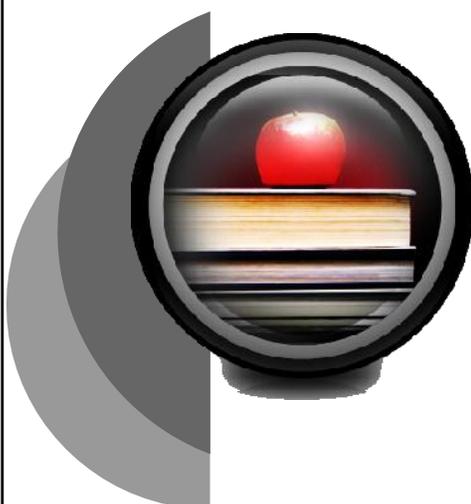




Department of Human Resources



# Framework for Effective Teaching

## Teacher Appraisal System

An appraisal process that promotes professional growth for all educators



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## Acknowledgment

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In the fall of the 2001 school year, the Omaha Public School District established a Teacher Appraisal Committee comprised of teaching and administrative staff. This committee was directed to craft an evaluation plan for certified staff. The committee met regularly to study the current teacher evaluation system, review literature related to teacher evaluation and to consider the requirements of the Negotiated Master Agreement and Teacher Evaluation Requirements in Rule 10 before drafting a document for School Board review.

The teacher evaluation model is based on the research included in Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson, published by the Association for Supervision and Curriculum Development and adapted for use by The Omaha Public School District beginning in the 2001 school year. The author gave permission to make use of the materials in her publication for this adaptation.

Membership of the Teacher Appraisal Committee was comprised of teachers from each school in the district, representation from the Omaha Education Association, and district administration. This research-based evaluation system developed in close collaboration with the union, based on Charlotte Danielson's framework propelled ops as a nationally-recognized leader in this arena, and was recently called upon participate as part of a panel to testify at a Congressional briefing in Washington, D.C. regarding measuring teacher effectiveness.

After the successful implementation of the Framework for Effective Teaching, Human Resources convene several groups to review the implementation and process and procedures outlined in the evaluation system. In order to utilize the strong Danielson-based evaluation system to its fullest potential, from 2008-2010, subcommittees and focus groups reviewed the rubrics, processes and procedures to recommend revisions to enhance the system.

The district wishes to acknowledge all the committee members who over the past years spent many hours of cooperative effort to produce this document. Their work is sincerely appreciated.

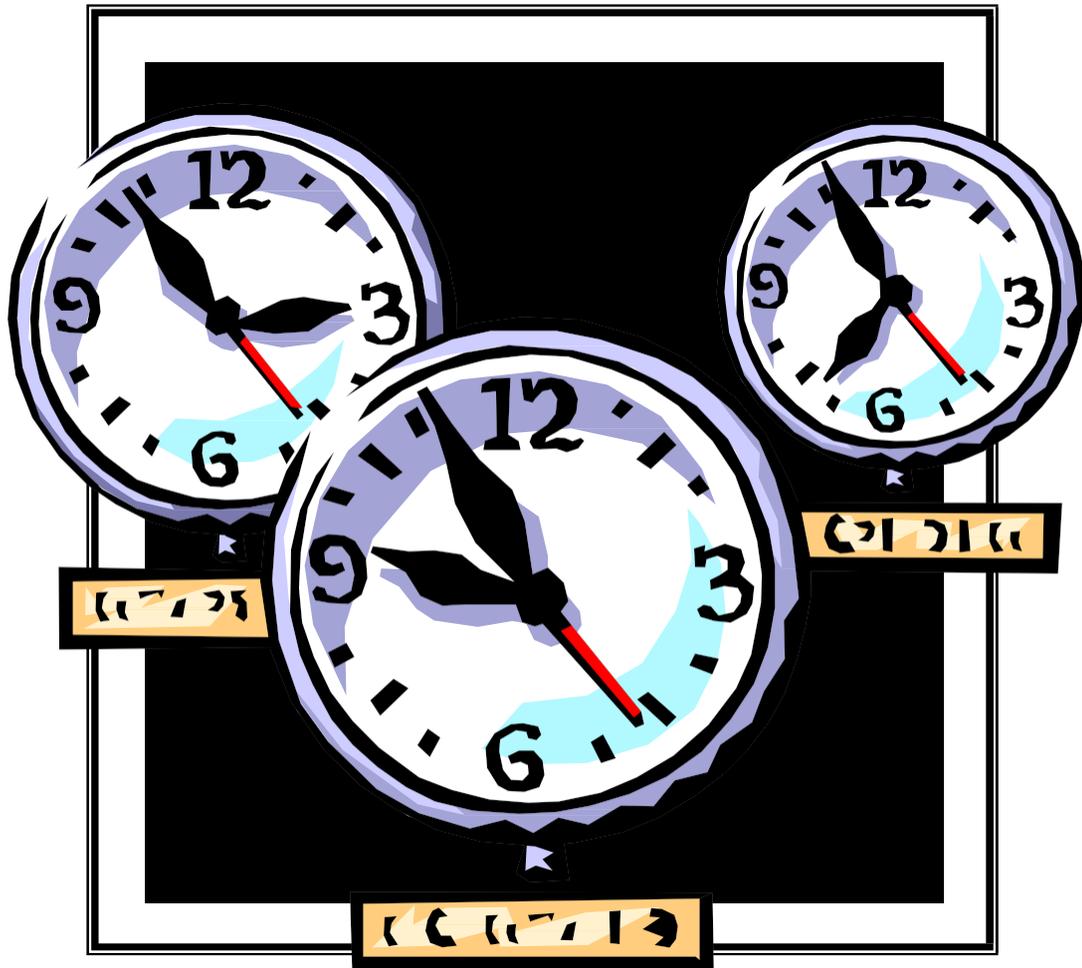
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# TIMELINE



FOR  
TEACHER APPRAISAL  
PROCESS

TENURED TEACHERS

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Summative Assessment Year (once every three years)

Targeted Date	Evaluation Cycle	
9/15	Appraisal Notification Meeting -Establish Criteria in the e-Performance System	
9/30	Submit goals using the online ePerformance system  Complete self-assessment using Teacher Self-Assessment form	
Ongoing	Implementation of Professional Development Plan	
11/30	1 <sup>st</sup>	1 <sup>st</sup> formal observation (announced or unannounced) Forms: <ul style="list-style-type: none"> <li>• Pre-Observation Conference Form</li> <li>• Classroom Observation Record</li> <li>• Post Observation Reflection Form</li> <li>• Post Observation Record</li> <li>• Walk-through Observation form</li> </ul> This information should be stored in the ePerformance System using ePerformance Notes
2/28	2 <sup>nd</sup>	2 <sup>nd</sup> formal observation (announced or unannounced) Forms: <ul style="list-style-type: none"> <li>• Pre-Observation Conference Form</li> <li>• Classroom Observation Record</li> <li>• Post Observation Reflection Form</li> <li>• Post Observation Record</li> <li>• Walk-through Observation form</li> </ul> This information should be stored in the ePerformance System using ePerformance Notes
On-going		Ongoing informal classroom visits and walk-throughs as needed Form: Walk-through Observation form
3/15	Update goals using the ePerformance System	
3/31	Conduct Summative Evaluation Conference - Review the summative report using the ePerformance System - Sources of Information should be stored in the ePerformance Notes	
Total Observations	2 Formal Observations	

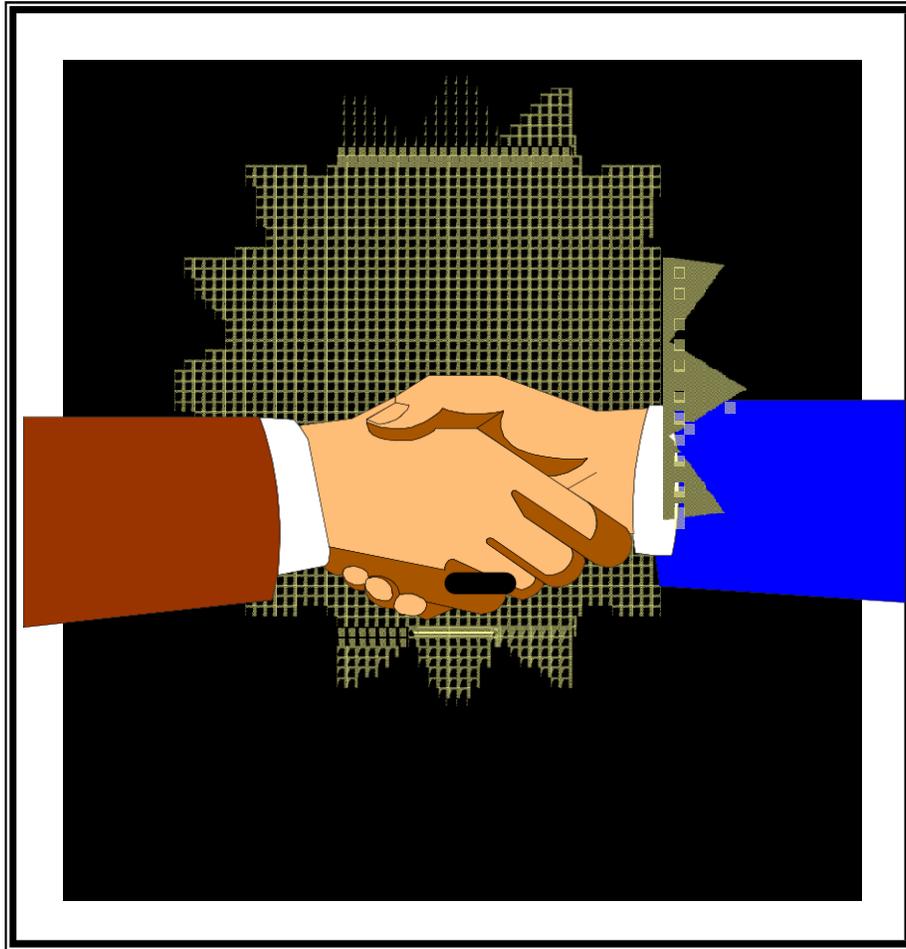
NON-TENURED TEACHERS

Summative Assessment Year (annual process for the first three years of initial employment)

Targeted Date	Evaluation Cycle	
9/15	Appraisal Notification Meeting -Establish Criteria in the e-Performance System	
9/30	Submit goals using the online ePerformance system  Complete self-assessment using Teacher Self-Assessment form	
Ongoing	Implementation of Professional Development Plan	
10/1	1 <sup>st</sup>	Formal observation (announced or unannounced) Forms: <ul style="list-style-type: none"> <li>• Pre-Observation Conference Form</li> <li>• Classroom Observation Record</li> <li>• Post Observation Reflection Form</li> <li>• Post Observation Record</li> <li>• Walk-through Observation form</li> </ul> This information should be stored in the ePerformance System using ePerformance Notes
11/30	2 <sup>nd</sup>	Formal observation (announced or unannounced) Forms: <ul style="list-style-type: none"> <li>• Pre-Observation Conference Form</li> <li>• Classroom Observation Record</li> <li>• Post Observation Reflection Form</li> <li>• Post Observation Record</li> <li>• Walk-through Observation form</li> </ul> This information should be stored in the ePerformance System using ePerformance Notes
2/28	3 <sup>rd</sup>	Formal observation (announced or unannounced) Forms: <ul style="list-style-type: none"> <li>• Pre-Observation Conference Form</li> <li>• Classroom Observation Record</li> <li>• Post Observation Reflection Form</li> <li>• Post Observation Record</li> <li>• Walk-through Observation form</li> </ul> This information should be stored in the ePerformance System using ePerformance Notes
On-going		Ongoing informal classroom visits and walk-throughs as needed Form: Walk-through Observation form
3/1	Update goals using the ePerformance System	
3/15	Conduct Summative Evaluation Conference - Review the summative report using the ePerformance System - Sources of Information should be stored in the ePerformance Notes	
Total Observations	3 Formal Observations	

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# INTRODUCTION



## Vision for Teaching in the Omaha Public Schools

Teachers in the Omaha Public Schools are knowledgeable about the art and science of teaching and learning; and demonstrate the highest quality in their area of endorsement.

The high quality teaching staff is committed to life long learning and uses current research and a curriculum which implements best practices related to instruction. Teachers provide instruction focused on the learner that accommodates cultural relevancy and approaches to learning so that all students achieve their fullest potential. In addition, teachers show commitment to dignity and respect, acceptance of tolerance, diversity and equity, as well as, genuine care for each student in the class.

