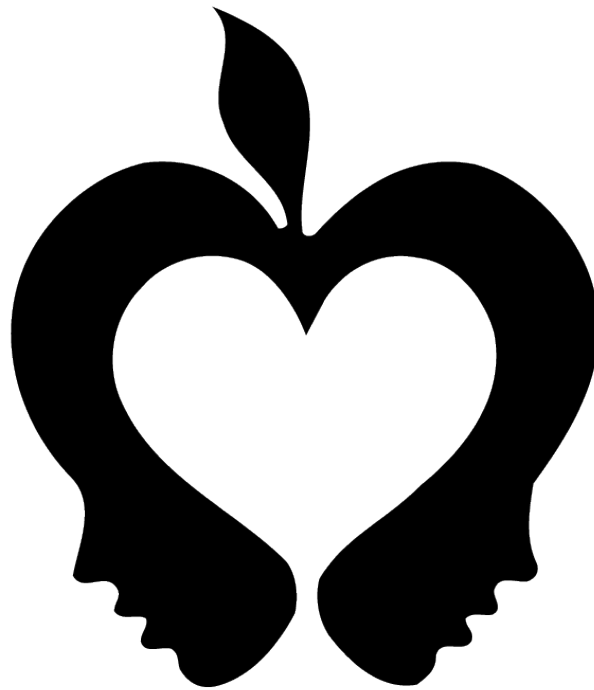# SCHAUMBURG COMMUNITY CONSOLIDATED SCHOOL DISTRICT 54

# TEACHER APPRAISAL PLAN

*Revised August 2025*

**SCHOOL DISTRICT 54**
Ensuring Student Success

# SCHAUMBURG COMMUNITY CONSOLIDATED SCHOOL DISTRICT 54
# TEACHER APPRAISAL PLAN

## Introduction

The Schaumburg Community Consolidated School District 54 Professional Appraisal Plan assesses certified staff performance based on the four domains of professional skills found in *Enhancing Professional Practice:  A Framework for Teaching, 3rd Edition*, by Charlotte Danielson.  (see description below)

The Schaumburg Community Consolidated School District 54 Teacher Appraisal Committee has reviewed the Performance Evaluation Reform Act [PERA 2010]. With the removal of the legal requirement to include student growth as a significant factor in teacher evaluations, the committee revised its plan for the 2025-2026 school year.

**Committee members include:**
> Chery Anderson, SEA President, Mead Junior High School
> Jess Astrug, SEA, Einstein Elementary School
> Maria Ayala, SEA, Hoover Elementary School
> David Banas, SEA, Blackwell Elementary School
> Karen Chin, SEA, Addams Junior High School
> Rhonda Conrad, SEA, Dooley Elementary School
> Carmela David, SEA, Churchill Elementary School
> Cynthia Dressler, SEA, Early Learning Center
> Andy DuRoss, Superintendent
> Nancy Hellstrom, SEA, Rafferty Administration Center
> Linda Kowalski, SEA, Keller Junior High School
> Vicki Mikos, SEA, Stevenson Elementary School
> Lori Mobley, SEA, MacArthur Elementary School
> Nick Myers, Associate Superintendent
> Lynn Niemann, SEA, Dirksen Elementary School
> Mollie Pouska, SEA, Addams Junior High School
> Jackie Robbins, IEA UniServ Director
> Jillian Sagan, Principal, Mead Junior High School
> Kim Smith, SEA, Hale Elementary School
> Bob Wroblewski, SEA, Churchill Elementary School

The committee agreed that the primary reason for appraisal of certificated personnel in School District 54 is to provide for continued improvement of instruction and creation of a desirable learning environment for students. The State of Illinois requires each school district to establish a district appraisal plan that provides for appraisal of tenured teachers at least once every three (3) years and appraisal of non-tenured teachers every year. The attached Teacher Appraisal Plan fulfills all requirements of the state mandate.

## Danielson Framework

***Enhancing Professional Practice:  A Framework for Teaching, 3rd Edition***, by Charlotte Danielson is the basis for the Schaumburg Community Consolidated School District 54 Professional Appraisal Plan.  The Framework for Teaching is a research-based set of components of instruction that are grounded in a constructivist view of learning and teaching.  The framework is an invaluable tool to be used as the foundation for professional conversations among educators as they seek to enhance their skill in the complex task of teaching.  The framework for teaching is based on the Praxis III:  National Board for Professional Teaching Standards (NBPTS), and is compatible with Interstate New Teacher Assessments and Supports Consortium (INTASC) standards.  The Framework for Teaching 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 Framework will anchor Schaumburg Community Consolidated School District 54 recruitment and hiring, mentoring, coaching, professional development, and teacher appraisal processes. The goal is to link all of these activities together to help Teachers, Specialists, and Evaluators become more thoughtful practitioners.

# ADDENDUM

The Board of Education of Schaumburg Community Consolidated School District 54 and the SEA, IEA/NEA, hereby agree as follows:
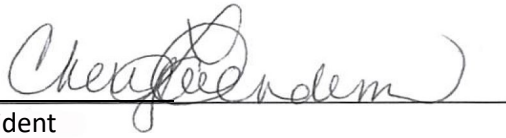
The parties acknowledge that they have negotiated and agreed upon a Teacher Appraisal Plan ("Plan") in accordance with the provisions of the Illinois Education Reform Act.

The parties further agree that the Plan shall remain in effect unless it is modified by the Board after consultation with the SEA. The parties specifically acknowledge that the Plan as a whole is not a part of the Agreement and only Sections I through VI, and "Consulting Teacher's Role in the Remediation Process" of the Plan is a part of the Agreement and, therefore, subject to the Agreement's Grievance and Arbitration provisions.

For the Board

For the Association

_____
President

_____
President

_____01/07/2016_____
Date

_____01/07/2016_____
Date

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## Schaumburg District 54's Teacher Appraisal Practice
## Beliefs and Commitments

| Beliefs | Aligned Commitments |
|---|---|
| **District 54 believes that the teacher appraisal process must support:** | **In order to embed these teacher appraisal process beliefs into ongoing professional practice, District 54 commits to:** |
| **Clearly-defined consistent procedures that ensure that the process:** Is based upon evidence of professional practice Is predictable, repeatable, and consistent Uses the most reliable and appropriate student growth measures Supports two-way conversations for professional growth | Providing ongoing education and guidance for all D54 certified staff Conducting the appraisal process with integrity Honoring and utilizing the 2011 Framework for Teaching Components and Critical Attributes to come to a shared understanding of teaching practices based upon evidence collection |
| **Continuous professional growth as a vehicle to improve individual and collaborative practitioners' practice** | Providing continuous support and resources for teaching growth attainment (e.g., salary lane changes, coaching, staff development, mentoring) Using professional teacher and student data to reflect and plan for growth opportunities Collaborating through the Professional Learning Community process (PLC) Creating schedules to allow Teachers and Teams opportunities to discuss student achievement |
| **A culture of high expectations resulting in a safe and trusting environment among evaluators and practitioners** | Focusing on collaboration and ongoing professional dialogue Establishing a supportive environment where evaluators and practitioners feel safe in having open dialogue focused upon improving instruction and professional practices in support of student learning Utilizing a common language to facilitate meaningful conversations for both practitioners and evaluators |
| **A continuous commitment to improvement and growth by ALL through differentiated, quality instruction to ensure student success** | Defining expectations of professional practices through mission, vision, and collective commitments Using professional teaching data and student data to reflect and plan for growth opportunities as individuals and collaboratively with other peers Revisiting, revising, and adapting the D54 appraisal process annually based upon input from all stakeholders (e.g., other measures of teaching practice, appraisal process steps) |

# Standards for Teachers and Specialists

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. Under this appraisal system, the professional teaching standards to which each Teacher is expected to conform are set forth in Charlotte Danielson's *Framework for Teaching, 3rd Edition* (Danielson, 2011).

| Domain 1 | Domain 2 |
|---|---|
| **Demonstrates effective planning and preparation for instruction through:** | **Creates an environment conducive for learning by:** |
| a. Knowledge of Content and Pedagogy<br>b. Knowledge of Students<br>c. Setting Instructional Outcomes<br>d. Demonstrating Knowledge of Resources<br>e. Designing Coherent Instruction<br>f. Designing Student Assessments | a. Creating an Environment of Respect and Rapport<br>b. Establishing a Culture for Learning<br>c. Managing Classroom Procedures<br>d. Managing Student Behavior<br>e. Organizing Physical Space |
| **Domain 4** | **Domain 3** |
| **Demonstrates professionalism by:** | **Demonstrates effective instruction by:** |
| a. Reflecting on Teaching<br>b. Maintaining Accurate Records<br>c. Communicating with Families<br>d. Participating in a Professional Community<br>e. Growing and Developing Professionally<br>f. Showing Professionalism | a. Communicating with Students<br>b. Using Questioning and Discussion Techniques<br>c. Engaging Students in Learning<br>d. Using Assessment in Instruction<br>e. Demonstrating Flexibility and Responsiveness |

In addition to the teaching framework, alternate frameworks that are based upon Chapter 5 specialist rubrics in *Enhancing Professional Practices*: *A Framework for Teaching, 3rd Edition* (Danielson, 2011) are provided for the following categories of Staff:

School Nurses, School Psychologists, Social Workers/Guidance Counselors, Speech Language Pathologists, Instructional Coaches/Mentors, Deans, Library Resource Teachers, Behavior Coaches, ELC Classroom Teachers, Low Incidence Special Education Teachers, EL/Bilingual Resource Teachers, Special Olympics Coordinator

As new positions are created, an appraisal rubric shall also be created that aligns with the job description.

# Professional Practice Summative Rating Definitions

## Form 4018

| | |
|---|---|
| **EXCELLENT** | Professional practice at the Excellent level demonstrates evidence of high expertise beyond the proficient level throughout the components and elements of the District 54 Appraisal Framework and Essential Outcomes. Practice at the Excellent level is distinguished by exceptional commitment to flexible, differentiated and responsive instructional practice as evidenced by high levels of student engagement, student-directed learning, and student growth. There is clear evidence of developmentally and culturally appropriate, individualized instruction. Practitioners at the Excellent level provide leadership in the school and district and are committed to reflective, continuous, professional growth. |
| **PROFICIENT** | Professional practice at the Proficient level demonstrates evidence of knowledge of instruction, consistent, and reflective teaching preparation and effective use of a broad repertoire of strategies and activities as described in the District 54 Appraisal Framework and Essential Outcomes. Practice at the Proficient level demonstrates thorough knowledge of content, students, and resources. Practitioners at the Proficient level collaborate with colleagues to support and ensure high levels of student learning. |
| **NEEDS IMPROVEMENT** | Professional practice at the Needs Improvement level demonstrates partial evidence of understanding and/or implementation of the District 54 Appraisal Framework and Essential Outcomes. Practice at this level is inconsistent over a period of time. Practitioners at the Needs Improvement level require specific support and/or mentoring to improve individual professional practice to Proficient or Excellent levels of practice. |
| **UNSATISFACTORY** | Professional practice at the Unsatisfactory level demonstrates no evidence of understanding and/or implementation of the District 54 Appraisal Framework and Essential Outcomes. Practice at this level is considered harmful and remains ineffective and/or inefficient after intervention and support has been provided. Practitioners at the Unsatisfactory level must implement specific remediation steps to improve individual professional practice to Proficient or Excellent levels of practice. |

# Professional Appraisal Plan Summative Rating System

## Operating Principles

| Rating | Value |
|---|---|
| Excellent | 4 |
| Proficient | 3 |
| Needs Improvement | 2 |
| Unsatisfactory | 1 |

| Domain Summative Ratings | |
|---|---|
| in Schaumburg District 54's Professional Appraisal Plan | |
| Excellent | *Excellent* ratings in at least a majority of the components of the domain, with the remaining components rated no lower than *Proficient.* |
| Proficient | No more than one component rated *Needs Improvement,* with the remaining components rated at *Proficient* or higher. |
| Needs Improvement | More than one component rated *Needs Improvement,* with the remaining components rated as *Proficient* or higher. |
| Unsatisfactory | Any component rated as *Unsatisfactory*. |

| Overall Professional Practice Ratings | |
|---|---|
| in Schaumburg District 54 Professional Appraisal Plan | |
| *100% of Final Summative Rating* | |
| Excellent | *Excellent* rating in a majority of the domains, with the remaining domain rated no lower than *Proficient.* |
| Proficient | All domains rated as *Proficient* or higher. |
| Needs Improvement | Any domain rated as *Needs Improvement.* |
| Unsatisfactory | Any domain rated *Unsatisfactory*. |

# Professional Appraisal Plan Summative Rating System
_____

## OPERATING PRINCIPLES

<u>Domain</u> Summative Ratings in Schaumburg District 54's Professional Appraisal Plan

- Excellent - Excellent ratings in at least a majority of the components of the domain, with the remaining components rated no lower than Proficient.

- Proficient – No more than one component rated Needs Improvement, with the remaining components rated at Proficient or higher.

- Needs Improvement – More than one component rated Needs Improvement, with the remaining components rated as Proficient or higher.

- Unsatisfactory – Any component rated as Unsatisfactory.

<u>Overall</u> Summative Ratings in Schaumburg District 54 Professional Appraisal Plan

- Excellent –Excellent rating in a majority of the Domains, with the remaining Domain rated no lower than Proficient.

- Proficient – All domains rated as Proficient or higher.

- Needs Improvement – Any domain rated as Needs Improvement.

- Unsatisfactory - Any domain rated Unsatisfactory.

# Definitions of Terms in the Professional Appraisal Plan

**Appraisal** – Annual or biennial written evaluations of certified staff job performance based on the ratings earned on each of the four domains. According to state requirements [PERA 2010 and SB 7], Teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement, or Unsatisfactory.*

**Components** – Distinct aspects of a domain as defined by the Danielson Framework for Teaching.

**Consulting Teacher** – An educational employee as defined in the Educational Labor Relations Act who has at least five years Teacher experience and a reasonable familiarity with the assignment of the Teacher being evaluated, and who received an "Excellent" rating on his or her most recent evaluation. The Consulting Teacher is selected by the Evaluator and is used for the purpose of supporting the Teacher during the Remediation Plan.

The district will provide a list of qualified teachers that contains the names of at least five teachers, each of who meet the criteria for Consulting Teacher. The Consulting Teacher shall provide advice to the teacher rated "Unsatisfactory" on how to improve teaching skills and to successfully complete the Remediation Plan. The Consultant Teacher shall participate in developing the Remediation Plan, but the final decision as to the evaluation shall be done solely by the Evaluator. As a member of the Remediation Committee, the Consulting Teacher may attend each appraisal conference as an observer and may take notes and ask questions for clarification.

The Consulting Teacher may not appraise the performance of the teacher under remediation, and no statements of the Consulting Teacher shall appear in the "remediated" teacher's appraisals or in the letters of remediation. The Consulting Teacher cannot be compelled to testify on behalf of the District, the Association or the Teacher under remediation or intervene during a hearing on the dismissal of a teacher formerly under remediation.

The parties further recognize that the job of consulting teacher will require time and effort beyond that of a regular teacher. Thus, upon the appointment of a Consulting Teacher, the parties shall negotiate the compensation, release time (if any), duties and anticipated length of service taking into consideration that the duties of Consulting Teacher may differ significantly depending upon the Teacher under consideration, the Remediation Plan and other factors.

**Documentation** – Evidence/information that supports or explains a position/point of view.

**Domains of Teaching** – Four main areas of effective teaching as defined by the Danielson Framework. (i.e., Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities)

**Evaluator** – An administrator who participates in an in-service training on the evaluation of certified personnel provided or approved by ISBE prior to undertaking any evaluation and at least once during each certification renewal cycle. Evaluators must complete and pass a pre-qualification Evaluator program that involves rigorous training and an independent observer's determination of their skill.

**ISBE**- Illinois State Board of Education.

**Observation (Formal)** – Formal observations will include the following: (1) are announced (2) minimum of 45 minutes, a complete lesson, or an entire class period in a classroom/work setting, (3) include pre-observation and post-observation conferences, (4) observations in a variety of settings (e.g., classroom, team meetings, PLC, CST, staff development meetings, etc.), and (5) documentation of the observation will be provided to the Teacher.

**Observation (Informal)** – Informal observations will include the following: (1) are unannounced, (2) minimum of 15 minutes, (3) have no pre-observation conference, (4) optional post-observation conference as requested by the Teacher or Evaluator or both, (5) observations in a variety of settings (e.g., classroom, team meetings, PLC, CST, staff development meetings, etc.), and (6) documentation of the observation will be provided to the Teacher.

**Performance Evaluation Reform Act (PERA)**- Illinois state law that determines how a teacher's performance is measured.

**Performance Ratings (Domain)** – Appraisal of the Teacher's job performance on each of the four domains based upon evidence collected during informal and formal observations. Teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement,* or *Unsatisfactory.* (see Form 4018)

**Performance Ratings (Summative)** – Overall appraisal of the Teacher's job performance based on the ratings earned on each of the four domains. Teacher performance shall be rated as: *Excellent, Proficient, Needs Improvement,* or *Unsatisfactory.* (see Form 4021)

**Professional Development Plan (PDP)** – A plan for professional development created within 30 calendar days after the completion of an appraisal resulting in the "Needs Improvement" rating. The PDP is developed by the Evaluator in consultation with the tenured Teacher. The PDP is directed to the areas that need improvement and includes supports that the district will provide to address the performance areas identified as needing improvement. The Teacher may choose to have representation throughout the Professional Development Plan process by Schaumburg Education Association (SEA). (see Form 4020)

**Reflective Conversations** - A professional, interactive, nonjudgmental conversation involving two or more participants that is thought-provoking in nature.

**Remediation Committee** – The teacher will be supported by a Remediation Committee consisting of the Evaluator, Consulting Teacher, HR Representative, and Association Representative.

**Remediation Plan** – A state-mandated Professional Development Plan (PDP) created by the Evaluator in consultation with the tenured Teacher who has been rated *Unsatisfactory* on a Summative Evaluation. (see Overview of the Teacher Appraisal Process Section II., C. and Illinois School Code)

**School Code** - A compilation of Illinois state statutes (i.e., Section 24A and 34) that govern school districts.

**Senate Bill 7 [SB7]** - School reform legislation that focuses on improving the skills of teachers and the learning conditions for students.

**Student Learning Growth** – the achievements a student attains in academics and other areas usually determined on the basis of an academic year.

**Teacher** – Any employee represented by the Schaumburg Education Association (SEA).

**Written Notice** - By the start of school (i.e., the first student attendance day), the school district will provide a written notice (either electronic or written) that includes the following:

    a) a copy of the Framework for Teaching or appropriate Specialist Work
       b) summary of the manner in which measures will be used to measure professional practices
       c) summary of the district's teacher appraisal procedures related for non-tenured and tenured status
       d) building level administrator(s) will advise each teacher as to who shall observe and appraise their performance

If the Teacher is hired after the start of the school term, then no later than 30 days after the contract is executed.

## OVERVIEW OF THE TEACHER APPRAISAL PROCESS

**I. Non-Tenured Cycle**

  **A. Full-time first-, second-, and third-year non-tenured teachers**

    1. The performance of first-, second-, and third-year non-tenured teachers shall be appraised in writing once a year based upon the defined expectations as outlined in the Framework for Teaching Rubric [School Code Section 50.120].

    2. By the start of school* (i.e., the first student attendance day), the school district will provide a written notice (either electronic or written) that includes the following:

       a) a copy of the Framework for Teaching or appropriate Specialist Work

       b) summary of the manner in which measures will be used to measure professional practices

       c) summary of the district's teacher appraisal procedures related for non-tenured and tenured status

       d) building level administrator(s) will advise each teacher as to who shall observe and appraise their performance.

    *If the Teacher is hired after the start of the school term, then no later than 30 days after the contract is executed.

    3. The appraisal process will include ongoing conversations based upon evidence gathered by both the teacher and evaluator. (D1 and D4 data logs, lesson planning, student work, reflections, and formal and informal observations) [School Code Section 50.120].

    4. A minimum of three (3) observations shall be required each school year, of which two must be formal observations (formal observations include both a pre-and-post observation conference) [School Code Section 50.120 c]. If requested, by either the Evaluator or the Teacher, a follow-up conversation can occur for an informal observation. A Post-Conference, when conducted, must follow within five (5) school days of the observation. Observations will be completed by the following dates:

| 1st observation: | November 1 |
|---|---|
| 2nd observation: | January 1 |
| 3rd observation: | March 1 |

5. The Summative Appraisal Report will be given to the teacher by March 15 based on evidence collected during the evaluation process. An optional face-to-face meeting can be requested by either the Evaluator or the Teacher.

6. Non-tenured Teachers in two out of the last three years of non-tenured status must have a summative rating of "Proficient" or "Excellent." [SB 7]

7. Non-tenured Teachers that have summative ratings of "Excellent" during first three years are eligible for early tenure. [SB 7]

**B. Full-time fourth -year non-tenured teachers**

1. The performance of fourth year non-tenured teachers shall be appraised in writing once a year based upon the defined expectations as outlined in the Framework for Teaching Rubric. [School Code Section 50.120]

2. By the start of school (i.e., the first student attendance day), the school district will provide a written notice (either electronic or written) that includes the following:

    a) a copy of the Framework for Teaching or appropriate Specialist Work

    b) summary of the manner in which measures will be used to measure professional practices

    c) summary of the district's teacher appraisal procedures related for non-tenured and tenured status

    d) building level administrator(s) will advise each teacher as to who shall observe and appraise their performance

3. The appraisal process will include ongoing conversations based upon evidence gathered by both the teacher and evaluator. (D1 and D4 data logs, lesson planning, student work, reflections, and formal and informal observations) [School Code Section 50.120]. No video/still pictures or sound recording will be used as evidence without the consent of the teacher.

4. A minimum of three (3) observations shall be required each school year, of which two must be formal observations (formal observations include both a pre-and-post observation conference) [School Code Section 50.120 c]. If requested, by either the Evaluator or the Teacher, a follow-up conversation can occur for an informal observation. A Post-Conference, when conducted, must follow within five (5) school days of the observation. Observations will be completed by the following dates:

| 1st observation: | November 1 |
|---|---|
| 2nd observation: | January 1 |
| 3rd observation: | March 1 |

5. The Summative Appraisal Report will be given to the teacher by March 15 based on evidence collected during the evaluation process. An optional face to face meeting can be requested by either the Evaluator or the Teacher.

6. Non-tenured Teachers in fourth year of non-tenured status must have a summative rating of "Proficient" or "Excellent" [SB 7].

**C. Part-time non-tenured teachers**

Part-time non-tenured teachers with less than four (4) consecutive years of part-time service will be appraised using the criteria for full-time non-tenured teachers.

Part-time non-tenured teachers with four (4) or more consecutive years of part-time service will be appraised using the criteria for tenured teachers.

**D. Teacher Tenure – 3 Years (Hired on or after August 16, 2023)**

For any teachers employed as a full-time teacher on or after the 2023-24 school year, the probationary periods are as follows:

- 3 consecutive school terms of service in which the teacher receives overall annual evaluation ratings of at least "Proficient" in the second and third school terms.

- 2 consecutive school terms of service in which the teacher receives 2 overall annual evaluations of "Excellent".

- 2 Consecutive terms of service in which the teacher receives 2 overall annual evaluations of "Excellent," but only if the teacher previously attained contractual continued service in a different school district, voluntarily departed or honorable dismissal and received ratings of at least "Proficient" in their 2 most recent overall annual or biennial evaluations from the previous school district.

1. Full-time first-, second -year non-tenured teachers

    a) The performance of first-, second-year non-tenured teachers shall be appraised in writing once a year based upon the defined expectations as outlined in the Framework for Teaching Rubric [School Code Section 50.120].

    b) By the start of school* (i.e., the first student attendance day), the school district will provide a written notice (either electronic or written) that includes the following:

        (a) a copy of the Framework for Teaching or appropriate Specialist Work

        (b) summary of the manner in which measures will be used to measure professional practices

        (c) summary of the district's teacher appraisal procedures related for non-tenured and tenured status

        (d) building level administrator(s) will advise each teacher as to who shall observe and appraise their performance.

    *If the Teacher is hired after the start of the school term, then no later than 30 days after the contract is executed.

    c) The appraisal process will include ongoing conversations based upon evidence gathered by both the teacher and evaluator. (D1 and D4 data logs, lesson planning, student work, reflections, and formal and informal observations) [School Code Section 50.120].

d) A minimum of three (3) observations shall be required each school year, of which two must be formal observations (formal observations include both a pre-and-post observation conference) [School Code Section 50.120 c].  If requested, by either the Evaluator or the Teacher, a follow-up conversation can occur for an informal observation. A Post-Conference, when conducted, must follow within five (5) school days of the observation.  Observations will be completed by the following dates:

| | |
|---|---|
| 1st observation: | November 1 |
| 2nd observation: | January 1 |
| 3rd observation: | March 1 |

e) The Summative Appraisal Report will be given to the teacher by March 15 based on evidence collected during the evaluation process. An optional face-to-face meeting can be requested by either the Evaluator or the Teacher.

f) Non-tenured Teachers in two out of the last three years of non-tenured status must have a summative rating of "Proficient" or "Excellent." [SB 7]

g) Non-tenured Teachers that have summative ratings of "Excellent" during first three years are eligible for early tenure. [SB 7]

2.  Full-time third-year non-tenured teachers

a) The performance of third year non-tenured teachers shall be appraised in writing once a year based upon the defined expectations as outlined in the Framework for Teaching Rubric. [School Code Section 50.120]

b) By the start of school (i.e., the first student attendance day), the school district will provide a written notice (either electronic or written) that includes the following:

(a) a copy of the Framework for Teaching or appropriate Specialist Work

(b) summary of the manner in which measures will be used to measure professional practices

(c) summary of the district's teacher appraisal procedures related for non-tenured and tenured status

(d) building level administrator(s) will advise each teacher as to who shall observe and appraise their performance

c) The appraisal process will include ongoing conversations based upon evidence gathered by both the teacher and evaluator. (D1 and D4 data logs, lesson planning, student work, reflections, and formal and informal observations) [School Code Section 50.120].  No video/still pictures or sound recording will be used as evidence without the consent of the teacher.

d) A minimum of three (3) observations shall be required each school year, of which two must be formal observations (formal observations include both a pre-and-post observation conference) [School Code Section 50.120 c]. If requested, by either the Evaluator or the Teacher, a follow-up conversation can occur for an informal observation. A Post-Conference, when conducted, must follow within five (5) school days of the observation. Observations will be completed by the following dates:

| | |
|---|---|
| 1st observation: | November 1 |
| 2nd observation: | January 1 |
| 3rd observation: | March 1 |

    e) The Summative Appraisal Report will be given to the teacher by March 15 based on evidence collected during the evaluation process. An optional face to face meeting can be requested by either the Evaluator or the Teacher.

    f) Non-tenured Teachers in third year of non-tenured status must have a summative rating of "Proficient" or "Excellent" [SB 7].

## II. Tenured Teaching Cycle

### A. Tenured teachers who received an overall rating of Proficient or Excellent:

1. The appraisal will be based upon a three (3) year evaluation cycle leading to a summative written appraisal at the end of the third (3rd) year based upon the defined expectations as outlined in the Framework for Teaching Rubric. [School Code Section 50.120]

2. By the start of school (i.e., the first student attendance day), the school district will provide a written notice (either electronic or written) that includes the following:

    a) a copy of the Framework for Teaching or appropriate Specialist Work.

    b) summary of the manner in which measures will be used to measure professional practices.

    c) summary of the district's teacher appraisal procedures related for non-tenured and tenured status.

    d) building level administrator(s) will advise each teacher as to who shall observe and appraise their performance.

3. The appraisal process will include ongoing conversations based on evidence gathered by both the teacher and evaluator. (D1 and D4 data logs, lesson planning, student work, reflections, and formal and informal observations) [School Code Section 50.120]. No video/still pictures or sound recording will be used as evidence without the consent of the teacher.

4. A minimum of two (2) observations shall be required each evaluation cycle, of which one must be a formal observation (formal observations include both a pre- and post-conference) [School Code Section 50.120 c]. If requested, by either the Evaluator or the Teacher, a follow-up conversation can occur for an informal observation. A Post-Conference, when conducted, must follow within five (5) school days of the observation. Observations will be completed by March 1 of the third (3rd) year of the three (3) year evaluation cycle.

    a) The Summative Appraisal Rating will be given to the Teacher between March 1 and May 1 of the third (3rd) year of the three (3) year evaluation cycle based on evidence collected during the evaluation process. An optional face-to-face meeting can be requested by either the Evaluator or the Teacher.

### B. Tenured teachers who receive an overall rating of Needs Improvement

1. An Evaluator must develop in collaboration with the Teacher who receives a rating of "Needs Improvement" a Professional Development Plan (PDP) within thirty (30) calendar days of a Summative Rating of "Needs Improvement". The PDP includes defined areas of professional

practice that need to be improved, evidence of progress/achievement of goal, as well as supports that the district will provide to address the performance areas needing improvement [PERA 2010].

2. After the Professional Development Plan has been created, the Teacher has ninety (90) school days in which to implement the Professional Development Plan and improve areas of needed improvement.

3. A minimum of three (3) observations shall be required during the ninety (90) school day period, of which two (2) must be formal observations (formal observations include both a pre- and post-conference) [School Code Section 50.120 c]. A Post-Conference must follow all observations, both informal and formal, within five (5) school days of the observation.

4. A Teacher who has improved identified areas of professional practice and receives a summative rating of "Proficient" or "Excellent" at the end of the ninety (90) school days-will be returned to the regular evaluation cycle [PERA 2010].

5. Failure to receive a performance evaluation rating of "Proficient" or "Excellent" will result in a summative rating of "Unsatisfactory".

C. **All Tenured Teachers who receive an overall rating of Unsatisfactory**

1. An Evaluator must develop for a Teacher who receives a rating of "Unsatisfactory" a Remediation Plan within thirty (30) calendar days of a Summative Rating of "Unsatisfactory". The Remediation Plan includes identified areas of professional practice that are unsatisfactory, evidence of progress/correction of professional practice, as well as supports that the district will provide to address the unsatisfactory performance areas [PERA 2010]. The Consulting Teacher is selected by the Evaluator. The Teacher will be supported by the Remediation Committee.

2. After the thirty (30) calendar day time period to develop the Remediation Plan, the Teacher has ninety (90) school days in which to implement the Remediation Plan and address the unsatisfactory performance areas [PERA 2010].A minimum of three (3) observations shall be required during the ninety (90) school day period, of which two must be formal observations (formal observations include both a pre- and post-conference) [School Code Section 50.120 c]. A post-conference must follow all observations, both informal and formal, within five (5) school days of the observation.

3. A Teacher will be provided a summative evaluation at the mid-point of the ninety (90) school day remediation process.

4. A Teacher who has corrected the unsatisfactory professional practice and receives a summative rating of "Proficient" or "Excellent" at the end of ninety (90) school days will be returned to the regular evaluation cycle [PERA 2010].

