



Austin Independent School District

# TEACHER EVALUATION SYSTEM

AISD REACH

2012-2013





# ACKNOWLEDGEMENTS

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## MISSION

In partnership with parents and our community, AISD exists to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society.

## VISION

AISD will be nationally recognized as an outstanding school district, instilling a passion for life-long learning in all students.

### Core Values

- ▶ Focus on Children
- ▶ Excellence
- ▶ Integrity
- ▶ Equity
- ▶ Respect
- ▶ Health and Safety

## INTRODUCTION

A working group of teachers, principals, central administrators, and Education Austin collaboratively researched and devised a new teacher evaluation system based on the key tenets of quality teaching. Additionally, campus advisory councils provided input into the system. After the development phase, the draft system was sent to teachers and principals for feedback which was followed by a public comment period. Once all feedback was gathered, the AISD REACH Steering Committee made a final recommendation that was approved by the Board of Trustees on May 25, 2011. This process was done in accordance with TEC § 21.352 which states:

(a) In appraising teachers, each school district shall use:

(2) an appraisal process and performance criteria:

(A) developed by the district- and campus-level committees established under Section 11.251;

(B) containing the items described by Sections 21.351(a)(1) and (2)

(TEC § 21.351 The criteria must be based on observable, job-related behavior, including:

(1) teachers' implementation of discipline management procedures; and (2) the

performance of teachers' students); and (C) adopted by the board of trustees.

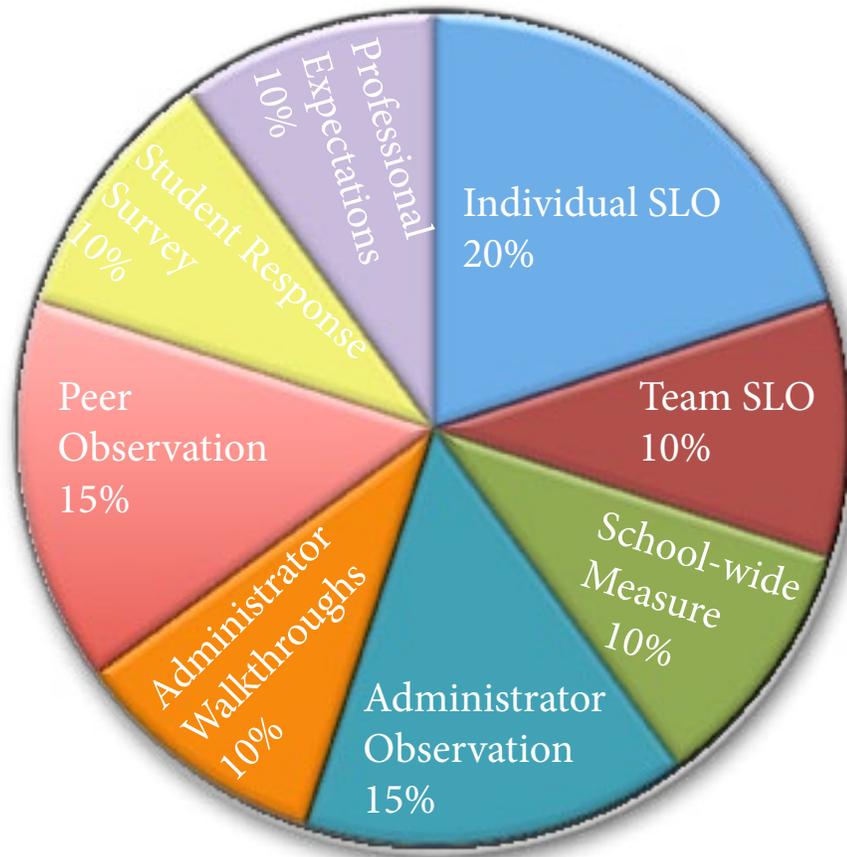
The new system was piloted at 3 campuses in 2011-2012 and was revised for the 2012-2013 school year based on teacher, principal, and central administration feedback.

The newly designed system differs from the state system of PDAS in that it provides a significant weight to student growth and focuses on three domains of practice. The domains of instructional practice, classroom climate, and professional expectations provide specific competencies that will provide teachers with opportunities to showcase effective practice and grow through regular feedback and individualized support.

# OVERVIEW OF THE SYSTEM

The REACH Teacher Evaluation system includes multiple measures of student growth in one domain and 39 competencies organized into 4 domains. The five domains are

1. Student Growth
2. Instructional Practice
3. Classroom Climate
4. Student Response Survey
5. Professional Expectations



## TEACHERS

### Student Growth

	Individual SLO . . . . .	20%
	Team SLO . . . . .	10%
	School-wide Value-added. . . . .	10%

### Observations of Instructional Practice and Classroom Climate

	1 Administrator Observation . . . . .	15%
	2 Administrator Walkthroughs . . . . .	10%
	2 Peer Observations . . . . .	15%

### Student Response Surveys

	Student Response Survey. . . . .	10%
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### Professional Expectations

	Professional Expectations . . . . .	10%
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## Domain 1: Student Growth

The student growth domain includes a measure for individual student growth on the Individual Student Learning Objective (SLO), the Team Student Learning Objective (SLO), and the School-wide Value-Added Measure.

