications are made to the physical environment to accommodate students with special needs.</i> • <i>There is total alignment between the goals of the lesson and the physical environment.</i> • <i>Students take the initiative to adjust the physical environment.</i> • <i>Teachers and students make extensive and imaginative use of available technology</i> •
<p>Guiding Question: How are the physical arrangements and use of resources conducive to student learning? Evidence:</p>				

Domain 3

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a: Communicating with students	The instructional purpose of the lesson is unclear to students and the directions and procedures are confusing. Teacher's explanation of the content contains major errors. The teacher's spoken or written language contains errors of grammar or syntax. Vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow. Teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement. Teacher's spoken language is correct; however, vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly. Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience. During the explanation of content, the teacher invites student intellectual engagement. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests. Students contribute to extending the content, and in explaining concepts to their classmates. Teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.
Critical Attributes	<ul style="list-style-type: none"> • At no time during the lesson does the teacher convey to the students what they will be learning. • Students indicate through their questions that they are confused as to the learning task. • The teacher makes a serious content error that will affect students' understanding of the lesson. • Students indicate through body language or questions that they don't understand the content being presented. • Teacher's communications include errors of vocabulary or usage. • Vocabulary is inappropriate to the age or culture of the students. 	<ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation. • Teacher must clarify the learning task so students can complete it. • The teacher makes no serious content errors, although may make a minor error. • The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students. • Vocabulary and usage are correct but unimaginative. • Vocabulary is too advanced or juvenile for the students. 	<ul style="list-style-type: none"> • The teacher states clearly, at some point during the lesson, what the students will be learning. • If appropriate, the teacher models the process to be followed in the task. • Students engage with the learning task, indicating that they understand what they are to do. • The teacher makes no content errors. • Teacher's explanation of content is clear, and invites student participation and thinking. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students' ages and levels of development. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • The teacher points out possible areas for misunderstanding. • Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites students to explain the content to the class, or to classmates. • Teacher uses rich language, offering brief vocabulary lessons where appropriate.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3b: Using Questioning / Prompts and Discussion	Teacher's questions are of low cognitive challenge, single correct responses, and asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.	Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, with uneven results.	While the teacher may use some low-level questions, he or she poses questions to students designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond, and stepping aside when appropriate. Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
Critical Attributes	<ul style="list-style-type: none"> • Questions are rapid-fire, and convergent, with a single correct answer. • Questions do not invite student thinking. • All discussion is between teacher and students; students are not invited to speak directly to one another. • A few students dominate the discussion. 	<ul style="list-style-type: none"> • Teacher frames some questions designed to promote student thinking, but only a few students are involved. • The teacher invites students to respond directly to one another's ideas, but few students respond. • Teacher calls on many students, but only a small number actually participate in the discussion. 	<ul style="list-style-type: none"> • Teacher uses open-ended questions, inviting students to think, and/or offer multiple possible answers. • The teacher makes effective use of wait time. • The teacher builds on uses student responses to questions effectively. • Discussions enable students to talk to one another, without ongoing mediation by the teacher. • The teacher calls on most students, even those who don't initially volunteer. • Many students actively engage in the discussion. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • Students initiate higher-order questions. • Students extend the discussion, enriching it. • Students invite comments from their classmates during a discussion.
<p>Guiding Question: How did you facilitate student engagement through the use of questioning that promotes student interaction and discussion?</p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3c: Engaging Students in Learning	The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes, or require only rote responses. The pace of the lesson is too slow or rushed. Few students are intellectually engaged or interested.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most students to be passive or merely compliant. The pacing of the lesson may not provide students the time needed to be intellectually engaged.	The learning tasks and activities are aligned with the instructional outcomes and are designed to challenge student thinking, resulting in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher. Learning tasks and activities are fully aligned with the instructional outcomes. In addition, there is evidence of some student initiation of inquiry, and student contributions to the exploration of important content. The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning, and to consolidate their understanding. Students may have some choice in how they complete tasks and may serve as resources for one another.