5. Failure to receive a summative rating of "Proficient" or "Excellent" will be grounds for dismissal.

6. Nothing in the Remediation Plan should be construed as preventing immediate dismissal of the Teacher for deficiencies deemed irremediable or for actions that injure or endanger the health or person of students in the classroom or school environment [PERA 2010].

D. **Teacher Evaluation – Last Year**

1. Teachers who are due to be evaluated the year they are set to retire will be offered the opportunity to waive their evaluation and to retain their most recent rating, unless the teacher was last rated as "Needs Improvement" or "Unsatisfactory".

III. **Criteria for Selection of Teachers for Appraisal**

A. **Non-tenured teachers**

1.  Shall be appraised each school year during the probationary period.

**B. Tenured teachers**

1.  Beginning in the 2025-26 school year:

    a) Not appraised in the prior two (2) years if last summative rating was Excellent or Proficient. Human Resources will provide the building level administrator(s) with a list of these teachers. Educators with Summative ratings of Needs Improvement will follow letter B of page 19 in the Teacher Appraisal Plan.

2.  Placed on a professional development plan.

3.  Placed on a remediation plan.

4.  Successfully completed a remediation plan during the previous year.

**C. Itinerant teachers**

1.  In the case where a teacher serves several buildings, one building level administrator will be assigned as the evaluator.

2.  The building level administrator assigned as the evaluator will be responsible for gathering input from other administrators that are currently working with the teacher.

**IV. Formal Observation Process\***

**A.** The Teacher will complete the following pre-conference steps: Electronically document evidence in the Framework for Teaching Data Documentation Form Domain 1 and Domain 4 sections and submit the form to the Evaluator no later than two days before the Pre-Observation Conference. The teacher will be prepared at the Pre-Observation meeting to discuss the following four questions:

1.  What do you want your students to know and be able to do?

2.  How will you know when they have learned it?

3.  How will you respond when they don't learn?

4.  How will you respond when they already know it?

Be prepared to bring artifacts and/or lesson plan to the pre-observation meeting.

**B.** Observations must be for a minimum of forty-five (45) minutes, a complete lesson or an entire class period in a classroom/work setting. The Evaluator will collect evidence of the observed professional practice. Within three (3) school days of the completed observation, the Evaluator will provide the observation evidence to the Teacher to review. Additional evidence may be provided by the Teacher and returned to the Evaluator prior to the Post-Observation meeting. No video/still pictures or sound recording will be used as evidence without the consent of the teacher.

**C.** The post-observation meeting will be held through a mutually agreed upon date but no longer than five (5) school days after each formal observation. The Framework for Teaching Data Documentation Form will be reviewed and judgments may be modified based upon additional information and dialogue

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[1]* *If evidence indicates **Needs Improvement or Unsatisfactory practice in any of the components**, the teacher will be notified about specific area(s) of concern using the **Identified Needs Improvement Form** and a meeting will be scheduled between the Evaluator and Teacher.*

between the Teacher and the Evaluator. Prior to the post-observation, reflect upon the following four questions:

1. What did your students learn from this lesson?

2. How do you know they have learned it?

3. Did you have to alter your instruction based upon your students' feedback?

4. If you had the opportunity to teach this lesson to the same group of students again, what would you do differently? Why?

Be prepared to bring artifacts of student learning/progress to the post-observation meeting.

**V. Informal Observation Process\***

A. A pre-conference is not required for an informal process.

B. Observations must be made in the classroom/work setting.

C. Observations must be at least two (2) weeks apart, unless mutually agreed upon.

D. Observations will be a minimum of fifteen (15) minutes. The Teacher will receive a copy of the Framework for Teaching Data Documentation Form, as filled out by the Evaluator, within three (3) school days of the observation. If requested, by either the Evaluator or the Teacher, a post-conference can occur.

E. Observed practices that are harmful will be immediately addressed and corrected.

**VII. Summative Evaluation**

A. The Evaluator will provide one (1) copy of the Final Summative Evaluation Form to the Teacher.

B. The Teacher is free to attach comments to the Final Summative Evaluation Form within ten (10) school days.

C. The teacher is entitled to bring an SEA Representative to all appraisal-related meetings.

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[2]\* *If evidence indicates **Needs Improvement or Unsatisfactory practice in any of the components**, the teacher will be notified about specific area(s) of concern using the **Identified Needs Improvement Form** and a meeting will be scheduled between the Evaluator and Teacher.*

| Appraisal Process At-A-Glance Calendar | | |
|---|---|---|
| **Activity** | **Non-Tenured Cycle Timeline** | **Tenured Cycle Timeline** |
| **Provide written copy of Appraisal Plan and Name of Evaluator** | First Day of School | First Day of School |
| **Pre-Conferences** | Occur prior to formal observations | Occur prior to formal observations |
| **Observations** | By November 1<br>By January 1<br>By March 1<br>*Minimum 2 formal/1informal* | Summative ratings of Needs Improvement will follow letter B of page 19 in the Teacher Appraisal Plan.<br>Two observations by March 1 of year three of cycle if last summative rating was Excellent or Proficient.<br>*Minimum 1 formal/1 informal* |
| **Post-Conferences**<br>*May occur for informal observation* | Occur within 5 school days of formal observation(s) | Occur within 5 school days of formal observation(s) |
| **Summative Appraisal Report** | Given to teacher by March 15 | Summative ratings of Needs Improvement will follow letter B of page 19 in the Teacher Appraisal Plan.<br><br>Given to teacher between March 1 and May 1 of year three if last summative rating was Excellent or Proficient. |

*See Overview of the Teacher Appraisal Process for more information*

| Appraisal Process Checklist |
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| Formal Observation<br>*Refer to Teacher Appraisal Plan page 19* |
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**Prior to Pre-Observation Conference**

- ❑ Add evidence into Common Ground for Domains 1 & 4 at least two (2) days prior to the meeting.
- ❑ Complete the four (4) pre-observation questions in Common Ground.

**Pre-Observation Conference/Meeting**

- ❑ Bring artifacts and/or lesson plan to the pre-observation meeting.
- ❑ Have a copy of the rubric highlighted with your self-reflection

**Observation**

- ❑ Minimum of forty-five (45) minutes, a complete lesson, or an entire class period in a classroom/work setting.
- ❑ Within three (3) school days of the completed observation, the Evaluator will provide the observation evidence to the Teacher to review in Common Ground.

**Prior to Post-Observation Conference/Meeting**

- ❑ Additional evidence may be provided by the Teacher and returned to the Evaluator prior to Post-Observation meeting (consider adding evidence into Domains 2 & 3).
- ❑ Complete the four (4) post-observation questions in Common Ground.

**Post-Observation Conference/Meeting**

- ❑ Mutual agreed upon date but no longer than five (5) school days after each formal observation
- ❑ The **Framework for Teaching Data Documentation Form** (rubric) will be reviewed and judgments may be modified based upon additional information and dialogue between the Teacher and the Evaluator.
- ❑ Be prepared to bring artifacts of student learning/progress.

| Informal Observation<br>*Refer to Teacher Appraisal Plan page 20* |
|---|

- ❑ A pre-conference is not required.
- ❑ Observations must be made in the classroom/work setting.
- ❑ Observations must be at least two (2) weeks apart, unless mutually agreed upon.
- ❑ Observation will be a minimum of fifteen (15) minutes.
- ❑ The teacher will receive a copy of the **Framework for Teaching Data Documentation Form** (rubric), as filled out by the Evaluator, within three (3) school days of the observation.
- ❑ If requested, by either the Evaluator or the Teacher, a post-conference can occur.
- ❑ Observed practices that are harmful will be immediately addressed and corrected.

*Any Appraisal notifications will come in the form of an email from Evaluation Systems when observation evidence was posted.

## VIII. TEACHER EVALUATION RATING APPEAL PROCESS

### A. APPEAL PANEL

1. A panel composed of four (4) members shall be established to consider the appeals of teacher evaluation ratings.

2. All members of the panel shall be "qualified evaluators" as required by 105 ILCS 5/24A-5.5 and defined by 105 ILCS 5/24A-2.5.

3. Two of the members shall be selected by the Union. Two of the members shall be selected by the Superintendent.

### B. APPEALS

1. A teacher who has entered into contractual continued service may appeal the overall performance rating of "Unsatisfactory" as follows:

   a) Appeals must be submitted in writing to the Superintendent no later than seven (7) days after the date the teacher received the overall performance rating.

   b) The appeal must set forth all grounds for the appeal, including the factual basis supporting the appeal.

   c) The appeal must include all evidence to support the appeal.

2. When an appeal is timely submitted, the Superintendent will notify the appeal panel and forward a copy of the appeal and evidence submitted by the teacher, a copy of the evaluation subject to appeal, and any documentation supporting the evaluation rating provided by the evaluator within seven (7) days. The evaluator may submit a response to the appeal to be included in the documentation forwarded to the appeal panel. Copies of all documentation submitted by the evaluator will be provided to the teacher.

### C. APPEALS PANEL REVIEW & DECISION

1. The appeal panel will review the documentation submitted and issue a determination within 14 days of receiving the documentation.

   a) The appeal panel may, in its discretion, request interviews of the teacher filing the appeal and the evaluator.

2. The appeal panel may overturn the overall performance rating by a majority vote of the panel based on the following criteria:

   a) Failure to follow evaluation procedures or

   b) Inaccuracy of any student data attributed to the teacher and which negatively affected the teacher's overall performance rating.

3. In the event the appeal panel overturns the overall performance rating, the rating of "Needs Improvement" will be substituted and a Professional Development Plan will be developed for the teacher.

4. The decision of the appeals panel will be issued in writing to the teacher and the Superintendent.

# PERFORMANCE STANDARDS

**TITLE:**                          **CLASSROOM TEACHER**

Art, Music, Physical Development
Special Services Teacher
Gifted Resource Teacher
Special Education Self-Contained
Kindergarten - Eighth Grade
Literacy Professional

**REPORTS TO:**                Building Principal

**QUALIFICATIONS:**        Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

### Planning and Preparation:
1a.     Demonstrates knowledge of content and pedagogy
1b.     Demonstrates knowledge of students
1c.     Sets Instructional outcomes
1d.     Demonstrates knowledge of resources
1e.     Designs coherent instruction
1f.     Designs student assessment

### Classroom Environment:
2a.     Creates an environment of respect and rapport
2b.     Establishes a culture for learning
2c.     Manages classroom procedures
2d.     Manages student behavior
2e.     Organizes physical space

### Instruction:
3a.     Communicates with students
3b.     Uses questioning and discussion techniques
3c.     Engages students in learning
3d.     Uses assessment in instruction
3e.     Demonstrates flexibility and responsiveness

### Professional Responsibilities:
4a.     Reflects on teaching
4b.     Maintains accurate records
4c.     Communicates with families
4d.     Participates in a professional community
4e.     Grows and develops professionally
4f.     Demonstrates professionalism

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| 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* | • *Teacher makes content errors.*<br>• *Teacher does not consider prerequisite relationships when planning.*<br>• *Teacher's plans use inappropriate strategies for the discipline* | • *Teacher is familiar with the discipline but does not see conceptual relationships.*<br>• *Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.*<br>• *Lesson and unit plans use limited instructional strategies and some are not suitable to the content.* | • *The teacher can identify important concepts of the discipline, and their relationships to one another.*<br>• *The teacher consistently provides clear explanations of the content.*<br>• *The teacher answers student questions accurately and provides feedback that furthers their learning.*<br>• *The teacher seeks out content-related professional development.* | *In addition to the characteristics of "proficient,"*<br>• *Teacher cites intra- and inter-disciplinary content relationships.*<br>• *Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.* |

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| **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*** | • *Teacher does not understand child development characteristics and has unrealistic expectations for students.*<br>• *Teacher does not try to ascertain varied ability levels among students in the class.*<br>• *Teacher is not aware of student interests or cultural heritages.*<br>• *Teacher takes no responsibility to learn about students' medical or learning disabilities.* | • *Teacher cites developmental theory, but does not seek to integrate it into lesson planning.*<br>• *Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."*<br>• *The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.*<br>• *The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.* | • *The teacher knows, for groups of students, their levels of cognitive development*<br>• *The teacher is aware of the different cultural groups in the class.*<br>• *The teacher has a good idea of the range of interests of students in the class.*<br>• *The teacher has identified "high," "medium", and "low" groups of students within the class.*<br>• *The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.*<br>• *The teacher is aware of the special needs represented by students in the class.* | *In addition to the characteristics of "proficient,"*<br><br>• *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.*<br>• *The teacher seeks out information about their cultural heritage from all students.*<br>• *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.* |

**COMPONENT SUMMARY – CLASSROOM TEACHER**
**DOMAIN 1: PLANNING AND PREPARATION**

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| **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** | • *Outcomes lack rigor.*<br>• *Outcomes do not represent important learning in the discipline.*<br>• *Outcomes are not clear or are stated as activities.*<br>• *Outcomes are not suitable for many students in the class.* | • *Outcomes represent a mixture of low expectations and rigor.*<br>• *Some outcomes reflect important learning in the discipline.*<br>• *Outcomes are suitable for most of the class.* | • *Outcomes represent high expectations and rigor.*<br>• *Outcomes are related to "big ideas" of the discipline.*<br>• *Outcomes are written in terms of what students will learn rather than do.*<br>• *Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.*<br>• *Outcomes are suitable to groups of students in the class, differentiated where necessary.* | *In addition to the characteristics of "proficient,"*<br>• *Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.*<br>• *Teacher connects outcomes to previous and future learning.*<br>• *Outcomes are differentiated to encourage individual students to take educational risks.* |

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| **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* | • *The teacher only uses district-provided materials, even when more variety would assist some students.*<br>• *The teacher does not seek out resources available to expand his/her own skill.*<br>• *Although aware of some student needs, the teacher does not inquire about possible resources.* | • *The teacher uses materials in the school library, but does not search beyond the school for resources.*<br>• *The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.*<br>• *The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.* | • *Texts are at varied levels.*<br>• *Texts are supplemented by guest speakers and field experiences.*<br>• *Teacher facilitates Internet resources.*<br>• *Resources are multi-disciplinary.*<br>• *Teacher expands knowledge with professional learning groups and organizations.*<br>• *Teacher pursues options offered by universities.*<br>• *Teacher provides lists of resources outside the class for students to draw on.* | *In addition to the characteristics of "proficient,"*<br>• *Texts are matched to student skill level*<br>• *The teacher has ongoing relationship with colleges and universities that support student learning.*<br>• *The teacher maintains log of resources for student reference.*<br>• *The teacher pursues apprenticeships to increase discipline knowledge*<br>• *The teacher facilitates student contact with resources outside the classroom.* |

| **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 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* | • *Learning activities are boring and/or not well aligned to the instructional goals.*<br>• *Materials are not engaging or meet instructional outcomes.*<br>• *Instructional groups do not support learning.*<br>• *Lesson plans are not structured or sequenced and are unrealistic in their expectations.* | • *Learning activities are moderately challenging.*<br>• *Learning resources are suitable, but there is limited variety.*<br>• *Instructional groups are random or only partially support objectives.*<br>• *Lesson structure is uneven or may be unrealistic in terms of time expectations.* | • *Learning activities are matched to instructional outcomes.*<br>• *Activities provide opportunity for higher-level thinking.*<br>• *Teacher provides a variety of appropriately challenging materials and resources.*<br>• *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.*<br>• *The plan for the lesson or unit is well structured, with reasonable time allocations.* | *In addition to the characteristics of "proficient,"*<br>• *Activities permit student choice.*<br>• *Learning experiences connect to other disciplines.*<br>• *Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.*<br>• *Lesson plans differentiate for individual student needs.* |

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| **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* | • *Assessments do not match instructional outcomes.*<br>• *Assessments have no criteria.*<br>• *No formative assessments have been designed.*<br>• *Assessment results do not affect future plans.* | • *Only some of the instructional outcomes are addressed in the planned assessments.*<br>• *Assessment criteria are vague.*<br>• *Plans refer to the use of formative assessments, but they are not fully developed.*<br>• *Assessment results are used to design lesson plans for the whole class, not individual students.* | • *All the learning outcomes have a method for assessment.*<br>• *Assessment types match learning expectations.*<br>• *Plans indicate modified assessments for some students as needed.*<br>• *Assessment criteria are clearly written.*<br>• *Plans include formative assessments to use during instruction.*<br>• *Lesson plans indicate possible adjustments based on formative assessment data.* | *In addition to the characteristics of "proficient,"*<br>• *Assessments provide opportunities for student choice.*<br>• *Students participate in designing assessments for their own work.*<br>• *Teacher-designed assessments are authentic with real-world application, as appropriate.*<br>• *Students develop rubrics according to teacher-specified learning objectives.*<br>• *Students are actively involved in collecting information from formative assessments and provide input.* |

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| 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* | • *Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.*<br>• *Students use disrespectful talk towards one another with no response from the teacher.*<br>• *Teacher displays no familiarity with or caring about individual students' interests or personalities.* | • *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.*<br>• *Teacher attempts to respond to disrespectful behavior among students, with uneven results.*<br>• *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.* | • *Talk between teacher and students and among students is uniformly respectful.*<br>• *Teacher responds to disrespectful behavior among students.*<br>• *Teacher makes general connections with individual students.* | In addition to the characteristics of "proficient,"<br>• *Teacher demonstrates knowledge and caring about individual students' lives beyond school.*<br>• *When necessary, students correct one another in their conduct towards classmates.*<br>• *There is no disrespectful behavior among students.*<br>• *The teacher's response to a student's incorrect response respects the student's dignity.* |

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Ensuring Student Success

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| **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* | • *The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.* <br> • *The teacher conveys to at least some students that the work is too challenging for them.* <br> • *Students exhibit little or no pride in their work.* <br> • *Class time is devoted more to socializing than to learning.* | • *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."* <br> • *The teacher conveys high expectations for only some students.* <br> • *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.* <br> • *Many students indicate that they are looking for an "easy path.".* | • *The teacher communicates the importance of learning, and that with hard work all students can be successful in it.* <br> • *The teacher demonstrates a high regard for student abilities.* <br> • *Teacher conveys an expectation of high levels of student effort.* <br> • *Students expend good effort to complete work of high quality.* | In addition to the characteristics of "proficient," <br> • *The teacher communicates a genuine passion for the subject.* <br> • *Students indicate that they are not satisfied unless they have complete understanding.* <br> • *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.* <br> • *Students recognize the efforts of their classmates.* <br> • *Students take initiative in improving the quality of their work.* |

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Ensuring Student Success

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| **2c:**<br>**Managing**<br>**Classroom**<br>**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 are 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* | • *Students not working with the teacher are not productively engaged or are disruptive to the class.*<br>• *There are no established procedures for distributing and collecting materials.*<br>• *Procedures for other activities are confused or chaotic.* | • *Small groups are only partially engaged while not working directly with the teacher.*<br>• *Procedures for transitions and distribution/collection of materials seem to have been established, but their operation is rough.*<br>• *Classroom routines function unevenly.* | • *The students are productively engaged during small group work.*<br>• *Transitions between large and small group activities are smooth.*<br>• *Routines for distribution and collection of materials and supplies work efficiently.*<br>• *Classroom routines function smoothly.* | In addition to the characteristics of "proficient,"<br>• *Students take the initiative with their classmates to ensure that their time is used productively.*<br>• *Students themselves ensure that transitions and other routines are accomplished smoothly.*<br>• *Students take initiative in distributing and collecting materials efficiently.* |

| 2d:<br>**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. |
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| *Critical Attributes* | • *The classroom environment is chaotic, with no apparent standards of conduct.*<br>• *The teacher does not monitor student behavior.*<br>• *Some students violate classroom rules, without apparent teacher awareness.*<br>• *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.* | • *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.*<br>• *Teacher attempts to keep track of student behavior, but with no apparent system.*<br>• *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.* | • *Standards of conduct appear to have been established.*<br>• *Student behavior is generally appropriate.*<br>• *The teacher frequently monitors student behavior.*<br>• *Teacher's response to student misbehavior is effective.*<br>• *Teacher acknowledges good behavior.* | In addition to the characteristics of "proficient,"<br>• *Student behavior is entirely appropriate; no evidence of student misbehavior.*<br>• *The teacher monitors student behavior without speaking – just moving about.*<br>*Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.* |

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| **2e:**<br>**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*** | • *There are physical hazards in the classroom, endangering student safety.*<br>• *Many students can't see or hear the teacher or see the board.*<br>• *Available technology is not being used, even if available and its use would enhance the lesson.* | • *The physical environment is safe, and most students can see and hear.*<br>• *The physical environment is not an impediment to learning, but does not enhance it.*<br>• *The teacher makes limited use of available technology and other resources.* | • *The classroom is safe, and all students are able to see and hear.*<br>• *The classroom is arranged to support the instructional goals and learning activities.*<br>• *The teacher makes appropriate use of available technology.* | In addition to the characteristics of "proficient,"<br>• *Modifications are made to the physical environment to accommodate students with special needs.*<br>• *There is total alignment between the goals of the lesson and the physical environment.*<br>• *Students take the initiative to adjust the physical environment.*<br>• *Teachers and students make extensive and imaginative use of available technology.* |

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| Domain 3: Instruction | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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*** | • *At no time during the lesson does the teacher convey to the students what they will be learning.*<br>• *Students indicate through their questions that they are confused as to the learning task.*<br>• *The teacher makes a serious content error that will affect students' understanding of the lesson.*<br>• *Students indicate through body language or questions that they don't understand the content being presented.*<br>• *Teacher's communications include errors of vocabulary or usage.*<br>• *Vocabulary is inappropriate to the age or culture of the students.* | • *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.*<br>• *Teacher must clarify the learning task so students can complete it.*<br>• *The teacher makes no serious content errors, although may make a minor error.*<br>• *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.*<br>• *Vocabulary and usage are correct but unimaginative.*<br>• *Vocabulary is too advanced or juvenile for the students.* | • *The teacher states clearly, at some point during the lesson, what the students will be learning.*<br>• *If appropriate, the teacher models the process to be followed in the task.*<br>• *Students engage with the learning task, indicating that they understand what they are to do.*<br>• *The teacher makes no content errors.*<br>• *Teacher's explanation of content is clear, and invites student participation and thinking.*<br>• *Vocabulary and usage are correct and completely suited to the lesson. Vocabulary is appropriate to the students' ages and levels of development.* | In addition to the characteristics of "proficient,"<br>• *The teacher points out possible areas for misunderstanding.*<br>• *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.*<br>• *All students seem to understand the presentation.*<br>• *The teacher invites students to explain the content to the class, or to classmates.*<br>• *Teacher uses rich language, offering brief vocabulary lessons where appropriate.* |

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| **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* | • *Questions are rapid-fire, and convergent, with a single correct answer.*<br>• *Questions do not invite student thinking.*<br>• *All discussion is between teacher and students; students are not invited to speak directly to one another.*<br>• *A few students dominate the discussion.* | • *Teacher frames some questions designed to promote student thinking, but only a few students are involved.*<br>• *The teacher invites students to respond directly to one another's ideas, but few students respond.*<br>• *Teacher calls on many students, but only a small number actually participate in the discussion.* | • *Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.*<br>• *The teacher makes effective use of wait time.*<br>• *The teacher builds on uses student responses to questions effectively.*<br>• *Discussions enable students to talk to one another, without ongoing mediation by the teacher.*<br>• *The teacher calls on most students, even those who don't initially volunteer.*<br>• *Many students actively engage in the discussion.* | In addition to the characteristics of "proficient,"<br>• *Students initiate higher-order questions.*<br>• *Students extend the discussion, enriching it.*<br>*Students invite comments from their classmates during a discussion.* |

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| **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*** | • *Few students are intellectually engaged in the lesson.*<br>• *Learning tasks require only recall or have a single correct response or method.*<br>• *The materials used ask students only to perform rote tasks.*<br>• *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.*<br>• *Instructional materials used are unsuitable to the lesson and/or the students.*<br>• *The lesson drags, or is rushed.* | • *Some students are intellectually engaged in the lesson.*<br>• *Learning tasks are a mix of those requiring thinking and recall.*<br>• *Student engagement with the content is largely passive, learning primarily facts or procedures.*<br>• *Students have no choice in how they complete tasks.*<br>• *The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.*<br>• *The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.*<br>• *The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.* | • *Most students are intellectually engaged in the lesson.*<br>• *Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking*<br>• *Students have some choice in how they complete learning tasks.*<br>• *There is a mix of different types of groupings, suitable to the lesson objectives.*<br>• *Materials and resources support the learning goals and require intellectual engagement, as appropriate.*<br>• *The pacing of the lesson provides students the time needed to be intellectually engaged.* | In addition to the characteristics of "proficient,"<br>• *Virtually all students are highly engaged in the lesson.*<br>• *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs*<br>• *Students suggest modifications to the grouping patterns used.*<br>• *Students have extensive choice in how they complete tasks.*<br>• *Students suggest modifications or additions to the materials being used.*<br>• *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.* |

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| **3d:**<br>**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* | • *The teacher gives no indication of what high quality work looks like.*<br>• *The teacher makes no effort to determine whether students understand the lesson.*<br>• *Feedback is only global.*<br>• *The teacher does not ask students to evaluate their own or classmates' work.* | • *There is little evidence that the students understand how their work will be evaluated.*<br>• *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.*<br>• *Teacher requests global indications of student understanding.*<br>• *Feedback to students is not uniformly specific, not oriented towards future improvement of work.*<br>• *The teacher makes only minor attempts to engage students in self- or peer-assessment.* | • *Students indicate that they clearly understand the characteristics of high-quality work.*<br>• *The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.*<br>• *Feedback includes specific and timely guidance for at least groups of students.*<br>• *The teacher attempts to engage students in self- or peer-assessment.* | *In addition to the characteristics of "proficient,"*<br>• *There is evidence that students have helped establish the evaluation criteria.*<br>• *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.*<br>• *Teacher makes frequent use of strategies to elicit information about individual student understanding.*<br>• *Feedback to students is specific and timely, and is provided from many sources, including other students.*<br>• *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* |

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| **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* | • *Teacher ignores indications of student boredom or lack of understanding.*<br>• *Teacher brushes aside student questions.*<br>• *Teacher makes no attempt to incorporate student interests into the lesson.*<br>• *The teacher conveys to students that when they have difficulty learning, it is their fault.*<br>• *In reflecting on practice, the teacher does not indicate that it is important to reach all students.* | • *Teacher's efforts to modify the lesson are only partially successful.*<br>• *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.*<br>• *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.*<br>• *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.* | • *When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.*<br>• *Teacher incorporates students' interests and questions into the heart of the lesson.*<br>• *The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.*<br>• *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.* | In addition to the characteristics of "proficient,"<br>• *The teacher's adjustments to the lesson are designed to assist individual students.*<br>• *Teacher seizes on a teachable moment to enhance a lesson.*<br>• *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.*<br>• *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.* |

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Ensuring Student Success

| Domain 4: Professional Responsibilities | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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* | • *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.*<br>• *The teacher makes no suggestions for improvement.* | • *The teacher has a general sense of whether or not instructional practices were effective.*<br>• *The teacher offers general modifications for future instruction.* | • *The teacher accurately assesses the effectiveness of instructional activities used*<br>• *The teacher identifies specific ways in which a lesson might be improved.* | *In addition to the characteristics of "proficient,"*<br>• *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness*<br>• *Teacher's suggestions for improvement draw on an extensive repertoire.* |

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| **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*** | • *Absence of a system for either instructional or non-instructional records.*<br>• *Record-keeping systems that are in disarray so as to provide incorrect or confusing information.* | • *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.*<br>• *The teacher's process for tracking student progress is cumbersome to use.*<br>• *The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.* | • *The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.*<br>• *The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.*<br>• *The teacher's process for recording non-instructional information is both efficient and effective.* | *In addition to the characteristics of "proficient,"*<br>• *Students contribute to and maintain records indicating completed and outstanding work assignments.*<br>• *Students contribute to and maintain data files indicating their own progress in learning.*<br>• *Students contribute to maintaining non-instructional records for the class.* |

| 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. 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. |
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| *Critical Attributes* | • *Little or no information regarding instructional program available to parents.*<br>• *Families are unaware of their children's progress.*<br>• *Lack of family engagement activities.*<br>• *Culturally inappropriate communication* | • *School or district-created materials about the instructional program are sent home.*<br>• *Infrequent or incomplete information sent home by teachers about the instructional program.*<br>• *Teacher maintains school-required grade book but does little else to inform families about student progress.*<br>• *Teacher communications are sometimes inappropriate to families' cultural norms.* | • *Information about the instructional program is available on a regular basis.*<br>• *The teacher sends information about student progress home on a regular basis.*<br>• *Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.* | *In addition to the characteristics of "proficient,"*<br>• *On a regular basis, students develop materials to inform their families about the instructional program.*<br>• *Students maintain accurate records about their individual learning progress and frequently share this information with families.*<br>• *Students contribute to regular and ongoing projects designed to engage families in the learning process.* |

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| 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. |
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| *Critical Attributes* | • *The teacher's relationship with colleagues is characterized by negativity or combativeness.*<br>• *The teacher purposefully avoids contributing to activities promoting professional inquiry.*<br>• *The teacher avoids involvement in school activities and school district and community projects.* | • *The teacher has pleasant relationship with colleagues.*<br>• *When invited, the teacher participates in activities related to professional inquiry.*<br>• *When asked, the teacher participates in school activities, and school district and community projects.* | • *The teacher has supportive and collaborative relationships with colleagues.*<br>• *The teacher regularly participates in activities related to professional inquiry.*<br>• *The teacher frequently volunteers to participate in school events and school district and community projects.* | *In addition to the characteristics of "proficient,"*<br>• *The teacher takes a leadership role in promoting activities related to professional inquiry.*<br>• *The teacher regularly contributes to and leads events that positively impact school life.*<br>• *The teacher regularly contributes to and leads significant school district and community projects.* |

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| **4e:**<br>**Growing and**<br>**Developing**<br>**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. |
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| ***Critical Attributes*** | • *The teacher is not involved in any activity that might enhance knowledge or skill.*<br>• *The teacher purposefully resists discussing performance with supervisors or colleagues.*<br>• *The teacher ignores invitations to join professional organizations or attending conferences.* | • *The teacher participates in professional activities when required or when provided by the school district.*<br>• *The teacher reluctantly accepts feedback from supervisors and colleagues.*<br>• *The teacher contributes in a limited fashion to educational professional organizations.* | • *The teacher seeks regular opportunities for continued professional development.*<br>• *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.*<br>• *The teacher actively participates in professional organizations designed to contribute to the profession.* | *In addition to the characteristics of "proficient,"*<br>• *The teacher seeks regular opportunities for continued professional development, including initiating action research.*<br>• *The teacher actively seeks feedback from supervisors and colleagues.*<br>• *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.* |

| 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 not knowingly contributes 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. |
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| *Critical Attributes* | • *Teacher is dishonest.*<br>• *Teacher does not notice the needs of students.*<br>• *The teacher engages in practices that are self-serving.*<br>• *The teacher willfully rejects school district regulations.* | • *Teacher is honest.*<br>• *Teacher notices the needs of students, but is inconsistent in addressing them.*<br>• *Teacher does not notice that some school practices result in poor conditions for students.*<br>• *Teacher makes decisions professionally, but on a limited basis.*<br>• *Teacher complies with school district regulations.* | • *Teacher is honest and known for having high standards of integrity.*<br>• *Teacher actively addresses student needs.*<br>• *Teacher actively works to provide opportunities for student success.*<br>• *Teacher willingly participates in team and departmental decision-making.*<br>• *Teacher complies completely with school district regulations.* | • *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.*<br>• *Teacher is highly proactive in serving students.*<br>• *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.*<br>• *Teacher takes a leadership role in team and departmental decision-making.*<br>• *Teacher takes a leadership role regarding school district regulations.* |