- ▶ Teachers will be appraised based on the performance of the students that they taught during a course/year.
- ▶ Because the types of learning objectives and assessments available vary by subject and grade, measures will vary based on the subject and grade as well as the types of students the teacher teaches.
- ▶ Whenever possible and reasonable, performance criteria will be growth measures that take student’s starting scores into account.

MEASURE	DESCRIPTION	GRADES AND SUBJECTS	TYPES OF ITEMS/ ASSESSMENT
<b>Individual Student Learning Objective</b>  <b>WORTH 20%</b>	Teachers set a target of student growth at the start of the school year and strive to achieve it by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students’ baseline skills and are set and approved after collaboration and consultation with colleagues and administrators.	Grades PK-12, All subjects	Multiple Choice/ Performance based
<b>Team Student Learning Objective</b>  <b>WORTH 10%</b>	Teachers set targets of student growth at the start of the school year and strive to achieve by the end of the semester or school year. These targets are based on a thorough review of available data reflecting students’ baseline skills and are set and approved after collaboration and consultation with colleagues and administrators. Teachers will each set and assess a team student learning objective or will utilize their second individual student learning objective.	All grades, All subjects	Multiple Choice/ Performance based
<b>School-wide Measure</b>  <b>WORTH 10%</b>	A district-rated measure of the extent to which a schools’ average growth meets, exceeds, or falls short of average growth. The District has contracted with SAS EVAAS to calculate this measure. If a school does not exceed expectations on EVVAS, a district rated measure of the extent to which a school's average performance meets, exceeds, or falls short of the average performance for schools of like economic disadvantage will be considered. The district will use Normal Curve Equivalent (NCEs) provided by EVAAS to calculate this measure. If the average does not meet or exceed +5 NCEs, then the EVAAS rating will be used.	All schools	STAAR

### Measures

- ▶ The individual SLO is worth 20%.
- ▶ The Team SLO is worth 10%.
- ▶ The School-wide Measure is worth 10%.

## Observational Domain: 2 and 3

- ▶ Appraisers will conduct one 45 minute announced observation.
- ▶ Appraisers will conduct at least two 15 minute walkthroughs throughout the year
- ▶ Peer Observers will conduct two 45 minute unannounced observations
- ▶ Appraisers will have a pre-conference and end of year conference with teachers.
- ▶ Peer Observers will have a pre-conference before observations begin and a post conference after each observation
- ▶ Teachers will complete a self-reflection at the beginning and end of the year.

## Domain 2: Instructional Practice

Domain 2 focuses on the key competencies of instruction. They include:

- ▶ Actively engage students during instructional activities
- ▶ Checks for student understanding and modifies instruction to address student misconceptions
- ▶ Differentiates instruction for student needs utilizing a variety of instructional strategies
- ▶ Develops problem-solving and critical thinking skills for all students
- ▶ Sets rigorous academic expectations for students
- ▶ Provides relevant and useful feedback to students

The rubric that defines these competencies is provided in Appendix A.

## Domain 3: Classroom Climate

Domain 3 focuses on the key competencies of classroom climate. They include:

- ▶ Sets and implements classroom routines and procedures that support student learning
- ▶ Establishes and maintains standards for student behavior
- ▶ Creates a safe and secure classroom environment that is organized and engages students
- ▶ Establishes a climate that promotes fairness, respect, and diversity

The rubric that defines these competencies is provided in Appendix A.

## Domain 4: Student Response Survey

Domain 4 focuses on the student experience in the classroom. Students will respond to questions aligned to the competencies in Domains 2 and 3 in order to provide feedback to teachers. See Appendix B for a sample.

## Domain 5: Professional Expectations

Domain 5 focuses on the key competencies of professional expectations. They include:

- ▶ Establishes professional goals, participates in professional development, and applies learning to practice
- ▶ Engages in meaningful collaboration to attain school goals and a positive campus climate
- ▶ Complies with district and school policies and procedures
- ▶ Fulfills professional responsibilities while modeling professional integrity
- ▶ Collects, tracks, and uses student data to develop lesson plans and assessments
- ▶ Designs effective objective driven lessons and assessments that reflect the standards
- ▶ Provides responsive communication to parents throughout the year

## Implementation of the System

The system will require a minimum of one administrator observation of at least 45 minutes, two 15 minute walkthroughs, and 2 unannounced peer observations. The 45 minute observation will be scheduled while the two walkthroughs and peer observations are to be unscheduled. Teachers are guaranteed a pre-conference before the 45 minute observation and an observation conference at the end of the year for administrative observations. Peer observers will conduct pre-conferences in September before observations begin and will have a post conference after each observation. The summative conference will occur in August/September once value-added scores have been calculated.

At the beginning of the year, teachers will complete the self-reflection portion of the system and provide a copy to their appraiser no later than three weeks after orientation. Similarly, at the end of the year, they will complete an end of year reflection and provide it to their principal by May 1st, 2013.