Teaching is also the art of effective public relations. Marketing the curriculum to entice students to want to learn more is the key to effective teaching. Understanding students, curriculum and assessment drives the decision-making that will ultimately ensure the success of every student.

---

### OPS Aims and Teacher Appraisal Guiding Principles

#### High Student Achievement

- Ensure and acknowledge excellence in teaching and learning.
- Provide instruction focused on cultural sensitivity, high expectations, and accommodating the needs of all students in order to achieve mastery of subject and content standards.

#### Safe Learning Environment

- Acknowledge and provide equitable opportunities for academic achievement.
- Create a safe, motivating and positive learning environment.

#### Effective and Professional Work Force

- Commit to continual improvement of professional performance based on teaching standards.
- Recognize quality teaching, provide a means for ongoing support, and improve job satisfaction.

#### Partnerships

- Increase positive communication and collaboration among students, teachers and administrators.
- Enhance collaboration with parents and other stakeholders to support student achievement.

#### Effective and Efficient Use of Resources

- Access appropriate school and district materials and resources to support instruction based on OPS content standards, state and national expectations.
- Identify and access additional resources to meet the needs of learners when necessary.

## INTRODUCTION

The success of any evaluation system depends on the attitude of the people involved. Research and experience indicate that a positive working relationship between an administrator serving as an instructional leader and a teacher committed to quality education is the most important element in improving instruction. This system builds on a relationship of mutual trust and respect. It incorporates interaction between staff members and evaluators who complete the evaluation in a cooperative manner by sharing their perceptions and insights, offering and assessing suggestions.

Evaluation generally serves two basic purposes: accountability and improvement of instruction. In this system, some evaluation activities address accountability through district-wide standards of performance, while others focus on individualized improvement through goal setting and conferences.

This evaluation system attempts to recognize both the high degree of professionalism in the Omaha Public Schools and the complexity of teaching itself. Teaching involves a multitude of styles and techniques applied to constantly changing conditions. Each class has different dynamics; each day has new challenges. There are many variables in successful teaching; some of them intangible, many of them subjective. Classroom visits alone do not provide a full view of a teacher's talents and techniques. Therefore, evaluation includes much more than observations.

Teachers are more actively involved in the evaluation process through goal setting and conference participation. Conferences are intended to generate more frequent communication and feedback concerning classroom practices. The overall outcome can be individualized, teacher-directed improvement.

This evaluation system illustrates the district's commitment to quality education. This process challenges and assists both teachers and administrators to grow as professionals.

Nebraska Department of Education  
Teacher Evaluation Requirements in Rule 10

007.06            Teacher Evaluation. Quality Indicator: The primary purpose of teacher evaluation is to improve the quality of instruction. The procedures are clear, equitable, and systematic.

007.06A            The school district has a written board policy for the evaluation of teachers. The policy is approved by the Department as required by 79-318 (5) (h) R.R.S. Sections 007.06A through 007.06B are based on statute and cannot be waived under the provisions of Section 013 of 92 NAC 10.

007.06A1a        Annual written communication of the evaluation process to those being evaluated;

007.06A1b        A description of the duration and frequency of observations and written evaluations for probationary and permanent teachers;

- 007.06A1c Specific district-defined evaluation criteria, which include at a minimum:
- 007.06A1c ( 1 ) Instructional performance,
  - 007.06A1c ( 2 ) Classroom organization and management, and
  - 007.06A1c ( 3 ) Personal and professional conduct.
- 007.06A1d Provision for written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement;
- 007.06A1e Provision for the teacher to offer a written response to the evaluation;  
and
- 007.06A1f A description of the district plan for training evaluators.

Omaha Public Schools

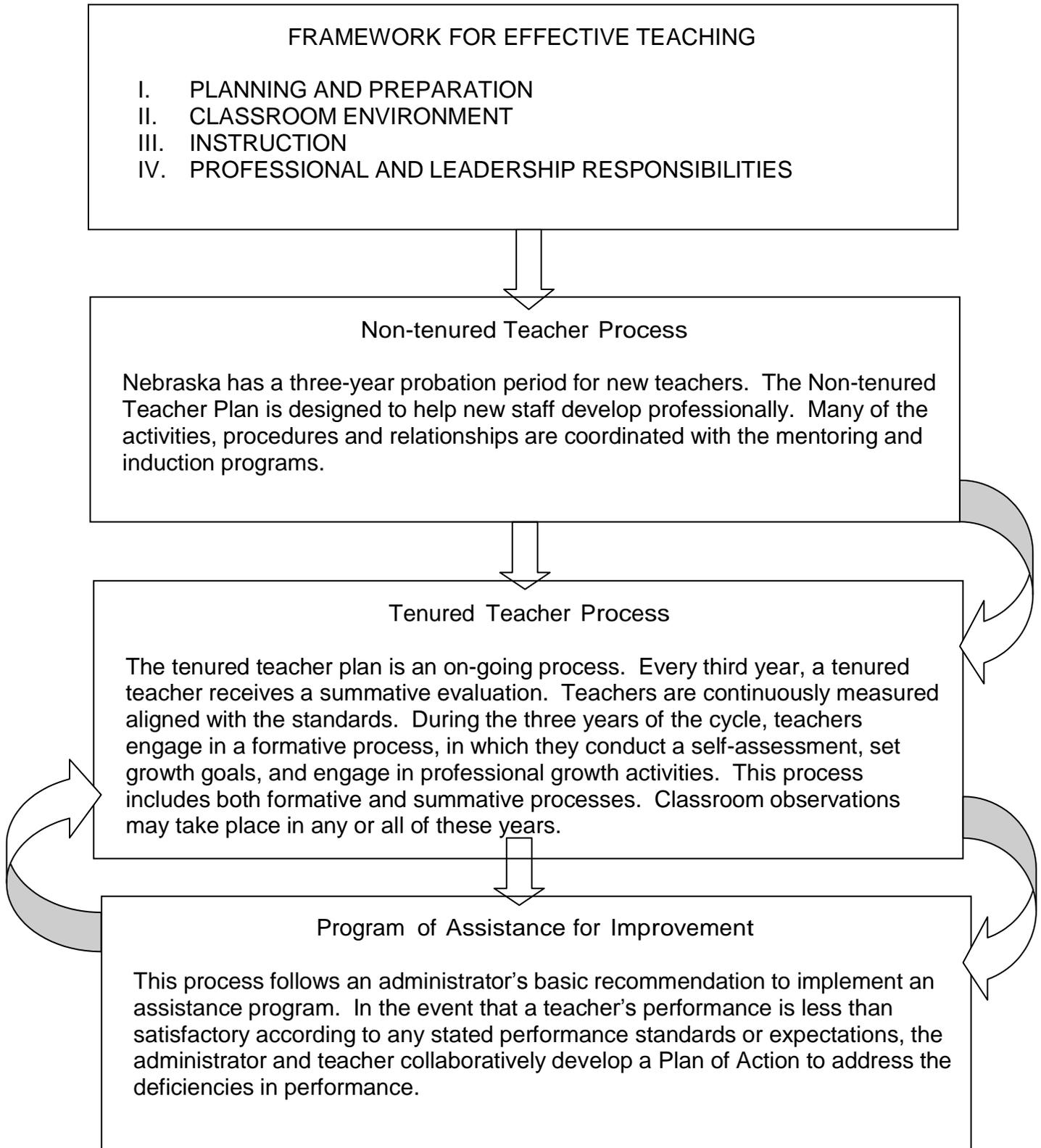
4.34 Purposes of Staff Appraisal (Revised 2/1/10)

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The Board of Education is interested in selecting, developing and retaining the finest staff available for its young people. To that end, it shall be the purpose of the Omaha Public Schools to develop staff that function at their full potential and are able to improve the performance, both social and academic, of each individual student. The appraisal process shall be as described in the Framework For Effective Teaching.

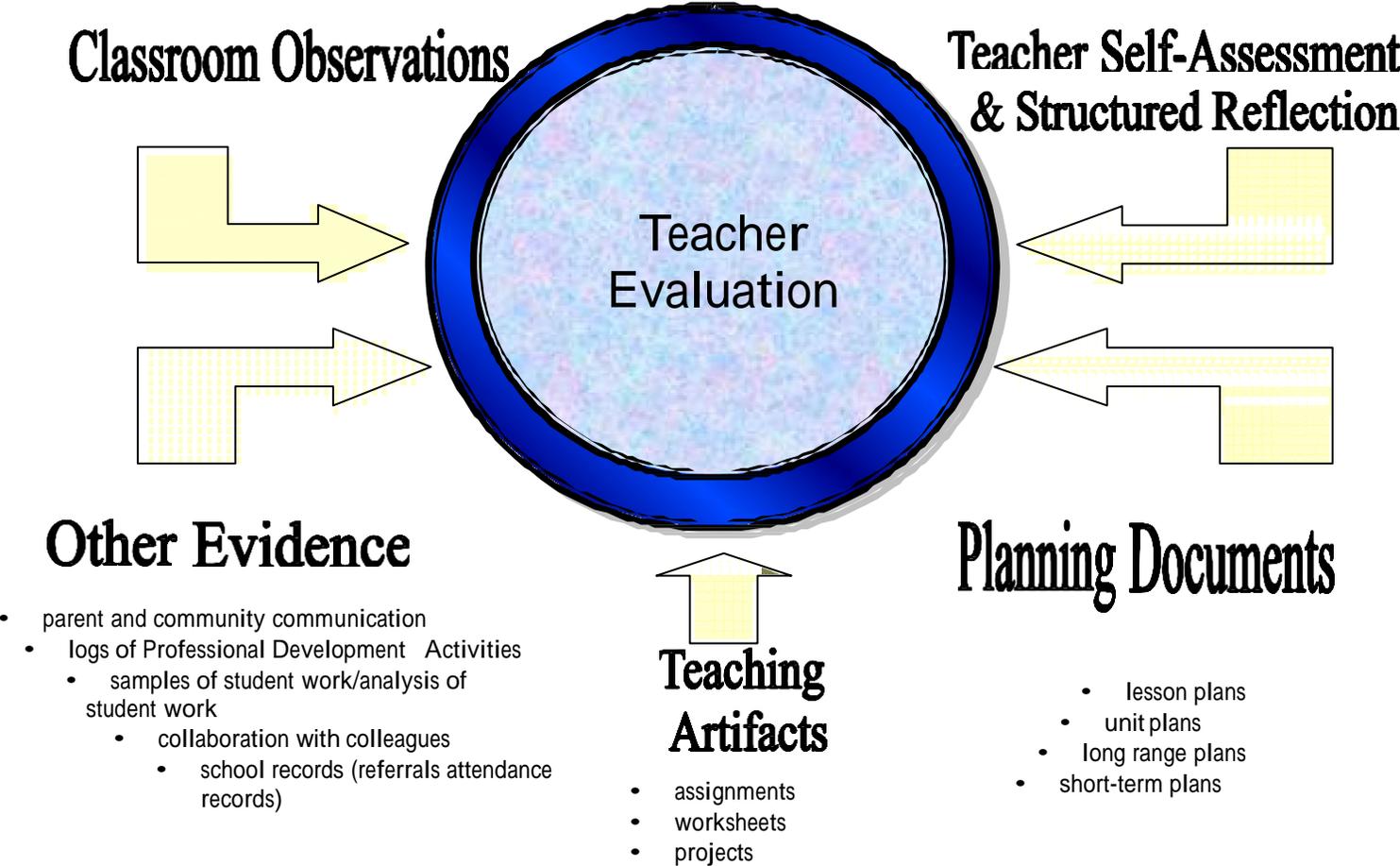
## OVERVIEW OF TEACHER APPRAISAL PROGRAM

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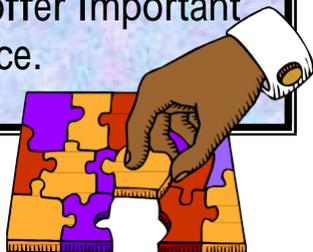


# A Comprehensive View of Evaluation Activities

Evaluation activities are selected primarily based on how they will provide evidence of the different evaluative criteria. Therefore some aspects of teaching can only be demonstrated through classroom observations where as other aspects require different types of evidence. Classroom observation is only one type of an evaluation activity. The Framework for Effective Teaching offers a variety of evaluation activities that can provide relevant information about a teacher's overall performance.