# PERFORMANCE STANDARDS

**TITLE:**               **LIBRARY RESOURCE TEACHER**

**REPORTS TO:**          Building Principal

**QUALIFICATIONS:**       Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

| **Planning and Preparation:** | |
|---|---|
| 1a. | Demonstrates knowledge of content and pedagogy |
| 1b. | Demonstrates knowledge of students |
| 1c. | Sets Instructional outcomes |
| 1d. | Demonstrates knowledge of resources |
| 1e. | Designs coherent instruction |
| 1f. | Designs student assessment |

| **Classroom Environment:** | |
|---|---|
| 2a. | Creates an environment of respect and rapport |
| 2b. | Establishes a culture for learning |
| 2c. | Manages classroom procedures |
| 2d. | Manages student behavior |
| 2e. | Organizes physical space |

| **Instruction:** | |
|---|---|
| 3a. | Communicates with students |
| 3b. | Uses questioning and discussion techniques |
| 3c. | Engages students in learning |
| 3d. | Uses assessment in instruction |
| 3e. | Demonstrates flexibility and responsiveness |

| **Professional Responsibilities:** | |
|---|---|
| 4a. | Reflects on teaching |
| 4b. | Maintains accurate records |
| 4c. | Communicates with families |
| 4d. | Participates in a professional community |
| 4e. | Grows and develops professionally |
| 4f. | Demonstrates professionalism |

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| Domain 1: Planning and Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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* | • *Teacher makes content errors.* <br> • *Teacher does not consider prerequisite relationships when planning.* <br> • *Teacher's plans use inappropriate strategies for the discipline* | • *Teacher is familiar with the discipline but does not see conceptual relationships.* <br> • *Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.* <br> • *Lesson and unit plans use limited instructional strategies and some are not suitable to the content.* | • *The teacher can identify important concepts of the discipline, and their relationships to one another.* <br> • *The teacher consistently provides clear explanations of the content.* <br> • *The teacher answers student questions accurately and provides feedback that furthers their learning.* <br> • *The teacher seeks out content-related professional development.* | *In addition to the characteristics of "proficient,"* <br> • *Teacher cites intra- and inter-disciplinary content relationships.* <br> • *Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.* |

| 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. |
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| *Critical Attributes* | • *Teacher does not understand child development characteristics and has unrealistic expectations for students.*<br>• *Teacher does not try to ascertain varied ability levels among students in the class.*<br>• *Teacher is not aware of student interests or cultural heritages.*<br>• *Teacher takes no responsibility to learn about students' medical or learning disabilities.* | • *Teacher cites developmental theory, but does not seek to integrate it into lesson planning.*<br>• *Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."*<br>• *The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.*<br>• *The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.* | • *The teacher knows, for groups of students, their levels of cognitive development*<br>• *The teacher is aware of the different cultural groups in the class.*<br>• *The teacher has a good idea of the range of interests of students in the class.*<br>• *The teacher has identified "high," "medium", and "low" groups of students within the class.*<br>• *The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.*<br>• *The teacher is aware of the special needs represented by students in the class.* | *In addition to the characteristics of "proficient,"*<br><br>• *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.*<br>• *The teacher seeks out information about their cultural heritage from all students.*<br>• *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.* |

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| **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*** | • *Outcomes lack rigor.* <br> • *Outcomes do not represent important learning in the discipline.* <br> • *Outcomes are not clear or are stated as activities.* <br> • *Outcomes are not suitable for many students in the class.* | • *Outcomes represent a mixture of low expectations and rigor.* <br> • *Some outcomes reflect important learning in the discipline.* <br> • *Outcomes are suitable for most of the class.* | • *Outcomes represent high expectations and rigor.* <br> • *Outcomes are related to "big ideas" of the discipline.* <br> • *Outcomes are written in terms of what students will learn rather than do.* <br> • *Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.* <br> • *Outcomes are suitable to groups of students in the class, differentiated where necessary.* | *In addition to the characteristics of "proficient,"* <br> • *Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.* <br> • *Teacher connects outcomes to previous and future learning.* <br> • *Outcomes are differentiated to encourage individual students to take educational risks.* <br> • *Teacher outcomes for the library are developed collaboratively based on student and building goals.* |

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| 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. |
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| *Critical Attributes* | • *The teacher only uses district-provided materials, even when more variety would assist some students.*<br>• *The teacher does not seek out resources available to expand his/her own skill.*<br>• *Although aware of some student needs, the teacher does not inquire about possible resources.* | • *The teacher uses materials in the school library, but does not search beyond the school for resources.*<br>• *The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.*<br>• *The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.* | • *Texts are at varied levels.*<br>• *Texts are supplemented by guest speakers and field experiences.*<br>• *Teacher facilitates Internet resources.*<br>• *Resources are multi-disciplinary.*<br>• *Teacher expands knowledge with professional learning groups and organizations.*<br>• *Teacher pursues options offered by universities.*<br>• *Teacher provides lists of resources outside the class for students to draw on.* | *In addition to the characteristics of "proficient,"*<br>• *Texts are matched to student skill level*<br>• *The teacher has ongoing relationship with colleges and universities that support student learning.*<br>• *The teacher maintains log of resources for student reference.*<br>• *The teacher pursues apprenticeships to increase discipline knowledge*<br>• *The teacher facilitates student contact with resources outside the classroom.* |

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Ensuring Student Success

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| **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 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* | • *Learning activities are boring and/or not well aligned to the instructional goals.*<br>• *Materials are not engaging or meet instructional outcomes.*<br>• *Instructional groups do not support learning.*<br>• *Lesson plans are not structured or sequenced and are unrealistic in their expectations.* | • *Learning activities are moderately challenging.*<br>• *Learning resources are suitable, but there is limited variety.*<br>• *Instructional groups are random or only partially support objectives.*<br>• *Lesson structure is uneven or may be unrealistic in terms of time expectations.* | • *Learning activities are matched to instructional outcomes.*<br>• *Activities provide opportunity for higher-level thinking.*<br>• *Teacher provides a variety of appropriately challenging materials and resources.*<br>• *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.*<br>• *The plan for the lesson or unit is well structured, with reasonable time allocations.* | *In addition to the characteristics of "proficient,"*<br>• *Activities permit student choice.*<br>• *Learning experiences connect to other disciplines.*<br>• *Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.*<br>• *Lesson plans differentiate for individual student needs.* |

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| **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*** | • *Assessments do not match instructional outcomes.*<br>• *Assessments have no criteria.*<br>• *No formative assessments have been designed.*<br>• *Assessment results do not affect future plans.* | • *Only some of the instructional outcomes are addressed in the planned assessments.*<br>• *Assessment criteria are vague.*<br>• *Plans refer to the use of formative assessments, but they are not fully developed.*<br>• *Assessment results are used to design lesson plans for the whole class, not individual students.* | • *All the learning outcomes have a method for assessment.*<br>• *Assessment types match learning expectations.*<br>• *Plans indicate modified assessments for some students as needed.*<br>• *Assessment criteria are clearly written.*<br>• *Plans include formative assessments to use during instruction.*<br>• *Lesson plans indicate possible adjustments based on formative assessment data.* | *In addition to the characteristics of "proficient,"*<br>• *Assessments provide opportunities for student choice.*<br>• *Students participate in designing assessments for their own work.*<br>• *Teacher-designed assessments are authentic with real-world application, as appropriate.*<br>• *Students develop rubrics according to teacher-specified learning objectives.*<br>• *Students are actively involved in collecting information from formative assessments and provide input.*<br>• *Assessments are used to facilitate in the moment instructional decisions and weekly lesson decisions.* |

| Domain 2: The Classroom Environment | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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.<br>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* | • *Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.*<br>• *Students use disrespectful talk towards one another with no response from the teacher.*<br>• *Teacher displays no familiarity with or caring about individual students' interests or personalities.* | • *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.*<br>• *Teacher attempts to respond to disrespectful behavior among students, with uneven results.*<br>• *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.* | • *Talk between teacher and students and among students is uniformly respectful.*<br>• *Teacher responds to disrespectful behavior among students.*<br>• *Teacher makes general connections with individual students.* | In addition to the characteristics of "proficient,"<br>• *Teacher demonstrates knowledge and caring about individual students' lives beyond school.*<br>• *When necessary, students correct one another in their conduct towards classmates.*<br>• *There is no disrespectful behavior among students.*<br>• *The teacher's response to a student's incorrect response respects the student's dignity.* |

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Ensuring Student Success

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| **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* | • *The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.*<br>• *The teacher conveys to at least some students that the work is too challenging for them.*<br>• *Students exhibit little or no pride in their work.*<br>• *Class time is devoted more to socializing than to learning.* | • *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."*<br>• *The teacher conveys high expectations for only some students.*<br>• *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.*<br>• *Many students indicate that they are looking for an "easy path.".* | • *The teacher communicates the importance of learning, and that with hard work all students can be successful in it.*<br>• *The teacher demonstrates a high regard for student abilities.*<br>• *Teacher conveys an expectation of high levels of student effort.*<br>• *Students expend good effort to complete work of high quality.* | In addition to the characteristics of "proficient,"<br>• *The teacher communicates a genuine passion for the subject.*<br>• *Students indicate that they are not satisfied unless they have complete understanding.*<br>• *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.*<br>• *Students recognize the efforts of their classmates.*<br>• *Students take initiative in improving the quality of their work.* |

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| **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 are 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* | • *Students not working with the teacher are not productively engaged or are disruptive to the class.*<br>• *There are no established procedures for distributing and collecting materials.*<br>• *Procedures for other activities are confused or chaotic.* | • *Small groups are only partially engaged while not working directly with the teacher.*<br>• *Procedures for transitions and distribution/collection of materials seem to have been established, but their operation is rough.*<br>• *Classroom routines function unevenly.* | • *The students are productively engaged during small group work.*<br>• *Transitions between large and small group activities are smooth.*<br>• *Routines for distribution and collection of materials and supplies work efficiently.*<br>• *Classroom routines function smoothly.* | In addition to the characteristics of "proficient,"<br>• *Students take the initiative with their classmates to ensure that their time is used productively.*<br>• *Students themselves ensure that transitions and other routines are accomplished smoothly.*<br>• *Students take initiative in distributing and collecting materials efficiently.* |

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| 2d:<br>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. |
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| *Critical Attributes* | • *The classroom environment is chaotic, with no apparent standards of conduct.*<br>• *The teacher does not monitor student behavior.*<br>• *Some students violate classroom rules, without apparent teacher awareness.*<br>• *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.* | • *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.*<br>• *Teacher attempts to keep track of student behavior, but with no apparent system.*<br>• *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.* | • *Standards of conduct appear to have been established.*<br>• *Student behavior is generally appropriate.*<br>• *The teacher frequently monitors student behavior.*<br>• *Teacher's response to student misbehavior is effective.*<br>• *Teacher acknowledges good behavior.* | In addition to the characteristics of "proficient,"<br>• *Student behavior is entirely appropriate; no evidence of student misbehavior.*<br>• *The teacher monitors student behavior without speaking – just moving about.*<br>• *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.* |

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Ensuring Student Success

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| **2e:**<br>**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*** | • *There are physical hazards in the classroom, endangering student safety.*<br>• *Many students can't see or hear the teacher or see the board.*<br>• *Available technology is not being used, even if available and its use would enhance the lesson.* | • *The physical environment is safe, and most students can see and hear.*<br>• *The physical environment is not an impediment to learning, but does not enhance it.*<br>• *The teacher makes limited use of available technology and other resources.* | • *The classroom is safe, and all students are able to see and hear.*<br>• *The classroom is arranged to support the instructional goals and learning activities.*<br>• *The teacher makes appropriate use of available technology.* | In addition to the characteristics of "proficient,"<br>• *Modifications are made to the physical environment to accommodate students with special needs.*<br>• *There is total alignment between the goals of the lesson and the physical environment.*<br>• *Students take the initiative to adjust the physical environment.*<br>• *Teachers and students make extensive and imaginative use of available technology.* |

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| Domain 3: Instruction | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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* | • *At no time during the lesson does the teacher convey to the students what they will be learning.*<br>• *Students indicate through their questions that they are confused as to the learning task.*<br>• *The teacher makes a serious content error that will affect students' understanding of the lesson.*<br>• *Students indicate through body language or questions that they don't understand the content being presented.*<br>• *Teacher's communications include errors of vocabulary or usage.*<br>• *Vocabulary is inappropriate to the age or culture of the students.* | • *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.*<br>• *Teacher must clarify the learning task so students can complete it.*<br>• *The teacher makes no serious content errors, although may make a minor error.*<br>• *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.*<br>• *Vocabulary and usage are correct but unimaginative.*<br>• *Vocabulary is too advanced or juvenile for the students.* | • *The teacher states clearly, at some point during the lesson, what the students will be learning.*<br>• *If appropriate, the teacher models the process to be followed in the task.*<br>• *Students engage with the learning task, indicating that they understand what they are to do.*<br>• *The teacher makes no content errors.*<br>• *Teacher's explanation of content is clear, and invites student participation and thinking.*<br>• *Vocabulary and usage are correct and completely suited to the lesson.*<br>• *Vocabulary is appropriate to the students' ages and levels of development.* | In addition to the characteristics of "proficient,"<br>• *The teacher points out possible areas for misunderstanding.*<br>• *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.*<br>• *All students seem to understand the presentation.*<br>• *The teacher invites students to explain the content to the class, or to classmates.*<br>• *Teacher uses rich language, offering brief vocabulary lessons where appropriate.* |

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| **3b:**<br>**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* | • *Questions are rapid-fire, and convergent, with a single correct answer.*<br>• *Questions do not invite student thinking.*<br>• *All discussion is between teacher and students; students are not invited to speak directly to one another.*<br>• *A few students dominate the discussion.* | • *Teacher frames some questions designed to promote student thinking, but only a few students are involved.*<br>• *The teacher invites students to respond directly to one another's ideas, but few students respond.*<br>• *Teacher calls on many students, but only a small number actually participate in the discussion.* | • *Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.*<br>• *The teacher makes effective use of wait time.*<br>• *The teacher builds on uses student responses to questions effectively.*<br>• *Discussions enable students to talk to one another, without ongoing mediation by the teacher.*<br>• *The teacher calls on most students, even those who don't initially volunteer.*<br>• *Many students actively engage in the discussion.* | In addition to the characteristics of "proficient,"<br>• *Students initiate higher-order questions.*<br>• *Students extend the discussion, enriching it.*<br>• *Students invite comments from their classmates during a discussion.* |

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| **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** | • Few students are intellectually engaged in the lesson.<br>• Learning tasks require only recall or have a single correct response or method.<br>• The materials used ask students only to perform rote tasks.<br>• Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.<br>• Instructional materials used are unsuitable to the lesson and/or the students.<br>• The lesson drags, or is rushed. | • Some students are intellectually engaged in the lesson.<br>• Learning tasks are a mix of those requiring thinking and recall.<br>• Student engagement with the content is largely passive, learning primarily facts or procedures.<br>• Students have no choice in how they complete tasks.<br>• The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.<br>• The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.<br>• The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others. | • Most students are intellectually engaged in the lesson.<br>• Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking<br>• Students have some choice in how they complete learning tasks.<br>• There is a mix of different types of groupings, suitable to the lesson objectives.<br>• Materials and resources support the learning goals and require intellectual engagement, as appropriate.<br>• The pacing of the lesson provides students the time needed to be intellectually engaged. | In addition to the characteristics of "proficient,"<br>• Virtually all students are highly engaged in the lesson.<br>• Students take initiative to modify a learning task to make it more meaningful or relevant to their needs<br>• Students suggest modifications to the grouping patterns used.<br>• Students have extensive choice in how they complete tasks.<br>• Students suggest modifications or additions to the materials being used.<br>• Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. |

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| **3d:**<br>**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*** | • *The teacher gives no indication of what high quality work looks like.*<br>• *The teacher makes no effort to determine whether students understand the lesson.*<br>• *Feedback is only global.*<br>• *The teacher does not ask students to evaluate their own or classmates' work.* | • *There is little evidence that the students understand how their work will be evaluated.*<br>• *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.*<br>• *Teacher requests global indications of student understanding.*<br>• *Feedback to students is not uniformly specific, not oriented towards future improvement of work.*<br>• *The teacher makes only minor attempts to engage students in self- or peer-assessment.* | • *Students indicate that they clearly understand the characteristics of high-quality work.*<br>• *The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.*<br>• *Feedback includes specific and timely guidance for at least groups of students.*<br>• *The teacher attempts to engage students in self- or peer-assessment.* | *In addition to the characteristics of "proficient,"*<br>• *There is evidence that students have helped establish the evaluation criteria.*<br>• *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.*<br>• *Teacher makes frequent use of strategies to elicit information about individual student understanding.*<br>• *Feedback to students is specific and timely, and is provided from many sources, including other students.*<br>• *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.*<br>• *Teacher uses informal assessments and student feedback to facilitate student learning.* |

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| 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. |
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| *Critical Attributes* | • *Teacher ignores indications of student boredom or lack of understanding.*<br>• *Teacher brushes aside student questions.*<br>• *Teacher makes no attempt to incorporate student interests into the lesson.*<br>• *The teacher conveys to students that when they have difficulty learning, it is their fault.*<br>• *In reflecting on practice, the teacher does not indicate that it is important to reach all students.* | • *Teacher's efforts to modify the lesson are only partially successful.*<br>• *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.*<br>• *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.*<br>• *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.* | • *When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.*<br>• *Teacher incorporates students' interests and questions into the heart of the lesson.*<br>• *The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.*<br>• *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.* | In addition to the characteristics of "proficient,"<br>• *The teacher's adjustments to the lesson are designed to assist individual students.*<br>• *Teacher seizes on a teachable moment to enhance a lesson.*<br>• *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.*<br>• *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.* |

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Ensuring Student Success

| Domain 4: Professional Responsibilities | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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** | • *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.*<br>• *The teacher makes no suggestions for improvement.* | • *The teacher has a general sense of whether or not instructional practices were effective.*<br>• *The teacher offers general modifications for future instruction.* | • *The teacher accurately assesses the effectiveness of instructional activities used*<br>• *The teacher identifies specific ways in which a lesson might be improved.* | *In addition to the characteristics of "proficient,"*<br>• *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness*<br>• *Teacher's suggestions for improvement draw on an extensive repertoire.* |

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| **4b:**<br>**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*** | • *Absence of a system for either instructional or non-instructional records.*<br>• *Record-keeping systems that are in disarray so as to provide incorrect or confusing information.* | • *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.*<br>• *The teacher's process for tracking student progress is cumbersome to use.*<br>• *The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.* | • *The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.*<br>• *The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.*<br>• *The teacher's process for recording non-instructional information is both efficient and effective.* | *In addition to the characteristics of "proficient,"*<br>• *Students contribute to and maintain records indicating completed and outstanding work assignments.*<br>• *Students contribute to and maintain data files indicating their own progress in learning.*<br>• *Students contribute to maintaining non-instructional records for the class.*<br>• *Students and teachers collaboratively maintain electronic student and library records.* |

| 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. 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. |
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| *Critical Attributes* | • *Little or no information regarding instructional program available to parents.*<br>• *Families are unaware of their children's progress.*<br>• *Lack of family engagement activities.*<br>• *Culturally inappropriate communication* | • *School or district-created materials about the instructional program are sent home.*<br>• *Infrequent or incomplete information sent home by teachers about the instructional program.*<br>• *Teacher maintains school-required grade book but does little else to inform families about student progress.*<br>• *Teacher communications are sometimes inappropriate to families' cultural norms.* | • *Information about the instructional program is available on a regular basis.*<br>• *The teacher sends information about student progress home on a regular basis.*<br>• *Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.* | *In addition to the characteristics of "proficient,"*<br>• *On a regular basis, students develop materials to inform their families about the instructional program.*<br>• *Students maintain accurate records about their individual learning progress and frequently share this information with families.*<br>• *Students contribute to regular and ongoing projects designed to engage families in the learning process.*<br>• *Library offerings and learning activities are communicated collaboratively with building administration.* |

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| 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. |
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| *Critical Attributes* | • *The teacher's relationship with colleagues is characterized by negativity or combativeness.*<br>• *The teacher purposefully avoids contributing to activities promoting professional inquiry.*<br>• *The teacher avoids involvement in school activities and school district and community projects.* | • *The teacher has pleasant relationship with colleagues.*<br>• *When invited, the teacher participates in activities related to professional inquiry.*<br>• *When asked, the teacher participates in school activities, and school district and community projects.* | • *The teacher has supportive and collaborative relationships with colleagues.*<br>• *The teacher regularly participates in activities related to professional inquiry.*<br>• *The teacher frequently volunteers to participate in school events and school district and community projects.* | *In addition to the characteristics of "proficient,"*<br>• *The teacher takes a leadership role in promoting activities related to professional inquiry.*<br>• *The teacher regularly contributes to and leads events that positively impact school life.*<br>• *The teacher regularly contributes to and leads significant school district and community projects.* |

| 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. |
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| *Critical Attributes* | • *The teacher is not involved in any activity that might enhance knowledge or skill.*<br>• *The teacher purposefully resists discussing performance with supervisors or colleagues.*<br>• *The teacher ignores invitations to join professional organizations or attending conferences.* | • *The teacher participates in professional activities when required or when provided by the school district.*<br>• *The teacher reluctantly accepts feedback from supervisors and colleagues.*<br>• *The teacher contributes in a limited fashion to educational professional organizations.* | • *The teacher seeks regular opportunities for continued professional development.*<br>• *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.*<br>• *The teacher actively participates in professional organizations designed to contribute to the profession.* | *In addition to the characteristics of "proficient,"*<br>• *The teacher seeks regular opportunities for continued professional development, including initiating action research.*<br>• *The teacher actively seeks feedback from supervisors and colleagues.*<br>• *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.* |

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| 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 not knowingly contributes 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. |
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| *Critical Attributes* | • *Teacher is dishonest.*<br>• *Teacher does not notice the needs of students.*<br>• *The teacher engages in practices that are self-serving.*<br>• *The teacher willfully rejects school district regulations.* | • *Teacher is honest.*<br>• *Teacher notices the needs of students, but is inconsistent in addressing them.*<br>• *Teacher does not notice that some school practices result in poor conditions for students.*<br>• *Teacher makes decisions professionally, but on a limited basis.*<br>• *Teacher complies with school district regulations.* | • *Teacher is honest and known for having high standards of integrity.*<br>• *Teacher actively addresses student needs.*<br>• *Teacher actively works to provide opportunities for student success.*<br>• *Teacher willingly participates in team and departmental decision-making.*<br>• *Teacher complies completely with school district regulations.* | • *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.*<br>• *Teacher is highly proactive in serving students.*<br>• *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.*<br>• *Teacher takes a leadership role in team and departmental decision-making.*<br>• *Teacher takes a leadership role regarding school district regulations.* |

# PERFORMANCE STANDARDS

**TITLE:** **DEAN**

**REPORTS TO:** Building Principal

**QUALIFICATIONS:** Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

| **Planning and Preparation:** |
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| 1a.    Demonstrates knowledge and skill in identifying at-risk students and administering student discipline <br> 1b.    Demonstrates knowledge of child and adolescent development <br> 1c.    Establishing goals for the intervention program appropriate to the setting and the students served <br> 1d.    Demonstrates knowledge of district and board policies <br> 1e.    Development of a discipline program to meet the needs of individual students <br> 1f.    Development of a plan to evaluate the discipline program |

| **Classroom/Building Environment:** |
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| 2a.    Establishing rapport <br> 2b.    Organizing time effectively <br> 2c.    Establishing and maintaining clear procedures for referrals <br> 2d.    Establishing standards of conduct in the school environment for managing student behavior <br> 2e.    Establishing and providing a safe place for student and parent conferences |

| **Delivery of Service:** |
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| 3a.    Using a collaborative process when problem-solving <br> 3b.    Demonstrating leadership during meetings <br> 3c.    Consistently uses and analyzes multiple forms of data <br> 3d.    Communication regarding behavioral issues <br> 3e.    Demonstrates flexibility and responsiveness |

| **Professional Responsibilities:** |
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| 4a.    Reflects on professional practice <br> 4b.    Collaborates with teachers and administrators <br> 4c.    Communicates with families <br> 4d.    Maintains an effective data-management system <br> 4e.    Engages in professional development <br> 4f.    Shows professionalism, including integrity, advocacy, and maintaining confidentiality <br> 4g.    Contributes to school and district goals |

| Domain 1: Planning and Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **1a: Demonstrates knowledge and skill, identifying at-risk students, and administering student discipline** | Dean displays little to no understanding of skills needed in identifying effective student discipline, educational and behavioral theory relationship dynamics, coaching skills and strategies.<br><br>Dean makes errors in identifying effective student discipline or does not correct errors. | Dean demonstrates basic knowledge of discipline strategies. But lacks in identifying educational, behavioral theory, relationship dynamics, coaching skills and strategies.<br><br>Dean makes minimal errors in administering effective discipline. | Dean displays solid knowledge of the important concepts in the discipline and how these relate to one another.<br><br>Demonstrates solid knowledge and skill in identifying effective student discipline, educational or relationship dynamics, coaching skills and strategies. | Dean demonstrates extensive knowledge and skill in identifying effective student discipline, educational or behavioral theory, relationship dynamics, coaching skills and strategies.<br><br>Accurately assesses student behavior in order to administer discipline. |
| **1b: Demonstrates knowledge of child and adolescent development** | Dean displays little to no understanding of effective discipline techniques and actions that are appropriate to the situation, setting and age of the student.<br><br>Dean demonstrates little to no understanding of child and adolescent development.<br><br>Dean demonstrates no understanding of backgrounds, cultures, needs. | Dean lacks in administering effective discipline, technique and actions that are highly appropriate to the situation, setting and age of student.<br><br>Dean demonstrates basic knowledge of child and adolescent development and their backgrounds, cultures and need. Has limited resources for staff and parents.<br><br>Dean lacks the ability to shape its future direction of the school discipline program. | Dean solidly administers effective discipline techniques and actions that are highly appropriate to the situation, setting and age of the student.<br><br>Dean purposefully seeks knowledge of child and adolescent development from various sources. Considers student backgrounds, cultures and needs.<br><br>Deans actively seeks opportunities to shape the future direction of the school discipline program. | Dean administers effective discipline techniques and actions that are highly appropriate to the situation, setting and age of the student.<br><br>Dean demonstrates extensive knowledge of child and adolescent development and their backgrounds, cultures, and needs. Acts as a resource for staff and parents.<br><br>Dean works to shape its future direction of the school discipline program. |

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| **1c: Establishing goals for the intervention program appropriate to the setting and the students served** | Dean lacks any defined goals and strategies for the implementation of intervention plans to promote learning and acquisition of replacement behaviors.<br><br>Dean does not execute proactive strategies and response to services appropriate to the setting and student served. | Dean has basic goals and strategies for the implementation of intervention plans to promote learning and replacement behaviors.<br><br>Dean lacks to establish proactive strategies and response to services appropriate to the setting and student served. | Dean has defined goals and strategies for the implementation of intervention plans to promote learning and acquisition of replacement behaviors.<br><br>Dean demonstrates proactive strategies and response to services appropriate to the setting and student served. | Dean has clearly defined goals and strategies for the implementation of intervention plans to promote learning and acquisition of replacement behaviors.<br><br>Dean executes proactive strategies and response to services appropriate to the setting and student served. |
| **1d: Demonstrates knowledge of district and board policies** | Dean has little to no level of knowledge and execution of school board's goals.<br><br>Dean does not execute a leadership role in reviewing and revising building/district procedures.<br><br>Dean lacks the demonstration to lead and initiate the process of reviewing and revising student plans. | Dean possesses some knowledge of school board's goals.<br><br>Dean attempts leadership roles in reviewing and revising building/district procedures.<br><br>Dean attempts the process of reviewing and revising student plans. | Dean has knowledge of and carries out school board's goals.<br><br>Dean consistently participates in leadership roles in reviewing and revising building/district procedures.<br><br>Dean participates in the process of reviewing and revising student plans. | Dean demonstrates a high level of knowledge and leads the execution of school board's goals.<br><br>Dean consistently executes and participates in a leadership role in reviewing and revising building/district procedures.<br><br>Dean leads and initiates the process of reviewing and revising student plans. |

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| **1e:**<br>**Development of a discipline program to meet the needs of individual students** | Dean demonstrates little to no ability in executing highly coherent and preventative discipline plans.<br><br>Dean rarely to never supports students individually (contracts, plans, BIP's, FBA's), within the broader educational program. | Dean on occasion demonstrates ability in executing highly coherent and preventative discipline plans.<br><br>Dean inconsistently supports students individually (contracts, plans, BIP's, FBA's), within the broader educational program. | Dean has knowledge and carries out coherent and preventative discipline plans.<br><br>Dean demonstrates supports students individually (contracts, plans, BIP's, FBA's), within the broader educational program. | Dean executes highly coherent and preventative discipline plans.<br><br>Dean consistently supports students individually (contracts, plans, BIP's, FBA's), within the broader educational program. |
| **1f:**<br>**Development of a plan to evaluate the discipline program** | Dean has no plan to evaluate the discipline program or resists suggestions that such an evaluation is important. | Dean has a rudimentary plan to evaluate the discipline program. | Dean's plan to evaluate the discipline program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Dean's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the discipline program on an ongoing basis. |

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| Domain 2: Classroom/ Building Environment | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **2a: Establishing rapport** | Rarely do any stakeholders seek out the Dean.<br><br>Dean demonstrates little to no interactions with students and staff that are positive and respectful. | Some stakeholders seek out the Dean, reflecting some comfort and trust in the relationship.<br><br>Dean's interactions with students and staff are on occasion positive and respectful. | Most stakeholders seek out the Dean, reflecting comfort and trust in the relationship.<br><br>Dean's interactions with students and staff are positive and respectful. | All stakeholders (staff, students, parents, administrators and outside agencies) seek out the Dean, reflecting a high degree of comfort and trust in the relationship.<br><br>Dean's interactions with students and staff are consistently positive and respectful. |
| **2b: Organizing time effectively** | Dean inconsistently demonstrates time management skills and is unable to do tasks.<br><br>Students and teachers rarely understand the Dean's communications. | With support, Dean demonstrates time management skills and is able to do tasks.<br><br>Students and teachers at times understand the Dean's communications. | Dean demonstrates time management skills, accomplishing most task.<br><br>Most students and teachers understand the Dean's communication. | Dean consistently demonstrates excellent time management skills, accomplishing all tasks in a seamless, manner.<br><br>All students and teachers understand the Dean's communications. |
| **2c: Establishing and maintaining clear procedures for referrals** | No procedures for referrals have been established.<br><br>When teachers want to refer a student for discipline, they are not sure how to go about it. | Dean has established some procedures for referrals, but the details are not clear.<br><br>Some teachers understand how to refer a student for discipline, but need much guidance. | Procedures for referrals and consultations with parents and administrators are clear to everyone.<br><br>Most teachers understand how to refer a student for discipline and require no guidance. | Procedures for all aspects of at-risk and discipline referrals are clear to everyone and have been developed in collaboration with teachers and administrators.<br><br>Routines are well understood and may be initiated by all staff. |