Teachers will complete the student learning objective process as outlined in the SLO manual available at <http://archive.austinisd.org/inside/initiatives/compensation/slos.phtml>. Students will complete the student survey process by May 15, 2013.

Teachers who have concerns about their appraisals may request a second appraisal, or may appeal the appraisal. To request a second appraiser or appeal, teachers should work with their principal or contact employee relations. For those teachers whose performance is appraised as less than proficient in any domain, they will be provided the opportunity to improve their performance through the development of an intervention plan.

## Training for Teachers

Teacher orientation to the system will occur within the first three weeks of school and no observations can occur prior to the end of the three weeks after orientation.

Teachers will complete an online module by the last week in September that introduces the system, explains the scoring, and provides models for how teachers will be appraised.



# SYSTEM SCORING

Scoring of the system will be based on a 4 point scale. Each component will be converted to a score that corresponds to the 1-4 scale and then weighted according to the percent assigned. The weighted scores will be added for a final score that will fall in the 1-4 range (See Table 1).

Table 1

Component	Score	Converted Score	Weight	Weighted Score
Individual SLO	0-100  Example: 67%	Percent Achieved/25  67/25=2.68	20%	Converted Score X Weight  2.68 x .2=.54
Team SLO	0-100  Example: 92%	Percent Achieved/25  92/25=3.68	10%	Converted Score X Weight  3.68 x .1=.37
School-wide Measure for Reading and Math	Standard Error on EVAAS or NCE Results  Example: Reading = as expected Math =2 SE below expected	4= 1 or 2 above expected on EVAAS or +5 or greater on NCE Results 3= as expected on EVAAS 2=1 standard error below on EVAAS 1=2 standard errors below on EVAAS Average of the 2 scores  (3+1)/2=2	10%	Converted Score X Weight  2 x .1 = .2
Administrator Observation	40 points  Example: 32	Rubric score/10  32/10=3.2	15%	Converted Score X Weight  3.2 x .15 = .48
Administrator Walkthroughs	80 points  Example: 57	Rubric Score/20  57/20=2.85	10%	Converted Score X Weight  2.85 x .1 = .29
Peer Observations	80 points  Example: 52	Rubric Score/20  52/20=2.6	15%	Converted Score X Weight  2.6 x .15 = .39
Student Response Survey	1-4 Scale based on student response  Example 3.1	4=3.5 or above 3= 3.0-3.49 2=2.5-2.99 1=less than 2.5  3	10%	Converted Score X Weight  3 x .1 = .3
Professional Expectations	28 points  Example: 21	Rubric Score/7  19/7=2.71	10%	Converted Score X Weight  2.71 x .1 = .27
		Total	100%	Sum of Weighted Scores  Example 2.84

## Final Scoring

Highly Effective = 3.3-4.0

Effective = 3.0-3.29

Developing= 2.0-2.99

Unsatisfactory=Below 2.0

## FREQUENTLY ASKED QUESTIONS

1. Which schools are participating in the pilot?

<i>Elementary Schools,</i>	<i>Middle Schools</i>	<i>High Schools</i>
<i>Sunset Valley</i>	<i>Webb</i>	<i>Lanier</i>
<i>Brown</i>	<i>Martin</i>	<i>Travis</i>
<i>Harris</i>		<i>Reagan</i>
<i>Rodriguez</i>		<i>Akins</i>
<i>Sims</i>		
<i>Norman</i>		

2. Are all teachers participating?

*No. Teachers on probationary contracts, teachers on growth plans, and any other teachers designated by the principal will be evaluated using PDAS. All other teachers will be evaluated using the new system.*

3. Is there compensation tied to the new system?

*No.*

4. Will my appraisal score affect other REACH stipends?

*No.*

5. Will there be waivers under this system?

*No, there are no waivers in the new appraisal system.*

6. What is proficient on the observation rubric?

*3 is considered proficient on the observation rubric.*

7. How often will I be observed?

*One announced formal observation, two 15 minute walkthroughs, and two unannounced peer observations are required under the new system.*

8. Will the Peer Observation be included in my appraisal?

*Yes. Peer Observation will be included but is also designed to enhance professional growth.*