Critical Attributes	<ul style="list-style-type: none"> • Few students are intellectually engaged in the lesson. • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The lesson drags, or is rushed 	<ul style="list-style-type: none"> • Some students are intellectually engaged in the lesson. • Learning tasks are a mix of those requiring thinking and recall. • Student engagement with the content is largely passive, learning primarily facts or procedures. • Students have no choice in how they complete tasks. • The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives. • The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking. • The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. 	<ul style="list-style-type: none"> • Most students are intellectually engaged in the lesson. • Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking • Students have some choice in how they complete learning tasks. • There is a mix of different types of groupings, suitable to the lesson objectives. • Materials and resources support the learning goals and require intellectual engagement, as appropriate. • The pacing of the lesson provides students the time needed to be intellectually engaged 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • Virtually all students are highly engaged in the lesson. • Students take initiative to modify a learning task to make it more meaningful or relevant to their needs • Students suggest modifications to the grouping patterns used. • Students have extensive choice in how they complete tasks. • Students suggest modifications or additions to the materials being used. • Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
<p>Guiding Question: Were students intellectually engaged in well-designed, scaffolded learning tasks that promoted higher order thinking? Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3d: Using Assessment in Instruction	There is little or no assessment or monitoring of student learning; feedback is absent, or of poor quality. Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.	Assessment is used sporadically to support instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is general, and students appear to be only partially aware of the assessment criteria; few assess their own work. Questions/prompts/assessments are rarely used to diagnose evidence of learning.	Assessment is regularly used during instruction, through monitoring of progress of learning by teacher and/or students, resulting in accurate, specific feedback that advances learning. Students appear to be aware of the assessment criteria; some of them engage in self-assessment. Questions/prompts / assessments are used to diagnose evidence of learning	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Students self-assess and monitor their progress. A variety of feedback, from both the teacher and peers, is accurate, specific, and advances learning. Questions / prompts / assessments are used regularly to diagnose evidence of learning by individual students.
Critical Attributes	<ul style="list-style-type: none"> • The teacher gives no indication of what high quality work looks like. • The teacher makes no effort to determine whether students understand the lesson. • Feedback is only global. • The teacher does not ask students to evaluate their own or classmates' work. 	<ul style="list-style-type: none"> • There is little evidence that the students understand how their work will be evaluated. • Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students • Teacher requests global indications of student understanding. • Feedback to students is not uniformly specific, not oriented towards future improvement of work. • The teacher makes only minor attempts to engage students in self- or peer-assessment. 	<ul style="list-style-type: none"> • Students indicate that they clearly understand the characteristics of high-quality work. • The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements. • Feedback includes specific and timely guidance for at least groups of students • The teacher attempts to engage students in self- or peer-assessment. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • There is evidence that students have helped establish the evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class. • Teacher makes frequent use of strategies to elicit information about individual student understanding. • Feedback to students is specific and timely, and is provided from many sources, including other students. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.
<p>Guiding Question: How did you use assessment (teacher, student, peer) to provide feedback, monitor student learning and guide future instruction?</p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or students' lack of interest. Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs and interests. The teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community.
Critical Attributes	<ul style="list-style-type: none"> • Teacher ignores indications of student boredom or lack of understanding. • Teacher brushes aside student questions. • Teacher makes no attempt to incorporate student interests into the lesson. • The teacher conveys to students that when they have difficulty learning, it is their fault. • In reflecting on practice, the teacher does not indicate that it is important to reach all students. 	<ul style="list-style-type: none"> • Teacher's efforts to modify the lesson are only partially successful. • Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson. • The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them. • In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so. 	<ul style="list-style-type: none"> • When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students. • Teacher incorporates students' interests and questions into the heart of the lesson. • The teacher conveys to students that s/he has other approaches to try when the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> • The teacher's adjustments to the lesson are designed to assist individual students. • Teacher seizes on a teachable moment to enhance a lesson. • The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands, and that s/he has a broad range of approaches to use. • In reflecting on practice, the teacher can cite others in the school and beyond who s/he has contacted for assistance in reaching some students.
<p>Guiding Question: <i>How did you adjust the lesson to enhance understanding, incorporate students' interests, and utilize a wide range of strategies?</i></p> <p>Evidence:</p>				