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Ensuring Student Success

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| **2d: Establishing standards of conduct in the school environment for managing student behavior** | No standards of conduct have been established for the educational environment.<br><br>Dean disregards or fails to address negative student behavior within the educational environment. | Some standards of conduct have been attempted for the educational environment.<br><br>Dean attempts to address negative behavior within the educational environment. | Most standards of conduct have been established for the educational environment.<br><br>Dean's monitoring of students is subtle and preventive and most students engage in self-monitoring of behavior. | Standards of conduct have been established for the educational environment.<br><br>Dean's monitoring of students is subtle and preventive and students initiate self-monitoring of behavior. |
| **2e: Establishing and providing a safe place for student and parent conferences** | The Dean's office is disorganized and poorly suited to working with students. Materials are rarely available. | The Dean's office is moderately well organized and moderately well suited to working with students. Materials are difficult to find when needed. | The Dean's office well organized; materials are available when needed. | The Dean's office is highly organized and inviting to students and families. Materials are convenient when needed. |

| Domain 3: Delivery of Service | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **3a:**<br>**Using a collaborative process when problem-solving** | Dean is not present in collaborative consultation, during the problem-solving process. | Dean attends at times in collaborative consultation, making little contribution during the problem-solving process.<br><br>Dean rarely offers insight when developing and adjusting discipline goals. | Dean participates in collaborative consultation, making contribution during the problem-solving process.<br><br>Dean engages, participates, and shares skills and knowledge when developing and adjusting discipline goals. | Dean is highly skilled in collaborative consultation, making substantial contribution during the problem-solving process.<br><br>Dean leads, engages, participates, shares skills and knowledge and incorporates information beyond the typical resources when developing and adjusting discipline goals. |
| **3b:**<br>**Demonstrating leadership during meetings** | Dean does not facilitate opportunities during meetings to create genuine discussions among staff. | Dean attempts to provide opportunities during meetings to create genuine discussions among staff and students.<br> Lacks the ability to develop a range of strategies to ensure student success. | Dean creates opportunities to meet with most stakeholders for problem-solving meetings.<br>Dean provides a strategies contributing towards student success. | Dean facilitates opportunities during meetings to create genuine discussions among all stakeholders (staff, students, parents, administrators and outside agencies).<br>Collaboratively develop a range of strategies to ensure student success. |
| **3c:**<br>**Consistently uses and analyzes multiple forms of data** | Dean neglects to collect important information on which to base discipline plans.<br>Dean's reports are inaccurate or not appropriate to the audience. | When prompted Dean collects most of the important information on which to base discipline plans.<br>Dean's reports are accurate, but lacking clarity and now always appropriate to the audience. | Dean collects all the important information on which to base discipline plans and identify gaps.<br>Dean's reports are accurate and appropriate to the audience. | Dean is proactive in collecting important information from all stakeholders (staff, parents, administrators, outside agencies) to identify areas of behavioral improvement to refine and adapt discipline building wide.<br><br>Dean's reports are accurate, clearly written, and are tailored for the audience. |

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| **3d: Communication Regarding behavioral issues** | Dean rarely secures necessary permissions and inconsistently communicates with staff in order to ensure student and staff success.<br><br>Dean lacks evidence of working collaboratively with staff and students to monitor and adjust comprehensive intervention plans for students. | Dean secures permissions and communicates when prompted with staff in order to ensure student and staff success.<br><br>Dean occasionally works collaboratively when prompted to monitor and adjust comprehensive intervention plans for students. | Dean frequently secures necessary permissions and communicates with all stakeholders (staff, students, administration) to ensure student and staff success.<br><br>Dean frequently works collaboratively with stakeholders (staff, students, administration) to monitor and adjust comprehensive intervention plans for students. | Dean consistently secures necessary permissions and communicates with all stakeholders (staff, students, administration) to ensure student and staff success.<br><br>Dean consistently works collaboratively with stakeholders (staff, students, administration) to monitor and adjust comprehensive intervention plans for students. |
| **3e: Demonstrates flexibility and responsiveness** | Dean is not visible, flexible, and approachable.<br>Dean fails to improve the discipline program. | Dean is rarely visible, flexible and approachable.<br>Dean with guidance improves the discipline program and makes limited changes. | Most of the time Dean is visible, flexible and approachable.<br>Dean considers revision to the discipline program when they are needed in response to student, parent or teacher input. | Dean is consistently visible, flexible and approachable.<br>Dean is continually seeking ways to improve the discipline program and makes changes as needed in response to student, parent or teacher input. |

| Domain 4: Professional Responsibilities | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **4a: Reflects on professional practice** | Dean does not reflect, and rarely acknowledges and corrects areas of growth when interacting with staff and students.<br><br>Deans is unable to implement feedback from others to enhance effective professional practices. | Dean struggles with the ability to reflect, acknowledge and corrects areas of growth when interacting with staff and students.<br><br>Dean struggles to implement feedback from others to enhance effective professional practices. | Dean reflects and acknowledges areas of growth when interacting with staff and students.<br><br>Deans implements feedback from others to enhance effective professional practices. | Dean reflects, acknowledges and corrects areas of growth when interacting with staff and students.<br><br>Deans seeks and implements feedback from others to enhance effective professional practices. |
| **4b: Collaborates with teachers and administrators** | Dean rarely seeks input, and fails to reflect on feedback from teachers and administrators on building wide initiatives.<br><br>Dean is not solution orientated. | Dean when prompted seeks input from teachers and administrators to solicit perspectives on building wide initiatives.<br><br>Dean attempts to be solution oriented. | Dean initiates contact with teachers and administrators to solicit their perspectives on building wide initiatives.<br><br>Dean is conscious of solutions and offers insights to group. | Dean seeks input, reflects on feedback from teachers and administrators to solicit their perspectives on building wide initiatives.<br><br>Dean consistently brings solutions and new insights to the group. |
| **4c: Communicates with Families** | Dean lacks communication with families.<br><br>Dean does not demonstrate sensitivity to cultural transitions.<br><br>Dean rarely responds to family concerns in a professional and cultural sensitivity manner. | Dean when prompted will communicate with families and considers cultural transitions, with students contributing to the communication.<br><br>Dean when prompted responds to family concerns and attempts to be professional and cultural sensitivity manner.<br><br>Dean when prompted engages family to collaborate and attempts to develop an effective problem solving plan for student. | Dean's communication with families is frequent and sensitive to cultural transitions, with students contributing to the communication.<br><br>Dean frequently responds to family concerns in a professional and cultural sensitive manner.<br><br>Dean frequently engages family to collaborate and develop an effective problem solving plan for student. | Dean's communication with families is consistent and sensitive to cultural transitions, with students contributing to the communication.<br><br>Dean consistently responds to family concerns in a professional and cultural sensitive manner.<br><br>Dean consistently engages family to collaborate and develop an effective problem solving plan for student. |

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Ensuring Student Success

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| **4d: Maintains an effective data-management system** | Dean's data-management system is either nonexistent or in disarray and cannot be used.<br><br>Dean does not being data to all involved stakeholders (staff, administrators, parents, and outside agencies). | Dean has developed a rudimentary data-management system for monitoring student progress and is used occasionally to adjust the discipline program when needed.<br><br>Dean brings little to no data to all involved stakeholders (staff, administrators, parents, and outside agencies). | Dean has developed an effective data-management system for monitoring student progress and often uses it to adjust the discipline program when needed.<br><br>Dean occasionally brings data to all involved stakeholders (staff, administrators, parents, and outside agencies). | Dean has developed a highly effective data-management system for monitoring student progress, and always uses the system to adjust the discipline when needed.<br><br>Dean consistently brings data to all involved stakeholders (staff, administrators, parents, and outside agencies). |
| **4e: Engages in professional development** | Dean does not participate in professional development, even when activities are needed for the development of skills. | Dean participation in professional development activities is limited to those that are convenient or are required.<br><br>Dean provides training only when requested. | Dean pursues professional development opportunities and makes contribution to school and building events.<br><br>Dean provides training based on individual need. | Dean pursues professional development opportunities and makes substantial contribution to school and building events, projects and assumes leadership role.<br><br>Dean provides staff and/or parent trainings in diverse way. |
| **4f: Shows professionalism, including integrity, advocacy, and maintaining confidentiality** | Dean displays dishonesty in interactions with colleagues and students and violates confidentiality. | Dean is honest in interacting with colleagues and students and inconsistently maintains confidentiality.<br><br>Dean moderately advocates for students. | Dean displays high standards of honesty, integrity, professional ethics and confidentiality.<br><br>Dean advocates for students when needed. | Dean is held to the highest standards of honesty, integrity, professional ethics and confidentiality.<br><br>Dean advocates for students and takes a leadership role with colleagues. |
| **4g: Contributes to school and district goals** | Dean lacks any contribution to school and/or district goals. | Dean rarely contributes to school and/or district goals. | Dean participates and contributes to district and school initiatives, goals or projects. | Dean leads, participates, and contributes to district and school initiatives, goals or projects. |

# PERFORMANCE STANDARDS

**TITLE:**                 **BEHAVIOR COACH**

**REPORTS TO:**          Building Principal

**QUALIFICATIONS:**        Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

| **Planning and Preparation:** |
| --- |
| 1a.      Demonstrates knowledge of behavioral and educational theories, resources, and regulatory procedures in the delivery of school behavioral services<br>1b.      Demonstrates knowledge of child and adolescent development<br>1c.      Establishes goals for the instructional and behavioral support programs that are appropriate to the setting and the students served<br>1d.      Demonstrates knowledge of resources both within and beyond the school and district as they apply to school practices<br>1e.      Demonstrates the ability to collect, analyze, and interpret data as the foundation for designing effective practices at the individual and group levels |

| **The Environment:** |
| --- |
| 2a.      Creates an environment of respect and rapport<br>2b.      Establishes a culture for learning<br>2c.      Manages classroom procedures<br>2d.      Manages student behavior<br>2e.      Organizes time effectively |

| **Delivery of Service:** |
| --- |
| 3a.      Uses a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies<br>3b.      Demonstrates leadership during team meetings<br>3c.      Collaborates with stakeholders to monitor data collection and data analysis in order to adjust social/behavioral intervention plans<br>3d.      Demonstrates flexibility and responsiveness |

| **Professional Responsibilities:** |
| --- |
| 4a.      Demonstrates the ability to manage confidential materials and records appropriately<br>4b.      Communicates with school staff and parent/guardian regarding home and school behavioral issues<br>4c.      Participates in a professional community<br>4d.      Grows and develops professionally<br>4e.      Demonstrates professionalism |

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Ensuring Student Success

| Domain 1: Planning and Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **1a: Demonstrates knowledge of behavioral and educational theories, resources, and regulatory procedures in the delivery of school behavioral services** | Behavior Coach demonstrates little or no knowledge of behavioral and educational theories, and school or community resources, and little or no compliance with regulatory procedures in the delivery of school behavioral services. | Behavior Coach demonstrates limited knowledge of behavioral and educational theories, and school or community resources, and some compliance with regulatory procedures in the delivery of school behavioral services | Behavior Coach demonstrates thorough knowledge of behavioral and educational theories, and school and community resources, and compliance with regulatory procedures in the delivery of school behavioral services. | Behavior Coach demonstrates extensive knowledge of behavioral and educational theories, and school and community resources, and consistent compliance with regulatory procedures in the delivery of school behavioral services. |
| **1b: Demonstrates knowledge of child and adolescent development** | Behavior Coach displays little or no knowledge of child and adolescent development. | Behavior Coach displays partial knowledge of child and adolescent development. | Behavior Coach displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, behavior coach displays knowledge of the extent to which individual students follow the general patterns. |

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| **1c:** **Establishes goals for the instructional and behavioral support programs that are appropriate to the setting and the students served** | Behavior Coach has few or no defined goals and strategies for the implementation of individual Behavior Intervention Plans (BIPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive strategies and responsive services to students, including family-school collaboration. | Behavior Coach has limited goals and strategies for the implementation of individual Behavior Intervention Plans (BIPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive strategies and responsive services to students, including family-school collaboration. | Behavior Coach has defined goals and strategies for the implementation of individual Behavior Intervention Plans (BIPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive strategies and responsive services to students, including family-school collaboration. | Behavior Coach has clearly defined goals and strategies for the implementation of individual Behavior Intervention Plans (BIPs) to promote learning, enhance the acquisition of replacement behaviors, and provide proactive strategies and responsive services to students, including family-school collaboration. |
| **1d:** **Demonstrates knowledge of resources both within and beyond the school and district as they apply to school practices** | Behavior Coach demonstrates little or no knowledge of resources available in the school or community. | Behavior Coach displays limited knowledge of resources available in the school or community. | Behavior Coach consistently displays knowledge of resources available in the school or community. | Behavior Coach functions in a leadership role in providing knowledge of resources available in the school or community. |
| **1e:** **Demonstrates the ability to collect, analyze, and interpret data as the foundation for designing effective practices at the individual and group levels** | Behavior Coach demonstrates no or little ability to collect, analyze, and interpret data in order to develop effective practices at the individual and group levels. | Behavior Coach displays inconsistent skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels. | Behavior Coach accurately and consistently demonstrates skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels. | Behavior Coach demonstrates extensive skills in collecting, analyzing, and interpreting data in order to develop effective practices at the individual and group levels. |

| Domain 2: The Environment | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **2a:** **Creates an environment of respect and rapport** | Behavior Coach's interactions with staff and students are negative or inappropriate and ineffective toward addressing staff concerns and students' behavioral, social, and learning needs; students appear uncomfortable during service delivery. | Behavior Coach's interactions with staff and students are a mix of positive and negative and are inconsistent in supporting staff concerns and students' behavioral, social, and learning needs; the Behavior Coach's efforts at developing rapport are partially successful. | Behavior Coach's interactions with staff and students are positive and respectful and consistently support staff concerns and students' behavioral, social, and learning needs. | Staff and students seek out the Behavior Coach, reflecting a high degree of comfort and trust in the relationship and demonstrate the benefits derived from the behavioral, social, and learning supports provided through behavioral services. |
| **2b:** **Establishes a culture for learning** | Behavior Coach's interactions with staff are characterized by a reactive and generally negative tone, with an absence of skill building in the behavioral strategies available to the teaching staff. | Behavior Coach's interactions with staff are characterized by some willingness to provide recommendations for behavioral strategies but a failure to provide support for the implementation of those strategies and support for the teacher's growth in working with students' behavioral issues. | Behavior Coach consults with staff in such a way as to reinforce inquiry into the function of behavior to determine effective, positive behavioral supports, and Behavior Coach provides ongoing support for implementation. | Behavior Coach has established a culture of professional inquiry in which decisions regarding behavior are based on the analysis of evidence, determining the function of behavior, establishing positive behavioral supports, and providing ongoing analysis of the impact of interventions. |
| **2c:** **Manages classroom procedures** | Behavior Coach provides negative or inefficient classroom management procedures to staff. Behavior Coach does not individualize his/her consultations to reflect an analysis of unique classroom and/or behavioral circumstances. | Behavior Coach provides inconsistent classroom management procedures to staff. Behavior Coach does not individualize his/her consultations to reflect an analysis of unique classroom and/or behavioral circumstances. | Behavior Coach provides consistent management procedures as well as methodologies to analyze the effectiveness of those procedures to staff, including positive behavioral supports that are individualized to reflect unique classroom and/or behavioral needs. | Behavior Coach provides a broad range of knowledge regarding management procedures as well as methodologies to analyze the effectiveness of those procedures to staff, including positive behavioral supports that are individualized to reflect unique classroom and/or behavioral needs. |

**SCHOOL DISTRICT 54**
Ensuring Student Success

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| **2d:**<br>**Manages Student Behavior** | Behavior Coach provides generic behavioral recommendations without first engaging in data collection and analysis. | Behavior Coach provides generic behavioral recommendations with inconsistent collection of data and without regard to settings and skill levels of teachers, parents, and staff. | Behavior Coach provides an individualized approach to analysis of student behavior with consistent collection of data, remaining mindful of school, community, and home settings and skill levels of those implementing the plan. | Behavior Coach provides a highly individualized approach to analysis of student behavior with consistent collection of data, remaining mindful of school, community, and home settings and skill levels of those implementing the plan, as well as the impact of each of those on the behavior plan. |
| **2e:**<br>**Organizes time effectively** | Behavior Coach exercises poor judgment in setting priorities, resulting in confusion, missed deadlines for evaluations and meetings, not providing consultation based on a set schedule, and not completing paperwork in a timely manner. | Behavior Coach's time-management skills are moderately developed. Behavior Coach meets some deadlines for evaluations and meetings, seeing some staff for consultation and doing some student observation based on a set schedule, and completes most paperwork in an inconsistent manner. | Behavior Coach exercises consistent time-management skills in setting priorities for staff consultation and student observation, resulting in clear schedules, meeting timelines for evaluating students, meeting all deadlines for paperwork completion, and efficiently preparing for student meetings. | Behavior Coach demonstrates excellent time-management skills in addressing priorities established for staff consultation and student observation through a clearly communicated and cohesive schedule, meeting all timelines for evaluating students and deadlines for completing paperwork, and preparing effectively and efficiently for student meetings. |

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| Domain 3: Delivery of Service | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **3a:** **Uses a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies** | Behavior Coach lacks the skills to use a collaborative consultation and problem- solving process when working with school staff, students, parents, administrators, and outside agencies, and fails to incorporate information and concerns when developing and adjusting behavioral plans. | Behavior Coach attempts to use a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and inconsistently incorporates information and concerns when developing and adjusting behavioral plans. | Behavior Coach consistently uses a collaborative consultation and problem-solving process when working with school staff, students, parents, administrators, and outside agencies, and incorporates information and concerns from others when developing and adjusting behavioral plans. | Behavior Coach is highly skilled in collaborative consultation, making a substantial contribution during the problem-solving process by engaging participants, sharing skills and knowledge, and incorporating information beyond the typical resources when developing and adjusting behavioral plans. |
| **3b:** **Demonstrates leadership during team meetings** | Behavior Coach lacks the skills necessary to assume leadership of the school team, resulting in minimal contribution to the organization, mediation, and facilitation of the process. | Behavior Coach employs limited skills in the following areas: facilitation of meetings, mediation, organization of materials and data, and demonstration of a focus on solution-based outcomes. | Behavior Coach assumes leadership of the school team, takes initiative in organizing materials and data for meetings, and mediates conflicts as a solution-focused facilitator. | Behavior Coach assumes leadership of the school team, takes initiative in organizing materials and data for meetings, and mediates conflicts in a drive to reach consensus as a solution-oriented leader. |
| **3c:** **Collaborates with stakeholders to monitor data collection and data analysis in order to adjust social/behavioral intervention plans** | Behavior Coach fails to collaborate with stakeholders to monitor data collection and data analysis and adjust intervention plans. | Behavior Coach displays limited skills when working with stakeholders to monitor data collection and data analysis and adjust intervention plans. | Behavior Coach works collaboratively with stakeholders to monitor data collection and data analysis and adjust intervention plans based on outcomes. | Behavior Coach works collaboratively with stakeholders to monitor and adjust comprehensive intervention plans for students, finding ways to creatively meet student needs and incorporate many related elements, including student self-management strategies. |
| **3d:** **Demonstrates flexibility and responsiveness** | Behavior Coach fails to monitor and improve the BIP and does not adjust the plan as data and circumstances demand. | Behavior Coach displays limited skills in monitoring and improving the BIP and in adjusting the plan as data and circumstances demand. | Behavior Coach consistently works collaboratively to monitor and improve the BIP and make changes as needed in response to school circumstances and student, parent, or teacher/staff input. | Behavior Coach continually demonstrates ways to improve the BIP and make changes as needed in response to school circumstances and student, parent, or teacher/staff input. |

| Domain 4: Professional Responsibilities | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **4a:**<br>**Demonstrates the ability to manage confidential materials and records appropriately** | Behavior Coach records are in disarray; they may be missing, illegible, or stored in an insecure location. | Behavior Coach's records are disorganized but are accurate and legible and are stored in a secure location. | Behavior Coach's records are accurate and legible, well organized, and stored in a secure location. | Behavior Coach's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional. |
| **4b:**<br>**Communicates with school staff and parent/guardian regarding home and school behavioral issues** | Behavior Coach fails to communicate with school staff and parent/guardian or communicates in an insensitive manner; necessary permissions for evaluations, screenings, or interventions are not secured. | Behavior Coach's communication with school staff and parent/guardian is partially successful; necessary permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | Behavior Coach communicates with school staff and parent/guardian and consistently secures necessary permissions in a manner sensitive to cultural and linguistic traditions. | Behavior Coach communicates with school staff and parent/guardian and secures necessary permissions in a manner that is highly sensitive to cultural and linguistic traditions. Behavior Coach reaches out to parent/guardian to enhance trust, to incorporate parental concerns, and to ensure consistency in the application of behavioral strategies across multiple school, home, and community settings. |
| **4c:**<br>**Participates in a professional community** | Behavior Coach's relationships with colleagues are negative or self-serving, and Behavior Coach avoids being involved in school and district events and projects. | Behavior Coach's relationships with colleagues are most often cordial, and Behavior Coach participates in school and district events and projects when specifically requested. | Behavior Coach participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Behavior Coach makes a substantial contribution to school and district events and projects and assumes a leadership role. |

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Ensuring Student Success

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| **4d:**<br>**Grows and develops professionally** | Behavior Coach does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills. | Behavior Coach's participation in professional development activities is limited to those that are convenient or are required. | Behavior Coach seeks out opportunities for professional development based on an individual assessment of need. | Behavior Coach actively pursues professional development opportunities, remaining current with professional literature and research, and makes a substantial contribution to the profession. |
| **4e:**<br>**Demonstrates professionalism** | Behavior Coach displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Behavior Coach is inconsistent in interactions with colleagues, students, and the public, sometimes disclosing more information than is appropriate. | Behavior Coach displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed. | Behavior Coach can be counted on to hold the highest standards of honesty, integrity, professional ethics, and confidentiality and to advocate for programs and students, taking a leadership role with colleagues. |

# PERFORMANCE STANDARDS

**TITLE:**                    **EL/BILINGUAL RESOURCE TEACHER**

**REPORTS TO:**           Building Principal

**QUALIFICATIONS:**       Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

| **Planning and Preparation:** |
| --- |
| 1a.     Demonstrates knowledge of content and pedagogy |
| 1b.     Demonstrates knowledge of students |
| 1c.     Sets Instructional outcomes |
| 1d.     Demonstrates knowledge of resources |
| 1e.     Designs coherent instruction |
| 1f.     Designs student assessment |

| **Classroom Environment:** |
| --- |
| 2a.     Creates an environment of respect and rapport |
| 2b.     Establishes a culture for learning |
| 2c.     Manages classroom procedures |
| 2d.     Manages student behavior |
| 2e.     Organizes physical space |

| **Instruction:** |
| --- |
| 3a.     Communicates with students |
| 3b.     Uses questioning and discussion techniques |
| 3c.     Engages students in learning |
| 3d.     Uses assessment in instruction |
| 3e.     Demonstrates flexibility and responsiveness |

| **Professional Responsibilities:** |
| --- |
| 4a.     Reflects on teaching |
| 4b.     Maintains accurate records |
| 4c.     Communicates with families |
| 4d.     Participates in a professional community |
| 4e.     Grows and develops professionally |
| 4f.     Demonstrates professionalism |

SCHOOL DISTRICT 54
Ensuring Student Success

| 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* | • *Teacher makes content errors.*<br>• *Teacher does not consider prerequisite relationships when planning.*<br>• *Teacher's plans use inappropriate strategies for the discipline* | • *Teacher is familiar with the discipline but does not see conceptual relationships.*<br>• *Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.*<br>• *Lesson and unit plans use limited instructional strategies and some are not suitable to the content.* | • *The teacher can identify important concepts of the discipline, and their relationships to one another.*<br>• *The teacher consistently provides clear explanations of the content.*<br>• *The teacher answers student questions accurately and provides feedback that furthers their learning.*<br>• *The teacher seeks out content-related professional development.*<br>• *Teacher's plans reflect knowledge of English language development and how language development is shaped by social factors.*<br>• *Teacher's plans reflect knowledge of how to support students at different levels of proficiency and grade-level core content knowledge.* | *In addition to the characteristics of "proficient,"*<br>• *Teacher cites intra- and inter-disciplinary content relationships.*<br>• *Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.* |

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| **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** | • *Teacher does not understand child development characteristics and has unrealistic expectations for students.*<br>• *Teacher does not try to ascertain varied ability levels among students in the class.*<br>• *Teacher is not aware of student interests or cultural heritages.*<br>• *Teacher takes no responsibility to learn about students' medical or learning disabilities.* | • *Teacher cites developmental theory, but does not seek to integrate it into lesson planning.*<br>• *Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."*<br>• *The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.*<br>• *The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.* | • *The teacher knows, for groups of students, their levels of cognitive development*<br>• *The teacher is aware of the different cultural groups in the class.*<br>• *The teacher has a good idea of the range of interests of students in the class.*<br>• *The teacher has identified "high," "medium", and "low" groups of students within the class.*<br>• *The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.*<br>• *The teacher is aware of the special needs represented by students in the class.*<br>• *Teachers know intervention methods to support students who are struggling and the problem solving process.* | *In addition to the characteristics of "proficient,"*<br><br>• *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.*<br>• *The teacher seeks out information about their cultural heritage from all students.*<br>• *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.*<br><br>• *The teacher has collected information about each student's cultural heritage, levels of language proficiency, time in the United States, prior schooling history, and learning abilities.* |

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| **1c:**<br>**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.<br>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* | • *Outcomes lack rigor.*<br>• *Outcomes do not represent important learning in the discipline.*<br>• *Outcomes are not clear or are stated as activities.*<br>• *Outcomes are not suitable for many students in the class.* | • *Outcomes represent a mixture of low expectations and rigor.*<br>• *Some outcomes reflect important learning in the discipline.*<br>• *Outcomes are suitable for most of the class.* | • *Outcomes represent high expectations and rigor.*<br>• *Outcomes are related to "big ideas" of the discipline.*<br>• *Outcomes are written in terms of what students will learn rather than do.*<br>• *Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.*<br>• *Outcomes are suitable to groups of students in the class, differentiated where necessary.*<br>• *Content area outcomes for students represent all levels of cognitive demand, regardless of language proficiency. Outcomes represent high expectations and are relate to language proficiency.* | *In addition to the characteristics of "proficient,"*<br>• *Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.*<br>• *Teacher connects outcomes to previous and future learning.*<br>• *Outcomes are differentiated to encourage individual students to take educational risks.* |

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| **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* | • *The teacher only uses district-provided materials, even when more variety would assist some students.*<br>• *The teacher does not seek out resources available to expand his/her own skill.*<br>• *Although aware of some student needs, the teacher does not inquire about possible resources.* | • *The teacher uses materials in the school library, but does not search beyond the school for resources.*<br>• *The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.*<br>• *The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.* | • *Texts are at varied levels.*<br>• *Texts are supplemented by guest speakers and field experiences.*<br>• *Teacher facilitates Internet resources.*<br>• *Resources are multi-disciplinary.*<br>• *Teacher expands knowledge with professional learning groups and organizations.*<br>• *Teacher pursues options offered by universities.*<br>• *Teacher provides lists of resources outside the class for students to draw on.*<br>• *Texts and other resources for students are aligned to outcomes and take into consideration levels of first and second language proficiency as well as content area skills and knowledge.* | *In addition to the characteristics of "proficient,"*<br>• *Texts are matched to student skill level*<br>• *The teacher has ongoing relationship with colleges and universities that support student learning.*<br>• *The teacher maintains log of resources for student reference.*<br>• *The teacher pursues apprenticeships to increase discipline knowledge*<br>• *The teacher facilitates student contact with resources outside the classroom.* |

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| **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 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* | • *Learning activities are boring and/or not well aligned to the instructional goals.*<br>• *Materials are not engaging or meet instructional outcomes.*<br>• *Instructional groups do not support learning.*<br>• *Lesson plans are not structured or sequenced and are unrealistic in their expectations.* | • *Learning activities are moderately challenging.*<br>• *Learning resources are suitable, but there is limited variety.*<br>• *Instructional groups are random or only partially support objectives.*<br>• *Lesson structure is uneven or may be unrealistic in terms of time expectations.* | • *Learning activities are matched to instructional outcomes.*<br>• *Activities provide opportunity for higher-level thinking.*<br>• *Teacher provides a variety of appropriately challenging materials and resources.*<br>• *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.*<br>• *The plan for the lesson or unit is well structured, with reasonable time allocations.* | *In addition to the characteristics of "proficient,"*<br>• *Activities permit student choice.*<br>• *Learning experiences connect to other disciplines.*<br>• *Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.*<br>• *Lesson plans differentiate for individual student needs.*<br>• *Resources and lesson plans are differentiated to attend to student speaking, listening, reading, and writing proficiency levels within small group instruction.* |

| 1f:<br>**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. |
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| *Critical Attributes* | • *Assessments do not match instructional outcomes.*<br>• *Assessments have no criteria.*<br>• *No formative assessments have been designed.*<br>• *Assessment results do not affect future plans.* | • *Only some of the instructional outcomes are addressed in the planned assessments.*<br>• *Assessment criteria are vague.*<br>• *Plans refer to the use of formative assessments, but they are not fully developed.*<br>• *Assessment results are used to design lesson plans for the whole class, not individual students.* | • *All the learning outcomes have a method for assessment.*<br>• *Assessment types match learning expectations.*<br>• *Plans indicate modified assessments for some students as needed.*<br>• *Assessment criteria are clearly written.*<br>• *Plans include formative assessments to use during instruction.*<br>• *Lesson plans indicate possible adjustments based on formative assessment data.*<br>• *Language development and content are assessed.* | *In addition to the characteristics of "proficient,"*<br>• *Assessments provide opportunities for student choice.*<br>• *Students participate in designing assessments for their own work.*<br>• *Teacher-designed assessments are authentic with real-world application, as appropriate.*<br>• *Students develop rubrics according to teacher-specified learning objectives.*<br>• *Students are actively involved in collecting information from formative assessments and provide input.* |

| Domain 2: The Classroom Environment | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| 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* | • *Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.*<br>• *Students use disrespectful talk towards one another with no response from the teacher.*<br>• *Teacher displays no familiarity with or caring about individual students' interests or personalities.* | • *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.*<br>• *Teacher attempts to respond to disrespectful behavior among students, with uneven results.*<br>• *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.* | • *Talk between teacher and students and among students is uniformly respectful.*<br>• *Teacher responds to disrespectful behavior among students.*<br>• *Teacher makes general connections with individual students.*<br>• *The teacher creates an environment of respect for students from diverse cultural and linguistic backgrounds through modeling and teaching students how to engage in respectful interactions.* | In addition to the characteristics of "proficient,"<br>• *Teacher demonstrates knowledge and caring about individual students' lives beyond school.*<br>• *When necessary, students correct one another in their conduct towards classmates.*<br>• *There is no disrespectful behavior among students.*<br>• *The teacher's response to a student's incorrect response respects the student's dignity.*<br>• *The teacher's interactions with students reflect an interest in, and respect for their home culture. Students receive the message that their native languages are valued.* |