# APPRAISAL PERIOD TIMELINE

## School Calendar Year

FIRST 12 WEEKS	SECOND 12 WEEKS	THIRD 12 WEEKS	LAST 15 DAYS OF INSTRUCTION
<p><b>Teacher Orientation</b>            Within first 3 weeks            Observations no earlier than 3 weeks after this orientation</p>			
<p><b>Teacher Self-Reflection</b></p> <ul style="list-style-type: none"> <li>▶ No later than 3 weeks after orientation</li> </ul>	<p><b>Formal Observation</b></p> <ul style="list-style-type: none"> <li>▶ Minimum of 45 minutes</li> <li>▶ Written Summary within 10 working days</li> <li>▶ Advance notice should be given and pre-conference scheduled</li> <li>▶ Follow district appraisal calendar</li> </ul> <p><b>Walk-throughs</b></p> <ul style="list-style-type: none"> <li>▶ Minimum of 2 walk-throughs</li> <li>▶ Minimum of 15 minutes each</li> <li>▶ Written summary within 10 working days of last walk-through</li> <li>▶ Advance notice is not required</li> </ul>		
<p><b>Additional Timeline Issues</b></p> <ul style="list-style-type: none"> <li>▶ Teacher Response should occur within 10 working days.</li> <li>▶ May rebut in writing or request second appraisal within 10 working days.</li> </ul> <p><b>Observation Annual Report/Conference</b></p> <ul style="list-style-type: none"> <li>▶ 5 working days before the conference</li> <li>▶ No later than 15 working days before the last day of instruction</li> <li>▶ Observation Summary</li> <li>▶ Walk-through Summary</li> </ul> <p><b>Summative Conference</b></p> <ul style="list-style-type: none"> <li>▶ Will occur when teachers return in August once value-added scores have been calculated</li> </ul>			<p>April 30 - last day for teachers to complete end of year reflection</p> <p>May 6 - Last day for end of year reports to be received by teachers for review</p> <p>May 14 - Last day for end of year conferences</p>

# APPENDIX A

## Austin ISD Teacher Evaluation

Instructional Practice		1	2	3	4
<p><b>Actively engage students during instructional activities</b></p>	<ul style="list-style-type: none"> <li>Students are rarely engaged during direct instruction as indicated by not completing instructional activities, unresponsiveness to questions, inaccurate following of teacher directions, and not asking appropriate questions.</li> <li>The lesson moves at a slow pace and students are frequently disengaged or left with nothing meaningful to do</li> <li>Explains concepts in an incoherent and ineffective manner</li> <li>Students are disengaged during independent and group work</li> <li>Does not provide a balance between direct instruction and student-centered learning so that students are not able to apply their learning</li> </ul>	<ul style="list-style-type: none"> <li>Students are somewhat engaged during direct instruction as indicated by some completion of instructional activities, some responsiveness to questions, following of some of teacher directions, and asking of some questions.</li> <li>The lesson moves at a moderate pace but students are sometimes disengaged or left with nothing to do</li> <li>Explains concepts but the delivery is not well organized or effective for learning</li> <li>Students display an effort to meet minimum expectations in independent and group work</li> <li>Provides more direct instruction than student-centered learning but students are able to apply their learning</li> </ul>	<ul style="list-style-type: none"> <li>Students are actively engaged during direct instruction as indicated by completion of instructional activities, responsiveness to questions, and accurate following of teacher directions.</li> <li>The lesson moves at a quick pace, such that students are almost never disengaged or left with nothing meaningful to do (for example, after finishing the assigned work, or while waiting for one student to complete a problem in front of the class)</li> <li>Clearly explains concepts</li> <li>Students display active engagement in independent and group work as indicated by participation of most group members working cooperatively and/or independent work meeting lesson expectations</li> <li>Provides a balance between direct instruction and student-centered learning so that students are able to apply their learning</li> </ul>	<ul style="list-style-type: none"> <li>Students are actively engaged during direct instruction as indicated by completion of instructional activities, responsiveness to questions, accurate following of teacher directions, asking of appropriate questions, and communicating lesson content to each other.</li> <li>The lesson moves at a rapid pace such that students are never disengaged, and students who finish assigned work early have something else meaningful to do.</li> <li>Clearly explains concepts in a way that actively involves students in the learning process</li> <li>Students display active engagement in independent and group work as indicated by participation of all group members working cooperatively and/or independent work goes beyond the lesson expectations</li> <li>Students take a leadership role during the lesson and require little guidance from the teacher when appropriate</li> </ul>	
	<p><b>Checks for student understanding and modifies instruction to address student misconceptions</b></p>	<ul style="list-style-type: none"> <li>Infrequently or never checks for understanding</li> <li>Does not diagnose misunderstandings and misconceptions or the checks are ineffective in accurately assessing student understanding</li> <li>Does not answer student questions or responds to their needs and interests during a lesson. Does not reteach.</li> </ul>	<ul style="list-style-type: none"> <li>Checks for understanding using a variety of methods some of the time</li> <li>Inconsistently diagnoses misunderstandings and misconceptions and/or responds with incomplete scaffolding</li> <li>Occasionally answers student questions or responds to their needs and interests during a lesson or reteaches content when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Routinely checks for understanding using a variety of methods</li> <li>Accurately diagnoses misunderstandings and misconceptions and responds with appropriate scaffolding</li> <li>Answers student questions or responds to their needs and interests during a lesson or reteaches content when necessary</li> </ul>	<ul style="list-style-type: none"> <li>Implements a system of checking for understanding that result in a substantive awareness of students' progress and needs in a lesson</li> <li>Anticipates student misunderstandings and misconceptions and preemptively addresses them</li> <li>Provides an opportunity for other students to answer each others' questions and supplements answers to ensure understanding if needed</li> </ul>