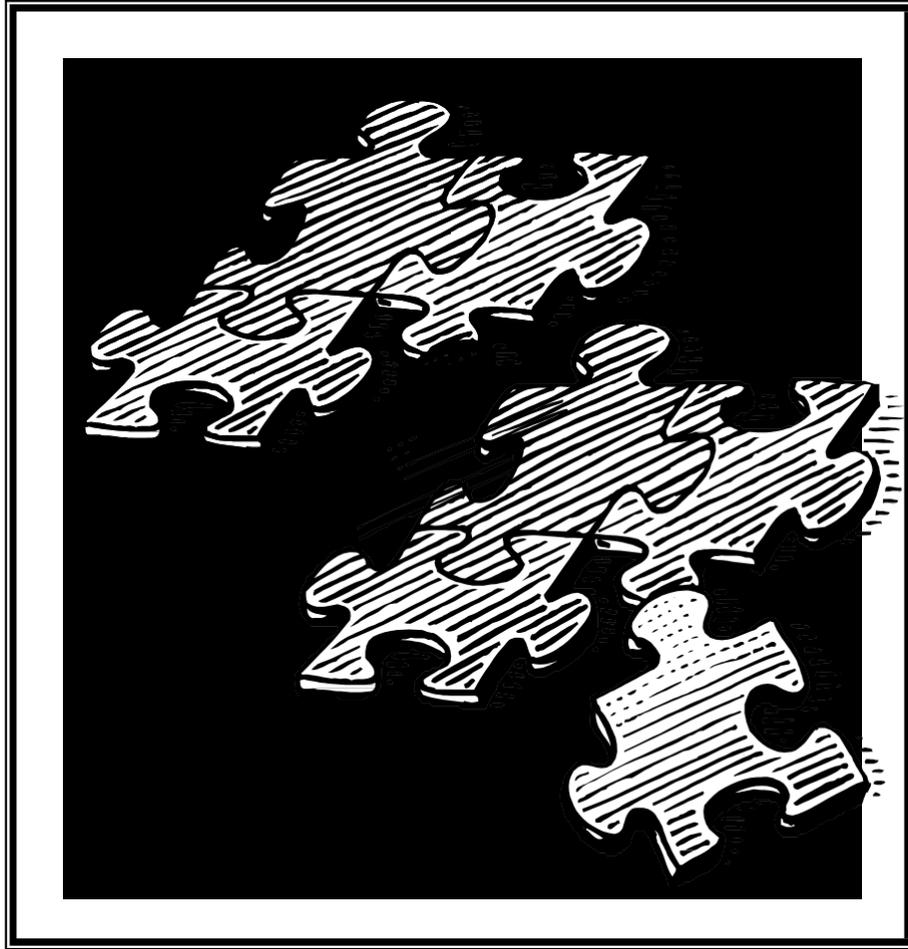


All of the above mentioned evaluation activities can offer important evidence of a teacher's overall performance.



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# The Evaluation Cycle



## of the Omaha Public Schools Appraisal System

# THE EVALUATION CYCLE OF OMAHA PUBLIC SCHOOLS APPRAISAL SYSTEM

- 1) Establishing Criteria/Appraisal Notification Meeting
- 2) Goal Setting
- 3) Self -Assessment
- 4) Evaluation Activities
  - Pre-Observation Conference
  - Observations (announced/unannounced)
  - Walk-Through
- 5) Post Conferencing
- 6) Program of Assistance
- 7) Summary Evaluation

\*The online ePerformance System will be integrated into the evaluation process to store ePerformance Notes regarding the appraisal notification meeting, pre and post observation conferences and classroom observations.

## Evaluation Purposes

### A. Improvement of Instruction

- Increasing communication between teachers, administrators, and central office instructional staff.
- Defining standards of performance.
- Promoting continual professional development and reflection.

### B. Recognition of Quality Teaching

- Providing information to award tenure.
- Assisting in assigning staff members within the school district.
- Identifying potential leaders.
- Identifying the ability to make special contributions.

### C. Identification and Assistance to Teachers having Difficulty

- Determining professional growth needs.

### D. Identification of Incompetent Teaching

- Providing for due process in contract renewal or termination.

## FRAMEWORK FOR EFFECTIVE TEACHING

The Framework for Teaching is comprehensive, and includes all-important aspects of a teacher's responsibilities, including those beyond the interaction with students. The heart of teaching is, of course, centered in the classroom. But it goes well beyond the classroom, and extends to interaction with colleagues, communication with parents, and service on school and district projects and committees. The Framework for Teaching reflects the full range of a teacher's responsibilities. Whether or not everything described in The Framework applies in every setting is a question that only those people in that setting can determine; indeed, examination and discussion of that question among teachers and administrators is a valuable part of the professional growth process.

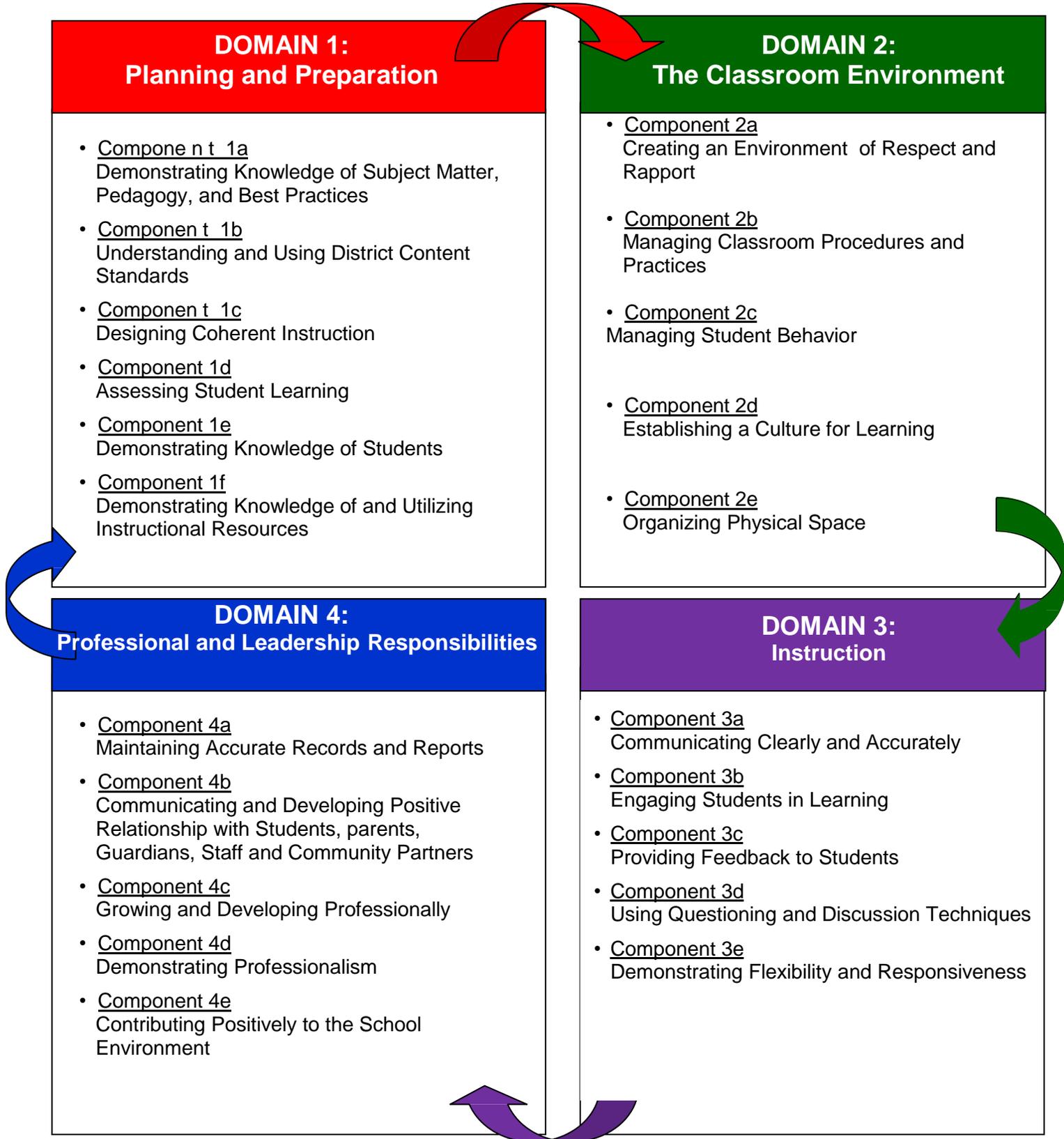
## FRAMEWORK: THEMES

Each of the four domains of the framework refers to a distinct aspect of teaching. Together the four domains serve the primary purpose of engaging students in the pursuit of learning. A number of themes apply to most of the components of the framework and are reflected in the entire instructional cycle.

These themes include:

- High Expectations (HE) – A belief that all students are capable of high standards of learning. Rates of learning and areas of learning abilities vary among individuals and teaching is organized to meet the needs of all learners accordingly.
- Developmental Appropriateness (DA) – An understanding of the developmental milestones which affect instructional goals, activities and materials, and assessment strategies.
- Accommodating Students with Special Needs (SN) – A sensitivity to students with special needs that may be intellectual, physical or emotional. Teachers will modify the curriculum for any students who have different cognitive, perceptual, developmental, environmental, and or cultural factors that need consideration.
- Equity (E) – An environment of respect and rapport in which all students feel valued and receive equally appropriate opportunities for academic achievement.
- Cultural Sensitivity (CS) – An awareness of relevant information about students' cultural traditions, religious practices, and patterns of interaction and the appropriate application of strategies that recognize these factors.
- Appropriate Use of Technology (T) – A utilization of technological tools to enhance learning.

## Framework for Effective Teaching



## PROCESS AND PROCEDURES

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### A. The Evaluation Cycle

The evaluation cycle is a six-phase cycle carried out during the school year. The six phases are:

**Phase 1** – establishing criteria/appraisal notification meeting

**Phase 2** – self-assessment/goal setting

**Phase 3** – evaluation activities

**Phase 4** – post-conferencing

**Phase 5** – follow-up activities

**Phase 6** – summative year-end performance review

#### **Phase I: Establishing Criteria/Appraisal Notification Meeting**

The purpose of this meeting is to allow the teacher and the evaluator to become oriented to the evaluation process. This meeting will provide the teacher and the evaluator with the opportunity to discuss the teacher's effectiveness in terms of the framework. The emphasis during the meeting is to engage in professional dialogue and trust development. The appraisal notification meeting is scheduled in late spring or early fall.

The following are recommended pre-conference procedures and guidelines:

1. An initial meeting with the administrator and employee to discuss the evaluation process
2. A discussion of the roles of each participant in the process
3. Review of the automated system

#### **Phase 2: Goal Setting and Teacher Self-Assessment**

A self-assessment is a critical component of evaluation and the logical place to begin the evaluation cycle of personnel. This phase is recommended so that teachers as professionals understand their areas of strengths and areas for improvement.

The following procedures are recommended for teacher self-assessment:

1. Review of the Framework for Effective Teaching that will be utilized for evaluation of performance.
2. Rate your performance for each element in the four domains using the rubrics of the framework.  
(Framework Rubrics)
3. Identify areas of strength.
4. Identify areas of performance where there is recognition of need for improvement.
5. Make an analysis of the reasons for needed improvement.
6. Identify specific goals or objectives that would result in an improved performance.

**\* Note: The self-assessment is not a part of the ePerformance system for teachers.**

Written performance goals for teachers are required as part of the evaluation process. The goals should be a natural outgrowth of the teacher's self-assessment and of the teacher's last final evaluation. Performance goals are to be written following the final evaluation. Performance goals are based on the domain rubric standards.

They need to be:

- specific
- measurable
- action-oriented

## Evaluation Activities

1. Guidelines for Supervision and Evaluation Responsibilities of the Building Principal/Administrator
  - a) Complete a minimum of two observations with tenured teachers and a minimum of three observations with non-tenured teachers.
  - b) Each announced supervisory cycle is to include a pre-observation conference, observation (minimum of 30 minutes), and a post-observation conference. An unannounced supervisory cycle is to include an observation and post observation conference.
  - c) Provide a written classroom visitation report after each visit. A copy of this report is to be given to the teacher and the original placed in the teacher's file.
  - d) Prepare the evaluation report to submit to Human Resources.
  - e) Continuous cycle and/or written observation as needed throughout the entire year.

## Observation Instruments

Teacher and Observer forms help structure and document the observation process and resulting conversations. The forms are aligned directly with the Framework for Effective Teaching. They involve the teacher in the collection of evidence and convey to teachers the connections between valued teaching practices. The following descriptions briefly state the purpose of each form.