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| **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* | • *The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.*<br>• *The teacher conveys to at least some students that the work is too challenging for them.*<br>• *Students exhibit little or no pride in their work.*<br>• *Class time is devoted more to socializing than to learning* | • *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."*<br>• *The teacher conveys high expectations for only some students.*<br>• *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.*<br>• *Many students indicate that they are looking for an "easy path."* | • *The teacher communicates the importance of learning, and that with hard work all students can be successful in it.*<br>• *The teacher demonstrates a high regard for student abilities.*<br>• *Teacher conveys an expectation of high levels of student effort.*<br>• *Students expend good effort to complete work of high quality.*<br>• *The teacher communicates the message that students will acquire high levels of English proficiency and meet grade-level standards.*<br>• *The teacher expects precise language from students, while taking into consideration current level of language proficiency.* | In addition to the characteristics of "proficient,"<br>• *The teacher communicates a genuine passion for the subject.*<br>• *Students indicate that they are not satisfied unless they have complete understanding.*<br>• *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.*<br>• *Students recognize the efforts of their classmates.*<br>• *Students take initiative in improving the quality of their work.* |

| 2c:<br>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 are 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. |
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| *Critical Attributes* | • *Students not working with the teacher are not productively engaged or are disruptive to the class.*<br>• *There are no established procedures for distributing and collecting materials.*<br>• *Procedures for other activities are confused or chaotic.* | • *Small groups are only partially engaged while not working directly with the teacher.*<br>• *Procedures for transitions and distribution/collection of materials seem to have been established, but their operation is rough.*<br>• *Classroom routines function unevenly.* | • *The students are productively engaged during small group work.*<br>• *Transitions between large and small group activities are smooth.*<br>• *Routines for distribution and collection of materials and supplies work efficiently.*<br>• *Classroom routines function smoothly.*<br>• *The teacher intentionally uses language and engaging signals to clearly mark transitions between activities.* | In addition to the characteristics of "proficient,"<br>• *Students take the initiative with their classmates to ensure that their time is used productively.*<br>• *Students themselves ensure that transitions and other routines are accomplished smoothly.*<br>• *Students take initiative in distributing and collecting materials efficiently.* |

**SCHOOL DISTRICT 54**
Ensuring Student Success

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| **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. |
| ***Critical Attributes*** | • *The classroom environment is chaotic, with no apparent standards of conduct.* <br> • *The teacher does not monitor student behavior.* <br> • *Some students violate classroom rules, without apparent teacher awareness.* <br> • *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.* | • *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.* <br> • *Teacher attempts to keep track of student behavior, but with no apparent system.* <br> • *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.* | • *Standards of conduct appear to have been established.* <br> • *Student behavior is generally appropriate.* <br> • *The teacher frequently monitors student behavior.* <br> • *Teacher's response to student misbehavior is effective.* <br> • *Teacher acknowledges good behavior.* | In addition to the characteristics of "proficient," <br> • *Student behavior is entirely appropriate; no evidence of student misbehavior.* <br> • *The teacher monitors student behavior without speaking – just moving about.* <br> • *Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.* <br> • *The teacher's responses take into consideration students' current language proficiency, culture and previous experiences with an understanding that different cultures have different norms related to school and classroom behavior.* |

SCHOOL DISTRICT 54
Ensuring Student Success

| 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. |
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| *Critical Attributes* | • *There are physical hazards in the classroom, endangering student safety.*<br>• *Many students can't see or hear the teacher or see the board.*<br>• *Available technology is not being used, even if available and its use would enhance the lesson.* | • *The physical environment is safe, and most students can see and hear.*<br>• *The physical environment is not an impediment to learning, but does not enhance it.*<br>• *The teacher makes limited use of available technology and other resources.* | • *The classroom is safe, and all students are able to see and hear.*<br>• *The classroom is arranged to support the instructional goals and learning activities.*<br>• *The teacher makes appropriate use of available technology.*<br>• *The teacher works collaboratively with the classroom teacher and other support teachers when pushing into the classroom for small group instruction.* | In addition to the characteristics of "proficient,"<br>• *Modifications are made to the physical environment to accommodate students with special needs.*<br>• *There is total alignment between the goals of the lesson and the physical environment.*<br>• *Students take the initiative to adjust the physical environment.*<br>• *Teachers and students make extensive and imaginative use of available technology.* |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 3: Instruction | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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* | • *At no time during the lesson does the teacher convey to the students what they will be learning.*<br>• *Students indicate through their questions that they are confused as to the learning task.*<br>• *The teacher makes a serious content error that will affect students' understanding of the lesson.*<br>• *Students indicate through body language or questions that they don't understand the content being presented.*<br>• *Teacher's communications include errors of vocabulary or usage.*<br>• *Vocabulary is inappropriate to the age or culture of the students.* | • *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.*<br>• *Teacher must clarify the learning task so students can complete it.*<br>• *The teacher makes no serious content errors, although may make a minor error.*<br>• *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.*<br>• *Vocabulary and usage are correct but unimaginative.*<br>• *Vocabulary is too advanced or juvenile for the students.* | • *The teacher states clearly, at some point during the lesson, what the students will be learning.*<br>• *If appropriate, the teacher models the process to be followed in the task.*<br>• *Students engage with the learning task, indicating that they understand what they are to do.*<br>• *The teacher makes no content errors.*<br>• *Teacher's explanation of content is clear, and invites student participation and thinking.*<br>• *Vocabulary and usage are correct and completely suited to the lesson. Vocabulary is appropriate to the students' ages and levels of development.*<br>• The teacher strategically uses verbal and visual supports to ensure that students understand the concepts presented in discourse and text.<br>• The teacher scaffolds instruction bases on the student's level of language proficiency. | In addition to the characteristics of "proficient,"<br>• *The teacher points out possible areas for misunderstanding.*<br>• *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.*<br>• *All students seem to understand the presentation.*<br>• *The teacher invites students to explain the content to the class, or to classmates.*<br>• *Teacher uses rich language, offering brief vocabulary lessons where appropriate.* |

| 3b:<br>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. |
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| *Critical Attributes* | • *Questions are rapid-fire, and convergent, with a single correct answer.*<br>• *Questions do not invite student thinking.*<br>• *All discussion is between teacher and students; students are not invited to speak directly to one another.*<br>• *A few students dominate the discussion.* | • *Teacher frames some questions designed to promote student thinking, but only a few students are involved.*<br>• *The teacher invites students to respond directly to one another's ideas, but few students respond.*<br>• *Teacher calls on many students, but only a small number actually participate in the discussion.* | • *Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.*<br>• *The teacher makes effective use of wait time.*<br>• *The teacher builds on uses student responses to questions effectively.*<br>• *Discussions enable students to talk to one another, without ongoing mediation by the teacher.*<br>• *The teacher calls on most students, even those who don't initially volunteer.*<br>• *Many students actively engage in the discussion.*<br>• *The teacher asks questions designed to promote thinking and understanding for students at all levels of proficiency,*<br>• *The teacher provides supports to ensure that students at varying levels of proficiency can respond to questions.* | In addition to the characteristics of "proficient,"<br>• *Students initiate higher-order questions.*<br>• *Students extend the discussion, enriching it.*<br>• *Students invite comments from their classmates during a discussion.*<br>• *The teacher uses a variety of techniques to engage students in classroom discussions.* |

| 3c:<br>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. |
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| *Critical Attributes* | • *Few students are intellectually engaged in the lesson.*<br>• *Learning tasks require only recall or have a single correct response or method.*<br>• *The materials used ask students only to perform rote tasks.*<br>• *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.*<br>• *Instructional materials used are unsuitable to the lesson and/or the students.*<br>• *The lesson drags, or is rushed.* | • *Some students are intellectually engaged in the lesson.*<br>• *Learning tasks are a mix of those requiring thinking and recall.*<br>• *Student engagement with the content is largely passive, learning primarily facts or procedures.*<br>• *Students have no choice in how they complete tasks.*<br>• *The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.*<br>• *The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.*<br>• *The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.* | • *Most students are intellectually engaged in the lesson.*<br>• *Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking*<br>• *Students have some choice in how they complete learning tasks.*<br>• *There is a mix of different types of groupings, suitable to the lesson objectives.*<br>• *Materials and resources support the learning goals and require intellectual engagement, as appropriate.*<br>• *The pacing of the lesson provides students the time needed to be intellectually engaged.*<br>• *The teacher intentionally organizes instructional groups to provide students with opportunities to interact in meaningful ways with other students.* | In addition to the characteristics of "proficient,"<br>• *Virtually all students are highly engaged in the lesson.*<br>• *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs*<br>• *Students suggest modifications to the grouping patterns used.*<br>• *Students have extensive choice in how they complete tasks.*<br>• *Students suggest modifications or additions to the materials being used.*<br>• *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.*<br>• *The teacher uses scaffolds that enable students at different levels of proficiency to engage in activities and assignments that require deep thinking and encourage students to take initiative in their learning.* |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| 3d:<br>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. |
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| *Critical Attributes* | • *The teacher gives no indication of what high quality work looks like.*<br>• *The teacher makes no effort to determine whether students understand the lesson.*<br>• *Feedback is only global.*<br>• *The teacher does not ask students to evaluate their own or classmates' work.* | • *There is little evidence that the students understand how their work will be evaluated.*<br>• *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.*<br>• *Teacher requests global indications of student understanding.*<br>• *Feedback to students is not uniformly specific, not oriented towards future improvement of work.*<br>• *The teacher makes only minor attempts to engage students in self- or peer-assessment.* | • *Students indicate that they clearly understand the characteristics of high-quality work.*<br>• *The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.*<br>• *Feedback includes specific and timely guidance for at least groups of students.*<br>• *The teacher attempts to engage students in self- or peer-assessment.*<br>• *The teacher utilizes formative assessment strategies that identify a student's strengths, opportunities for growth and support a plan for future instruction.* | *In addition to the characteristics of "proficient,"*<br>• *There is evidence that students have helped establish the evaluation criteria.*<br>• *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.*<br>• *Teacher makes frequent use of strategies to elicit information about individual student understanding.*<br>• *Feedback to students is specific and timely, and is provided from many sources, including other students.*<br>• *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.*<br>• *The teacher provides specific and timely feedback that is directly related to instructional and linguistic goals.* |

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| **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* | • *Teacher ignores indications of student boredom or lack of understanding.*<br>• *Teacher brushes aside student questions.*<br>• *Teacher makes no attempt to incorporate student interests into the lesson.*<br>• *The teacher conveys to students that when they have difficulty learning, it is their fault.*<br>• *In reflecting on practice, the teacher does not indicate that it is important to reach all students.* | • *Teacher's efforts to modify the lesson are only partially successful.*<br>• *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.*<br>• *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.*<br>• *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.* | • *When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.*<br>• *Teacher incorporates students' interests and questions into the heart of the lesson.*<br>• *The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.*<br>• *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.*<br>• *The teacher adjusts instruction to make core content comprehensible for students and develop language proficiency.* | In addition to the characteristics of "proficient,"<br>• *The teacher's adjustments to the lesson are designed to assist individual students.*<br>• *Teacher seizes on a teachable moment to enhance a lesson.*<br>• *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.*<br>• *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.*<br>• *The teacher demonstrates high levels of flexibility and responsiveness when working with students and utilizes multiple strategies to meet their needs.* |

SCHOOL DISTRICT 54
Ensuring Student Success

| Domain 4: Professional Responsibilities | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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* | • *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.*<br>• *The teacher makes no suggestions for improvement.* | • *The teacher has a general sense of whether or not instructional practices were effective.*<br>• *The teacher offers general modifications for future instruction.* | • *The teacher accurately assesses the effectiveness of instructional activities used*<br>• *The teacher identifies specific ways in which a lesson might be improved.* | *In addition to the characteristics of "proficient,"*<br>• *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness*<br>• *Teacher's suggestions for improvement draw on an extensive repertoire.* |

| 4b:<br>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. |
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| *Critical Attributes* | • *Absence of a system for either instructional or non-instructional records.*<br>• *Record-keeping systems that are in disarray so as to provide incorrect or confusing information.* | • *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.*<br>• *The teacher's process for tracking student progress is cumbersome to use.*<br>• *The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.* | • *The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.*<br>• *The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.*<br>• *The teacher's process for recording non-instructional information is both efficient and effective.*<br>• *The teacher gathers information about student's language acquisition and content learning as well as other information that may impact learning such as: home language use, native language proficiency, previous schooling experience, etc.* | *In addition to the characteristics of "proficient,"*<br>• *Students contribute to and maintain records indicating completed and outstanding work assignments.*<br>• *Students contribute to and maintain data files indicating their own progress in learning.*<br>• *Students contribute to maintaining non-instructional records for the class.*<br>• *Students contribute to a portfolio to indicate and reflect on their progress in linguistic development.* |

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| **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. 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. |
| ***Critical Attributes*** | • *Little or no information regarding instructional program available to parents.*<br>• *Families are unaware of their children's progress.*<br>• *Lack of family engagement activities.*<br>• *Culturally inappropriate communication* | • *School or district-created materials about the instructional program are sent home.*<br>• *Infrequent or incomplete information sent home by teachers about the instructional program.*<br>• *Teacher maintains school-required grade book but does little else to inform families about student progress.*<br>• *Teacher communications are sometimes inappropriate to families' cultural norms.* | • *Information about the instructional program is available on a regular basis.*<br>• *The teacher sends information about student progress home on a regular basis.*<br>• *Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.*<br>• *The teacher assists the school in providing information that is accessible for parents and guardians including ELD reports, information at conferences, interprets for parents or seeks out interpreters when necessary.* | *In addition to the characteristics of "proficient,"*<br>• *On a regular basis, students develop materials to inform their families about the instructional program.*<br>• *Students maintain accurate records about their individual learning progress and frequently share this information with families.*<br>• *Students contribute to regular and ongoing projects designed to engage families in the learning process.*<br>• *The teacher supports families in understanding the U.S. educational system and district instructional programs.* |

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| **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. |
| ***Critical Attributes*** | • *The teacher's relationship with colleagues is characterized by negativity or combativeness.* <br>• *The teacher purposefully avoids contributing to activities promoting professional inquiry.* <br>• *The teacher avoids involvement in school activities and school district and community projects.* | • *The teacher has pleasant relationship with colleagues.* <br>• *When invited, the teacher participates in activities related to professional inquiry.* <br>• *When asked, the teacher participates in school activities, and school district and community projects.* | • *The teacher has supportive and collaborative relationships with colleagues.* <br>• *The teacher regularly participates in activities related to professional inquiry.* <br>• *The teacher frequently volunteers to participate in school events and school district and community projects.* <br>• *The teacher engages in multiple opportunities to collaborate with colleagues through sharing, planning, and working together to meet the content and language development needs of students.* | *In addition to the characteristics of "proficient,"* <br>• *The teacher takes a leadership role in promoting activities related to professional inquiry.* <br>• *The teacher regularly contributes to and leads events that positively impact school life.* <br>• *The teacher regularly contributes to and leads significant school district and community projects.* <br>• *The teacher contributes to school and district initiatives and projects beyond the classroom to support students and their families.* |

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| **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. |
| *Critical Attributes* | • *The teacher is not involved in any activity that might enhance knowledge or skill.* <br>• *The teacher purposefully resists discussing performance with supervisors or colleagues.* <br>• *The teacher ignores invitations to join professional organizations or attending conferences.* | • *The teacher participates in professional activities when required or when provided by the school district.* <br>• *The teacher reluctantly accepts feedback from supervisors and colleagues.* <br>• *The teacher contributes in a limited fashion to educational professional organizations.* | • *The teacher seeks regular opportunities for continued professional development.* <br>• *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.* <br>• *The teacher actively participates in professional organizations designed to contribute to the profession.* <br>• *The teacher accesses and makes use of materials, texts, resources, and education courses to further their professional knowledge and pedagogy related to the instruction and assessment of ELs.* | *In addition to the characteristics of "proficient,"* <br>• *The teacher seeks regular opportunities for continued professional development, including initiating action research.* <br>• *The teacher actively seeks feedback from supervisors and colleagues.* <br>• *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.* |

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| **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 not knowingly contributes 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. |
| **Critical Attributes** | • *Teacher is dishonest.*<br>• *Teacher does not notice the needs of students.*<br>• *The teacher engages in practices that are self-serving.*<br>• *The teacher willfully rejects school district regulations.* | • *Teacher is honest.*<br>• *Teacher notices the needs of students, but is inconsistent in addressing them.*<br>• *Teacher does not notice that some school practices result in poor conditions for students.*<br>• *Teacher makes decisions professionally, but on a limited basis.*<br>• *Teacher complies with school district regulations.* | • *Teacher is honest and known for having high standards of integrity.*<br>• *Teacher actively addresses student needs.*<br>• *Teacher actively works to provide opportunities for student success.*<br>• *Teacher willingly participates in team and departmental decision-making.*<br>• *Teacher complies completely with school district regulations.*<br>• *Teacher advocates for students to ensure they have the same educational opportunities.* | • *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.*<br>• *Teacher is highly proactive in serving students.*<br>• *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.*<br>• *Teacher takes a leadership role in team and departmental decision-making.*<br>• *Teacher takes a leadership role regarding school district regulations.*<br>• *Teacher proactively shares information about student's first and second language proficiency with team members and takes a leadership role in providing supports that may impact learning.* |

# PERFORMANCE STANDARDS

**TITLE:**  **EARLY LEARNING CENTER CLASSROOM TEACHER**

**REPORTS TO:**  Building Principal

**QUALIFICATIONS:**  Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

| Planning and Preparation: |
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| 1a.      Demonstrates knowledge of content and pedagogy |
| 1b.      Demonstrates knowledge of students |
| 1c.      Sets Instructional outcomes |
| 1d.      Demonstrates knowledge of resources |
| 1e.      Designs coherent instruction |
| 1f.      Designs student assessment |

| Classroom Environment: |
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| 2a.      Creates an environment of respect and rapport |
| 2b.      Establishes a culture for learning |
| 2c.      Manages classroom procedures |
| 2d.      Manages student behavior |
| 2e.      Organizes physical space |

| Instruction: |
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| 3a.      Communicates with students |
| 3b.      Uses questioning and discussion techniques |
| 3c.      Engages students in learning |
| 3d.      Uses assessment in instruction |
| 3e.      Demonstrates flexibility and responsiveness |

| Professional Responsibilities: |
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| 4a.      Reflects on teaching |
| 4b.      Maintains accurate records |
| 4c.      Communicates with families |
| 4d.      Participates in a professional community |
| 4e.      Grows and develops professionally |
| 4f.      Demonstrates professionalism |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 1: Planning and Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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* | • *Teacher makes content errors.*<br>• *Teacher does not consider prerequisite relationships when planning.*<br>• *Teacher's plans use inappropriate strategies for the discipline* | • *Teacher is familiar with the discipline but does not see conceptual relationships.*<br>• *Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.*<br>• *Lesson and unit plans use limited instructional strategies and some are not suitable to the content.* | • *The teacher can identify important concepts of the discipline, and their relationships to one another.*<br>• *The teacher consistently provides clear explanations of the content.*<br>• *The teacher answers student questions accurately and provides feedback that furthers their learning.*<br>• *The teacher seeks out content-related professional development.* | *In addition to the characteristics of "proficient,"*<br>• *Teacher cites intra- and inter-disciplinary content relationships.*<br>• *Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.* |
| *Guiding Questions* | ● *What specifically does the teacher expect students to know?*<br>● *How does the teacher adapt instruction for students who need extra time and alternative strategies to master a concept or skill?*<br>● *What enrichment is available for those who have mastered a concept or skill taught?* | | | |

| 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. |
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| *Critical Attributes* | • *Teacher does not understand child development characteristics and has unrealistic expectations for students.*<br>• *Teacher does not try to ascertain varied ability levels among students in the class.*<br>• *Teacher is not aware of student interests or cultural heritages.*<br>• *Teacher takes no responsibility to learn about students' medical or learning disabilities.* | • *Teacher cites developmental theory, but does not seek to integrate it into lesson planning.*<br>• *Teacher is aware of the different ability levels in the class, but tends to teach to the "whole group."*<br>• *The teacher recognizes that children have different interests and cultural backgrounds, but rarely draws on their contributions or differentiates materials to accommodate those differences.*<br>• *The teacher is aware of medical issues and learning disabilities with some students, but does not seek to understand the implications of that knowledge.* | • *The teacher knows, for groups of students, their levels of cognitive development*<br>• *The teacher is aware of the different cultural groups in the class.*<br>• *The teacher has a good idea of the range of interests of students in the class.*<br>• *The teacher has identified "high," "medium", and "low" groups of students within the class.*<br>• *The teacher is well-informed about students' cultural heritage and incorporates this knowledge in lesson planning.*<br>• *The teacher is aware of the special needs represented by students in the class.* | *In addition to the characteristics of "proficient,"*<br><br>• *The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.*<br>• *The teacher seeks out information about their cultural heritage from all students.*<br>• *The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.* |
| *Guiding Questions* | ● *What resources, including outreach to other adults who are familiar with the child, has the teacher investigated to support their efforts?*<br>● *What are the teacher's greatest challenges and what strategies are being used to meet those challenges?* | | | |

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| **1c:**<br>**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** | • *Outcomes lack rigor.*<br>• *Outcomes do not represent important learning in the discipline.*<br>• *Outcomes are not clear or are stated as activities.*<br>• *Outcomes are not suitable for many students in the class.* | • *Outcomes represent a mixture of low expectations and rigor.*<br>• *Some outcomes reflect important learning in the discipline.*<br>• *Outcomes are suitable for most of the class.* | • *Outcomes represent high expectations and rigor.*<br>• *Outcomes are related to "big ideas" of the discipline.*<br>• *Outcomes are written in terms of what students will learn rather than do.*<br>• *Outcomes represent a range of outcomes: factual, conceptual understanding, reasoning, social, management, communication.*<br>• *Outcomes are suitable to groups of students in the class, differentiated where necessary.* | *In addition to the characteristics of "proficient,"*<br>• *Teacher plans reference curricular frameworks or blueprints to ensure accurate sequencing.*<br>• *Teacher connects outcomes to previous and future learning.*<br>• *Outcomes are differentiated to encourage individual students to take educational risks.* |
| **Guiding Questions** | ● *After looking at the standards the teacher is teaching toward, how do they determine the goals set for students?*<br>● *What will the teacher be listening and looking for as they observe students working?* | | | |

**COMPONENT SUMMARY – EARLY LEARNING CENTER CLASSROOM TEACHER**
**DOMAIN 1: PLANNING AND PREPARATION**

| 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. |
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| *Critical Attributes* | • *The teacher only uses district-provided materials, even when more variety would assist some students.*<br>• *The teacher does not seek out resources available to expand his/her own skill.*<br>• *Although aware of some student needs, the teacher does not inquire about possible resources.* | • *The teacher uses materials in the school library, but does not search beyond the school for resources.*<br>• *The teacher participates in content-area workshops offered by the school, but does not pursue other professional development.*<br>• *The teacher locates materials and resources for students that are available through the school, but does not pursue any other avenues.* | • *Texts are at varied levels.*<br>• *Texts are supplemented by guest speakers and field experiences.*<br>• *Teacher facilitates Internet resources.*<br>• *Resources are multi-disciplinary.*<br>• *Teacher expands knowledge with professional learning groups and organizations.*<br>• *Teacher pursues options offered by universities.*<br>• *Teacher provides lists of resources outside the class for students to draw on.* | *In addition to the characteristics of "proficient,"*<br>• *Texts are matched to student skill level*<br>• *The teacher has ongoing relationship with colleges and universities that support student learning.*<br>• *The teacher maintains log of resources for student reference.*<br>• *The teacher pursues apprenticeships to increase discipline knowledge*<br>• *The teacher facilitates student contact with resources outside the classroom.* |
| *Guiding Questions* | ● *How does the teacher communicate and work cooperatively with parents, colleagues, district coaches/mentors and others in the community and beyond to address students' needs?* | | | |

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| **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 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* | • *Learning activities are boring and/or not well aligned to the instructional goals.*<br>• *Materials are not engaging or meet instructional outcomes.*<br>• *Instructional groups do not support learning.*<br>• *Lesson plans are not structured or sequenced and are unrealistic in their expectations.* | • *Learning activities are moderately challenging.*<br>• *Learning resources are suitable, but there is limited variety.*<br>• *Instructional groups are random or only partially support objectives.*<br>• *Lesson structure is uneven or may be unrealistic in terms of time expectations.* | • *Learning activities are matched to instructional outcomes.*<br>• *Activities provide opportunity for higher-level thinking.*<br>• *Teacher provides a variety of appropriately challenging materials and resources.*<br>• *Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.*<br>• *The plan for the lesson or unit is well structured, with reasonable time allocations.* | *In addition to the characteristics of "proficient,"*<br>• *Activities permit student choice.*<br>• *Learning experiences connect to other disciplines.*<br>• *Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.*<br>• *Lesson plans differentiate for individual student needs.* |
| *Guiding Questions* | ● *As the designer of classroom instruction, how does the teacher plan to meet the needs and interests of all students to give them varied experiences and keep them engaged and motivated to learn?*<br>● *How is time allocated to work cooperatively with other teachers/therapist/family to be sure that instruction is aligned with students' previous knowledge and experiences so that they can make relevant connections to the lesson?*<br>● *What kinds of support are available for the students who need more practice with a concept or skill?* | | | |

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| **1f:**<br>**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* | • *Assessments do not match instructional outcomes.*<br>• *Assessments have no criteria.*<br>• *No formative assessments have been designed.*<br>• *Assessment results do not affect future plans.* | • *Only some of the instructional outcomes are addressed in the planned assessments.*<br>• *Assessment criteria are vague.*<br>• *Plans refer to the use of formative assessments, but they are not fully developed.*<br>• *Assessment results are used to design lesson plans for the whole class, not individual students.* | • *All the learning outcomes have a method for assessment.*<br>• *Assessment types match learning expectations.*<br>• *Plans indicate modified assessments for some students as needed.*<br>• *Assessment criteria are clearly written.*<br>• *Plans include formative assessments to use during instruction.*<br>• *Lesson plans indicate possible adjustments based on formative assessment data.* | *In addition to the characteristics of "proficient,"*<br>• *Assessments provide opportunities for student choice.*<br>• *Students participate in designing assessments for their own work.*<br>• *Teacher-designed assessments are authentic with real-world application, as appropriate.*<br>• *Students develop rubrics according to teacher-specified learning objectives.*<br>• *Students are actively involved in collecting information from formative assessments and provide input.* |
| *Guiding Questions* | ● *Before the teacher designs instruction, do they consider what they want students to know and how this will be assessed?*<br>● *Does the teacher clarify expectations for students by using explicit directions including visual cues, modeling and student repetition of details?*<br>● *Does the teacher use assessments that are authentic with real world applications when appropriate?*<br>● *Does the teacher routinely use informal/formal assessments to plan future instruction for individual students?* | | | |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 2: The Classroom Environment | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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* | • *Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.*<br>• *Students use disrespectful talk towards one another with no response from the teacher.*<br>• *Teacher displays no familiarity with or caring about individual students' interests or personalities.* | • *The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.*<br>• *Teacher attempts to respond to disrespectful behavior among students, with uneven results.*<br>• *Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.* | • *Talk between teacher and students and among students is uniformly respectful.*<br>• *Teacher responds to disrespectful behavior among students.*<br>• *Teacher makes general connections with individual students.* | In addition to the characteristics of "proficient,"<br>• *Teacher demonstrates knowledge and caring about individual students' lives beyond school.*<br>• *When necessary, students correct one another in their conduct towards classmates.*<br>• *There is no disrespectful behavior among students.*<br>• *The teacher's response to a student's incorrect response respects the student's dignity.* |
| *Guiding Questions* | ● *How does the teacher model respectful behavior for students?*<br>● *What challenging behaviors does the teacher encounter and what has been done to minimize them?* | | | |

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| **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*** | • *The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.*<br>• *The teacher conveys to at least some students that the work is too challenging for them.*<br>• *Students exhibit little or no pride in their work.*<br>• *Class time is devoted more to socializing than to learning.* | • *Teacher's energy for the work is neutral: indicating neither a high level of commitment nor "blowing it off."*<br>• *The teacher conveys high expectations for only some students.*<br>• *Students comply with the teacher's expectations for learning, but don't indicate commitment on their own initiative for the work.*<br>• *Many students indicate that they are looking for an "easy path.".* | • *The teacher communicates the importance of learning, and that with hard work all students can be successful in it.*<br>• *The teacher demonstrates a high regard for student abilities.*<br>• *Teacher conveys an expectation of high levels of student effort.*<br>• *Students expend good effort to complete work of high quality.* | In addition to the characteristics of "proficient,"<br>• *The teacher communicates a genuine passion for the subject.*<br>• *Students indicate that they are not satisfied unless they have complete understanding.*<br>• *Student questions and comments indicate a desire to understand the content, rather than, for example, simply learning a procedure for getting the correct answer.*<br>• *Students recognize the efforts of their classmates.*<br>• *Students take initiative in improving the quality of their work.* |
| ***Guiding Questions*** | ● *In what ways does the teacher encourage students to be active participants?* | | | |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| **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 are 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. |
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| *Critical Attributes* | • *Students not working with the teacher are not productively engaged or are disruptive to the class.*<br>• *There are no established procedures for distributing and collecting materials.*<br>• *Procedures for other activities are confused or chaotic.* | • *Small groups are only partially engaged while not working directly with the teacher.*<br>• *Procedures for transitions and distribution/collection of materials seem to have been established, but their operation is rough.*<br>• *Classroom routines function unevenly.* | • *The students are productively engaged during small group work.*<br>• *Transitions between large and small group activities are smooth.*<br>• *Routines for distribution and collection of materials and supplies work efficiently.*<br>• *Classroom routines function smoothly.* | In addition to the characteristics of "proficient,"<br>• *Students take the initiative with their classmates to ensure that their time is used productively.*<br>• *Students themselves ensure that transitions and other routines are accomplished smoothly.*<br>• *Students take initiative in distributing and collecting materials efficiently.* |
| *Guiding Questions* | ● *What rituals and routines has the teacher encouraged to set a tone of respectful behavior?*<br>● *How does the teacher encourage students to share roles and responsibilities for routines for efficient classroom operations?* | | | |