<p><b>Differentiates instruction for student needs utilizing a variety of instructional strategies</b></p>	<ul style="list-style-type: none"> <li>Does ensure all students have access to the lesson and are appropriately challenged</li> <li>Does not provide additional interventions, supports, enrichment, or variation of work in order to meet the needs and learning style of each student</li> <li>Does not provide multiple ways to engage lesson content</li> </ul>	<ul style="list-style-type: none"> <li>Some students have access to the lesson and are appropriately challenged</li> <li>Occasionally provides additional interventions, supports, enrichment, or variation of work in order to meet the needs and learning style of each student</li> <li>Provides two ways to engage lesson content</li> </ul>	<ul style="list-style-type: none"> <li>All students have access to the lesson and are appropriately challenged (for example, teacher adjusts depth, pace and delivery of content or design content or processes to address needs)</li> <li>Provides additional interventions, supports, enrichment, or variation of work in order to meet the needs and learning style of each student (for example, flexible grouping)</li> <li>Provides multiple ways to engage lesson content</li> </ul>	<ul style="list-style-type: none"> <li>All students have access to the lesson and are provided multiple opportunities to challenge themselves</li> <li>Students know their needs and actively seek/design learning experiences or tasks that meet their needs and learning styles</li> <li>Knows and addresses each student's level and needs and offers individualized instruction as needed</li> </ul>
<p><b>Develops problem-solving and critical thinking skills for all students</b></p>	<ul style="list-style-type: none"> <li>Creates no opportunities for analysis, problem solving, or drawing conclusion.</li> <li>Does not develop and use various instructional strategies that challenge students and</li> <li>Does not probe for higher-level thinking through questioning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Creates limited opportunities for students to analyze, problem solve, and/or draw conclusions.</li> <li>Develops and uses one or two instructional strategies that challenge students</li> <li>Probes for higher-level thinking through questioning strategies occasionally</li> </ul>	<ul style="list-style-type: none"> <li>Creates situations that challenge students by providing time in the lesson to analyze, problem solve, and/or draw their own conclusions</li> <li>Develops and uses various instructional strategies that challenge students to think independently or critically about the content</li> <li>Probes for higher-level thinking through questioning strategies</li> </ul>	<ul style="list-style-type: none"> <li>Creates situations that challenge students by providing time in the lesson to analyze, problem solve, and/or draw their own conclusions and students communicate their reasoning processes</li> <li>Develops and uses instructional strategies that allow students to design and think through inquiry based problems</li> <li>Students exhibit higher-level thinking through their questioning of each other</li> </ul>

<p><b>Sets rigorous academic expectations for students</b></p>	<ul style="list-style-type: none"> <li>Objectives are not posted and expectations are not clear                     <ul style="list-style-type: none"> <li>Does not know and understand student levels or challenge students to stretch beyond their limits</li> <li>Does not provide opportunities for enrichment discussions</li> </ul> </li> <li>Delivers a lesson that is not aligned to state standards and district curriculum requirements</li> <li>Students are not engaged in authentic tasks, real world problems, or substantial endeavors.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are posted but expectations are not clear or are not posted.                     <ul style="list-style-type: none"> <li>Knows and understands some student levels and challenges some students to stretch beyond their limits</li> <li>Provides limited opportunities for enrichment discussion</li> </ul> </li> <li>Delivers a lesson that is aligned to state standards and district curriculum requirements</li> <li>Students are engaged in some authentic tasks, real world problems, or substantial endeavors.</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are posted and provides clear expectations                     <ul style="list-style-type: none"> <li>Knows and understands student levels and challenges students to stretch beyond their limits</li> <li>Teacher provides multiple opportunities for enrichment discussion</li> <li>Delivers a lesson that is aligned to state standards and district curriculum requirements</li> </ul> </li> <li>Students are engaged in authentic tasks, real world problems, or substantial endeavors</li> </ul>	<ul style="list-style-type: none"> <li>Objectives are revisited during the lesson and students are provided the opportunity to articulate the expectations                     <ul style="list-style-type: none"> <li>Students know their levels and are provided with opportunities to challenge themselves</li> <li>Students generate enrichment discussions or extensions in response to the lesson content</li> </ul> </li> <li>Delivers a lesson that is aligned to state standards and district curriculum requirements and has cross-curricular connections to key concepts</li> <li>Students are engaged in multiple authentic tasks, real world problems, or substantial endeavors.</li> </ul>
<p><b>Provides relevant and useful feedback to students</b></p>	<ul style="list-style-type: none"> <li>Teacher provides no opportunity for students to engage in self-assessment                     <ul style="list-style-type: none"> <li>Teacher does not provide clear instructions or assessment criteria</li> <li>Provides incorrect feedback or no feedback during a lesson</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides limited opportunity for students to engage in self-assessment                     <ul style="list-style-type: none"> <li>Teacher provides unclear lesson instructions or assessment criteria</li> <li>Provides limited feedback during a lesson that affirms correctly understood content, clarifies misunderstanding content, and extends student thinking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides an opportunity for students to engage in self-assessment                     <ul style="list-style-type: none"> <li>Teacher provides clear lesson instructions or assessment criteria</li> <li>Provides specific feedback during a lesson that affirms correctly understood content, clarifies misunderstanding content, and extends student thinking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students self-assess on their understanding of lesson objectives and provide feedback to the teacher or their peers                     <ul style="list-style-type: none"> <li>Students actively use lesson instructions or assessment criteria to guide their learning</li> <li>Provides specific feedback during a lesson that affirms correctly understood content, clarifies misunderstanding content, and allows students to explain why they have or have not met the expectations</li> </ul> </li> </ul>