### Formal Pre-Observation Conference

This form gathers evidence about the teacher's selection of instructional goals, assessment of student learning, learning activities, and instruction. The questions are related directly to the lesson that will be observed.



### Post Observation Reflection

This form gathers evidence about the teacher's reflection on the lesson observed. Questions are presented to help the teacher focus the reflection on the lesson and the domains of the framework.



### Classroom Observation Record

This form provides a structure for the systematic collection and interpretation of evidence organized around a Framework for Effective Teaching. It is completed during the classroom observation.

The Classroom Observation Record helps the observer to immediately codify the evidence into the framework categories by components. This form is used to collect evidence for Domain 2 and Domain 3.



### Walk-Through Observation

This form is used for frequent, short, unscheduled visits to foster focus, reflection and collaborative adult learning. These informal visits will help collect evidence about the school's curriculum, teacher's instructional practices, gauge the climate of the school, review student motivation, and assessment of student achievement.



### Post Observation Record

This form is used to write summaries and suggestions based on the evidence collected. It is completed after the classroom observation. The observer and the teacher collaboratively complete the Post Observation Record. This form can help structure a dynamic conversation that will improve teaching performance.

Using the five levels of performance: Unsatisfactory, Basic, Proficient, Distinguished and Exemplary, the observer can circle or highlight the language that applies to the evidence gathered. This process will show how various aspects of teaching fall on a continuum of performance levels.

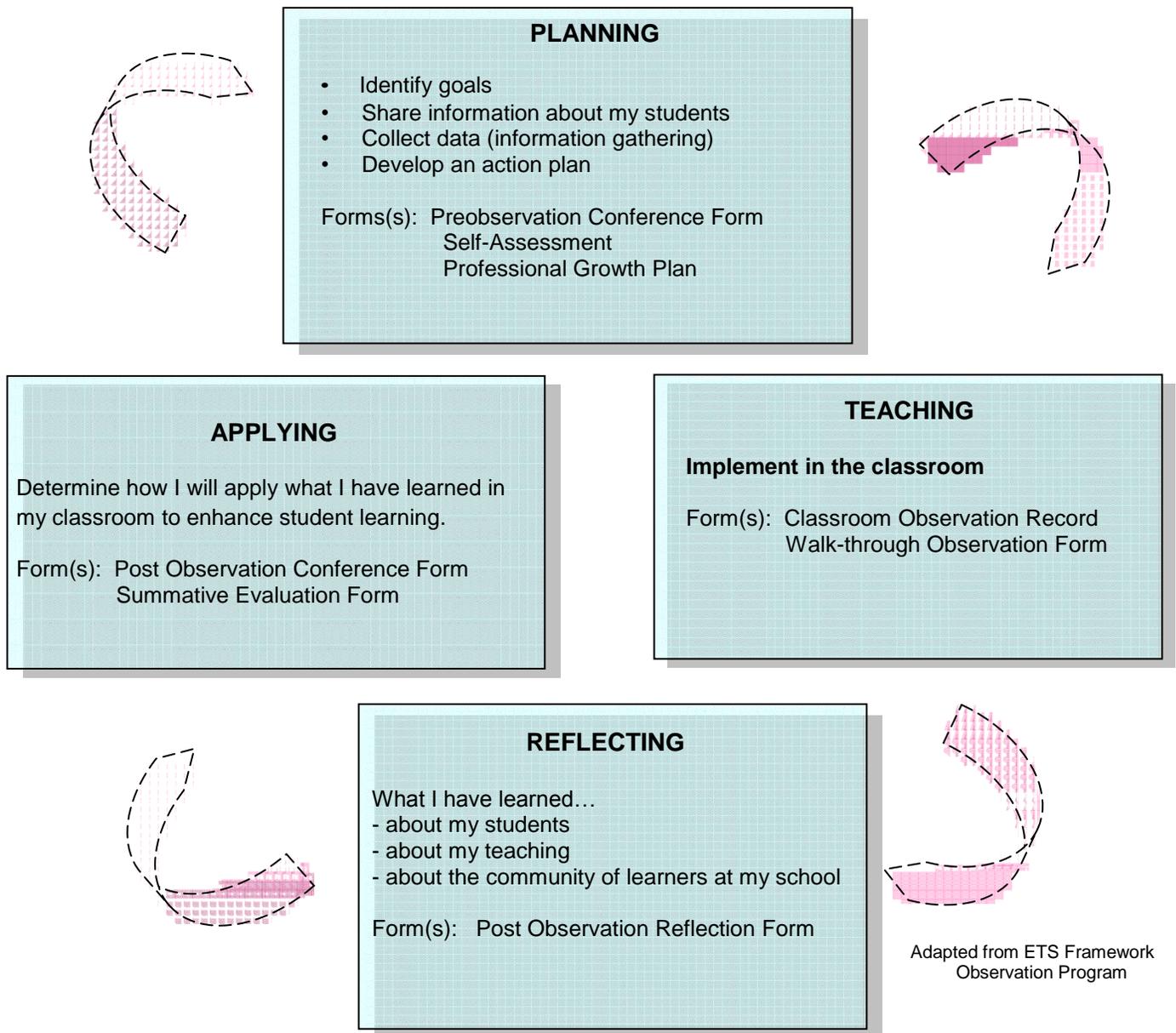
## 2. Formal Announced Observation:

Announced observation of a classroom that require a teacher's written outline of the class lesson plan, a scheduled post-conference and a written formal observation report shared by the evaluator during the post-observation conference. Observations range from 30 minutes – 1 hour in length.

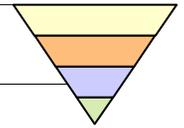
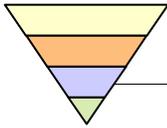
## 3. Formal Unannounced Observation

An observation of a classroom that is not necessarily pre-arranged. These do not require a teacher's prepared written lesson plans. After the unannounced observation, the evaluator shares the written observation report with the teacher in a post-observation conference. Observations range from 30 minutes to 1 hour.

The observation of teaching is based on a (4) four-stage model:  
Planning – Teaching – Reflecting – Applying



# Potential Sources of Data Checklist



## Overview

Just as teachers gather assessment data in many ways, principals gather data about the work and the impact of teacher work on student learning in a variety of ways. The use of multiple data sources helps all of us adjust our practice to enhance the learning of those we are teaching and leading. The Framework for Effective Teaching acknowledges that data sources about teacher performance go well beyond traditional formal observations that, while important, provide a limited picture of the complexity of teacher work.



## Observation

The most common source of information about the quality of teaching is from direct observation. These observations may be formal or informal, comprehensive, focusing on many aspects of teaching, or selective, focusing on pre-agreed or pre-announced areas of performance.

- Classroom Observation
  - o Walk-through
  - o Formal
- Outside of Classroom Observation (other)
 

These sources of data are appropriate in cases when teachers fail to carry out routine administrative duties or where there have been some expressed concerns about the quality of communication, safety issues and punctuality.

  - o Lunchroom
  - o Hall, recess, bus duty
  - o Parent conferences
  - o Back to school night presentation
- Outside of Classroom Observation (Professional Meetings)
 

Most observations focus on the classroom context. However, there are other opportunities for observation that are especially helpful in collecting data on job performance outside the classroom. Participation in the professional community is an important aspect of a teacher's role, and insight into this participation can be gained by observing the quality of the contributions in professional meetings.

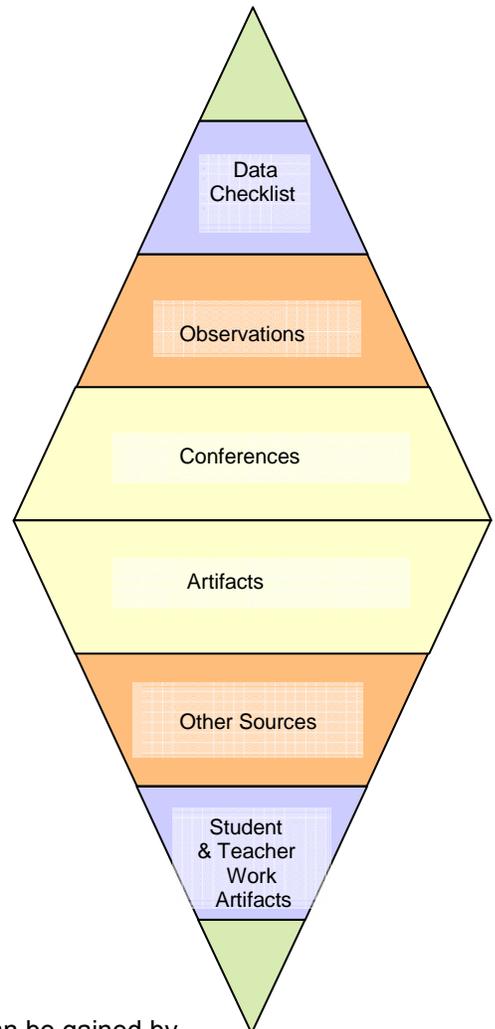
  - o Curriculum meetings
  - o Team meetings
  - o Department meetings
  - o Faculty meetings
  - o Grade level meetings
  - o Committee work: attendance, quality of participation, etc.
  - o Special education meetings



## Conferences

Observation is a very important source of data it may give little insight into teacher planning and reflective decision-making. These conferences can be used as a source of data to assess reflection and decision-making.

- Goal setting conference
- Pre- or post observation conference (data-sharing conference)



Legal note: Consistency is important. Conferences should be used as a source of data for all teachers, not just poor performers.



### Artifacts

Unobtrusive artifacts are data sources that are readily available to the principal and do not require gathering time and effort by either the teacher or the administrator.

- Grade distributions
- Student progress reports
- Discipline referrals: quantity and quality
- Student placement referrals by teachers
- Parent/student placement requests
- Newsletters and memos sent home



### Other Sources

These sources can be an integral part of the administrator's pool of information.

- Teacher's grade book
- Supervisor file notes and data
- Teacher's attendance profiles
- Arrival and departure times
- Co-curricular activities and professional development participation
- Substitute plans
- Phone logs



### Student and Teacher Work Artifacts

As teachers move to a more standards-based classrooms aligned with state and districts frameworks, we are seeing great improvement in student assessment techniques (Wiggins 1998). It is important that supervisors begin to assess the assessments. One way to begin this task is to collect teacher and student work. These work samples are accompaniments to other sources of data.

- Homework assignments, worksheets, and handouts
- Lesson and unit plans
- Action research
- Tests and quizzes
- Grading criteria and results on specific assignments
- Feedback given on student work
- Student work sample A's, B's, etc.



Summary: Evaluators should expect to review and reward evidence that teachers are holding themselves accountable for what children now and are able to do both as individuals and as professionals who contribute to the effectiveness of a school.

Collecting and using evidence drawn from a variety of data sources

- Increases an evaluator's competence and credibility,
- Reduces the impact of bias and judgment errors,
- Allows the evaluator to develop a more complex and precise profile of the teaching performance,
- Eliminates drawbacks associated with using classroom observation alone, and
- Provides clear guidelines for goal setting and improvement plans.

FORMAL PRE-OBSERVATION CONFERENCE FORM

Teacher \_\_\_\_\_ Principal /Administrator \_\_\_\_\_

Period/Time and Date of Visit \_\_\_\_\_ Grade/Subject \_\_\_\_\_

I. What are your objectives for the lesson? What do you expect the students to learn? (Domain 1: Planning and Preparation- Component 1b: Understanding and Using District Content Standards and Component 1c: Designing Coherent Instruction)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

II. Why are these objectives suitable for this group of students? (Domain 1: Planning and Preparation – Component 1e Demonstrating knowledge of Students)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

III. How do these objectives support the District's content standards and best teaching practices? (Domain I: Planning and Preparation - Component 1 a: Demonstrating Knowledge of Subject Matter, Pedagogy and Best Practices, Component 1b: Understanding and Using District Content Standards and Component 1f: Demonstrating Knowledge of and Utilizing Instructional Resources)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

IV. How do you plan to engage students in the content - what will you do? What will the student do? (Include time estimates) Where does the lesson fit in the scope of the lesson standard; for example: introduction, reinforcement or review) (Domain III: Instruction - Component B: Engaging Students in Learning)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

V. How do you plan to assess student achievement of the goals? What procedure will you use? (Domain I: Planning and Preparation - Component 1d: Assessing Student Learning) (Attach any student assignment/work sample)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Class profile: \_\_\_ # of female students \_\_\_ # of male students \_\_\_ # of special education students \_\_\_ # of ESL students

Describe the general instructional levels represented by students in this class (e.g., advanced, average, below grade level, mixed, special education, ESL)

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal's/Administrator's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(1) copy – Principal

(1) copy- Teacher

#### 4. Walk-Throughs

An observation of the classroom or related activities that do not require a post-observation conference. The walk-through observation form is used to focus on a component of the framework and is provided to the teacher. It is incorporated into a working file for reference during the year-end performance review. Observations range from 3-10 minutes. A walk-through observation is a brief snap shot of teacher observation.