SCHOOL DISTRICT 54
Ensuring Student Success

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| **2d:**<br>**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. |
| *Critical Attributes* | • *The classroom environment is chaotic, with no apparent standards of conduct.*<br>• *The teacher does not monitor student behavior.*<br>• *Some students violate classroom rules, without apparent teacher awareness.*<br>• *When the teacher notices student misbehavior, s/he appears helpless to do anything about it.* | • *Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.*<br>• *Teacher attempts to keep track of student behavior, but with no apparent system.*<br>• *The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.* | • *Standards of conduct appear to have been established.*<br>• *Student behavior is generally appropriate.*<br>• *The teacher frequently monitors student behavior.*<br>• *Teacher's response to student misbehavior is effective.*<br>• *Teacher acknowledges good behavior.* | In addition to the characteristics of "proficient,"<br>• *Student behavior is entirely appropriate; no evidence of student misbehavior.*<br>• *The teacher monitors student behavior without speaking – just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.* |
| *Guiding Questions* | ● *Is the teacher's classroom management plan clear, consistent, fair, appropriate and preventative?*<br>● *Have students shared the responsibility for determining the plan? What rules has the class developed collaboratively?* | | | |

| 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. |
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| Critical Attributes | • *There are physical hazards in the classroom, endangering student safety.*<br>• *Many students can't see or hear the teacher or see the board.*<br>• *Available technology is not being used, even if available and its use would enhance the lesson.* | • *The physical environment is safe, and most students can see and hear.*<br>• *The physical environment is not an impediment to learning, but does not enhance it.*<br>• *The teacher makes limited use of available technology and other resources.* | • *The classroom is safe, and all students are able to see and hear.*<br>• *The classroom is arranged to support the instructional goals and learning activities.*<br>• *The teacher makes appropriate use of available technology.* | In addition to the characteristics of "proficient,"<br>• *Modifications are made to the physical environment to accommodate students with special needs.*<br>• *There is total alignment between the goals of the lesson and the physical environment.*<br>• *Students take the initiative to adjust the physical environment.*<br>• *Teachers and students make extensive and imaginative use of available technology.* |
| Guiding Questions | ● *How is the classroom organized to accommodate students with special needs; centers; appropriate use of technology; space for privacy; safety and movement* | | | |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 3: Instruction | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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** | • *At no time during the lesson does the teacher convey to the students what they will be learning.*<br>• *Students indicate through their questions that they are confused as to the learning task.*<br>• *The teacher makes a serious content error that will affect students' understanding of the lesson.*<br>• *Students indicate through body language or questions that they don't understand the content being presented.*<br>• *Teacher's communications include errors of vocabulary or usage.*<br>• *Vocabulary is inappropriate to the age or culture of the students.* | • *The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration or explanation.*<br>• *Teacher must clarify the learning task so students can complete it.*<br>• *The teacher makes no serious content errors, although may make a minor error.*<br>• *The teacher's explanation of the content consists of a monologue or is purely procedural with minimal participation by students.*<br>• *Vocabulary and usage are correct but unimaginative.*<br>• *Vocabulary is too advanced or juvenile for the students.* | • *The teacher states clearly, at some point during the lesson, what the students will be learning.*<br>• *If appropriate, the teacher models the process to be followed in the task.*<br>• *Students engage with the learning task, indicating that they understand what they are to do.*<br>• *The teacher makes no content errors.*<br>• *Teacher's explanation of content is clear, and invites student participation and thinking.*<br>• *Vocabulary and usage are correct and completely suited to the lesson. Vocabulary is appropriate to the students' ages and levels of development.* | In addition to the characteristics of "proficient,"<br>• *The teacher points out possible areas for misunderstanding.*<br>• *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.*<br>• *All students seem to understand the presentation.*<br>• *The teacher invites students to explain the content to the class, or to classmates.*<br>• *Teacher uses rich language, offering brief vocabulary lessons where appropriate.* |
| **Guiding Questions** | ● *What strategies are used to assess students' understanding as the study of a new concept/skill is introduced?*<br>● *How does the teacher encourage students to ask questions?* | | | |

| 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. |
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| *Critical Attributes* | • *Questions are rapid-fire, and convergent, with a single correct answer.*<br>• *Questions do not invite student thinking.*<br>• *All discussion is between teacher and students; students are not invited to speak directly to one another.*<br>• *A few students dominate the discussion.* | • *Teacher frames some questions designed to promote student thinking, but only a few students are involved.*<br>• *The teacher invites students to respond directly to one another's ideas, but few students respond.*<br>• *Teacher calls on many students, but only a small number actually participate in the discussion.* | • *Teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.*<br>• *The teacher makes effective use of wait time.*<br>• *The teacher builds on uses student responses to questions effectively.*<br>• *Discussions enable students to talk to one another, without ongoing mediation by the teacher.*<br>• *The teacher calls on most students, even those who don't initially volunteer.*<br>• *Many students actively engage in the discussion.* | In addition to the characteristics of "proficient,"<br>• *Students initiate higher-order questions.*<br>• *Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion.* |
| *Guiding Questions* | ● *How does the teacher provide students with opportunities to be actively engaged in the learning process through analyzing; synthesizing; critical thinking and application to real life situations and new learning.* | | | |

| 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. |
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| *Critical Attributes* | • *Few students are intellectually engaged in the lesson.*<br>• *Learning tasks require only recall or have a single correct response or method.*<br>• *The materials used ask students only to perform rote tasks.*<br>• *Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.*<br>• *Instructional materials used are unsuitable to the lesson and/or the students.*<br>• *The lesson drags, or is rushed.* | • *Some students are intellectually engaged in the lesson.*<br>• *Learning tasks are a mix of those requiring thinking and recall.*<br>• *Student engagement with the content is largely passive, learning primarily facts or procedures.*<br>• *Students have no choice in how they complete tasks.*<br>• *The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.*<br>• *The materials and resources are partially aligned to the lesson objectives, only some of them demanding student thinking.*<br>• *The pacing of the lesson is uneven; suitable in parts, but rushed or dragging in others.* | • *Most students are intellectually engaged in the lesson.*<br>• *Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking*<br>• *Students have some choice in how they complete learning tasks.*<br>• *There is a mix of different types of groupings, suitable to the lesson objectives.*<br>• *Materials and resources support the learning goals and require intellectual engagement, as appropriate.*<br>• *The pacing of the lesson provides students the time needed to be intellectually engaged.* | In addition to the characteristics of "proficient,"<br>• *Virtually all students are highly engaged in the lesson.*<br>• *Students take initiative to modify a learning task to make it more meaningful or relevant to their needs*<br>• *Students suggest modifications to the grouping patterns used.*<br>• *Students have extensive choice in how they complete tasks.*<br>• *Students suggest modifications or additions to the materials being used.*<br>• *Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.* |
| *Guiding Questions* | ● *How does the teacher determine student groupings throughout the day?*<br>● *What strategies does the teacher engage in to promote a high level of rigor during instruction?* | | | |

| 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* | • *The teacher gives no indication of what high quality work looks like.*<br>• *The teacher makes no effort to determine whether students understand the lesson.*<br>• *Feedback is only global.*<br>• *The teacher does not ask students to evaluate their own or classmates' work.* | • *There is little evidence that the students understand how their work will be evaluated.*<br>• *Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.*<br>• *Teacher requests global indications of student understanding.*<br>• *Feedback to students is not uniformly specific, not oriented towards future improvement of work.*<br>• *The teacher makes only minor attempts to engage students in self- or peer-assessment.* | • *Students indicate that they clearly understand the characteristics of high-quality work.*<br>• *The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.*<br>• *Feedback includes specific and timely guidance for at least groups of students.*<br>• *The teacher attempts to engage students in self- or peer-assessment.* | *In addition to the characteristics of "proficient,"*<br>• *There is evidence that students have helped establish the evaluation criteria.*<br>• *Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly "taking the pulse" of the class.*<br>• *Teacher makes frequent use of strategies to elicit information about individual student understanding.*<br>• *Feedback to students is specific and timely, and is provided from many sources, including other students.*<br>• *Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.* |
| *Guiding Questions* | • *How does the teacher use portfolios to collect student work as a means of assessing change over time and progress on individual tasks?*<br>• *Does the teacher circulate during small group or independent work and ask intentional questions designed to explore relationships and deepen student understanding of their work?*<br>• *Does the teacher keep track of students' learning progress in some organized fashion (e.g., anecdotal notes) and have a system of organizing this?*<br>• *While students are working, does the teacher circulate and provide specific feedback to individuals student.* | | | |

SCHOOL DISTRICT 54
Ensuring Student Success

| 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* | • *Teacher ignores indications of student boredom or lack of understanding.*<br>• *Teacher brushes aside student questions.*<br>• *Teacher makes no attempt to incorporate student interests into the lesson.*<br>• *The teacher conveys to students that when they have difficulty learning, it is their fault.*<br>• *In reflecting on practice, the teacher does not indicate that it is important to reach all students.* | • *Teacher's efforts to modify the lesson are only partially successful.*<br>• *Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.*<br>• *The teacher conveys to students a level of responsibility for their learning, but uncertainty as to how to assist them.*<br>• *In reflecting on practice, the teacher indicates the desire to reach all students, but does not suggest strategies to do so.* | • *When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.*<br>• *Teacher incorporates students' interests and questions into the heart of the lesson.*<br>• *The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.*<br>• *In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.* | In addition to the characteristics of "proficient,"<br>• *The teacher's adjustments to the lesson are designed to assist individual students.*<br>• *Teacher seizes on a teachable moment to enhance a lesson.*<br>• *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.*<br>• *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.* |
| *Guiding Questions* | ● *How does the teacher ensure that all students' questions, needs, and interests are respected?*<br>● *What classroom strategies are used to create and ensure that lessons are rigorous, relevant, and related to real life?* | | | |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 4: Professional Responsibilities | 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* | • *The teacher considers the lesson but draws incorrect conclusions about its effectiveness.*<br>• *The teacher makes no suggestions for improvement.* | • *The teacher has a general sense of whether or not instructional practices were effective.*<br>• *The teacher offers general modifications for future instruction.* | • *The teacher accurately assesses the effectiveness of instructional activities used*<br>• *The teacher identifies specific ways in which a lesson might be improved.* | *In addition to the characteristics of "proficient,"*<br>• *Teacher's assessment of the lesson is thoughtful, and includes specific indicators of effectiveness*<br>• *Teacher's suggestions for improvement draw on an extensive repertoire.* |
| *Guiding Questions* | ● *In what ways has the teacher reflected on the observed lesson?*<br>● *Has the teacher identified anything in an observed lesson that they would you do differently?*<br>● *Would the teacher be willing to share their effective practices with their peers?* | | | |

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| **4b:**<br>**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** | • *Absence of a system for either instructional or non-instructional records.*<br>• *Record-keeping systems that are in disarray so as to provide incorrect or confusing information.* | • *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.*<br>• *The teacher's process for tracking student progress is cumbersome to use.*<br>• *The teacher has a process for tracking some non-instructional information, but not all, or it may contain some errors.* | • *The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.*<br>• *The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.*<br>• *The teacher's process for recording non-instructional information is both efficient and effective.* | *In addition to the characteristics of "proficient,"*<br>• *Students contribute to and maintain records indicating completed and outstanding work assignments.*<br>• *Students contribute to and maintain data files indicating their own progress in learning.*<br>• *Students contribute to maintaining non-instructional records for the class.* |
| **Guiding Questions** | ● *Does the teacher portfolio system manage the daily information collected concerning your students' instruction and needs?*<br>● *How does the teacher use data to guide their planning and instruction?* | | | |

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|---|---|---|---|---|
| **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. 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. |
| **Critical Attributes** | • *Little or no information regarding instructional program available to parents.*<br>• *Families are unaware of their children's progress.*<br>• *Lack of family engagement activities.*<br>• *Culturally inappropriate communication* | • *School or district-created materials about the instructional program are sent home.*<br>• *Infrequent or incomplete information sent home by teachers about the instructional program.*<br>• *Teacher maintains school-required grade book but does little else to inform families about student progress.*<br>• *Teacher communications are sometimes inappropriate to families' cultural norms.* | • *Information about the instructional program is available on a regular basis.*<br>• *The teacher sends information about student progress home on a regular basis.*<br>• *Teacher develops activities designed to successfully engage families in their children's learning, as appropriate.* | *In addition to the characteristics of "proficient,"*<br>• *On a regular basis, students develop materials to inform their families about the instructional program.*<br>• *Students maintain accurate records about their individual learning progress and frequently share this information with families.*<br>• *Students contribute to regular and ongoing projects designed to engage families in the learning process.* |
| **Guiding Questions** | ● *What systems are in place for ongoing and reciprocal communication with families?*<br>● *How are families encouraged to be involved and engaged in their child's learning experience?* | | | |

| 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. |
|---|---|---|---|---|
| Critical Attributes | • *The teacher's relationship with colleagues is characterized by negativity or combativeness.*<br>• *The teacher purposefully avoids contributing to activities promoting professional inquiry.*<br>• *The teacher avoids involvement in school activities and school district and community projects.* | • *The teacher has pleasant relationship with colleagues.*<br>• *When invited, the teacher participates in activities related to professional inquiry.*<br>• *When asked, the teacher participates in school activities, and school district and community projects.* | • *The teacher has supportive and collaborative relationships with colleagues.*<br>• *The teacher regularly participates in activities related to professional inquiry.*<br>• *The teacher frequently volunteers to participate in school events and school district and community projects.* | *In addition to the characteristics of "proficient,"*<br>• *The teacher takes a leadership role in promoting activities related to professional inquiry.*<br>• *The teacher regularly contributes to and leads events that positively impact school life.*<br>• *The teacher regularly contributes to and leads significant school district and community projects.* |
| Guiding Questions | ● *How does the teacher enhance their professional learning community (PLC)?*<br>● *Does the teacher seize opportunities for leadership within the building and the district?* | | | |

| 4e:<br>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. |
|---|---|---|---|---|
| *Critical Attributes* | • *The teacher is not involved in any activity that might enhance knowledge or skill.*<br>• *The teacher purposefully resists discussing performance with supervisors or colleagues.*<br>• *The teacher ignores invitations to join professional organizations or attending conferences.* | • *The teacher participates in professional activities when required or when provided by the school district.*<br>• *The teacher reluctantly accepts feedback from supervisors and colleagues.*<br>• *The teacher contributes in a limited fashion to educational professional organizations.* | • *The teacher seeks regular opportunities for continued professional development.*<br>• *The teacher welcomes colleagues and supervisors in the classroom for the purposes of gaining insight from their feedback.*<br>• *The teacher actively participates in professional organizations designed to contribute to the profession.* | *In addition to the characteristics of "proficient,"*<br>• *The teacher seeks regular opportunities for continued professional development, including initiating action research.*<br>• *The teacher actively seeks feedback from supervisors and colleagues.*<br>• *The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.* |
| *Guiding Questions* | ● *What resources has the teacher read and/or shared to grow and develop professionally?*<br>● *Does the teacher subscribe to any educational research journals?*<br>● *Would the teacher recommend any journals or recent books to be part of the professional library?* | | | |

SCHOOL DISTRICT 54
Ensuring Student Success

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|---|---|---|---|---|
| **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 not knowingly contributes 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. |
| *Critical Attributes* | • *Teacher is dishonest.*<br>• *Teacher does not notice the needs of students.*<br>• *The teacher engages in practices that are self-serving.*<br>• *The teacher willfully rejects school district regulations.* | • *Teacher is honest.*<br>• *Teacher notices the needs of students, but is inconsistent in addressing them.*<br>• *Teacher does not notice that some school practices result in poor conditions for students.*<br>• *Teacher makes decisions professionally, but on a limited basis.*<br>• *Teacher complies with school district regulations.* | • *Teacher is honest and known for having high standards of integrity.*<br>• *Teacher actively addresses student needs.*<br>• *Teacher actively works to provide opportunities for student success.*<br>• *Teacher willingly participates in team and departmental decision-making.*<br>• *Teacher complies completely with school district regulations.* | • *Teacher is considered a leader in terms of honesty, integrity, and confidentiality.*<br>• *Teacher is highly proactive in serving students.*<br>• *Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.*<br>• *Teacher takes a leadership role in team and departmental decision-making.*<br>• *Teacher takes a leadership role regarding school district regulations.* |
| *Guiding Questions* | • *What are the teacher's personal goals to maintain professionalism?*<br>• *As an exemplary teacher, how does the teacher ensure they are always putting student best interest at the forefront of decisions?* | | | |

# PERFORMANCE STANDARDS

## NON-CLASSROOM CERTIFIED PERSONNEL

**TITLE:**  Certified School Nurse

**REPORTS TO:**  Building Principal

**QUALIFICATIONS:**  Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

| Planning and Preparation: |
| --- |
| 1a.  Demonstrates medical knowledge and skills in nursing techniques |
| 1b.  Demonstrates knowledge of child and adolescent development |
| 1c.  Establishes goals for the nursing program appropriate to the setting and students served |
| 1d.  Demonstrates knowledge of government regulations and resources, both within and beyond the school and district |
| 1e.  Plans the nursing program for both individuals and groups of students, integrated with the regular school program |
| 1f.  Develops a plan to evaluate the nursing program |

| Learning Environment: |
| --- |
| 2a.  Creates an environment of respect and rapport |
| 2b.  Establishes a culture for health and wellness |
| 2c.  Follows health protocols and procedures |
| 2d.  Supervises health associates |
| 2e.  Organizes physical space |

| Delivery of Service: |
| --- |
| 3a.  Assesses student needs |
| 3b.  Administers medications to students |
| 3c.  Promotes wellness through classes or classroom presentations |
| 3d.  Manages emergency situations |
| 3e.  Demonstrates flexibility and responsiveness |

| Professional Responsibilities: |
| --- |
| 4a.  Reflects on practice |
| 4b.  Maintains health records in accordance with policy and submits reports in a timely fashion |
| 4c.  Communicates with families |
| 4d.  Participates in a professional community |
| 4e.  Engages in professional development |
| 4f.  Shows professionalism, including integrity, advocacy and maintaining confidentiality |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 1: Planning and Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **1a:** **Demonstrates medical knowledge and skill in nursing techniques** | Nurse demonstrates little understanding of medical knowledge and nursing techniques. | Nurse demonstrates basic understanding of medical knowledge and nursing techniques. | Nurse demonstrates understanding of medical knowledge and nursing techniques. | Nurse demonstrates deep and thorough understanding of medical knowledge and nursing techniques. |
| **1b:** **Demonstrates knowledge of child and adolescent development** | Nurse displays little or no knowledge of the child and adolescent development. | Nurse displays partial knowledge of child and adolescent development. | Nurse displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, nurse displays knowledge of the extent to which individual students follow the general patterns. |
| **1c:** **Establishes goals for the nursing program appropriate to the setting and students served** | Nurse has no clear goals for the nursing program or they are inappropriate to either the situation or age of the students. | Nurse's goals for the nursing program are rudimentary and are partially suitable to the situation and age of the students. | Nurse's goals for the nursing program are clear and appropriate to the situation in the school and to the age of the students. | Nurse's goals for the nursing program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues. |
| **1d:** **Demonstrates knowledge of government regulations and resources, both within and beyond the school and district** | Nurse demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district. | Nurse displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly. | Nurse displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school. | Nurse's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community. |
| **1e:** **Plans the nursing program for both individuals and groups of students, integrated with the regular school program** | Nursing program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Nurse's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Nurse has developed a plan that includes the important aspects of work in the setting. | Nurse's plan is highly coherent and serves to support not only the students individually and in groups, but the broader educational program. |
| **1f:** **Develops a plan to evaluate the nursing program** | Nurse has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Nurse has a rudimentary plan to evaluate the nursing program. | Nurse's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Nurse's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

| Domain 2: Learning Environment | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **2a: Creates an environment of respect and rapport** | Nurse's interactions with at least some students are negative or inappropriate. | Nurse's interactions, with students are a mix of positive and negative. | Nurse's interactions with students are positive and respectful. | Students seek out the nurse, reflecting a high degree of comfort and trust in the relationship. |
| **2b: Establishes a culture for health and wellness** | Nurse makes no attempt to establish a culture for health and wellness in the school as a whole, either among students or teachers. | Nurse's attempts to promote a culture throughout the school for health and wellness are partially successful. | Nurse promotes a culture throughout the school for health and wellness. | The culture in the school for health and wellness, while guided by the nurse, is maintained by both teachers and students. |
| **2c: Follows health protocols and procedures** | Nurse's procedures, for the nursing office are nonexistent or in disarray. | Nurse has rudimentary and partially successful procedures for the nursing office. | Nurse's procedures for the nursing center work effectively. | Nurse's procedures for the nursing center are seamless, anticipating unexpected situations. |
| **2d: Supervises health associates** | No guidelines for delegated duties have been established or the guidelines are unclear. Nurse does not monitor associates' activities. | Nurse's efforts to establish guidelines for delegated duties are partially successful. Nurse monitors associates' activities sporadically. | Nurse has established guidelines for delegated duties and monitors associates' activities. | Associates work independently, indicating clear guidelines for their work. Nurse's supervision is subtle and professional. |
| **2e: Organizes physical space** | Nurse's office is in disarray or is inappropriate to the planned activities. Medications are not properly stored. | Nurse's attempts to create a well-organized physical environment are partially successful. Medications are stored properly but are difficult to find. | Nurse's office is well organized and is appropriate to the planned activities. Medications are properly stored and well organized. | Nurse's office is efficiently organized and is highly appropriate to the planned activities. Medications are properly stored and well organized. |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 3: Delivery of Service | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **3a: Assesses student needs** | Nurse does not assess student needs or the assessments result in inaccurate conclusions. | Nurse's assessments of student needs are perfunctory. | Nurse assesses student needs and knows the range of student needs in the school. | Nurse conducts detailed and individualized assessment of student needs to contribute to program planning. |
| **3b: Administers medications to students** | Medications are administered with no regard to state or district policies. | Medications are administered by designated individuals but signed release forms are not conveniently stored. | Medications are administered by designated individuals and signed release forms are conveniently stored and available when needed. | Medications are administered by designated individuals and signed release forms are conveniently stored. Students take an active role in medication compliance. |
| **3c: Promotes wellness through classes or classroom presentations** | Nurse's work with students in classes fails to promote wellness. | Nurse's efforts to promote wellness through classroom presentations are partially effective. | Nurse's classroom presentations result in students acquiring the knowledge and attitudes that help them adopt a healthy lifestyle. | Nurse's classroom presentations for wellness are effective, and students assume an active role in the school in promoting a healthy lifestyle. |
| **3d: Manages emergency situations** | Nurse has no contingency plans for emergency situations. | Nurse's plans for emergency situations have been developed for the most frequently occurring situations but not others. | Nurse's plans for emergency situations have been developed for many situations. | Nurse's plans for emergency situations have been developed for many situations. Students and teachers have learned their responsibilities in case of emergencies. |
| **3e: Demonstrates flexibility and responsiveness** | Nurse adheres to the plan in spite of evidence of its inadequacy. | Nurse makes modest changes in the nursing program when confronted with evidence of the need for change. | Nurse makes revisions in the nursing program when they are needed. | Nurse is continually seeking ways to improve the nursing program and makes changes as needed in response to student, parent or teacher input. |
| **3f: Collaborating with teachers to develop specialized educational programs and services for students with diverse medical needs** | Nurse declines to collaborate with classroom teachers to develop specialized educational programs. | Nurse collaborates with classroom teachers in developing instructional lessons and units when specifically asked to do so. | Nurse initiates collaboration with classroom teachers in developing instructional lessons and units. | Nurse initiates collaboration with classroom teachers in developing instructional lessons and units, locating additional resources from outside the school. |

SCHOOL DISTRICT 54
Ensuring Student Success

| Domain 4: Professional Responsibilities | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **4a:**<br>**Reflects on practice** | Nurse does not reflect on practice or the reflections are inaccurate or self-serving. | Nurse's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. | Nurse's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Nurse makes some specific suggestions as to how the nursing program might be improved. | Nurse's reflection is highly accurate and perceptive, citing specific examples. Nurse draws on an extensive repertoire to suggest alternative strategies. |
| **4b:**<br>**Maintains health records in accordance with policy and submits reports in a timely fashion** | Nurse's reports, records and documentation are missing, late or inaccurate, resulting in confusion. | Nurse's reports, records and documentation are generally accurate, but are occasionally late. | Nurse's reports, records and documentation are accurate, and are submitted in a timely manner. | Nurse's approach to recordkeeping is highly systematic and efficient and serves as a model for colleagues across the school. |
| **4c:**<br>**Communicates with families** | Nurse provides no information to families, either about the nursing program as a whole or about individual students. | Nurse provides limited though accurate information to families about the nursing program as a whole and about individual students. | Nurse provides thorough and accurate information to families about the nursing program as a whole and about individual students. | Nurse is proactive in providing information to families about the nursing program and about individual students through a variety of means. |
| **4d:**<br>**Participates in a professional community** | Nurse's relationships with colleagues are negative or self-serving and nurse avoids being involved in school and district events and projects. | Nurse's relationships with colleagues are cordial and nurse participated in school and district events and projects when specifically requested. | Nurse participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Nurse makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. |
| **4e:**<br>**Engages in professional development** | Nurse does not participate in professional development activities, even when such activities are clearly needed for the development of nursing skills. | Nurse's participation in professional development activities is limited to those that are convenient or required. | Nurse seeks out opportunities for professional development based on an individual assessment of need. | Nurse actively pursues professional development opportunities and makes substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **4f:**<br>**Shows professionalism, including integrity advocacy and maintaining confidentiality** | Nurse displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality. | Nurse is honest in interactions with colleagues, students and the public; does not violate confidentiality. | Nurse displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed. | Nurse can be counted on to hold the highest standards of honesty, integrity, confidentiality and advocating for students, and takes a leadership role with colleagues. |

# PERFORMANCE STANDARDS

## NON-CLASSROOM CERTIFIED PERSONNEL

**TITLE:** School Psychologist

**REPORTS TO:** Building Principal

**QUALIFICATIONS:** Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

| **Planning and Preparation:** |
|---|
| 1a. Demonstrating Knowledge and Skill I the Implementation of Assessment Instruments to Evaluate Students |
| 1b. Demonstrating Knowledge of Child and Adolescent Development in Order to Establish Goals for Student Programming |
| 1c. Establishing Goals for the Psychological Services Appropriate to the Settings and Students Served |
| 1d. Demonstrating Knowledge of State and Federal Regulations, and Resources Within and Beyond the School and District |
| 1e. Planning and Integrating the Program to Meet the Needs of Individual Students, Including Prevention |
| 1f. Incorporating an Internal Measurement Process to Evaluate the Efficacy of the Psychological Services |

| **Environment:** |
|---|
| 2a. Establishing Rapport with Students |
| 2b. Establishing a Culture that Promotes Pro-Social Behaviors Among the Students Across Educational Settings |
| 2c. Establishing and Maintaining Clear Procedures for Referrals |
| 2d. Establishing Standards of Conduct Across Settings |
| 2e. Organizing Physical Space |

| **Delivery of Service:** |
|---|
| 3a. Responding to Referrals and Evaluating Student Needs |
| 3b. Evaluating Student Needs in Compliance with State and Federal Guidelines, Inclusive of RtI Systems that are Educationally Relevant and Diagnostically Sound |
| 3c. Actively Participating on the Educational/Evaluation Teams |
| 3d. Planning Interventions to Maximize Students' Academic and/or Behavioral Successes |
| 3e. Maintaining Professional Relationships with Community Service Providers to Support Student Performance Across Settings |
| 3f. Demonstrating Flexibility and Responsiveness |

| **Professional Responsibilities:** |
|---|
| 4a. Reflecting on Practice |
| 4b. Maintaining Accurate and Effective Data Management System |
| 4c. Communicating with Parents, Staff, and Administrators |
| 4d. Participating in a Professional Community |
| 4e. Growing and Developing Professionally |
| 4f. Showing Professionalism |

| Domain 1: Planning and Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **1a: Demonstrating Knowledge and Skill I the Implementation of Assessment Instruments to Evaluate Students** | Psychologist demonstrates little or no knowledge and skill in using assessment instruments to evaluate students. | Psychologist inconsistently uses the appropriate assessment instruments in the evaluation students. | Psychologist consistently uses a range of assessment instruments, along with the incorporation of performance data to evaluate students and determine accurate diagnoses. | Psychologist uses a wide range of assessment instruments, along with other performance data to evaluate students, as well as demonstrates the ability to incorporate the necessary diagnostic activities in order to achieve a meaningful outcome for students in an evaluative process. |
| **1b: Demonstrating Knowledge of Child and Adolescent Development in Order to Establish Goals for Student Programming** | Psychologist demonstrates little or no knowledge of child and adolescent development and has difficulty guiding educational teams in the development of IEPs. | Psychologist demonstrates basic knowledge of child and adolescent development and participates with the educational team in the development of IEPs. | Psychologist demonstrates thorough knowledge of child and adolescent development and effectively integrates assessment/performance data in the development of IEPs. | Psychologist demonstrates extensive knowledge of child and adolescent development and provides leadership in the planning and organization of IEPs. As a part of the service delivery, the psychologist provides training to staff in order to appropriately execute individual education plans. |
| **1c: Establishing Goals for the Psychological Services Appropriate to the Settings and Students Served** | Psychologist has no clear goals for the remediation strategies/interventions, or they are inappropriate to either the situation or the age of the student(s). | Psychologist's goals for the remediation strategies/ interventions are rudimentary and only partially suitable to the situation and the age of the student(s). | Psychologist's goals for the remediation strategies/ interventions are clear and appropriate within the context of the educational setting and to the age/developmental level of the student(s) receiving therapeutic services. | Psychologist's goals for the remediation strategies/ interventions are diagnostically relevant to the situation in the school environment and to the age/developmental level of the student(s), and have been created following consultations with students, parents, and colleagues. |
| **1d: Demonstrating Knowledge of State and Federal Regulations, and Resources Within and Beyond the School and District** | Psychologist demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district. | Psychologist displays awareness of governmental regulations and resources for students available within the school or district, but no knowledge of resources available beyond the educational setting. | Psychologist displays awareness of governmental regulations and resources for students available within the school or district, and some familiarity with resources external to the district. | Psychologist's knowledge of governmental regulations and services for students is extensive, inclusive of district and community resources. In addition, the psychologist networks within and beyond the district to seek additional resources, as needed, in the provision of therapeutic services. |