<b>Classroom Climate</b>	
	4
<b>Sets and implements classroom routines and procedures that support student learning</b>	3
	2
1	1
<b>Establishes and maintains standards for student behavior</b>	3
	2
1	1

**1**

- Does not design or implement consistent classroom routines and procedures that run smoothly
- Does not use instructional time so that students are engaged from the beginning of class to the end of class
- Fosters limited student independence or no independence through inefficient classroom routines and procedures

**2**

- Designs and implements classroom routines and procedures but does not implement them consistently or teach them to students
- Uses instructional time so that some students are engaged from the beginning of class to the end of class
- Fosters some student independence through some shared responsibilities for classroom routines and procedures

**3**

- Effectively designs and implements consistent classroom routines and procedures that run smoothly
- Effectively uses instructional time so that students are engaged from the beginning of class to the end of class
- Fosters student independence through shared responsibilities for classroom routines and procedures

**4**

- Effectively designs and implements consistent classroom routines and procedures that incorporate student responsibility and run smoothly
- Students assume responsibility for utilizing instructional time
- Students assume responsibility for routines and procedures and carry them out in an efficient manner with little or no direction from the teacher

**1**

- Does not clearly communicate high student behavioral expectations
- Does not reinforce and encourage appropriate/positive behavior as needed
- Does not follow through on consequences
- Does not address off-task or inappropriate behavior efficiently
- Off-task or inappropriate behavior interferes with student learning

**2**

- Communicates some student behavioral expectations
- Inconsistently reinforces and encourage appropriate/positive behavior
- Inconsistently follows through on consequences
- Addresses off-task or inappropriate behavior inconsistently
- Off-task or inappropriate behavior does not interfere with student learning some of the time

**3**

- Clearly communicates high student behavioral expectations
- Reinforces and encourages appropriate/positive behavior as needed
- Consistently follows through on consequences as needed
- Addresses off-task or inappropriate behavior
- Off-task or inappropriate behavior does not interfere with student learning

**4**

- Students demonstrate high behavioral expectations through their actions and require little redirection from the teacher
- Students hold each other accountable for appropriate behavior and encourage positive behavior
- Consequences were not required
- Addresses off-task or inappropriate behavior efficiently
- Off-task or inappropriate behavior does not occur

<p><b>Creates a safe and secure classroom environment that is organized and engages students</b></p>	<ul style="list-style-type: none"> <li>• Class arrangement is not conducive to learning and does not change as needed for lessons</li> <li>• Classroom environment does not display student work and exemplars</li> <li>• Students do not have access to appropriate resources and technology.</li> <li>• Students are not invested in their work and do not value their academic success.</li> <li>• Teacher does not provide opportunities for students to take risks and challenge themselves or the environment is not safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Class arrangement is conducive to learning but does not change as needed for lessons</li> <li>• Classroom environment displays some student work or exemplars</li> <li>• Students have access to some resources and/or technology.</li> <li>• Students are invested in some of their work and sometimes show that they value their academic success.</li> <li>• Teacher provides a few opportunities for students to take risks and challenge themselves in a safe environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Class arrangement is conducive to learning and changes as needed for lessons</li> <li>• Classroom environment displays student work and exemplars</li> <li>• Students have access to appropriate resources and/or technology.</li> <li>• Students are invested in their work and value their academic success.</li> <li>• Teacher provides opportunities for students to take risks and challenge themselves in a safe environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Class arrangement is a resource that is conducive to individual and group learning and students are able to contribute to the changing design of the environment</li> <li>• Classroom environment displays student work and exemplars with assessment criteria or explanation of selection</li> <li>• Students actively use appropriate resources and/or technology.</li> <li>• Students are invested in their work and value their academic success as shown through their ownership of classroom routines and behaviors</li> <li>• Students openly take risks and challenge themselves during class</li> </ul>
<p><b>Establishes a climate that promotes fairness, respect, and diversity</b></p>	<ul style="list-style-type: none"> <li>• Students do not actively listen or respond positively to each other</li> <li>• Students do not actively listen or respond positively to the teacher</li> <li>• Teacher does not have a positive rapport with students and does not communicate or model expectations for respect of student differences</li> <li>• Teacher does not ensure that all students contribute and their opinions' are valued</li> <li>• Teacher does not celebrate student accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Students listen occasionally and respond to each other intermittently</li> <li>• Students listen occasionally and respond to the teacher</li> <li>• Teacher has an inconsistent rapport with students and communicates and models expectations for respect of some student differences</li> <li>• Teacher ensures that some students contribute and their opinions' are valued</li> <li>• Teacher celebrates some student accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Students actively listen and respond positively to each other</li> <li>• Students actively listen and responds appropriately to the teacher</li> <li>• Teacher has a positive rapport with students and communicates and models expectations for respect of student differences</li> <li>• Teacher ensures that all students contribute and their opinions' are valued</li> <li>• Teacher celebrates student accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Students actively listen and respond positively and respectfully to each other</li> <li>• Students actively listen and respond positively and respectfully to the teacher</li> <li>• Teacher has a positive rapport with students and students demonstrate respect for student differences and encourage positive peer interactions</li> <li>• Students take the initiative to contribute their opinions and value the contributions of their peers</li> <li>• Students celebrate each others accomplishments</li> </ul>