### **BENEFITS OF IMPLEMENTING WALK -THROUGH**

These frequent, short, unscheduled visits can foster focused, reflective, and collaborative adult learning.

- Administrators become more familiar with the schools' curriculum and teachers' instructional practices.
- Administrators can assess the climate of the school.
- A team atmosphere develops among teachers and administrators as they collaboratively examine instruction, student motivation and achievement.
- Administrators establish themselves as instructional leaders, mentors through influence, learning and ongoing school renewal.
- Students observe both administrators and teachers valuing instruction and learning.





CLASSROOM OBSERVATION RECORD

Teacher: \_\_\_\_\_ Grade Level/Subject Area: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Length of Observation: \_\_\_\_\_ Time/Period: \_\_\_\_\_

\_\_\_\_\_ Announced Observation      \_\_\_\_\_ Unannounced Observation

Domain II: The Classroom Environment

2a: Creating an environment of respect and rapport
2b: Managing classroom procedures and practices consistent with building and district policies
2c: Managing student behavior
2d: Establishing a culture for learning through support of the mission and aims of the District
2e: Organizing physical space

**Domain III: Instruction**

3a: Communicating clearly and accurately

3b: Engaging students in learning

3c: Providing feedback to students

3d: Using questioning and discussion techniques

3e: Demonstrating flexibility and responsiveness

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator/Principal

\_\_\_\_\_  
Date

A signature only indicates the receipt of this document.

Evidence for Domain 2 (Classroom Environment) and Domain 3 (Instruction) is visible through observation.

(1) copy – Principal/Administrator (1) copy – Teacher

5. Duties, responsibilities, and accomplishments outside the classroom:

Framework related activities that occur outside the classroom and are not directly related to the delivery of instruction or classroom management. These could include participation on school or district level committees, professional growth, participation in school activities, and/or occurrences that would provide information to assist the evaluator and teacher with selecting the most accurate rating for an element in the framework. Administrators and teachers may submit contributions to the working file for reference during the year-end performance review.

6. Informal Conference:

Teacher or evaluator initiated conference not necessarily related to a specific classroom observation. When applicable, notes may be submitted to the working file.

#### **Phase 4: Post-Conference**

This conference is a feedback mechanism for the teacher who has had an announced or unannounced observation. The post-conference will provide the opportunity for the teacher and the evaluator to review the results of a classroom observation. Discussion should focus on, but is not limited to, the classroom environment and instruction. Formal or informal follow-up activity recommendations will be discussed at this time.

Follow-up activities may be implemented to enhance teacher performance.

**POST OBSERVATION REFLECTION FORM**

This form is completed by the teacher and discussed with the administrator during the post-observational conference.

Teacher \_\_\_\_\_ Grade/Subject \_\_\_\_\_

Observation Date \_\_\_\_\_

Post Conference Date \_\_\_\_\_ Time \_\_\_\_\_

When you come to the Post Observation Conference, you may bring relevant artifacts that support your evidence for this lesson.

1) As I reflect on the lesson, to what extent were students productively engaged? (Domain III: Instruction)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2) Did the students learn what I intended? Were the content standards met? How do I know, or how and when will I know? What are the indicators of success? (Domain I: Planning and Preparation and Domain III: Instruction)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3) Did I alter my instructional plan as I taught the lesson? If so, why? (Domain III: Instruction)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4) Provide samples of student work on this assignment. This work should reflect the diverse student ability in your class and include feedback you shared with students on their papers. (Domain I: Planning and Preparation)

-To what extent were your assessment strategies effective?

-Would you make any changes in your approach to assessment? If so, what changes would you make and why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5) What would you do differently to improve the lesson (instructional strategies, student grouping, student activities and materials/resources, etc)? (Domain III: Instruction and Domain IV: Professional and Leadership Responsibility)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6) Please comment on your classroom procedures, your use of physical space, and the students' conduct. To what extent did the classroom environment contribute to student learning? (Domain II: The Classroom Environment)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

POST OBSERVATION RECORD

School Year \_\_\_\_\_

Teacher \_\_\_\_\_ Principal/Administrator \_\_\_\_\_

Date of observation \_\_\_\_\_ Date of conference \_\_\_\_\_

With the teacher, examine all the evidence generated by the lesson.

Check all components where evidence was found.

---

Domain 1: Planning and Preparation

- demonstrating knowledge of subject matter, pedagogy, and best practices
- understanding and using district content standards
- designing coherent instruction
- assessing student learning
- demonstrating knowledge of students
- demonstrating knowledge of and utilizing instructional resources

Summary of evidence:

---

Domain II: The Classroom Environment

- creating an environment of respect and rapport
- managing classroom procedures and practices consistent with building and district policies
- managing student behavior
- establishing a culture for learning through support of the mission and aims of the district
- organizing physical space

Summary of evidence:

POST OBSERVATION RECORD

Domain III: Instruction

- communicating clearly and accurately
- engaging students in learning
- providing feedback to students
- using questioning and discussion techniques
- demonstrating flexibility and responsiveness

Summary of evidence:

---

Suggestions for Future Practice:

Staff Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal/Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I understand my signature only indicates the receipt of this document.

## Program of Assistance for Improvement

### Informal Intervention

When an administrator believes after a period of documented observing and conferencing that a teacher needs assistance to improve job performance, the administrator must develop with the teacher a Program of Assistance for Improvement for Informal Intervention. A conference between the teacher (a union representative may be present if the teacher requests) and the principal will be scheduled to discuss the Program of Assistance for Informal Intervention, which is to include:

- A description of the deficiency.
- A description of the supervisor's expectation.
- A program for correcting the deficiency, criteria which will be used to measure the correction, and a timeline.
- A listing of the assistance and resources to be provided.
- Monitoring procedures.
  - a) This plan should focus on promoting growth based on specific, measurable action oriented and realistic goals.
  - b) The plan will be in effect for a period of 4-6 weeks.
  - c) A meeting may be held in which the principal clarifies aspects of the Informal Intervention Plan. The Program of Assistance for Informal Intervention should be in a written document with a copy provided to the teacher.
  - d) Regular meetings between the principal and teacher are held to review progress.
  - e) An acknowledgement to Human Resources that the teacher has been placed on an Informal Plan of Assistance.

Unless the plan has been revised and/or the observation schedule altered, upon completion of the Program of Assistance for Informal Intervention, a summative evaluation over all domains will be completed by the principal. The principal will meet with the teacher to review the summative evaluation and inform the teacher that one of three actions will be taken:

- Monitoring of those areas identified as deficient for a specified period.
- Placement on a new or revised Program of Assistance for Informal intervention.
- Recommendation for placement on Formal Intervention as determined by Human Resources and the development of a Program of Assistance for Formal Intervention.

The Program of Assistance for Improvement may be terminated prior to the date noted for any reason(s) deemed appropriate by the District.

### Formal Intervention

1. After a review of documentation, Human Resources determines placement of a teacher on Formal Intervention status. This placement is based upon, but not limited to not meeting the goals of the informal intervention process, insubordination, specific policy or rule violation, or endangerment of students or staff. Administrators will not recommend Formal Intervention unless the teacher has first been on a Program of Assistance for Improvement (informal intervention). However, Human Resources may place a person on a Formal Intervention Plan for insubordination or specific violations of rules or policies.
2. The goal of Formal Intervention is to help a teacher having difficulty gain or regain professional competence. Upon determination of the need for Formal Intervention status, a meeting is held in

the Human Resources Department to identify specific deficiencies and to share expectations, assistance, evaluation procedures and a timeline for an Intervention of four to six weeks. Participants in this meeting are the teacher, building principal, and Human Resources staff. (District supervisory staff may be included at the discretion of the Assistant Superintendent of Human Resources).

3. The teacher has the right and opportunity to provide suggestions in carrying out the Formal Intervention plan.
4. The team will identify in writing an individualized performance improvement plan. The plan will focus on no more than two domains within a specific time frame. The principal leads the observation team and will write the summative evaluation.

Supervisors, elementary curriculum consultants, assistant principals, and department heads may provide intervention assistance and conduct formal and informal observations. Other staff such as an Instructional Facilitator or a mentor may assist with lesson planning demonstrating teaching support. However, these individuals may not conduct observations.

5. The Formal Intervention Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to the Informal Intervention Plan.
6. At the close of the timeline for Formal Intervention, a summative evaluation of the teacher's progress is provided to Human Resources and to the teacher by the building principal. Human Resources will contact the teacher within ten working days of receipt of the evaluation to determine any action that will now result.

# Omaha Public Schools

## PROGRAM OF ASSISTANCE - INFORMAL INTERVENTION PLAN

Name: \_\_\_\_\_

School: \_\_\_\_\_ Assignment: \_\_\_\_\_

You are being placed on informal intervention because of unsatisfactory performance as specified in the deficiencies identified below. This program is designed to help you correct these deficiencies. If the program is not successfully completed, you may be placed on a Formal Intervention Plan.

During this program, those areas in the program that have been identified as deficient will be monitored for a period of 4-6 weeks. At the conclusion of this informal intervention, you will receive an evaluation summary. If an acceptable level of performance is maintained, you will be returned to the regular evaluation cycle. If acceptable performance is not maintained, you will either be placed on a continuation of Informal Intervention or a Formal Intervention Plan.

### I. DESCRIPTION OF DEFICIENCY (Cite related standards)

--

### II. SUPERVISOR'S EXPECTATIONS (How things should look after the deficiency has been corrected)

--

### III. RECOMMENDED PROGRAM TO CORRECT DEFICIENCY

--

### IV. CRITERIA WHICH WILL BE USED TO MEASURE CORRECTION

--

### V. ASSISTANCE AND RESOURCES TO BE PROVIDED (if appropriate)

--

### VI. MONITORING PROCEDURES

--

### VII. DATE BY WHICH PROGRAM MUST BE COMPLETED

--

This is to certify that this program has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in this program.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

If the principal indicates the teacher is not making acceptable levels of improvement as outlined in this program, the principal may discuss options with you and Human Resources.

(1) copy - Personnel file

(1) copy - Principal

(1) copy - Teacher

# Omaha Public Schools

## PROGRAM OF ASSISTANCE - FORMAL INTERVENTION PLAN

Name: \_\_\_\_\_

School: \_\_\_\_\_ Assignment: \_\_\_\_\_

After a review of the documentation and the results of your Summative Evaluation, Human Resources has determined to place you on Formal Intervention status. The goal of the formal intervention is to help you gain or regain professional competence. The following plan has been developed to assist you with correcting deficiencies in core competencies related to the four domains of effective teaching. Your progress will be monitored for a period of 4-6 weeks. At the conclusion of the timeline, a summative evaluation of your progress will be provided to Human Resource. Human Resources will then contact you within ten working days upon receipt of the evaluation to determine the action that will result.

### I. DESCRIPTION OF DEFICIENCY (Cite related standards)

### II. ADMINISTRATORS' AND HUMAN RESOURCES' EXPECTATIONS (How things should look after the deficiency has been corrected)

### III. RECOMMENDED PROGRAM TO CORRECT DEFICIENCY

### IV. CRITERIA WHICH WILL BE USED TO MEASURE CORRECTION

### V. ASSISTANCE AND RESOURCES TO BE PROVIDED (if appropriate)

### VI. MONITORING PROCEDURES

### VII. DATE BY WHICH PROGRAM MUST BE COMPLETED

This is to certify that this program has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in this program.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

If the principal indicates the teacher is not making acceptable levels of improvement outlined in this program, the principal may discuss options with you and Human Resources.

(1) copy - Personnel File

(1) copy - Principal

(1) copy- Teacher

## Summative Performance Review

The year-end summative performance review provides the teacher and the principal with the opportunity to review the teacher's overall performance in the context of the Framework for Effective Teaching. This conference will bring closure to the evaluation cycle for the current school year. The discussion of the teacher's Performance Goals is an integral part of the process.