Domain 4

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Reflecting on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how a lesson could be improved.	Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Critical Attributes	<ul style="list-style-type: none"> The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement. 	<ul style="list-style-type: none"> The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction. 	<ul style="list-style-type: none"> The teacher accurately assesses the effectiveness of instructional activities used The teacher identifies specific ways in which a lesson might be improved. 	In addition to the characteristics of “proficient,” <ul style="list-style-type: none"> Teacher’s assessment of the lesson is thoughtful, and includes specific indicators of effectiveness Teacher’s suggestions for improvement draw on an extensive repertoire.
<p>Guiding Question: <i>Upon reflection, what do you know worked well, what do you need to change, and how would you specifically improve this lesson or unit of study?</i></p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4b Maintaining Accurate Records	Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate, but require frequent monitoring to avoid errors.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective.	Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records, is fully effective. Students contribute information and participate in maintaining the records.
Critical Attributes	<ul style="list-style-type: none"> Absence of a system for either instructional or non-instructional records. Record-keeping systems that are in disarray so as to provide incorrect or confusing information. 	<ul style="list-style-type: none"> The teacher has process for recording student work completion. However, it may be out-of-date or does not permit students to access the information. The teacher's process for tracking student progress is cumbersome to use. The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors. 	<ul style="list-style-type: none"> The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing. The teacher's process for recording non-instructional information is both efficient and effective. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.

Guiding Question: *What is your process for efficiently and effectively maintaining student records, which utilize multiple sources of data to analyze student progress?*

Evidence:

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. But communications are one-way and not always appropriate to the cultural norms of those families.	Teacher communicates frequently with families about the instructional program and conveys information about individual student progress. Teacher makes some attempts to engage families in the instructional program; as appropriate Information to families is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication. Response to family concerns is handled with professional and cultural sensitivity. Teacher's efforts to engage families in the instructional program are frequent and successful.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Little or no information regarding instructional program available to parents. • Families are unaware of their children's progress. • Lack of family engagement activities. • Culturally inappropriate communication 	<ul style="list-style-type: none"> • School or district-created materials about the instructional program are sent home. • Infrequent or incomplete information sent home by teachers about the instructional program. • Teacher maintains school-required grade book but does little else to inform families about student progress. • Teacher communications are sometimes inappropriate to families' cultural norms. 	<ul style="list-style-type: none"> • Information about the instructional program is available on a regular basis. • The teacher sends information about student progress home on a regular basis. • Teacher develops activities designed to successfully engage families in their children's learning, as appropriate. 	In addition to the characteristics of "proficient," <ul style="list-style-type: none"> • On a regular basis, students develop materials to inform their families about the instructional program. • Students maintain accurate records about their individual learning progress and frequently share this information with families. • Students contribute to regular and ongoing projects designed to engage families in the learning process.

Guiding Question: *How do you communicate with and engage families in the student learning process?*

Evidence:

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4d: Participating in a Professional Community	Teacher's relationships with colleagues are negative or self-serving. Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. Teacher avoids becoming involved in school events or school and district projects.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher becomes involved in the school's culture of professional inquiry when invited to do so. Teacher participates in school events and school and district projects when specifically asked.	Relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry. Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	Relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. Teacher takes a leadership role in promoting a culture of professional inquiry. Teacher volunteers to participate in school events and district projects, making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> The teacher's relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and school district and community projects. 	<ul style="list-style-type: none"> The teacher has pleasant relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, and school district and community projects. 	<ul style="list-style-type: none"> The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school events and school district and community projects. 	<p>In addition to the characteristics of "proficient,"</p> <ul style="list-style-type: none"> The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and leads events that positively impact school life. The teacher regularly contributes to and leads significant school district and community projects.
<p>Guiding Question: <i>How have you contributed to the professional growth of your colleagues?</i></p> <p>Evidence:</p>				

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participates in professional activities to a limited extent when they are convenient. Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues. Teacher finds limited ways to contribute to the profession	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration. Teacher participates actively in assisting other educators	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. Teacher seeks out feedback on teaching from both supervisors and colleagues. Teacher initiates important activities to contribute to the profession.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • The teacher is not involved in any activity that might enhance knowledge or skill. • The teacher purposefully resists discussing performance with supervisors or colleagues. • The teacher ignores invitations to join professional organizations or attending conferences. 	<ul style="list-style-type: none"> • The teacher participates in professional activities when required or when provided by the school district. • The teacher reluctantly accepts feedback from supervisors and colleagues. • The teacher contributes in a limited fashion to educational professional organizations. 	<ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development. • The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback. • The teacher actively participates in professional organizations designed to contribute to the profession. 	<p>In addition to the characteristics of “proficient,”</p> <ul style="list-style-type: none"> • The teacher seeks regular opportunities for continued professional development, including initiating action research. • The teacher actively seeks feedback from supervisors and colleagues. • The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.