Professional Expectations				
	1	2	3	4
Complies with district and school policies and procedures	<ul style="list-style-type: none"> <li>Does not follow district and school policies</li> <li>Does not dress appropriately and professionally</li> <li>Does not comply with special education, 504, G/T, and ELL policies and procedures</li> <li>Does not arrive on time to school and to classes</li> <li>Does not prepare plans when absent or does not secure a substitute.</li> <li>Does not implement school rules</li> <li>Teacher does not keep accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>Follows some district and school policies</li> <li>Dresses appropriately and professionally some of the time</li> <li>Complies with some special education, 504 policies, G/T, and ELL and procedures</li> <li>Arrives on time to school and to classes most of the time</li> <li>Prepares minimal plans when absent and secures a substitute.</li> <li>Implements school rules some of the time</li> <li>Teacher keeps some accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>Follows district and school policies</li> <li>Dresses appropriately and professionally</li> <li>Complies with special education, 504 policies, G/T, and ELL policies and procedures</li> <li>Arrives on time to school and to classes</li> <li>Prepares plans when absent and secures a substitute.</li> <li>Consistently implements school rules</li> <li>Teacher keeps accurate records.</li> </ul>	<ul style="list-style-type: none"> <li>Follows district and school policies and invests effort to help them succeed</li> <li>Dresses appropriately and professionally</li> <li>Complies with education, 504 policies, G/T, and ELL policies and procedures and invests efforts to help them be successful for students</li> <li>Arrives on time to school and to classes</li> <li>Prepares plans when absent and secures a substitute.</li> <li>Consistently implements school rules and finds innovative ways to help them succeed</li> <li>Teacher keeps accurate records.</li> </ul>
	Fulfills professional responsibilities while modeling professional integrity	<ul style="list-style-type: none"> <li>Does not participate in school and district activities</li> <li>Does not maintain a positive and productive relationship with colleagues, students, and parents and does not interact with all in a respectful manner</li> <li>Does not maintain confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>Participates in a few school and district activities</li> <li>Maintains productive relationships with colleagues, students, and parents with minor exceptions</li> <li>Maintains some confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>Participates actively in school and district activities</li> <li>Maintains a positive and productive relationship with colleagues, students, and parents and interacts with all in a respectful manner</li> <li>Maintains confidentiality</li> </ul>