**SCHOOL DISTRICT 54**
Ensuring Student Success

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|---|---|---|---|---|
| **1e: Planning and Integrating the Program to Meet the Needs of Individual Students, Including Prevention** | Psychologist's plan for intervention services consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Psychologist's plan has learning objectives aligned to the identified needs of the students and includes a number of meaningful activities, but some of them don't fit with the broader goals. | Psychologist has developed a plan that is appropriately aligned with the student's identified educational/social-emotional needs, incorporating the behavioral expectations of the general education setting that are a part of the student's school day. | Psychologist's plan is coherent and preventive, designed to support student progress. The intended objective guides application into the broader educational environment so as to facilitate independent functioning. |
| **1f: Incorporating an Internal Measurement Process to Evaluate the Efficacy of the Psychological Services** | Psychologist has no plan to evaluate the effectiveness of the remediation strategies/interventions, or resists suggestions that an evaluation is necessary. | Psychologist has a rudimentary plan to evaluate the effectiveness of the remediation strategies/interventions that are used with students. | Psychologist's plan to evaluate the effectiveness of the remediation strategies/interventions is organized around clear goals, inclusive of the collection of evidence to indicate the degree to which the goals have been met. | Psychologist's plan to evaluate the effectiveness of the remediation strategies/interventions is comprehensive, incorporating multiple sources of evidence derived across relevant settings/activities, along with a connection intended to guide program improvements on an ongoing basis. |

|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
|---|---|---|---|---|
| **2a** **Establishing rapport with students** | Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable during service delivery. | Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful. | Psychologist's interactions with students are positive and respectful; students appear comfortable during service delivery. | Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship and demonstrate the benefits derived from the social/ emotional supports provided through service delivery. |
| **2b** **Establishing a culture that promotes pro-social behaviors among the students across educational settings** | Psychologist makes no attempt to establish a culture for positive behaviors across school settings. | Psychologist attempts to promote positive behaviors across educational settings and these attempts are partially successful. | Psychologist promotes a culture throughout the school that encourages positive behaviors across educational settings and provides direct instructional support among the students in groups, and between students and their teachers. | Psychologist takes the initiative to work collaboratively in the promotion of a school wide culture that systematically establishes and reinforces positive behaviors. environment. |
| **2c** **Establishing and maintaining clear procedures for referrals** | Psychologist does not participate in establishing or maintaining procedures for referrals.  Psychologist is unresponsive to teachers' requests for assistance in the referral process. | Psychologist assists in establishing referral procedures when asked and inconsistently maintains established procedures. Psychologist is minimally responsive to teacher requests for assistance. | Psychologist actively participates in establishing and maintaining referral procedures and guides stakeholders through implementation. | Psychologist monitors the effectiveness of the referral procedures. The psychologist takes a leadership role in training staff on the utilization of the referral process and suggests revisions as necessary to ensure that the process remains appropriate for the students and school environment. |
| **2d** **Establishing standards of conduct across settings** | No standards of conduct have been established and the psychologist disregards or fails to address negative student behavior. | Standards of conduct appear to have been established, yet the psychologist's attempts to monitor and correct negative student behavior is only partially successful. | Standards of conduct have been clearly established. The psychologist monitors student behavior against those standards providing appropriate therapeutic supports and facilitating respectful behavior. | Standards of conduct have been clearly established. The psychologist has built the behavioral foundation with the students so that they are able to monitor and self-correct their behaviors. |
| **2e** **Organizing physical space** | The physical space is disorganized and poorly suited for working with students. Materials are not stored in a secure location, and are difficult to find when needed. | The physical space is moderately organized. Some attempt is made to modify the available space or find an alternative site that is more suitable for the planned activity. Materials are stored in a secure location, but are not always readily available. | The physical space is organized. Attempts are made to modify the available space or find an alternative site that is more suitable for the planned activity. Materials are stored in a secure location and are available when needed. | The physical space is arranged and organized to accommodate a variety of activities with children.  If an alternative space is more suitable for an activity, the psychologist has arranged for the site in advance. Materials are stored in a secure location and are readily available. |

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| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **3a**<br>**Responding to referrals and evaluating student needs** | Psychologist fails to respond to a referral request or to initiate the evaluative process defined in the referral. | Psychologist responds to a referral request with only minimal follow-up. The psychologist initiates the evaluative process defined in the referral, but is inconsistent in the completion of the process. | Psychologist responds to a referral request in a timely manner with appropriate follow-up. The psychologist initiates the evaluative process defined in the referral, and is consistent in the completion of the process. | Psychologist takes a leadership role in monitoring student performance with grade level teams, and guides the implementation of referral requests as necessary. Upon receipt of the referral, the psychologist efficiently initiates and completes the evaluative process defined in the referral. |
| **3b**<br>**Evaluating student needs in compliance with state and federal guidelines, inclusive of RtI systems that are educationally relevant and diagnostically sound** | Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established timelines and procedures. | Psychologist attempts to administer appropriate and/or available evaluation instruments to students, but is inconsistent in following established timelines and procedures. | Psychologist administers appropriate and/or relevant evaluation instruments to students, and ensures that all established timelines and/or procedures are delivered with full compliance. | Psychologist selects from a broad repertoire those assessments that are most appropriate and educationally relevant to the referral questions, and conducts information sessions with colleagues to ensure that they fully understand and comply with all established timelines and/or procedures. |
| **3c**<br>**Actively participating on the educational/ evaluation teams** | Psychologist does not actively participate with student educational and/or evaluation teams. | Psychologist participates with student educational and/or evaluation teams based upon the diagnostic data derived from the assessment reports in the development of student's IEP. | Psychologist actively participates on the educational/evaluation teams, connecting the assessment data to the needs for service and prepares detailed IEPs based upon the derived diagnostic data. | Psychologist actively participates on the educational/evaluation team. IEPs are prepared in an exemplary manner, incorporating relevant diagnostic information that connects the student's performance to that of same-aged non-disabled peers. |
| **3d**<br>**Planning interventions to maximize students' academic and/or behavioral successes** | Psychologist fails to plan interventions suitable for students or the planned intervention is mismatched with the findings of the assessment data. | Psychologist has planned interventions for students, but the interventions are only partially suitable and sporadically aligned with identified needs. | Psychologist's planned interventions for students are designed with integrity and aligned to remediate identified academic and/or behavioral needs. | Psychologist takes a leadership role in the development of comprehensive interventions for students, finding ways to meet student needs aligned to remediate educational and/or behavioral deficits. Initiative is taken in seeking additional resources as needed. |
| **3e**<br>**Maintaining professional relationships with community service providers to support student performance across settings** | Psychologist does not maintain contact with professional colleagues and community service providers in the provision of educational services. | Psychologist maintains occasional contact with professional colleagues and community service providers in the provision of educational services. | Psychologist maintains ongoing contact with professional colleagues and community service providers in the provision of educational services across settings. | Psychologist initiates ongoing contact in order to network with professional colleagues and community service providers. Psychologist identifies when additional resources are necessary and procures those resources in collaboration with the educational team in the provision of educational services across settings. |
| **3f**<br>**Demonstrating flexibility and responsiveness** | Psychologist adheres to his or her service plan, in spite of evidence of its inadequacy. | Psychologist makes modest changes in the service plan when confronted with evidence of the need for change. | Psychologist makes revisions in the service plan as necessary based upon data and the educational setting. | Psychologist is continually seeking ways to improve the service plan, and makes changes as needed in response to input of stakeholders. |

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| | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **4a**<br>**Reflecting on practice** | Psychologist resists reflection on practice. Reflections are inaccurate or self-serving. Psychologist is unable to identify any evidence-based practice to support interventions. | Psychologist's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. Psychologist demonstrates a vague understanding of evidence-based practice and how it relates to interventions. | Psychologist's reflection provides an accurate and objective description of practice, citing specific evidence. Psychologist makes some specific suggestions based on evidence as to how the interventions might be improved. | Psychologist's reflection is accurate and perceptive, citing specific examples that were not fully successful, for at least some students. Psychologist draws on an extensive repertoire to suggest alternative strategies and consistently incorporates evidence-based practices. |
| **4b**<br>**Maintaining accurate and effective data management system** | Psychologist's system for managing data is either nonexistent or inappropriate; it cannot be used to monitor student progress or to adjust service delivery. | Psychologist's system for managing data is rudimentary or insufficient for monitoring student progress and is only occasionally used to make adjustments to service delivery. | Psychologist's system for managing data is effective for monitoring student progress and is used on an on-going basis to make adjustments to service delivery. | Psychologist's system for managing data is effective and organized for monitoring student progress across settings and is used as a foundational component in the implementation of service delivery and is shared with all relevant stakeholders. |
| **4c**<br>**Communicating with parents, staff and administrators** | Psychologist is unavailable to stakeholders for questions, planning or for sharing of assessment data. | Psychologist is available to stakeholders only when requested for questions, planning or sharing of assessment data. The information provided may be insufficient or delivered in an insensitive manner. | Psychologist initiates contact with stakeholders to provide information to plan, answer questions and share assessment data. The communication supports on-going collaboration in the provision of educational programming. | Psychologist seeks out stakeholders to provide information to plan, answer questions and share assessment data. Psychologist solicits stakeholder's perspectives on individual students or needs within an educational setting and documents consultation/collaboration in progress notes and data management system. |
| **4d**<br>**Participating in a professional community** | Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and/or projects. | Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and/or projects when specifically requested. | Psychologist participates actively in school and district events and/or projects, while also maintaining positive and productive relationships with colleagues. | Psychologist makes a substantial contribution to school and district events and/or projects and assumes a leadership role with colleagues. |
| **4e**<br>**Growing and developing professionally** | Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills. | Psychologist's participation in professional development activities is limited to those that are convenient or are required. | Psychologist seeks out opportunities for professional development based on an assessment of professional need and/or needs identified within the school setting. | Psychologist actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **4f**<br>**Showing professionalism** | Psychologist is not trustworthy or dependable in his/her interactions with colleagues, students, and the public. The psychologist fails to comply with school and district policies and practices. The psychologist violates practices of confidentiality as defined by state and federal law. | Psychologist is trustworthy and dependable in his/her interactions with colleagues, students, and the public. The psychologist minimally complies with school and district policies and practices. The psychologist provides moderate advocacy for students, and does not violate practices of confidentiality as defined by state and federal law. | Psychologist displays high standards of honesty, integrity, and confidentiality in all documentation and interactions with stakeholders. The psychologist advocates for students when needed. The psychologist complies fully and voluntarily with school and district policies, and maintains confidentiality as required by state and federal law. | Psychologist demonstrates the highest standards of ethical conduct, inclusive of confidentiality in documentation and sound therapeutically meaningful interactions with all stakeholders. The psychologist consistently advocates for students and takes a leadership role with colleagues |

# PERFORMANCE STANDARDS

# NON-CLASSROOM CERTIFIED PERSONNEL

**TITLE:**     Social Worker/Guidance Counselor

**REPORTS TO:**     Building Principal

**QUALIFICATIONS:**     Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

| **Planning and Preparation:** |
|---|
| 1a.     Demonstrates knowledge of counseling theory and techniques, e.g., individual consultations, group processes |
| 1b.     Demonstrates knowledge of child and adolescent development |
| 1c.     Establishes goals for the counseling program appropriate to the setting and students served |
| 1d.     Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district |
| 1e.     Plans the counseling program, using individual and small group sessions and in-class activities, and including crisis prevention, intervention and response |
| 1f.     Develops a plan to evaluate the counseling program |

| **Learning Environment:** |
|---|
| 2a.     Creates an environment of respect and rapport |
| 2b.     Establishes a culture for productive communication |
| 2c.     Manages routines and procedures |
| 2d.     Establishes standards of conduct and contributes to the culture for student behavior throughout the school |
| 2e.     Organizes physical space |

| **Delivery of Service:** |
|---|
| 3a.     Assesses student needs |
| 3b.     Assists students and teachers in the formulation of academic, personal/social and career plans, based on knowledge of student needs |
| 3c.     Uses counseling techniques in individual and classroom programs |
| 3d.     Brokers resources to meet needs |
| 3e.     Demonstrates flexibility and responsiveness |

| **Professional Responsibilities:** |
|---|
| 4a.     Reflects on practice |
| 4b.     Maintains records and submits them in a timely fashion |
| 4c.     Communicates with families |
| 4d.     Participates in a professional community |
| 4e.     Engages in professional development |
| 4f.     Shows professionalism, including integrity, advocacy and maintaining confidentiality |

SCHOOL DISTRICT 54

| Domain 1: Planning and Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **1a:** **Demonstrates knowledge of counseling theory and techniques, e.g., individual consultations, group process** | Counselor demonstrates little understanding of counseling theory and techniques. Counselor does not plan to meet with students individually or in groups. | Counselor demonstrates basic understanding of counseling theory and techniques. Counselor plans occasional meetings with individual students or groups to advance the program goals. | Counselor demonstrates understanding of counseling theory and techniques. Counselor plans frequent meetings with individual students or groups to help students make good academic and social choices. | Counselor demonstrates comprehensive and coherent understanding of counseling theory and techniques. Counselor plans for students to increasingly make independent sound, informed academic and personal social choices. |
| **1b:** **Demonstrates knowledge of child and adolescent development** | Counselor displays little or no knowledge of child and adolescent development | Counselor displays partial knowledge of child and adolescent development | Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. | In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns. |
| **1c:** **Establishes goals for the counseling program appropriate to the setting and the students served** | Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or age of the students. | Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students. | Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students. | Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents and colleagues. Goals include working collaboratively with others to effect wider change throughout the school. |
| **1d:** **Demonstrates knowledge of state and federal regulations and resources within and beyond the school and district** | Counselor demonstrates little or no knowledge of governmental regulations and resources for students available through the school or district. | Counselor displays awareness of governmental regulations and resources for students available through the school or district, but no knowledge of resources available more broadly. | Counselor displays awareness of governmental regulations and resources for students available through the school or district and some familiarity with resources external to the school. | Counselor's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district and in the community. |
| **1e:** **Plans the counseling program, using individual and small group sessions and in-class activities, and including crisis prevention, intervention and response** | Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure. | Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals. | Counselor has developed a plan that includes the important aspects of counseling in the setting. | Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but the broader education program. |
| **1f:** **Develops a plan to evaluate the counseling program** | Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Counselor has a rudimentary plan to evaluate the counseling program. | Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Counselor's evaluation plan is highly sophisticated with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

| Domain 2: Learning Environment | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **2a:** **Creates an environment of respect and rapport** | Counselor's interactions with students are negative or inappropriate and the counselor does not promote positive interactions among students. | Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful. | Counselor's interactions with students are positive and respectful and the counselor actively promotes positive student to student interactions. | Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions. |
| **2b:** **Establishes a culture for productive communication** | Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or teachers or between students and teachers. | Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful. | Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers. | The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students. |
| **2c:** **Manages routines and procedures** | Counselor's routines for the counseling center or classroom work are nonexistent or in disarray. | Counselor has rudimentary and partially successful routines for the counseling center or classroom. | Counselor's routines for the counseling center or classroom work effectively. | Counselor's routines for the counseling center or classroom work are seamless and students assist in maintaining them. |
| **2d:** **Establishes standards of conduct and contributes to the culture for student behavior throughout the school** | Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school. | Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole. | Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school. | Counselor has established clear standards of conduct for counseling sessions and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school. |
| **2e:** **Organizes physical space** | The physical environment is in disarray or is inappropriate to the planned activities. | Counselor's attempts to create an inviting and well-organized physical environment are partially successful. | Counseling center or classroom arrangements are inviting and conductive to the planned activities. | Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement. |

| Domain 3: Delivery of Service | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **3a:** **Assesses student needs** | Counselor does not assess student needs or the assessments result in inaccurate conclusions. | Counselor's assessments of student needs are perfunctory. | Counselor assesses student needs and knows the range of student needs in the school. | Counselor conducts detailed and individualized assessments of student needs to contribute to program planning. |
| **3b:** **Assists students and teachers in formulation of academic, personal/social and career plans based on knowledge of student needs** | Counselor's program is independent of identified student needs. | Counselor's attempts to assist students and teachers to formulate academic, personal/social and career plans are partially successful. | Counselor assists students and teachers to formulate academic, personal/social and career plans for groups of students. | Counselor assists individual students and teachers to formulate academic, personal/social and career plans. |
| **3c:** **Uses counseling techniques in individual and classroom programs** | Counselor has few counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning. | Counselor displays a narrow range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning. | Counselor uses a range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning. | Counselor uses an extensive range of counseling techniques to help students acquire skills in decision-making and problem-solving for both interactions with other students and future planning. |
| **3d:** **Brokers resources to meet needs** | Counselor does not make connections with other programs in order to meet student needs. | Counselor's efforts to broker services with other programs in the school are partially successful. | Counselor brokers with other programs within the school or district to meet student needs. | Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs. |
| **3e:** **Demonstrates flexibility and responsiveness** | Counselor adheres to the plan in spite of evidence of its inadequacy. | Counselor makes modest changes in n the counseling program when confronted with evidence of the need for change. | Counselor makes revisions in the counseling program when they are needed. | Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent or teacher input. |

| Domain 4: Professional Responsibilities | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **4a:** **Reflects on practice** | Counselor does not reflect on practice or the reflections are inaccurate or self-serving. | Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. | Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved. | Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies. |
| **4b:** **Maintains health records and submits them in a timely fashion** | Counselor's reports, records and documentation are missing, late or inaccurate resulting in confusion. | Counselor's reports, records and documentation are generally accurate but are occasionally late. | Counselor's reports, records and documentation are accurate and are submitted in a timely manner. | Counselor's approach to recordkeeping is highly systematic and efficient and serves as a model for colleagues in other schools. |
| **4c:** **Communicates with families** | Counselor provides no information to families, either about the counseling program as a whole or about individual students. | Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students. | Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students. | Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. |
| **4d:** **Participates in a professional community** | Counselor's relationships with colleagues are negative or self-serving and counselor avoids being involved in school and district events and projects. | Counselor's relationships with colleagues are cordial and counselor participates in school and district events and projects when specifically requested. | Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues. |
| **4e:** **Engages in professional development** | Counselor does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills. | Counselor's participation in professional development activities is limited to those that are convenient or required. | Counselor seeks out opportunities for professional development based on an individual assessment of need. | Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **4f:** **Shows professionalism, including integrity advocacy and maintaining confidentiality** | Counselor displays dishonesty in interactions with colleagues, students and the public; violates principles of confidentiality. | Counselor is honest in interactions with colleagues, students and the public; does not violate confidentiality. | Counselor displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; advocates for students when needed. | Counselor can be counted on to hold the highest standards of honesty, integrity and confidentiality and advocating for students, and takes a leadership role with colleagues. |

# PERFORMANCE STANDARDS

# NON-CLASSROOM CERTIFIED PERSONNEL

**TITLE:** **Speech/Language Pathologist**

**REPORTS TO:** Building Principal

**QUALIFICATIONS:** Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

| Planning and Preparation: |
|---|
| 1a. Demonstrates knowledge and skill in the specialist therapy; holds relevant certificate or license |
| 1b. Establishes goals for the therapy program appropriate to the setting and students served |
| 1c. Demonstrates knowledge of district state and federal regulations and guidelines |
| 1d. Demonstrates knowledge of resources, both within and beyond the school and district |
| 1e. Plans the therapy program, integrated with the regular school program, to meet the needs of individual students |
| 1f. Develops a plan to evaluate the therapy program |

| Learning Environment: |
|---|
| 2a. Establishes rapport with students |
| 2b. Organizes time effectively |
| 2c. Establishes and maintains clear procedures for referrals |
| 2d. Establishes standards of conduct in the treatment center |
| 2e. Organizes physical space for testing of students and proving therapy |

| Delivery of Service: |
|---|
| 3a. Responds to referrals and evaluates student needs |
| 3b. Develops and implements treatment plans to maximize students' success |
| 3c. Communicates with families |
| 3d. Collects information; writes reports |
| 3e. Demonstrates flexibility and responsiveness |

| Professional Responsibilities: |
|---|
| 4a. Reflects on practice |
| 4b. Collaborates with teachers and administrators |
| 4c. Maintains an effective data management system |
| 4d. Participates in a professional community |
| 4e. Engages in professional development |
| 4f. Shows professionalism, including integrity, advocacy and maintaining confidentiality |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 1: Planning and Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **1a:** **Demonstrates knowledge and skill in the specialist therapy; holds relevant certificate or license** | Specialist demonstrates little or no knowledge and skill in the therapy area. | Specialist demonstrates basic knowledge and skill in the therapy area. | Specialist demonstrates thorough knowledge and skill in the therapy area. | Specialist demonstrates extensive knowledge and skill in the therapy area. |
| **1b:** **Establishes goals for the therapy program appropriate to the setting and the students served** | Specialist has no clear goals for the therapy program or they are inappropriate to either the situation or age of the students. | Specialist's goals for the therapy program are rudimentary and are partially suitable to the situation and age of the students. | Specialist's goals for the therapy program are clear and appropriate to the situation in the school and to the age of the students. | Specialist's goals for the therapy program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. |
| **1c:** **Demonstrates knowledge of district, state and federal regulations and guidelines** | Specialist demonstrates little or no knowledge of special education laws and procedures. | Specialist demonstrates basic knowledge of special education laws and procedures. | Specialist demonstrates thorough knowledge of special education laws and procedures. | Specialist's knowledge of special education laws and procedures is extensive; specialist takes a leadership role in reviewing and revising district policies. |
| **1d:** **Demonstrates knowledge of resources, both within and beyond the school and district** | Specialist demonstrates little or no knowledge of resources for students available through the school or district. | Specialist demonstrates basic knowledge of resources for students available through the school or district. | Specialist demonstrates thorough knowledge of resources for students available through the school or district and some familiarity with resources external to the district. | Specialist demonstrates extensive knowledge of resources for students available through the school or district and in the larger community. |
| **1e:** **Plans the therapy program integrated with the regular school program to meet the needs of individual students** | Therapy program consists of a random collection of unrelated activities lacking coherence or an overall structure. | Specialist's plan has a guiding principle and includes a number of worthwhile activities but some of them don't fit with the broader goals. | Specialist has developed a plan that includes the important aspects of work in the setting. | Specialist's plan is highly coherent and preventive and serves to support students individually within the broader educational program. |
| **1f:** **Develops a plan to evaluate the therapy program** | Specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important. | Specialist has a rudimentary plan to evaluate the therapy program. | Specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | Specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis. |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 2: Learning Environment | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **2a: Establishes rapport with students** | Specialist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing and treatment center. | Specialist's interactions are a mix of positive and negative; the specialist's efforts at developing rapport are partially successful. | Specialist's interactions with students are positive and respectful; students appear comfortable in the testing and treatment center. | Students seek out the specialist, reflecting a high degree of comfort and trust in the relationship. |
| **2b: Organizes time effectively** | Specialist exercises poor judgment in setting priorities resulting in confusion, missed deadlines and conflicting schedules. | Specialist's time-management skills are moderately well developed; essential activities are carried out but not always in the most efficient manner. | Specialist exercises good judgment in setting priorities, resulting in clear schedules and important work being accomplished in an efficient manner. | Specialist demonstrates excellent time-management skills, accomplishing tasks in a seamless manner; teachers and students understand their schedules. |
| **2c: Establishes and maintains clear procedures for referrals** | No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. | Specialist has established procedures for referrals but the details are not always clear. | Procedures for referrals and for meetings and consultations with parents and administrators are clear to everyone. | Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators. |
| **2d: Establishes standards of conduct in treatment center** | No standards of conduct have been established, and specialist disregards or fails to address student behavior during evaluation or treatment. | Standards of conduct appear to have been established in the testing and treatment center. Specialist's attempts to monitor and correct student behavior during evaluation and treatment are partially successful. | Standards of conduct have been established in the testing and treatment center. Specialist monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established in the testing and treatment center. Specialist's monitoring of students is subtle and preventive and students engage in self-monitoring of behavior. |
| **2e: Organizes physical space for testing of students and providing therapy** | The testing and treatment center is disorganized and poorly suited for working with students. Materials are usually available. | The testing and treatment center is moderately well organized and moderately well suited for working with students. Materials are difficult to find when needed. | The testing and treatment center is well organized; materials are available when needed. | The testing and treatment center is highly organized and is inviting to students. Materials are convenient when needed. |

# COMPONENT SUMMARY – SPEECH/LANGUAGE PATHOLOGIST
## DOMAIN 3: DELIVERY OF SERVICE

| Domain 3: Delivery of Service | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **3a: Responding to referrals and evaluating student needs** | Specialist fails to respond to referrals or makes hasty assessments of student needs. | Specialist responds when pressed to referrals and makes adequate assessments of student needs. | Specialist responds to referrals and makes thorough assessments of student needs. | Specialist is proactive in responding to referrals and makes highly competent assessments of student needs. |
| **3b: Develops and implements treatment plans to maximize students' success** | Specialist fails to plan treatment plan suitable to students or mismatched with the findings of assessments. | Specialist's plans for students are partially suitable for them or sporadically aligned with identified needs. | Specialist's plans for students are suitable for them and are aligned with identified needs. | Specialist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporated many related elements. |
| **3c: Communicates with families** | Specialist fails to communicate with families and secure necessary permission for evaluations or communicates in an insensitive manner. | Specialist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | Specialist communicates with families and secures necessary permission for evaluations and does so in a manner sensitive to cultural and linguistic traditions. | Specialist secures necessary permissions and communicates with families in a manner highly sensitive to cultural and linguistic traditions. Specialist reaches out to families of students to enhance trust. |
| **3d: Collects information; writes reports** | Specialist neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Specialist collects most of the important information on which to base treatment plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | Specialist collects all the important information on which to base treatment plans; reports are accurate and appropriate to the audience. | Specialist is proactive in collecting important information, interviewing teachers and parents if necessary; reports are accurate and clearly written and are tailored for the audience. |
| **3e: Demonstrates flexibility and responsiveness** | Specialist adheres to the plan in spite of evidence of its inadequacy. | Specialist makes modest changes in the treatment program when confronted with evidence of the need for change. | Specialist makes revisions in the treatment program when it is needed. | Specialist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent or teacher input. |

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Ensuring Student Success

| Domain 4: Professional Responsibilities | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **4a: Reflects on practice** | Specialist does not reflect on practice or the reflections are inaccurate of self-serving. | Specialist's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved. | Specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Specialist makes some specific suggestions as to how the therapy program might be improved. | Specialist's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Specialist draws on an extensive repertoire to suggest alternative strategies. |
| **4b: Collaborates with teachers and administrators** | Specialist is not available to staff for questions and planning and declines to provide background material when requested. | Specialist is available to staff for questions and planning and provides background material when requested. | Specialist initiates contact with teachers and administrators to confer regarding individual cases. | Specialist seeks out teachers and administrators to confer regarding cases, soliciting their perspectives on individual students. |
| **4c: Maintains an effective data-management system** | Specialist's data-management system is either nonexistent or in disarray; it cannot be used to monitor student progress or to adjust treatment when needed. | Specialist has developed a rudimentary data-management system for monitoring student progress and occasionally uses it to adjust treatment when needed. | Specialist has developed an effective data-management system for monitoring student progress and uses it to adjust treatment when needed. | Specialist has developed a highly effective data-management system for monitoring student progress and uses it to adjust treatment when needed. Specialist uses the system to communicate with teachers and parents. |
| **4d: Participates in a professional community** | Specialist's relationships with colleagues are negative or self-serving and specialist avoids being involved in school and district events and projects. | Specialist's relationships with colleagues are cordial and specialist participates in school and district events and projects when specifically asked to do so. | Specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Specialist makes a substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| **4e: Engages in professional development** | Specialist does not participate in professional development activities, even when such activities are clearly needed for the development of counseling skills. | Specialist's participation in professional development activities is limited to those that are convenient or are required. | Specialist seeks out opportunities for professional development based on an individual assessment of need. | Specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **4f: Shows professionalism, including integrity, advocacy and maintaining confidentiality** | Specialist displays dishonesty in interactions with colleagues, students and the public and violates principles of confidentiality. | Specialist is honest in interactions with colleagues, students and the public, plays a moderate advocacy role for students and does not violate norms of confidentiality. | Specialist displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public and advocates for students when needed. | Specialist can be counted on to hold the highest standards of honesty, integrity and confidentiality and advocating for students and takes a leadership role with colleagues. |

**PERFORMANCE STANDARDS**

**TITLE:**      INSTRUCTIONAL COACH/MENTOR

**REPORTS TO:**         Assistant Superintendent of Student Learning or Designee

**QUALIFICATIONS:**         Proper Illinois Certification

**PRIMARY RESPONSIBILITIES**

| Planning and Preparation: |
| --- |
| 1a.        Demonstrating Knowledge of Coaching, Content, and Pedagogy |
| 1b.        Demonstrating Knowledge of the Teacher |
| 1c.        Demonstrating knowledge of the School's Instructional Goals |
| 1d.        Demonstrating Knowledge of Resources, both Within and Beyond the School District |
| 1e.        Establishing a Coherent Goal-based Support Plan to Improve the Teacher's Practice |
| 1f.        Utilizing Formative Assessments to Provide Evidence-based Feedback on Teacher Growth |

| Learning Environment: |
| --- |
| 2a.        Creating an Environment of Respect and Rapport |
| 2b.        Establishing a Ongoing Instructional Improvement |
| 2c.        Managing Instructional Support |

| Delivery of Service: |
| --- |
| 3a.        Communicating Effectively in the Coaching Relationship |
| 3b.        Using Coaching Language, Stems, and Questions |
| 3c.        Engaging Teachers in the Coaching Process |
| 3d.        Using Data to Support Teacher in Monitoring Process |
| 3e.        Demonstrating Flexibility, Responsiveness, and Persistence |

| Professional Responsibilities: |
| --- |
| 4a.        Reflecting on Practice and Progress in Relationship to the Instructional Support Goals |
| 4b.        Creating, Maintaining, Utilizing, and Submitting Required Reports |
| 4c.        Coordinating Work with Other Colleagues to Support Teacher Progress |
| 4d.        Participating in a Professional Inquiry |
| 4e.        Growing and Developing Professionally |
| 4f.        Showing Professionalism |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 1: Planning and Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **1a:** Demonstrating knowledge of coaching, content, and pedagogy | Instructional coach/mentor does not demonstrate knowledge of coaching skills and strategies and/or does not use that knowledge in planning for interactions. Content specific coach does not have or does not use knowledge of content and content related pedagogy in their planning. | Instructional coach/mentor demonstrates some knowledge of coaching skills and strategies, dynamics and tools. Instructional coach uses them inconsistently when preparing for interactions. Content specific coach uses inaccurate or incomplete content knowledge and content related pedagogy in their planning. | Instructional coach/mentor uses knowledge of coaching skills and strategies, relationship dynamics, and tools that would further the teacher's progress to prepare for interactions. Content specific coach uses content and knowledge of content related pedagogy in their planning. | Instructional coach/mentor demonstrates extensive knowledge of coaching skills and strategies, relationship dynamics, and tools to plan opportunities for the teacher to increase student engagement in learning that connect to the larger school goals. Content specific coach plans engaging and differentiated strategies that teacher can utilize in their practice. |
| **1b:** Demonstrating knowledge of the teacher | Instructional coach/mentor demonstrates little or no familiarity with the teacher, his/her needs or cultural background, and does not seek to understand. | Instructional coach/mentor demonstrates basic familiarity with the needs of his/her teacher related to classroom performance. | Instructional coach/mentor demonstrates thorough knowledge of the needs of the teacher, his/her experience, culture, and background, and uses the knowledge to guide the interaction. | Instructional coach/mentor uses knowledge of the teacher to plan for opportunities for teacher to reflect on issues of equity in teacher's practice. |
| **1c:** Demonstrating knowledge of the school's instructional goals | Instructional coach/mentor demonstrates little or no knowledge of the school's instructional goals. | Instructional coach/mentor demonstrates knowledge of the school's instructional goals. | Instructional coach/mentor demonstrates knowledge of the school's instructional goals and uses the knowledge to guide interaction with the teacher. | Instructional coach/mentor demonstrates knowledge of the school's instructional goals and supports the teacher in addressing the goals within his/her instruction. |