Guiding Question: *What steps are you taking to ensure that you are growing and developing professionally?*

Evidence:

	Unsatisfactory	Needs Improvement	Proficient	Excellent
4f: Showing Professionalism	Teacher displays dishonesty in interactions with colleagues, students, and the public. Teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations	Teacher is honest in interactions with colleagues, students, and the public. Teacher's attempts to serve students are inconsistent, and does not knowingly contribute to some students being ill served by the school. Teacher's decisions and recommendations are based on limited though genuinely professional considerations. Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. Teacher maintains an open mind in team or departmental decision-making. Teacher complies fully with school and district regulations.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. Teacher is highly proactive in serving students, seeking out resources when needed. Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher complies fully with school and district regulations, taking a leadership role with colleagues.
<i>Critical Attributes</i>	<ul style="list-style-type: none"> • Teacher is dishonest. • Teacher does not notice the needs of students. • The teacher engages in practices that are self-serving. • The teacher willfully rejects school district regulations. 	<ul style="list-style-type: none"> • Teacher is honest. • Teacher notices the needs of students, but is inconsistent in addressing them. • Teacher does not notice that some school practices result in poor conditions for students. • Teacher makes decisions professionally, but on a limited basis. • Teacher complies with school district regulations. 	<ul style="list-style-type: none"> • Teacher is honest and known for having high standards of integrity. • Teacher actively addresses student needs. • Teacher actively works to provide opportunities for student success. • Teacher willingly participates in team and departmental decision-making. • Teacher complies completely with school district regulations. 	<ul style="list-style-type: none"> • Teacher is considered a leader in terms of honesty, integrity, and confidentiality. • Teacher is highly proactive in serving students. • Teacher makes a concerted effort to ensure opportunities are available for all students to be successful. • Teacher takes a leadership role in team and departmental decision-making. • Teacher takes a leadership role regarding school district regulations.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
<p>Guiding Question: <i>Can you provide examples of how you are:</i></p> <ul style="list-style-type: none"> • <i>Maintaining honesty/integrity?</i> • <i>Advocating for students?</i> • <i>Willingly participating in team/dept. decision-making?</i> • <i>Complying fully with school and district regulations?</i> <p>Evidence:</p>				

Form B: Pre-Observation Conference Form

Teacher:

Evaluator:

School/Position:

Pre-Observation Conference Date:

Observation Date:

Pre-Observation Conversation Steps:

- a. Electronically submit evidence in the **Form A: Hoopeston Area CUSD #11 Framework for Teaching** – Domain 1 and Domain 4 sections no later than three (3) school days before the Pre-Observation Conference.
- b. Upload or bring evidence of planning specific to the observation and any additional documents or artifacts that reflect professional practices to the Pre-Observation Conference.
- c. Be prepared to discuss the Framework and guiding questions below.

Based upon the evidence collected in the Framework Data Documentation Form, the highlighted area(s) have been identified as “needs improvement”.

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Classroom Environment</i>	<i>Domain 3 Instruction</i>
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d – Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1f - Designing Student Assessments	4a – Reflecting on Teaching 4b – Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e – Organizing Physical Space	3a - Communicating with Students 3b – Using Questioning and Discussion Techniques 3c - Engaging Students in Learning 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

*These components specifically align with implementation of the Common Core State Standards.

What do you want your students to know and be able to do? (1a, 1b, 1c)

1. What are some of the skills/knowledge students will need to bring to this lesson (unit) to be successful? (1a)
2. What are some things about your students’ readiness (social skills, routines, self-management, etc.) that are influencing your lesson (unit) design? (1b)
3. What are some special areas/student needs or issues you will need to address? (1b)
4. As you think about what you know about your students and the content, what are some key learning goals? (1c)

How will you know when they have learned it? How will you respond if they don’t learn or already know it? (1d, 1e)

1. Given these goals, how will you monitor student learning? How will you determine students’ learning success? (1e)
2. What are some ways you will ensure high engagement for all students? (1d)
3. What are some resources or materials you/your students will need to support and extend student learning? (1d)

What do you want me to specifically observe in this lesson?