### Omaha Public Schools

## Certified Employee ePerformance - Establish Criteria (Goals)

Basic Navigation:

Self Service>Performance Management>Performance Documents>Current Documents



## Certified Employee ePerformance - Establish Criteria (Goals)



### Current Performance Documents

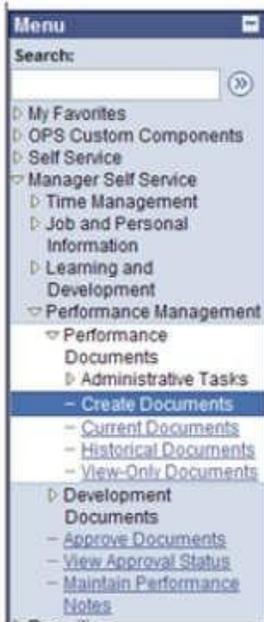
Employee's Name:

Listed below are your current performance documents:

Document Type	Begin Date	End Date	Job Title	Status	Manager
<a href="#">Performance Document</a>	08/01/2011	07/31/2012	Human Resources Project Techni	In Progress	Mgr's Name

Click on the [link](#) to open your performance document

The document detail will open (see below) Click [Start](#) (Certified Staff will be able to add personal and professional goals)



### Current Performance Documents

#### Document Details

Name: Social Studies Teacher  
Performance Document: 08/01/2011 - 05/31/2012

Performance Document Details			
<b>Employee:</b>	Job Title: Social Studies Teacher		
<b>Document Type:</b> Performance Document	<b>Period:</b> 08/01/2011 - 05/31/2012		
<b>Manager:</b>	<b>Status:</b> In Progress		
<b>Template Name:</b> OPS Teacher Evaluation			
Document Progress			
Step	Status	Due Date	
Establish Evaluation Criteria	<input type="radio"/> Not Started	08/25/2011	<a href="#">Start</a>
Review Self Evaluation	<input type="radio"/> Not Started	04/01/2012	
Complete Manager Evaluation	<input type="radio"/> Not Started	04/16/2012	

[Return to Select Documents](#)

Scroll all the way to be bottom of the performance document to add goals.

Add Goal(s) by clicking on the [+](#) [Add Goal](#)

# Certified Employee ePerformance- Establish Criteria (Goals)

## Section 5 - Employee Goals

Listed below is a set of goals to be rated. You can enter ratings and comments for each goal listed below.

Employee Goals will be evaluated by.  
Employee Manager

[±] [Add Goal](#)

**Save**

**Complete**

**Cancel**

[Return to Document Detail](#)

You will select: ADD your own goal. Click the radio button  Add your own goal then click **Next**

## Performance Document-Performance Document

### Add a Goal

Name Social Studies Teacher  
Performance Document 08/01/2011 – 05/31/2012

You have chosen to add a new goal.

You can either enter a new goal on your own or choose a goal already defined in the system. When you are finished, click the Next button to continue.

- Add pre-defined goal
- Add your own goal

**Next**

## Return to Performance Criteria

Give this new goal a title, description and measurement. Also define the due date. A reminder date can be added for convenience. Select a status: Complete, In Progress or Not Applicable. During the course of the performance evaluation period, the percentage can be -updated to reflect progress. Click Update to proceed.

# Certified Employee ePerformance- Establish Criteria (Goals)

Performance Document - Performance Document

## Add a Goal

Name Social Studies Teacher

Performance Document 08/01/2011 – 05/31/2012

\*Title:

Description:  
(1325 characters)

Measurement:  
(1325 characters)

Due Date:  (example: 12/31/2000)

Reminder Date:  (example: 12/31/2000)

Status:

Percent Complete:

[Update](#)

[Return to Document Criteria](#)

### [Section 5 – Employee Goals](#)

Listed below is a set of goals to be rated. You can enter ratings and comments for each goal listed below:

Employee Goals will be evaluated by:  
Employee, Manager

#### \*Goal 1: Bring Technology to the Classroom

##### Details

**Description:** Bring technology to the classroom to engage my students in math, science and reading

**Measurement:**

Increase test scores in math, science and reading by 25%

- Reminder Date:
- Due Date: 05/31/2012
- Status: In Progress
- Percent Complete: 0

[Edit Details](#)

[Add Notes](#)



[Add Goal](#)



[Delete Goal](#)

[Save](#)

[Complete](#)

[Cancel](#)

[Return to Document Detail](#)

## Certified Employee ePerformance- Establish Criteria (Goals)

Click SAVE

Your performance document is now ready to be started and completed by your Principal

### Current Performance Documents

---

#### Document Details

NAME Social Studies Teacher  
Performance Document: 08/01/2011 - 09/01/2011

Performance Document Details					
Employee:		Job Title: Social Studies Teacher			
Document Type: Performance Document		Period: 08/01/2011 – 09/10/2011			
Manager:		Status: In Progress			
Template Name: OPS Teacher Evaluation					
Document Progress					
Step		Status	Due Date		
Establish Evaluation Criteria	✓	Completed	11/25/2010	<a href="#">View</a>	
Complete Self Evaluation	0	Not Started	07/03/2011		<a href="#">Start</a>
Review Manager Evaluation	0	Not started	07/18/2011		

## Navigation through Self Service to My Performance Appraisal

Sign into PeopleSoft using your Network Credentials

Navigate to Self Service>

Personalize [Content](#) | [Layout](#)



Click on the link to Performance Management



This opens: **My Performance Documents**

Current and Historical Performance Documents: create, update or view your performance documents

Other's Performance Documents: Accept, decline, update or view performance evaluations for designated appraisal team members. (Pending. current and historical)

My Development Documents: Create, update, and view your development documents (current and historical)

Performance Notes: Maintain personal notes about your performance

- ▷ Workforce Development
- ▷ Organizational Development
- ▷ Workforce Monitoring
- ▷ Set Up HRMS
- ▷ Worklist
- ▷ Reporting Tools
- ▷ PeopleTools
- [My Personalizations](#)
- [My Dictionary](#)

**Menu**

Search:

- ▷ My Favorites
- ▷ OPS Custom Components
- ▽ Self Service
  - ▷ Personal Information
  - ▷ Payroll and Compensation
  - ▷ Learning and Development
  - ▽ Performance Management
    - ▷ My Performance Documents
    - ▷ Other's Performance Documents
    - ▷ My Development Documents
    - [Performance Notes](#)
  - ▷ Recruiting Activities
- ▷ Recruiting
- ▷ Workforce Administration
- ▷ Benefits
- ▷ Workforce Development
- ▷ Organizational Development
- ▷ Workforce Monitoring
- ▷ Set Up HRMS
- ▷ Worklist
- ▷ Reporting Tools
- ▷ PeopleTools
- [My Personalizations](#)
- [My Dictionary](#)

Main Menu > Self Service >

### Performance Management

Access your performance and development documents, and evaluations you have

**My Performance Documents**  
Create, update, or view your performance documents.

- ▷ [Current Documents](#)
- ▷ [Historical Documents](#)

**Performance Notes**  
Maintain personal notes about your performance.

Performance Notes is a secure repository to maintain personal notes about your performance, goal: Professional developments, etc. Notes are maintained by date range for ease in note searches.

**Menu**

Search:

- ▷ My Favorites
- ▷ OPS Custom Components
- ▽ Self Service
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  - ▷ Learning and Development
  - ▽ Performance Management
    - ▷ My Performance Documents
    - ▷ Other's Performance Documents
    - ▷ My Development Documents
    - [Performance Notes](#)
  - ▷ Recruiting Activities

 **My Performance Notes**

▷ Instructions

▽ Selection Criteria

Earliest Note Date  31 End  31

 **My Performance Notes**

▷ Instructions

Listed below are the performance notes you have recorded for yourself. This list can be filtered by entering a Starting Date in the Search Criteria box, then click on the **Search** button.

New notes can be added and existing notes can be edited. To add a new note, click on the **Add New Note** button. To edit or access the details or an existing note, click on tile note's subject

*Your notes are private – they cannot be viewed by your manager.*

▽ Selection Criteria

Earliest Note Date  31 End  31

<u>Action</u>	<u>Person Responsible</u>
Performance Document Created	Human Resources
Start Establish Criteria	Principal or Teacher
Input Goals	Teacher and/or Principal (if Applicable)
Complete Establish Criteria	Principal
Transfer Evaluation Document (If Applicable)	Principal
Observations/Performance Notes	Principal and Teacher
Start Manager Evaluation (Summative) All Sections Must Be Rated	Principal
Mark Evaluation Available for Review	Principal
Review Manager's Evaluation Comments if Necessary	Teacher
Hold Summative Conference	Principal and Teacher
Mark Review Held	Principal
Teacher's Additional Comments	Teacher
Acknowledge Review Held	Teacher
Complete Evaluation	Principal

## EPerformance Appraisal Process Steps

Step	Role	Description
I. Maintain Performance Notes	Principal and Teacher (activity is dependent of the review document processing and can be done at any time)	Allows Teacher and Principal to keep notes about performance, specific events, etc. online and use those notes during the Complete Self Evaluation (Employee) and Complete Manager Evaluation (Manager) steps. This step is independent of, but provides input to the performance review process.
II. Establish Criteria	Principal and Teacher (depending on the template)	Includes adding Goals to the Criteria, deleting criteria that do not apply to the employee being reviewed.
III. Complete Manager Evaluation*	Principal	Including input from all sources – Performance notes and other documents
IV. Approve Document*	Approval (Document Principal and HR Administrator)	Approval can be denied and thus documents is returned to Manager for re-work
V. Mark Ready for Review*	Principal	After appropriate approvals, dependent on the template
VI. Review Conference	Principal and Teacher	Go over performance, evidence, artifacts and Principal's review document
VII. Mark Review Held*	Principal	
VIII. Acknowledge Review*	Teacher	Teacher can also add comments in the Employee Comments section. Does not mean agreement, simply acknowledgement that review was held
IX. Mark Document Complete	Principal	Sends document to Historical Documents

# OVERVIEW OF TEACHER APPRAISAL SCORING RUBRIC

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Each standard of a component has four levels of performance: unsatisfactory, basic, proficient, and distinguished. The levels range from describing teachers who are still striving to master the rudiments of teaching (unsatisfactory) to high-accomplished professionals who are able to share their expertise (distinguished and exemplary).

## **Unsatisfactory**

The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the standards will enable the teacher to grow and develop in this area.

## **Basic**

The teacher appears to understand the concepts underlying the component and attempts to implement its standards. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other experienced teachers will enable the teacher to become proficient in this area.

## **Proficient**

The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

## **Distinguished**

Teachers at this level are master teachers and contribute to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated, engaged and assuming considerable responsibility for their own learning.

## **Exemplary**

Performance far exceeds expectations due to exceptionally high quality of work performed in all essential areas of each domain, component, and element, resulting in an overall quality of work that is superior; by consistently increasing student achievement for all students, working effectively with parents and viewed as a leader in the school and district. This rating is achievable by any employee however may be given infrequently.

# Framework For Teacher's Scoring Rubric



# Teacher Appraisal Scoring Rubric

## Domain I: Planning and Preparation

### Component I A: Demonstrating Knowledge of Subject Matter, Pedagogy and Best Practices

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Shows Depth of Content Knowledge	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge and use of standards and is beginning to articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and use of standards. Makes a connection between content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge and use of standards. There is evidence of continuing pursuits of such knowledge.	Teacher shares depth of content knowledge with colleagues to assist them pedagogy and best instructional practices to meet the needs of diverse student populations.
Connects Knowledge Effectively to Relevant Disciplines	Teacher displays little understanding of content knowledge and standards connected to other disciplines.	Teacher indicates some awareness of cross-curricular learning and standards, although such knowledge may be incomplete or vague.	Teacher's plans and practices reflect Understanding of prerequisite relationships among and between topics and concepts.	Teacher actively builds on prerequisite Relationships and standards on an individual basis to assist students with learning concepts.	Teacher is keenly aware of students' Backgrounds and experiences in which he/she applies this knowledge to develop relevant lessons for students.
Searches for Best Practices in Teaching and Learning	Teacher displays little understanding of best practices involved in student learning of the content.	Teacher displays basic knowledge of best practices and is learning to anticipate student misconceptions.	Teacher's pedagogical practices reflect current research on best pedagogical practices within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best pedagogical practices and adapts practices effectively to meet students' needs. Teacher is keen in anticipating student misconceptions.	Teacher implements best Pedagogical practices and routinely demonstrates exceptional skill in anticipating and in mediating student misconceptions that impact learning.