<p><b>Establishes professional goals, participates in professional development, and applies learning to practice</b></p>	<ul style="list-style-type: none"> <li>• Does not identify professional development opportunities to enrich instructional practice</li> <li>• Participates inconsistently or not at all in professional learning to improve student achievement</li> <li>• Does not set professional goals or reflect on practice</li> <li>• Does not welcome feedback from supervisors and colleagues in order to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies professional development opportunities</li> <li>• Participates and implements professional learning to improve student achievement reminders and monitoring</li> <li>• Sets professional goals but does not reflect on practice</li> <li>• Welcomes some feedback from supervisors and colleagues in order to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies professional development opportunities to enrich instructional practice</li> <li>• Participates and effectively implements professional learning to improve student achievement</li> <li>• Sets professional goals and reflects on practice</li> <li>• Welcomes feedback from supervisors and colleagues in order to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies professional development opportunities to enrich instructional practice</li> <li>• Leads professional learning that impacts student achievement or mentors others to effectively implement professional learning to improve student achievement</li> <li>• Sets professional goals and reflects on practice</li> <li>• Solicits feedback from supervisors and colleagues in order to improve</li> </ul>
<p><b>Engages in meaningful collaboration to attain school goals and a positive campus climate</b></p>	<ul style="list-style-type: none"> <li>• Does not collaborate with colleagues or share ideas and lessons to improve practice</li> <li>• Does not support or contribute to campus goals and initiatives</li> <li>• Does not actively participate in team/departments meetings or school committees</li> <li>• Does not collaborate with colleagues and administration to support struggling students</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with some colleagues and shares a few ideas and lessons to improve practice</li> <li>• Supports and contributes to some campus goals and initiatives</li> <li>• Participates in some team/departments meetings or school committees</li> <li>• Collaborates with some colleagues and administration to support some struggling students</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborates with colleagues and shares ideas and lessons to improve practice</li> <li>• Supports and contributes to campus goals and initiatives</li> <li>• Actively participates in team/departments meetings or school committees</li> <li>• Collaborates with colleagues and administration to support struggling students</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates or leads collaboration and the sharing of ideas and lessons to improve practice</li> <li>• Supports and contributes to campus goals and initiatives</li> <li>• Assumes leadership roles in team/departments meetings or school committees</li> <li>• Initiates or leads collaboration with colleagues and administration to support struggling students</li> </ul>
<p><b>Collects, tracks, and uses student data to develop lesson plans and assessments</b></p>	<ul style="list-style-type: none"> <li>• Does not use assessment data to determine student strengths and weaknesses and to develop some objectives and lesson plans</li> <li>• Does not track student progress toward meeting objectives</li> <li>• Does not analyze student progress to modify lesson plans and objectives</li> <li>• Does not use assessments to measure student mastery of standards and objectives and does not provide multiple ways students can demonstrate mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Uses assessment data to determine student strengths and weaknesses and to develop some objectives and some lesson plans</li> <li>• Tracks some students' progress toward meeting objectives</li> <li>• Analyzes some students' progress to modify lesson plans and objectives</li> <li>• Uses assessments inconsistently to measure student mastery of standards and objectives and provides one or two ways students can demonstrate mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Uses assessment data to determine student strengths and weaknesses and to develop objectives and lesson plans</li> <li>• Tracks student progress toward meeting objectives</li> <li>• Analyzes student progress to modify lesson plans and objectives</li> <li>• Routinely uses assessments to measure student mastery of standards and objectives and provides multiple ways students can demonstrate mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Embeds a wide array of on-going assessments in lessons to determine student strengths and weaknesses and to develop objectives and lesson plans</li> <li>• Students track their own progress toward meeting objectives and goals</li> <li>• Analyzes student progress to modify lesson plans and objectives</li> <li>• Routinely uses assessments to measure student mastery of standards and objectives that are interwoven into each lesson and provides multiple ways students can demonstrate mastery</li> </ul>

<p><b>Designs effective objective driven lessons and assessments that reflect the standards</b></p>	<ul style="list-style-type: none"> <li>Does not sequence lessons to ensure student mastery of standards and objectives</li> <li>Does not select, create, or adapt materials and resources to enrich learning</li> <li>Objectives of the lessons are not clear to students</li> <li>Lessons are not well-organized and do not provide time for students to master objectives and standards</li> </ul>	<ul style="list-style-type: none"> <li>Sequences lessons to ensure student mastery of most standards and objectives</li> <li>Selects, creates, or adapts some materials and resources to encourage learning</li> <li>Objectives of the lessons are clear to some students</li> <li>Lessons are somewhat organized and provides very little time for students to master objectives and standards</li> </ul>	<ul style="list-style-type: none"> <li>Sequences lessons to ensure student mastery of standards and objectives</li> <li>Selects, creates, or adapts materials and resources to enrich learning</li> <li>Objectives of the lessons are clear to students</li> <li>Lessons are well-organized and provides time for students to master objectives and standards</li> </ul>	<ul style="list-style-type: none"> <li>Sequences lessons to help students synthesize and apply knowledge extending mastery of standards and objectives</li> <li>Selects, creates, or adapts materials and resources to extend student understanding</li> <li>Objectives of the lesson are clear to students and they can explain how the lesson connects to prior knowledge or learning</li> <li>Lessons are well-organized and provides time for students to master objectives and standards through continual engagement and self-assessment and reflection</li> </ul>
<p><b>Provides responsive communication to parents throughout the year</b></p>	<ul style="list-style-type: none"> <li>Does not communicate with parents/guardians regarding performance, behavior, and school activities</li> <li>Does not promptly respond to parents/guardians within 1-2 school days</li> <li>Does not celebrate with parents/guardians academic and social successes</li> <li>Does not maintain a communication log</li> <li>Does not engage parents in students' academic success</li> </ul>	<ul style="list-style-type: none"> <li>Communicates infrequently with parents/guardians regarding performance, behavior, and school activities</li> <li>Responds to parents/guardians</li> <li>Celebrates with some parents/guardians some academic and social successes</li> <li>Maintains a sparse communication log</li> <li>Engages some parents in students' academic success</li> </ul>	<ul style="list-style-type: none"> <li>Regularly communicates with parents/guardians regarding performance, behavior, and school activities</li> <li>Promptly responds to parents/guardians within 1-2 school days</li> <li>Celebrates with parents/guardians academic and social successes</li> <li>Maintains a communication log</li> <li>Engages parents in students' academic success</li> </ul>	<ul style="list-style-type: none"> <li>Regularly communicates with parents/guardians regarding performance, behavior, and school activities and that communication results in changes in student behavior</li> <li>Promptly responds to parents/guardians within 1-2 school days</li> <li>Regularly celebrates with parents/guardians academic and social successes</li> <li>Maintains a thorough and precise communication log</li> <li>Engages parents in students' academic success</li> </ul>