Teacher Signature/Date _____

Evaluator Signature/Date _____

Form C: Post-Observation Conference Form

Teacher:

Evaluator:

School/Position:

Post-Observation Conference Date:

Observation Date:

Post-Observation Conversation Steps:

- a. The Post-Observation Conference will be held on a mutually agreed upon date/time but no later than ten (10) school days after each formal observation.
- b. The Teacher will prepare to discuss the Guiding Questions below and will bring additional documents or artifacts, if any, to the Post-Observation Conference.
- c. The Evaluator will bring the most current version of **Form A: Hoopeston Area CUSD #11 Framework for Teaching** to be reviewed by the Teacher. Evidence may be added or modified based upon additional information and dialogue during the conference.
- d. Based upon the post-observation conference, the Evaluator will make necessary modifications to **Form A: Hoopeston Area CUSD #11 Framework for Teaching** within three (3) school days and provide updated form to the Teacher.
- e. This form will also be used for the informal observation Post-Conference (if one is held).

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Classroom Environment</i>	<i>Domain 3 Instruction</i>
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1f - Designing Student Assessments	4a - Reflecting on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques 3c - Engaging Students in Learning 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

*These components specifically align with implementation of the Common Core State Standards.

Guiding Questions:

1. What did your students learn from this lesson? (3d)
2. How did you assess student learning? (3d)
3. How did you alter your instruction based upon your students' feedback? (3e)
4. If you had another opportunity to teach this lesson to the same group of students, would you do anything differently? Explain. (4a)
5. What next steps are you considering? What support, if any, would be helpful in taking these next steps?

Teacher Signature/Date _____ Evaluator Signature/Date _____

Check box if data and evidence collected to date may result in either a Needs Improvement or Unsatisfactory Performance Evaluation Rating (Summative) and complete **Form E: Notice of Concern**.

Initial here if box is checked): Evaluator Initials _____ Teacher Initials _____

Form D: Hoopeston Area CUSD #11 Performance Evaluation Rating (Summative) Form

Teacher:

Evaluator:

School/Position:

Current Tenure Status (Tenured/Non-Tenured):

Formal Observation Dates:

Informal Observation Dates:

Performance Evaluation Rating Issued Date:

Performance Evaluation Conference Date:

Performance Evaluation Rating

Excellent

Proficient

Needs Improvement

Unsatisfactory

We have conducted a conversation regarding **Form A: Hoopeston Area CUSD 11 Framework for Teaching**. The Teacher has the right to attach written comments for inclusion in his/her personnel file maintained in the Human Resources Department. This overall rating is based on Champaign Unit #4's Performance Evaluation Definitions and Operating Principles.

Teacher Signature:

Date:

Signature indicates only that the Teacher has received the evaluation.

Evaluator Signature:

Date:

Form E: Notice of Concern

Teacher:

Evaluator:

School/Position:

Date of Observed Practice:

Date of Notification:

Date of Meeting:

Practice observed on the date above is *Needs Improvement*. I will provide written documentation of this observation within three (3) school days. We will meet on [date] at [time] to discuss this concern in greater detail and to complete the information below. You are entitled to representation at our meeting, but it is your responsibility to secure representation.

Practice observed on the date above is *Unsatisfactory*. I will provide written documentation of this observation within three (3) days. We will meet on [date] at [time] to discuss this concern in greater detail and to complete the information below. You are entitled to representation at our meeting, but it is your responsibility to secure representation.

Based upon the evidence collected In Form A: Hoopston Area CUSD #11 Framework for Teaching the highlighted area(s) have been identified as concerns

Conversation Components		Observable Components	
Domain 1 Planning and Preparation	Domain 4 Professional Responsibilities	Domain 2 Classroom Environment	Domain 3 Instruction
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1f - Designing Student Assessments	4a-Reflecting on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques 3c - Engaging Students in Learning 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

Note: Steps and supports are to be developed collaboratively by the Evaluator and Teacher.

Specific steps to be taken by the Teacher to address identified components:

Specific supports that will be provided by the Evaluator to address identified components:

I acknowledge that I have reviewed and discussed the above concerns with my Evaluator.