### Component I B: Understanding and Using District Content Standards

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Knows Grade Level or Subject Area Content Standards	Teacher shows a limited understanding of grade level or subject area content standards. Standards are not always reflected in learning activities.	Teacher has a moderate understanding of grade level or subject area content standards with slight instructional connections.	Teacher understands the continuum of grade level or subject area content standards and makes instructional connections. Instruction is congruent with standards.	Teacher has a thorough understanding of grade level or subject area content standards, articulates high expectations and relates curricula to standards through long-term planning.	Teacher lesson plans reflect knowledge of grade level and subject area content standards as well as ways to engage students in relevant and comprehensive learning at all times.
Develops and Follows Lesson Plans Reflective of Content Standards and the Varying Needs of Students	Teacher does not develop appropriate lessons.	Teacher usually develops appropriate lesson plans and varies activities based on student needs.	Teacher develops and implements clearly defined lesson plans written in the form of student learning objectives tied to content standards. Plans show evidence of varied independent activities to reinforce or enrich student learning.	Teacher consistently develops, reviews, and refines plans designed around clear learning objectives. Plans show evidence of variations based on student needs. Follow through is noted through student products.	Teacher plans tiered lessons to meet varying student needs. Student products are designed to reflect the variety of strategies and plans used.

### Component I C: Designing Coherent Instruction

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Plans for a Variety of Learning Activities which Reflect Professional Research	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some learning activities are suitable to students or instructional goals. Progression of activities in the unit is generally even, and some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goal. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflect recent professional research.	Learning activities are relevant, engaging and focused on instructional goals that have been proven to improve student academic achievement.
Organizes for Differentiated Instructional Groups that Engage Students in Meaningful Learning	Instructional groups do not support the instructional goals or offer variety.	Instructional groups are usually suitable to the instructional goals and offer minimal variety.	Instructional groups are varied, and are appropriate to the different instructional goals.	Instructional groups are varied and are appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups when appropriate.	Instructional groups are ever changing with variety and differentiated based on the instructional goals. Through differentiated lessons, the students are provided choice in learning concepts and reaching academic success.

Plans Lessons and Unit Structure within Reasonable Timeframe	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson or unit structure is clear and well defined. Different pathways and timelines for learning are available, allowing student choice to meet individual needs.	The lesson or unit structure is constantly evolving based on teacher's informal assessment and anecdotal notes regarding student progress.
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### Component I D: Assessing Student Learning

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Uses a Variety of Classroom Assessments Aligned with Teaching and Learning Processes that Reflect the Goals and Formats of National, State and Local Assessments	Classroom assessments are not aligned with instructional goals and formats.	The classroom assessments are generally aligned with instructional goals and formats.	Consistent use of classroom assessments aligned with instructional goals and formats.	Consistent use of a variety of classroom assessments aligned with instructional goals and formats. Students are exposed to varied formats of assessments in a planned manner. Teacher analyzes the assessment data results for future planning.	Aware of different purposes of collecting data as a part of the day to day functions of the classroom. Ongoing analysis of current assessment results to determine gaps in instructional practice to plan accordingly to increase student achievement.
Communicates Assessment Criteria, Standards and Results to Students and Parents/Guardians	The proposed approach does not contain clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students and parents/guardians.	Assessments have clear criteria and appropriate standards for performance; expectations for performance have been communicated clearly to students and to parents/guardians.	Assessment criteria are appropriate and high standards for performance have been set and communicated clearly to all stakeholders. Teacher follows up with specific information to parents/guardians to assist students in mastery of each standard.	Following dissemination of assessment results, the teacher interprets assessment results and plans strategies for parental engagement in increasing student mastery of specific standards.
Interprets Both Formal and Informal Assessments to Modify Instructional Decisions	The formal and informal assessment results have minimal impact on planning for students.	Teacher uses informal and formal assessment results to plan for the class as a whole.	Teacher uses formal and informal assessment results to plan for individuals and groups of students.	Students and teachers are aware of how they are meeting the established standards and participate in planning the next steps.	Teacher analyzes and charts assessment data, draws action conclusions and uses the information to fine-tune instruction.

### Component I E: Demonstrating Knowledge of Students

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Understands Developmental Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher generally displays accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays extensive knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.	Teacher is an expert in the subject area and has a cutting-edge grasp of child development and how students learn.
Links Students' Learning Styles to Instruction	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.	Teacher designs lessons that break down complex tasks and addresses all learning needs, styles and interests of students.
Knows Students' Skills and Interests Including those with Special Needs	Teacher displays little knowledge of students' skills and interests and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding the students' skills and interests and displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and for groups of students. This information is generally applied to small groups of students.	Teacher displays knowledge of students' skills and for each student, including those with special needs.	Teacher demonstrates knowledge of students' skills and interest through relevant lessons that will motivate all students and sweep them up in active learning.

Responds to Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage and displays this knowledge for the class as a whole.	Teacher displays specific knowledge of the interests or cultural heritage of groups of students.	Teacher displays considerable knowledge of the interests or cultural heritage of each student and recognizes the value of this knowledge. This diversity among cultures is celebrated in appropriate ways.	Teacher designs and implements lessons which respond to students' interests and cultural heritage with an appropriate mix of top-notch cultural responsive learning materials.
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### Component I F: Demonstrating Knowledge of and Utilizing Instructional Resources

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Accesses Available Teacher Resources through the School, District and Community	Teacher is unaware of resources available through the school or district.	Teacher displays some awareness of resources available through the school or district.	Teacher demonstrates an awareness of school and district resources and knows how to access these resources.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, from professional organizations or through the community.	Teacher successfully enlists extra resources from home and the community to enhance lessons or build prior knowledge for all students.
Uses a Variety of Effective Resources that Support Student Learning	Teacher is unaware of resources to support student learning.	Teacher displays an understanding of resources available to support student learning.	Teacher is fully aware of all resources available to support student learning.	Consistently, teacher utilizes additional resources available to support, enhance and extend student learning.	Teacher uses additional supportive resources imbedded within all student learning activities.
Uses Technology to Enhance Student Learning and Achievement	Teacher does not use technology as a resource to enhance student learning.	Teacher uses some degree of technology as a resource to enhance student learning.	Teacher uses technology on a regular basis as a resource to enhance student learning and to improve student achievement.	Teacher frequently integrates multimedia activities to enhance student learning and to increase student achievement.	A variety of electronic devices used by both student and teacher are an integral part of the learning environment.

## Domain II: The Classroom Environment

### Component II A: Creating an Environment of Respect and Rapport

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Demonstrates Equity, Respect and Fairness Toward All Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or insensitive to the age or culture of the students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for student's culture.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect.	Teacher demonstrates genuine caring and respect for individual students. Teacher honors student's culture and unique qualities.	Teacher wins all students' respect and creates a climate in which disruption of learning is unthinkable. Shows warmth, caring, respect, and fairness for all students and builds strong relationships.
Helps Students to Develop Positive Self-concepts and Interpersonal Skills	Teacher seldom provides opportunities for positive student interactions and self-concept development.	Teacher occasionally provides opportunities for positive student interactions and self-concept development.	Teacher usually provides opportunities for positive student interactions and self-concept development.	Teacher consistently provides varied opportunities for positive student interactions and self-concept development and acknowledges student progress.	Teacher implements a program that successfully develops positive interactions and social emotional skills for all students.

### Component II B: Managing Classroom Procedures and Practices Consistent with Building and District Policies

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Communicates Behavioral Expectations to All Students	Teacher seldom communicates expected standards of behavior to all students.	Teacher occasionally communicates expected standards of behavior to all students.	Teacher usually communicates expected standards of behavior to all students.	Teacher consistently communicates expected standards of behavior to all students and encourages student involvement.	Teacher is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations daily.
Teaches, Reviews and Revises Expectations and Procedures Throughout the Year to Ensure a Safe, Secure and Positive Learning Environment	There is little evidence of established expectations and procedures.	There is some evidence of established expectations and procedures, although results are inconsistent.	There is evidence that expectation and procedures are established, practiced and consistently reinforced.	There is strong evidence of expectations and procedures are established, practiced and consistently reinforced. Students demonstrate self-management skills.	Teacher is highly successful inculcating class routines and procedures so that students maintain them throughout the year.

Establishes Procedures for Transitions to Facilitate an Organized Classroom	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.	Teacher uses coherence, lesson momentum, and smooth transitions to get the most out of every minute of the day.
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**Component II C: Managing Student Behavior**

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Sets High Behavioral Expectations for All Students	No behavior expectations appear to have been established, or students are confused as to what the expectations are.	Behavior appears to have been established for most situations, and most students seem to understand them.	Behavioral expectations are developed with student participation, clearly communicated, and support a safe learning environment for all students.	Positive behavior is reinforced and there is evidence of student self-management in a respectful classroom.	Teacher successfully develops students' self-discipline, self-confidence and a sense of responsibility in the classroom reflective on the positive interactions between one another.
Reinforces Positive Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times, reinforcing positive behavior.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against student code of conduct. Teacher monitoring of student behavior is subtle and preventive. Teacher's response to student misbehavior is sensitive to individual student needs and receives a positive reaction.
Demonstrates the Ability to Respond and Intervene to Inappropriate Student Behavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with inconsistent results or no serious disruptive behavior occur.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Teacher has a highly effective discipline repertoire and can capture and hold students' attention at any time.

**Component II D: Establishing a Culture for Learning Through Support of the Mission and Aims of the District**

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Establishes Relevancy of Learning and Connecting Lessons to Life	Teacher conveys a negative attitude toward the content suggesting that the content is not important or relevant.	Teacher communicates the importance of the work but with few real life connections.	Teacher demonstrates genuine enthusiasm for the subject and conveys real life connections.	Teacher encourages a curiosity for learning and active participation in real life situations.	Students routinely direct their own learning, going beyond classroom assignments using supplementary materials to enhance learning.
Recognizes and Encourages All Students' Progress in Learning	Teacher seldom recognizes or encourages students' progress in learning.	Teacher occasionally recognizes or encourages students' progress in learning.	Teacher usually recognizes or encourages students' progress in learning.	Teacher consistently recognizes or honors students' progress in learning.	Teacher consistently recognizes or honors students' progress in learning and students demonstrate support of one another's achievement.

Conveys High Expectations for Quality of Work and Achievement	Instructional goals, activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals, activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals, activities, interactions, and the classroom environment convey high expectations for student achievement.	Through planning of learning activities, both teacher and students establish and maintain interaction within the classroom environment that conveys high learning expectations for all.	The classroom culture is characterized by a shared belief in the importance of learning, instructional outcomes, activities and assignments convey high expectations for all students. Classroom interactions may extend learning. Students assume responsibility for high quality work by initiating improvements, making revisions, adding details and/or helping peers. High expectations are internalized by students.
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### Component II E: Organizing Physical Space

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Assures that the Classroom and Other Physical Resources are Safe, Accessible, and Conducive to Learning	The classroom is unsafe and learning is not accessible to some students.	The classroom is generally safe, physical resources are used adequately and are accessible to all.	Teacher consistently uses physical resources safely and skillfully, and all learning is equally accessible to all students.	Both teachers and students safely use physical resources optimally and learning is equally accessible to all students.	Students demonstrate knowledge and practice of safe classroom procedures and practices. The classroom is safe and easily accessible to student with special needs.

## Domain III: Instruction

### Component III A: Communicating Clearly and Accurately

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Presents Content Driven Lessons and Directions that are Clear to Students and Contain an Appropriate Level of Detail	Teacher's lessons and directions are often confusing to students.  Look/listen for:	Teacher's lessons and directions are clarified after initial student confusion or are excessively detailed.	Teacher's lessons and directions are clear and contain an appropriate level of detail.	Teacher's lessons and directions are clear and anticipate possible misunderstandings.	Students readily understand teacher direction as demonstrated by ability to immediately translate direction to work.
Spoken and Written Language is Clear and Correct	Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken and written language is acceptable. He/she is working to gear communication to the developmentally appropriate level.	Teacher's spoken and written language is clear, correct and developmentally appropriate.	Teacher's spoken and written language is clear and correct, with language that enhances the lesson.	Teacher always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.