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Ensuring Student Success

| 1d:<br>Demonstrating knowledge of resources, both within and beyond the school district | Instructional coach/mentor demonstrates little or no knowledge of resources available in the school or district for teacher to improve practice. | Instructional coach/mentor demonstrates some knowledge of resources available in the school and district for teacher to improve practice. | Instructional coach/mentor is fully aware of resources or how to access appropriate resources available to the coach in the school and district for teacher to improve practice. | Instructional coach/mentor actively seeks out new resources from a wide range of sources to support the development of teachers' practice in curricular implementation and providing high quality instruction to all students. |
|---|---|---|---|---|
| 1e:<br>Establishing a coherent goal-based support plan to improve the teacher's practice | Instructional coach/mentor does not establish a goal-based support plan for providing service to the teacher. | Instructional coach/mentor uses prescribed strategies and data to establish a goal-based coherent plan for providing service to the teacher. | Instructional coach/mentor uses strategies and data to establish a goal-based coherent plan that will provide service to the teacher based on the teacher's needs. | Instructional coach/mentor and teacher use evidence-based data to collaborate when establishing a goal-based coherent plan that will provide service to the teacher based on the teacher's needs. |
| 1f:<br>Utilizing formative assessments to provide evidence-based feedback on teacher growth | Instructional coach/mentor does not attempt to utilize formative assessments to analyze data and provide feedback on teacher growth based upon the *Framework for Teaching*. | Instructional coach/mentor attempts to utilize formative assessments to analyze teaching data and provide feedback on teacher growth. Feedback is not evidence-based or unclear and not aligned to the *Framework for Teaching.* | Instructional coach/mentor utilizes formative assessments to gather and analyze teaching data and provides ongoing feedback on teacher growth that is evidence-based and aligned to the *Framework for Teaching*. | Instructional coach/mentor collaborates with teacher in reviewing the formative assessments and analyzing the data in order for the teacher to self-assess and determine strengths/challenges in teacher growth based upon evidence of practice as defined in the *Framework for Teaching*. |

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Ensuring Student Success

| Domain 2: Learning Environment | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **2a:** **Creating an environment of trust and respect** | Interaction between coach/mentor and teacher is strained and non-productive. Coach/mentor is negative, inappropriate, and/or insensitive to teacher's cultural background or experience. Coach/mentor does not meet his/her commitment. | Interaction between coach/mentor and teacher is cordial and appropriate. Coach generally meets his/her commitments and demonstrates some knowledge of the teacher's background and experience. | Interactions between coach/mentor and teacher are respectful and caring and appropriate to the cultural background and experiences of the teacher. Coach/mentor meets his/her commitments. | Coach/mentor and teacher equally contribute to the success and progress of the relationship. |
| **2b:** **Establishing a culture for ongoing instructional improvement** | Instructional coach/mentor has a low expectation for success and communicates the coaching process as having little value. | Instructional coach/mentor offers support but has low expectations for success. Coach/mentor and teacher appear to be going through the motions with limited inquiry and reflection. | Instructional coach/mentor has high expectations and a commitment to instructional improvement. Coach/mentor and teacher collaboratively engage in a growth process based on inquiry and reflection. | Instructional coach/mentor supports teacher initiated directions for instructional improvement that include inquiry and reflection. |
| **2c:** **Managing instructional support** | Instructional coach/mentor does not have or utilize a system of organizing or sharing teacher data, tools, and resources related to the coaching process. | Instructional coach/mentor loses some instructional coaching time due to a lack of an organized system for sharing and maintaining teacher data, tools, and resources related to the coaching process. | Instructional coach/mentor maximizes coaching time by maintaining an effective system for organizing or sharing teacher data, tools, and resources related to the coaching process. | Instructional coach/mentor and teacher maximize coaching time by collaboratively maintaining and sharing teacher data, tools, and resources related to the coaching process. |

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| Domain 3: Delivery of Service | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **3a: Communicating effectively in the coaching relationship** | Instructional coach/mentor does not communicate the expectations of the coaching process and does not use the *Framework for Teaching* in their work. Instructional coach/mentor does not engage in modeling or co-teaching. Instructional coach/mentor's oral and written language is unclear does not conform to standard English. | Instructional coach/mentor partially communicates the expectations of the coaching process and inconsistently uses the *Framework for Teaching*. Where appropriate, instructional coach/mentor partially engages in co-teaching and modeling. Instructional coach/mentor's written and oral language is clear and correct and conforms to standard English. | Instructional coach/mentor communicates the expectations of the coaching process and effectively uses the language of the *Framework for Teaching*. Where appropriate, instructional coach/mentor uses co-teaching or modeling to help the teacher grow. Instructional coach/mentor's written and oral language is clear and correct and conforms to standard English. | Instructional coach/mentor communicates the expectations of the coaching process and effectively uses the language of the *Framework for Teaching*. Teacher initiates co-teaching or modeling, when appropriate. Instructional coach/mentor's written and oral language is clear and correct and conforms to standard English. |
| **3b: Using coaching language, stems, and questions** | Instructional coach/mentor does not use coaching language, stems, or questions during the interaction. | Instructional coach/mentor's use of coaching language, stems, and questions during an interaction is inconsistent. | Instructional coach/mentor uses coaching language, stems, and questions during interaction with teacher. | Teacher and instructional coach/mentor use coaching language and questions during the interaction to guide inquiry about teaching practice. |
| **3c: Engaging teachers in the coaching process** | Instructional coach/mentor's use of activities, tools, and data are not appropriate. Teacher is not engaged in the interaction. | Instructional coach/mentor use of activities, tools, and data are partially suitable, resulting in limited engagement by the teacher. | Instructional coach/mentor uses a variety of activities, tools, and data that are thought provoking, appropriate to the teacher's needs, and enhances the teacher's understanding of the instructional process. Teacher is actively engaged throughout the interaction. | Teacher initiates and suggests activities, use of tools, and data to reflect on their growth and is actively engaged throughout the interaction with instructional coach/mentor. |
| **3d: Using data to support teacher in monitoring growth** | Instructional coach/mentor does not collect evidence or use the *Framework for Teaching* to monitor teacher growth. | Instructional coach/mentor's analysis of teacher growth using the *Framework for Teaching* is not evidenced- based or appropriate. | Instructional coach/mentor engages the teacher in analyses of evidence to assess growth based on the *Framework for Teaching*. | Instructional coach/mentor facilitates teacher's evidence-based self-assessment of practice and growth on the *Framework for Teaching*. |
| **3e: Demonstrating flexibility, responsiveness, and persistence** | Instructional coach/mentor adheres to his/her plan, in spite of evidence of its inadequacy or inappropriateness. | Instructional coach/mentor makes modest adjustments to the interaction when confronted with evidence of the need for change. | Instructional coach/mentor makes adjustments and accommodations to the interaction to meet the needs that arise in the moment. Instructional coach/mentor persists in addressing the teacher's needs that are resistant to support by drawing on a number of strategies to engage the teacher. | Teacher assumes responsibility and initiates changes to the interaction, based on their instructional needs that arise in the moment. |

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| Domain 4: Professional Responsibilities | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|---|---|---|---|
| **4a:** **Reflecting on practice and progress in relationship to the instructional support goals** | Instructional coach/mentor does not reflect and/or know if their practice is effective or misjudges the impact of their practice on the teacher's progress. Instructional coach/mentor has no suggestions on how to improve. | Instructional coach/mentor reflects with some accuracy, but reflection is not evidence based. Suggestions for improvement are rudimentary. | Instructional coach/mentor's reflection is accurate and based on evidence with specific suggestions on how to improve practice. | Instructional coach/mentor uses evidence and seeks feedback from the teacher to shape their future practice. Instructional coach/mentor and teacher develop a plan for improving practice. |
| **4b:** **Creating, maintaining, utilizing, and submitting required reports** | Instructional coach/mentor has no system for maintaining teacher's progress or system is in disarray. Required reports are routinely late. | Instructional coach/mentor's system for maintaining information on teacher's progress is rudimentary and partially effective. Instructional coach's/mentor's required reports are sometimes submitted on time. | Instructional coach/mentor's system for maintaining information on teacher's progress is effective and is utilized to support the coach's/mentor's work. Instructional coach's/mentor's required reports are on time and accurate. | Teacher and coach/mentor collaborate on creating a useful system for tracking teacher's progress. Required reports are always submitted on time, accurate, and based on evidence. Coach/mentor uses the reports to determine ongoing needs for the school, team, or teacher. |
| **4c:** **Coordinating work with other colleagues (coaches, department chairs, specialists, etc.) to support teacher progress** | Instructional coach/mentor makes no effort to seek out or become aware of other colleagues within the district, area, or school to support the teacher. | Instructional coach/mentor is aware of and attempts to contact colleagues within the district, area, or school to support the teacher. | Instructional coach/mentor has met with and coordinates services with colleagues within the district, areas, and/or school to support the teacher in the best way possible. | Instructional coach/mentor and teacher collaborate on coordinating work with colleagues within the district, area, and/or school. |

SCHOOL DISTRICT 54
Ensuring Student Success

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|---|---|---|---|---|
| **4d:**<br>**Participating in professional inquiry** | Relationships with colleagues are negative. Instructional coach/mentor does not attend or attends and does not engage in professional inquiry (PLCs, forums, etc.). | Relationships with colleagues are cordial. Instructional coach/mentor attends and participation in professional inquiry (PLCs, forums, etc.) is limited to those that are convenient or are required. | Relationships with colleagues are mutually supportive and respectful. Instructional coach/mentor actively participates in professional inquiry (PLCs, forums, etc.). | Relationships with colleagues are characterized by mutual support and cooperation. Instructional coach/mentor takes leadership in promoting a culture of inquiry in the coaching community. |
| **4e:**<br>**Growing and developing professionally** | Instructional coach/mentor resists feedback on practice from supervisors and/or colleagues. Instructional coach/mentor does not attend or attends and does not participate in professional development. | Instructional coach/mentor reluctantly accepts feedback on practice from supervisors and/or colleagues or has a limited understanding of the feedback. Participation in professional development activities is limited to those that are convenient or are required. | Instructional coach/mentor welcomes feedback and engages supervisor and/or colleagues in discussion about it. Instructional coach/mentor seeks out opportunities for professional development based on an individual assessment of need. | Instructional coach/mentor seeks out feedback from their supervisor, colleagues, and/or teachers. Instructional coach/mentor actively pursues professional development opportunities and shares the learning with colleagues and teachers. |
| **4f:**<br>**Showing professionalism, including integrity and confidentiality** | Instructional coach/mentor makes decisions based on self-serving interests. Instructional coach/mentor does not comply with many district policies, regulations, and rules. Instructional coach/mentor displays dishonesty in interactions and violates the norms of confidentiality. | Instructional coach/mentor brings biased or limited ideas to the decision making process. Instructional coach/mentor complies with most district policies, regulations, and rules. Instructional coach/mentor is honest in interactions with colleagues and respects norms of confidentiality. | Instructional coach/mentor maintains an open mind and participates in team or departmental decisions. Instructional coach/mentor complies with all district policies, regulations, and rules. Instructional coach/mentor displays honesty and integrity in interactions with colleagues and respects norms of confidentiality. | Instructional coach/mentor takes a leadership role in team decisions. Instructional coach/ mentor complies with all district policies, regulations, and rules. Instructional coach/ mentor displays honesty and integrity and makes an effort to challenge negative perceptions about teacher professionalism and student learning while upholding the norms of confidentiality. |

## PERFORMANCE STANDARDS

## NON-CLASSROOM CERTIFIED PERSONNEL

**TITLE:**              **Special Olympics Coordinator**

**REPORTS TO:**         Assistant Superintendent of Special Education or Designee

**QUALIFICATIONS:**     Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

| Planning and Preparation: |
| --- |
| 1a.   Demonstrates knowledge of content and pedagogy |
| 1b.   Demonstrates knowledge of students |
| 1c.   Sets Instructional outcomes |
| 1d.   Demonstrates knowledge of resources |
| 1e.   Designs coherent instruction |
| 1f.   Designs student assessment |

| Classroom Environment: |
| --- |
| 2a.   Creates an environment of respect and rapport |
| 2b.   Establishes a culture for learning |
| 2c.   Manages classroom procedures |
| 2d.   Manages student behavior |
| 2e.   Organizes physical space |

| Instruction: |
| --- |
| 3a.   Communicates with students |
| 3b.   Uses questioning and discussion techniques |
| 3c.   Engages students in learning |
| 3d.   Uses assessment in instruction |
| 3e.   Demonstrates flexibility and responsiveness |

| Professional Responsibilities: |
| --- |
| 4a.   Reflects on teaching |
| 4b.   Maintains accurate records |
| 4c.   Communicates with families |
| 4d.   Participates in a professional community |
| 4e.   Grows and develops professionally |
| 4f.   Demonstrates professionalism |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| 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. |
| **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. |

**SCHOOL DISTRICT 54**
Ensuring Student Success

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|---|---|---|---|---|
| **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. |
| **1d:** **Demonstrates 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 and Special Olympics recreational 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. |
| **Questions/ Clarifications/ Resources** | • *Understanding of supports available through the schools, district and SOILL* <br> • *How do you learn about community supports related to Special Olympics?* <br> • *How do you grow your network of volunteers, coaches, and community organizations?* <br> • *What partnerships have you developed to support the program?* | | | |

COMPONENT SUMMARY – SPECIAL OLYMPICS COORDINATOR
DOMAIN 1: PLANNING AND PREPARATION

**SCHOOL DISTRICT 54**
Ensuring Student Success

| | | | | |
|---|---|---|---|---|
| **1e: Designs coherent instruction** | The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities 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. |
| **Questions/ Clarifications/ Resources** | • *How do you plan activities and practices that challenge athletes while building upon their current level of performance and strengths?*<br>• *How do you differentiate for the athletes within the program?*<br>• *How do you measure progress and increase complexities as the athletes grow in their skills?*<br>• *How do you build choice into the athlete's experiences in the program?* | | | |
| **1f: Designs student assessment** | 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. |
| **Questions/ Clarifications/ Resources** | • *How do you plan to incorporate athlete interest in the skills assessment process?*<br>• *How do you facilitate the athletes' understanding their growth in skills and sportsmanship?*<br>• *How are athletes able to make choices about how they demonstrate skill acquisition and sportsmanship in Special Olympics activities?* | | | |

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**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 2: Classroom Environment | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **2a: Creates 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 |
| *Questions/ Clarifications/ Resources* | • *How do you support coaches and volunteers to ensure a positive and respectful environment?*<br>• *How do you work to create plans for athletes with challenging behavior, and how are athletes involved in this process?*<br>• *How do athletes show growth in their ability to demonstrate respect and sportsmanship?* | | | |
| **2b: Establishes 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. |
| *Questions/ Clarifications/ Resources* | • *How do you put systems and supports in place for athletes to be independent and successful?*<br>*What evidence is there of athlete's growth in participation at higher levels or with increased independence (higher order questioning, prompt hierarchy, fading supports, etc.)?* | | | |

**SCHOOL DISTRICT 54**
Ensuring Student Success

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| **2c: Manages 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 are 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. |
| ***Questions/ Clarifications/ Resources*** | • *How do you use schedules (whole group and personal), visual supports, communication devices, Quantum strategies, etc. to support individual athlete needs?*<br>• *How do you work towards building independence in following the routine and managing transitions during practices or Young Athletes sessions?*<br>• *How have athletes shown growth in the management of following routine and transitions?* | | | |
| **2d: Manages 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. |
| ***Questions/ Clarifications/ Resources*** | • *Are there systems to support athletes in general (PBIS, teaching expectations, systematic feedback, etc.)*<br>• *How do you use behavior supports used by the school team to support unique needs of athletes?*<br>• *How do you support coaches and volunteers in the implementation of behavior strategies (5 point scale, working for cards, first/then, sensory supports, etc.)?*<br>• *How do athletes reflect on their behavior throughout the day?* | | | |

| 2e: Organizes 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. |
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| **Questions/ Clarifications/ Resources** | • *How are communication supports and devices, visual supports, individual schedules utilized by athletes?*<br>• *How do athletes contribute to the development and use of these tools and systems?*<br>• *How do you consider the needs of the athlete when structuring the environment for activities and practices?*<br>• *How do you ensure coaches and volunteers follows through with athlete supports?* | | | |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 3: Instruction | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **3a: Communicates 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. |
| ***Questions/ Clarifications/ Resources*** | • *How do you support the range of communication needs of the athletes?*<br>• *How do you ensure coaches and volunteers understand and utilize communication supports for the athletes?*<br>• *How do you ensure athletes are able to understand directions and expectations?* | | | |

**SCHOOL DISTRICT 54**
Ensuring Student Success

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| **3b:**<br>**Uses questioning and discussion techniques** | 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. |
| **Questions/ Clarifications/ Resources** | <ul><li>*How do you advance athlete depth of understanding and knowledge during activities and practices?*</li><li>*What evidence demonstrates growth towards higher level thinking and meta-cognition in athletes? (i.e. Prompt hierarchy growth, moving from prompts to cues in the development of executive functioning skills, growth in solicited and unsolicited communicative exchanges, communication supports available for spontaneous communication)*</li></ul> | | | |
| **3c:**<br>**Engages 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. |
| **Questions/ Clarifications/ Resources** | <ul><li>*What evidence demonstrates how you engage athletes at the onset of an activity or practice (sensory strategies, music, interest areas, etc.)?*</li><li>*How do you move from a monologue to a dialogue as the group leader and facilitator?*</li><li>*How do you adapt materials/ activities and practices to engage students (using their interest area)?*</li></ul> | | | |

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| **3d:**<br>**Uses 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. |
| ***Questions/ Clarifications/ Resources*** | • *How do athletes participate in self-assessment and monitoring his/her progress? (i.e. thumbs up, sideways, down; I like this, I don't like this; Have peers agree or disagree "John said touch the wall. Yes or no, Sally." "John says five laps. Sally, what did John say?"*<br>• *How do you honor nonverbal communication?*<br>• *How do you provide feedback to athletes?* | | | |
| **3e:**<br>**Demonstrates 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. |

| Domain 4: Professional Responsibilities | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **4a: Reflects 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. |
| **4b: Maintains 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. |
| ***Questions/ Clarifications/ Resources*** | • *How do you involve athletes in understanding, sharing and celebrating their progress?*<br>• *How do ensure all records for SOILL and for District 54 are timely and accurate?* | | | |

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| **4c:**<br>**Communicates 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.  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. |
| **Questions/ Clarifications/ Resources** | • *How do athletes contribute to home/ school/ community communication? (i.e. sharing successes, announcing competition outcomes, student speeches, etc.)*<br>• *How do you maintain proactive and effective lines of communication with families?*<br>• *How do you celebrate athlete successes?* | | | |
| **4d:**<br>**Participates 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. |

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| **4e:**<br>**Grows and develops 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. |
| **4f:**<br>**Demonstrates 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 not knowingly contributes 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. |

# PERFORMANCE STANDARDS

**TITLE:**          **LOW INCIDENCE SPECIAL EDUCATION TEACHER**

**REPORTS TO:**          BUILDING PRINCIPAL

**QUALIFICATIONS:**          Proper Illinois Certification

## PRIMARY RESPONSIBILITIES

| Planning and Preparation: |
| --- |
| 1a.   Demonstrates knowledge of content and pedagogy |
| 1b.   Demonstrates knowledge of students |
| 1c.   Sets Instructional outcomes |
| 1d.   Demonstrates knowledge of resources |
| 1e.   Designs coherent instruction |
| 1f.   Designs student assessment |

| Classroom Environment: |
| --- |
| 2a.   Creates an environment of respect and rapport |
| 2b.   Establishes a culture for learning |
| 2c.   Manages classroom procedures |
| 2d.   Manages student behavior |
| 2e.   Organizes physical space |

| Instruction: |
| --- |
| 3a.   Communicates with students |
| 3b.   Uses questioning and discussion techniques |
| 3c.   Engages students in learning |
| 3d.   Uses assessment in instruction |
| 3e.   Demonstrates flexibility and responsiveness |

| Professional Responsibilities: |
| --- |
| 4a.   Reflects on teaching |
| 4b.   Maintains accurate records |
| 4c.   Communicates with families |
| 4d.   Participates in a professional community |
| 4e.   Grows and develops professionally |
| 4f.   Demonstrates professionalism |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 1: Planning and Preparation | Unsatisfactory | Needs Improvement | Proficient | Excellent |
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| **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. |
| **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. |

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| **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. |
| **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. |
| **Questions/ Clarifications/ Resources** | <ul><li>*Alternate Report Card*</li><li>*Low Incidence Assessment*</li><li>*Low Incidence Essential Outcomes*</li><li>*Developmental Checklists*</li><li>*Curriculum Supports: Benchmark, LLI, Reading A to Z, Go Math!, NumberWorlds, Traits Writing, Handwriting without Tears, Teachtown, Boardmaker Studio, and other district approved curricular materials*</li></ul> | | | |

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| **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 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. |
| **Questions/ Clarifications/ Resources** | • *How does the teacher determine appropriate cognitive complexity?*<br>• *How does the teacher plan to measure student growth and why?*<br>• *What are the individual student's Low Incidence Essential Outcome present levels and next steps in instruction?* | | | |
| **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. |
| **Questions/ Clarifications/ Resources** | • *How does the teacher plan to incorporate student interest in the assessment process?*<br>• *How will the students grow in their ability to be involved and contribute to the assessment process?*<br>• *What is the plan for how students will make choices in showing what they know?*<br>• *Ex.) choices of interactive toys, books, etc. to demonstrate skills; choice of how to respond (eye gaze, switch); Student generates a question to answer as they read text, using from a sentence starter or choice board; Student demonstrates growth from sentence starter to initiating without support.* | | | |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 2: 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 |
| *Questions/ Clarifications/ Resources* | <ul><li>*What evidence is there to demonstrate how teacher supports paraprofessionals to ensure a positive and respectful environment?*</li><li>*How do teachers work to create plans for students with challenging behavior, and how are students involved in this process?*</li><li>*How do students show growth in their ability to demonstrate respect?*</li><li>*How are students involved in PBIS systems?*</li></ul> | | | |
| **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. |
| *Questions/ Clarifications/ Resources* | <ul><li>*How do teachers put systems and supports in place for students to be independent and successful?*</li><li>*How do teachers build the capacity for self advocacy in students?*</li><li>*What evidence is there of student growth in learning at higher levels (higher order questioning, prompt hierarchy, fading supports, etc.)*</li><li>*What evidence is there of student growth in independence? Ex.) Student initiates "I need a break", uses communication to request changes, shows growth in behavior system participation that is motivating and personalized, implementation of Zones of Regulation.*</li></ul> | | | |

| 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 are 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. |
|---|---|---|---|---|
| Questions/ Clarifications/ Resources | <ul><li>*How does the teacher use schedules (classroom and personal), visual supports, communication devices, Quantum strategies, etc. to support individual student needs?*</li><li>*How do students utilize personal tools/ strategies for managing classroom procedures (i.e "working for" cards, first/ then, countdown strips, mini schedules, etc.)?*</li><li>*How does the teacher work towards building independence in following the routine and managing transitions?*</li><li>*How have students shown growth in the management of following routine and transitions?*</li><li>*How does the teacher use self-help and self-advocacy checklists as evidence of student growth?*</li><li>*Teachers should be prepared to discuss with evaluator about individual systems for students.*</li></ul> | | | |
| 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. |
| Questions/ Clarifications/ Resources | <ul><li>Are there systems to support students in general (social emotional lessons, PBIS, teaching expectations, daily sheets, etc.)</li><li>How well are FBA/BIPs implemented with fidelity?</li><li>How do teachers support staff in the implementation of behavior strategies (Zones of Regulation, 5 point scale, "working for" cards, first/then, sensory supports, etc.)?</li><li>How do students reflect on their behavior throughout the day?</li></ul> | | | |

| 2e:<br>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. |
|---|---|---|---|---|
| Questions/ Clarifications/ Resources | <ul><li>*How are communication supports and devices, visual supports, individual schedules utilized by students?*</li><li>*How do students contribute to the development and use of these tools and systems?*</li><li>*How does student need drive team decisions about how to structure the environment?*</li><li>*How does the teacher communicate/ model/ collaborate/ problem solve with support staff?*</li></ul> | | | |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| Domain 3: Instruction | 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. |
| ***Questions/ Clarifications/ Resources*** | <ul><li>*What evidence supports the expansion of student communication (increase in content, communication circles, ability to communicate on academic topic, and with more partners, both adults and peers.)*</li><li>*How does the teacher model communication for students, using the modalities most appropriate for them?*</li><li>*How does the teacher model communication for support staff working with students?*</li><li>*How does the teacher ensure language is at the appropriate level to be accessible for students?*</li><li>*Teacher should share with evaluator student growth in extending communication.*</li></ul> | | | |

| | | | | |
|---|---|---|---|---|
| **3b:**<br>**Using Questioning /**<br>**Prompts and**<br>**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. |
| ***Questions/***<br>***Clarifications/***<br>***Resources*** | <ul><li>*How does the teacher advance student depth of understanding and knowledge?*</li><li>*What evidence demonstrates growth towards higher level thinking and meta-cognition?*</li><li>*(i.e. Prompt hierarchy growth, moving from prompts to cues in the development of executive functioning skills, growth in solicited and unsolicited communicative exchanges, communication supports available for spontaneous communication)*</li><li>*How does the teacher facilitate student initiated inquiry (i.e. student generates a topic to investigate, implementation of problem based learning)?*</li><li>*How does the teacher develop perspective taking skills and theory of mind in students?*</li></ul> | | | |
| **3c:**<br>**Engaging Students in**<br>**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. |
| ***Questions/***<br>***Clarifications/***<br>***Resources*** | <ul><li>*What evidence demonstrates how the teacher engages students at the onset of a lesson (sensory strategies, music, interest areas, etc.)*</li><li>*How is the teacher moving from a monologue to a dialogue?*</li><li>*How is the teacher responding to directing or redirecting a conversation to engage students?*</li><li>*How does the teacher adapt materials to engage students (using their interest area)?*</li><li>*Early literacy/ developmental checklists as evidence of exploration of the content.*</li></ul> | | | |

| | | | | |
|---|---|---|---|---|
| **3d:**<br>**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. |
| **Questions/ Clarifications/ Resources** | <ul><li>*How does the student participate in self-assessment and monitoring his/her progress (i.e.*</li><li>*thumbs up, sideways, down; I like this, I don't like this; students respond, react and/ or add to their peer's comments and questions)?*</li><li>*How does the teacher honor nonverbal communication?*</li><li>*How does the teacher provide feedback to students?*</li><li>*How does the teacher utilize student self-assessment for instructional purposes?*</li></ul> | | | |
| **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. |

| Domain 4: Professional Responsibilities | 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. |
| **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. |
| *Questions/ Clarifications/ Resources* | <ul><li>*How does the teacher involve students in their IEP (development and meeting) and student led conferences?*</li><li>*How do students contribute to data collection demonstrating their growth? (i.e. daily sheets, behavioral or highlights, students is responsible for point sheets and self-assessment.)*</li></ul> | | | |

| | | | | |
|---|---|---|---|---|
| **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. 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. |
| ***Questions/ Clarifications/ Resources*** | *• How do students contribute to home/ school communication (i.e. shares positives about the day, student created newsletter, stamps, provides info on a daily sheet)?*<br>*• How are students using technology to connect home and school (i.e. Seesaw, Google Classroom, communication devices)?* | | | |
| **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. |

**SCHOOL DISTRICT 54**
Ensuring Student Success

| | | | | |
|---|---|---|---|---|
| **4e:**<br>**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. |
| **4f:**<br>**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 not knowingly contributes 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. |

# Identified Areas for Needs Improvement Form

**Form 4019**

| Teacher: | | Date: | |
|---|---|---|---|
| **Evaluator:** | | **School/ Position:** | |

**Based upon the evidence collected in the Framework for Teaching Data Documentation Form, the highlighted area(s) have been identified as "Needs Improvement".**

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

Additional Notes:

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

_____     _____
Teacher's Signature/Date                      Evaluator's Signature/Date

# District 54 Professional Appraisal System
## Professional Development Plan Form

**Form 4020**

| Teacher: | | Evaluator: | | Date of PDP: | |
|---|---|---|---|---|---|

| **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):** | | |
|---|---|---|---|
| Date of Development | Improvement Strategies/Tasks: | | Supports and Resources: |
| | | | |
| | | | |
| Date of Updates | Updates on Improvement Strategies/Tasks: | | Supports and Resources: |
| | | | |
| | | | |

| **3. 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: |
| | | | |
| | | | |

# PDP Observation Signature Form

**Form 4020**

| 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: | |

# Schaumburg Community Consolidated School District 54 Professional Appraisal System
## Final Summative Evaluation - Form 4021

| | | | | |
|---|---|---|---|---|
| **Teacher Name:** | | Location: | | School Year: |
| **Evaluator:** | | | | |
| Teacher Years of Service in Schaumburg 54: | | | | |
| **Observation dates included in the basis for this summative evaluation:** | | | | |
| Formal Observation Dates: | | | | |
| Informal Observation Dates: | | | | |

*When a member is exempt from including a student growth component into their evaluation, the evaluator will use*
*100% Professional Practice Ratings to determine the overall summative rating.  Summative Rating criteria are listed on Page 9 of the Appraisal Plan and will be applied to exempt groups to determine Doman and Overall Summative Ratings.*

| | | | | |
|---|---|---|---|---|
| Domain 1 – Planning and Preparation | ☐ Unsatisfactory | ☐ Needs Improvement | ☐ Proficient | ☐ Excellent |
| Domain 2 – Classroom Environment | ☐ Unsatisfactory | ☐ Needs Improvement | ☐ Proficient | ☐ Excellent |
| Domain 3 – Instruction | ☐ Unsatisfactory | ☐ Needs Improvement | ☐ Proficient | ☐ Excellent |
| Domain 4 – Professional Responsibilities | ☐ Unsatisfactory | ☐ Needs Improvement | ☐ Proficient | ☐ Excellent |
| **Overall Rating** | ☐ Unsatisfactory | ☐ Needs Improvement | ☐ Proficient | ☐ Excellent |

**We have conducted a conversation on the rubrics. The Teacher has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file maintained in the Human Resources Department.** *Signature indicates only that the Teacher has read and understands the evaluation.*

☐ *Teacher intends to submit a rebuttal to the appraisal within 10 days (optional).*

Teacher Signature: _____  Date: _____

Evaluator Signature: _____  Date: _____