Teacher Signature/Date _____ Evaluator Signature/Date _____

Form F: Professional Development Plan
 (used only with Tenured Teachers with Needs Improvement Rating)

Name: _____ Supervisor/Evaluator: _____ Date of PDP: _____

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Classroom Environment</i>	<i>Domain 3 Instruction</i>
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1f - Designing Student Assessments	4a-Reflecting on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques 3c - Engaging Students in Learning 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

PDP Priorities:

1. Domain/ Component:	Indicators for Effective Teaching (e.g., Critical Attributes):	
Date of Development	Improvement Strategies/Tasks	Supports and Resources:
Date of Updates	Updates on Improvement Strategies/Tasks	Supports and Resources:

2. Domain/ Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
<i>Date of Development</i>	<i>Improvement Strategies/Tasks:</i>	<i>Supports and Resources:</i>
<i>Date of Updates</i>	<i>Updates on Improvement Strategies/Tasks</i>	<i>Supports and Resources:</i>
3. Domain/ Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
<i>Date of Development</i>	<i>Improvement Strategies/Tasks:</i>	<i>Supports and Resources:</i>
<i>Date of Updates</i>	<i>Updates on Improvement Strategies/Tasks</i>	<i>Supports and Resources:</i>

Signature Section

PDP Initial Signatures:

Evaluator:		Teacher:	
Date:		Date:	

PDP Observation #1 Signatures:

Evaluator:		Teacher:	
Date:		Date:	

PDP Observation #2 Signatures:

Evaluator:		Teacher:	
Date:		Date:	

PDP Observation #3 Signatures:

Evaluator:		Teacher:	
Date:		Date:	

Form G: Remediation Plan
(used only for Tenured Teacher with an Unsatisfactory Rating)

Name: _____ Supervisor/Evaluator: _____ Date: _____

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 Classroom Environment</i>	<i>Domain 3 Instruction</i>
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d – Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1f - Designing Student Assessments	4a-Reflecting on Teaching 4b – Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e – Organizing Physical Space	3a - Communicating with Students 3b – Using Questioning and Discussion Techniques 3c - Engaging Students in Learning 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

Remediation Priorities:

1. Domain/ Component:	Indicators for Effective Teaching (e.g., Critical Attributes):	
Date of Development	Improvement Strategies/Tasks	Supports and Resources:
Date of Updates	Updates on Improvement Strategies/Tasks	Supports and Resources:

2. Domain/ Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
<i>Date of Development</i>	<i>Improvement Strategies/Tasks:</i>	<i>Supports and Resources:</i>
<i>Date of Updates</i>	<i>Updates on Improvement Strategies/Tasks</i>	<i>Supports and Resources:</i>
3. Domain/ Component	Indicators for Effective Teaching (e.g., Critical Attributes):	
<i>Date of Development</i>	<i>Improvement Strategies/Tasks:</i>	<i>Supports and Resources:</i>
<i>Date of Updates</i>	<i>Updates on Improvement Strategies/Tasks</i>	<i>Supports and Resources:</i>

Signature Section

Remediation Initial Signatures:

Evaluator:		Teacher:	
Date:		Date:	

Remediation Observation #1 Signatures:

Evaluator:		Teacher:	
Date:		Date:	

Remediation Observation #2 Signatures:

Evaluator:		Teacher:	
Date:		Date:	

Remediation Observation #3 Signatures:

Evaluator:		Teacher:	
Date:		Date:	

Form H: Informal Observation Form

Educator:
Date/Time:

Evaluator:

Class:

Date Shared with the Educator:

Conversation Components		Observable Components	
Domain 1 Planning and Preparation	Domain 4 Professional Responsibilities	Domain 2 Classroom Environment	Domain 3 Instruction
1a - Demonstrating Knowledge of Content and Pedagogy 1b - Demonstrating Knowledge of Students 1c - Setting Instructional Outcomes 1d - Demonstrating Knowledge of Resources 1e - Designing Coherent Instruction 1f - Designing Student Assessments	4a - Reflecting on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in a Professional Community 4e - Growing and Developing Professionally 4f - Showing Professionalism	2a - Creating an Environment of Respect and Rapport 2b - Establishing a Culture for Learning 2c - Managing Classroom Procedures 2d - Managing Student Behavior 2e - Organizing Physical Space	3a - Communicating with Students 3b - Using Questioning and Discussion Techniques 3c - Engaging Students in Learning 3d - Using Assessment in Instruction 3e - Demonstrating Flexibility and Responsiveness

Time	Evidence	Component

Educator Signature/Date _____

Evaluator Signature/Date _____