### Component III B: Engaging Students in Learning

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Engages Students by Using a Variety of Teaching Strategies	Teaching strategies and assignments are developmentally inappropriate and lack variety.	Teacher is beginning to use a variety of developmentally appropriate strategies.	Many teaching strategies are developmentally appropriate with good variety.	Most teaching strategies are developmentally appropriate and encourage high levels of student engagement.	Teacher gets all students highly involved in focused work in which they are active learners and problem solvers.
Provides Differentiated Instruction Based on Students' Needs	Teacher does not recognize or use differentiated learning to meet student needs.	Teacher recognizes the need for differentiated learning and provides limited variations.	Teacher recognizes the need for and uses differentiated learning on a regular basis.	Teacher consistently provides varied learning activities to address and enhance the needs of all students.	Teacher skillfully meets the learning needs and styles of all students by differentiating and scaffolding instruction

Organizes Students for Instruction Using Various Techniques (i.e. individualized, performance groups, cooperative groups, small group)	Teacher does not recognize the need for or utilize grouping techniques for instruction.	Teacher recognizes the need for and uses limited grouping techniques for instruction.	Teacher consistently uses a variety of grouping techniques.	Teacher uses a variety of grouping techniques and encourages students to initiate grouping.	Teacher orchestrates highly effective strategies, materials and groupings to involve and motivate all students.
Encourages Students to Initiate Learning and Achieve Goals on an Ongoing Basis	Teacher does not encourage students to initiate learning.	Teacher sometimes encourages students to initiate learning, and is working to provide support in setting and achieving goals.	Teacher usually encourages students to initiate learning and offers support in setting and achieving goals.	Teacher engages students cognitively in exploration of content. Students initiate or adapt activities and projects to enhance understanding when appropriate for the age group or learning abilities.	Teacher uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.

**Component III C: Providing Feedback to Students**

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Provides Feedback that is Substantive, Constructive and Specific to Each Student	Feedback is either not provided or is of uniformly poor quality.	Some elements of high quality feedback are present; others are not.	Feedback is consistently of high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.	Teacher consistently has students summarize what they learn and apply it to real-life situations.
Provides Feedback in a Timely Manner	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. In some situations when appropriate for the age or ability level, students make prompt use of the feedback in their learning.	Teacher anticipates student queries and provides feedback relevant to entire class.

**Component III D: Using Questioning and Discussion Techniques**

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Uses a Variety of High Quality, Clearly Stated Questions	Teacher's questions are virtually all of poor quality.	Teacher's questions are of inconsistent quality or may not be clearly stated.	Teacher generally uses a variety of high quality, clearly stated questions.	Teacher's questions are of uniformly high quality and are formulated to generate further discussion.	Teacher incorporates the higher levels of Blooms taxonomy of synthesis and evaluation to elicit more profound student thinking.
Engages All Students in Discussions and Encourages Students to Formulate Questions for Higher Level Thinking	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion among all students, with teacher stepping to the side, when appropriate.	Teacher creates an atmosphere where all students' assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.	Teacher acts as a facilitator to assist students with routinely directing discussion topics for future exploration.

Elicits Responses Equitably from All Students and Allows Adequate Response Time	Teacher does not elicit responses equitably from all students and does not allow adequate response time.	Teacher inconsistently elicits responses equitably, and may not allow adequate response time.	Teacher usually elicits responses equitably from all students and generally allows adequate response times.	Teacher has established a system for eliciting responses equitably and recognizes that individual students need varying response time.	Teacher's questions/prompts are of uniformly high quality and fully support the lesson outcomes, with adequate time for students to respond. A variety or series of questions/prompts are used to challenge students cognitively, and advance high level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.
<b>Component III E: Demonstrating Flexibility and Responsiveness</b>					
<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>	<b>Exemplary</b>
Adapts Instructional Lessons Based on Student Responsiveness and Engagement	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve responsiveness and engagement.	Teacher attempts to adapt lessons, with inconsistent results.	Teacher consistently adapts instructional plans and the adjustments occur smoothly.	Teacher continually assesses and adapts instructional plans based on student responsiveness and engagement.	Students are engaged in helping direct instructional strategies to meet their learning needs (self-directed learners).
Teaches to a Variety of Cognitive Levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation	Teacher does not recognize differences in the cognitive complexity of tasks and teaches only to knowledge/recall level.	Teacher recognizes cognitive levels, and demonstrates use of knowledge and comprehensive teaching techniques.	Teacher demonstrates flexibility and teaches to a variety of cognitive levels.	Teacher consistently uses a variety of cognitive levels and encourages students to engage in higher-level thinking.	Students routinely risk volunteering responses, ideas, thoughts, and applications about discussion topics
Persists in Seeking Strategies that May Help Students Who Have Difficulty Learning	Teacher does not provide strategies or solutions to remedy the students' lack of success.	Teacher recognizes students' lack of success, and is learning how to acquire a repertoire of instructional strategies.	Teacher persists in seeking new approaches and strategies for students who have difficulty learning.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and utilizes additional resources.	Active participation in learning activities by academically challenged students demonstrate the teacher's ability to find and implement teaching/learning techniques meeting the needs of all levels of learners.

## Domain IV: Professional and Leadership Responsibilities

### Component IV A: Maintaining Accurate Records and Reports

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Maintains Appropriate Progress Records of Student Tasks and Assignments, I.E.P.s, etc.	Teacher has no system for maintaining accurate information on student academic progress in learning, or the system is in disarray.	Teacher's system for maintaining accurate information on student academic progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining accurate information on student academic progress is effective.	Teacher's system for maintaining information on student academic progress in learning is fully effective. Students may access progress information to improve performance.	Teacher maintains up to date web-based student academic information that is accessible to both student and family. Information includes academic status reports, all assignments/projects (past-current-make-up) and attendance information.
Maintains Records for Non Instructional Activities (i.e. attendance, field trip information)	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective and students may contribute to its maintenance.	Teacher maintains up to date web-based student activity information that is accessible to both student and family on a daily basis.

### Component IV B: Communicating and Developing Positive Relationships with Students, Parents, Guardians, Staff and Community Partners

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Considers Various Points of View to Develop Positive Relationships	Teacher seldom considers various points of view.	Teacher is inconsistent in considering various points of view to develop positive relationships.	Teacher usually considers various points of view to develop positive relationships.	Teacher consistently considers and actively seeks various points of view to develop positive relationships.	Through various ways, the teacher gathers input from students, colleagues and parents to enhance his/her relationships and further develop professionally. The teacher models the value of diverse viewpoints in his/her conversations, emails, written communication and day-to-day activities with all stakeholders.
Demonstrated Courtesy Integrity and Reliability in Professional Relationships.	Teacher seldom shows courtesy, integrity and reliability in professional relationships.	Teacher most often shows courtesy, integrity and reliability in professional relationships.	Teacher usually shows courtesy, integrity and reliability in professional relationships.	Teacher consistently shows courtesy, integrity and reliability in working with internal and external customers.	In stressful interpersonal situations, both with colleagues and parents, the teacher remains alert, poised, dynamic, self-assured and maintains a professional demeanor.
Supports and Encourages the Role of the Family and Community in the Education of a Child	Teacher makes little attempt to engage families and community partners in the instructional process or such attempts are inappropriate.	Teacher makes modest attempts to engage families and community partners in the instructional process, with inconsistent results.	Teacher usually attempts to engage families and community partners in the instructional process.	Teacher's efforts to engage families and community partners in the instructional process are frequent and successful.	Families and community support partners seek out the teacher for ways to participate in the instructional process.

### Component IV C: Growing and Developing Professionally

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Seeks Professional Development Opportunities	Teacher engages in limited professional development opportunities.	Teacher participates in only the required development activities.	Teacher seeks out opportunities for professional development to enhance content knowledge and teaching skills.	Teacher seeks out opportunities for professional development and makes a systematic attempt to integrate learned knowledge and skills to improve teaching.	Teacher gathers best practices from fellow professionals, workshops, reading, study groups, the internet and other resources in order to improve classroom practices.

Improves Teaching Through Reflection	Teacher seldom uses reflection to improve teaching.	Teacher engages in reflection, but changes in teaching do not result.	Teacher uses reflection to improve teaching.	Teacher continually uses reflection and actively seeks methods to improve teaching.	Teacher actively pursues feedback and suggestions from peers and mentors and utilizes this feedback to improve instruction.
Establishes Professional Relationships to Facilitate Teaching and Learning	Teacher makes little effort to share knowledge or to establish professional relationships.	Teacher finds limited ways to share knowledge or to establish professional relationship.	Teacher participates actively in sharing knowledge and establishing professional relationship.	Teacher initiates important activities to contribute to the profession, such as mentoring, curriculum development and other professional involvement.	Teacher is persistently engaged in professional learning that moves beyond the sit and get format to more of a coaching role. He/she acts in the role of a teacher leader who promotes professional learning through his/her actions. Besides serving as mentor to new staff, he/she serves as a coach to all staff by sharing his/her knowledge with all and acting as a resource.

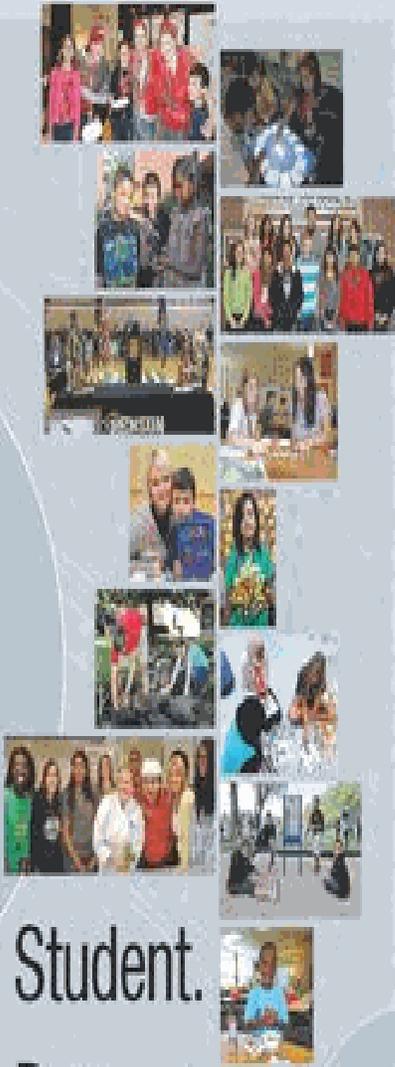
**Component IV D: Demonstrating Professionalism**

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Models Professional Ethics and Integrity as Mandated by the State of Nebraska Professional Practice Standards	Teacher has little knowledge of the professional ethics and integrity as mandated by the State of Nebraska.	Teacher is generally aware of the professional ethics and integrity as mandated by the State of Nebraska.	Teacher consistently models professional ethics and integrity.	Teacher consistently models and promotes professional ethics and integrity.	Teacher exemplifies the model for behaving professionally, ethically and with integrity at all times.
Meets Professional and Contractual Obligations in a Timely Manner	Teacher seldom meets professional and contractual obligations in a timely manner.	Teacher inconsistently meets professional and contractual obligations in a timely manner.	Teacher consistently meets professional and contractual obligations in a timely manner.	Teacher anticipates and consistently meets professional and contractual obligations in a timely manner.	Teacher plans for unanticipated events, is always on time, lesson plans and reports are completed and submitted on time.
Advocates for Student and Public Education	Teacher's words and actions do not convey support for students and public education.	Teacher's words and actions convey minimal support for students and public education.	Teacher acts as committed advocate for students and public education.	Teacher acts as a committed advocate for students and actively promotes public education.	Teacher is an enthusiastic proponent for all for public education and actively advocates for ALL students.
Adheres to professional staff dress and personal appearance guidelines	Teacher has little regard to professional appearance as outlined in district staff dress code standards	Teacher is inconsistent in meeting staff dress code standards.	Teacher consistently dresses in accordance with district expectation/district staff dress code standards.	Teacher consistently exudes professionalism in a manner that promotes respect and models professional dress for students, parents and faculty in the work place.	Teacher emulates professional appearance as it reflects high regard for the academic profession and community.

Acts in a Confidential, Ethical and Legal Manner	Teacher has little regard for confidential, ethical and legal manner.	Teacher usually acts in a confidential, ethical and legal manner.	Teacher consistently acts in a confidential, ethical and legal manner.	Teacher consistently acts in a confidential, ethical and legal manner and encourages other professionals to act in this professional manner.	Teacher is consummate professional at all times who upholds and models confidentiality, ethics and legalities as part of his/her day-to-day activities.
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**Component IV E: Contributing Positively to the School Environment**

Element	Unsatisfactory	Basic	Proficient	Distinguished	Exemplary
Participates actively in the design and implementation of school and district projects	Teacher avoids becoming involved in school and district.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and may assume a leadership role.	Teacher is an important member of school teams and committees. He/she frequently leads the design and implementation of projects, acts as a spokesperson, and executes effective and successful plans. She/he is to "go to" person to get the job done.
Participates in School Activities and Events	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to attend and participate in school events.	Teacher volunteers to participate in school events, making a substantial contribution, and may assume a leadership role.	Teacher understands the importance of relationships in the professional arena. She/he is a constant face in the after school activities. He/she is a person that anyone whether it is colleague, principal or student can be counted on to be available to support the school



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