

# ROCKFORD PUBLIC SCHOOLS



## TEACHER EVALUATION FRAMEWORK

### **PURPOSE**

Evaluation should be an on-going process to improve the quality of performance as well as identify areas of strength and required improvement. It should promote growth in teacher effectiveness by interaction between the teacher and administrator. Due to new laws and policies, we have tried to make the evaluation process as consistent and fair as possible. For example, secondary principals/assistant principals are evaluating departments. The number of classroom observations, procedures, etc. is mandatory and consistent for each administrator. The evaluation process for the employee should remain similar as in the past with the exception of the student assessment and growth domain #5, and the new year-end evaluation rating system.

### **PROBATIONARY TEACHERS**

An Individualized Development Plan (IDP) is due by the end of the first semester for first year probationary teachers. An IDP is due by October 15 of each year for other probationary teachers. The IDP will include the Self-Profile Assessment and Professional Development Goals. Those professional development goals shall include at least two school improvement goals and at least one professional goal for the school year. All teachers being evaluated will be required by law to produce lesson plans prior to classroom observations. One standard year-end evaluation will be completed each year. The year-end evaluation will be based on a minimum of three observations.

### **TENURED TEACHERS**

A Self-Profile Assessment is due by October 15 of the year of a written evaluation. Each staff member is required to have 3-5 annual goals, whereby those goals shall include at least two school improvement goals and at least one professional goal for the school year. All teachers being evaluated will be required by law to produce lesson plans prior to classroom observations. One evaluation (minimum) will be completed every year. Each evaluation will be based on a minimum of two observations.

Format of revised evaluation is based on Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, Published by ASCD, 1996. A written request for permission to use Elements of her book was mailed on 1/3/97.

**Ineffective/Minimally Effective Evaluation rating**

Any staff member receiving one ineffective rating or four minimally effective ratings on their year-end evaluation shall be placed on a plan of assistance and receive an IDP for the following school year. In addition, one ineffective element rating on a year-end evaluation will drop the overall evaluation rating by 1.0. In accordance with law, a teacher that has two consecutive years of ineffective ratings shall have a letter sent to parents notifying them of their ineffective evaluation rating. Three consecutive year-end ineffective evaluation ratings will result in discharge.

In accordance with law, if a staff member receives three consecutive “highly effective” ratings on their year-end evaluation, they will be evaluated biennially until not rated “highly effective”.

**Teacher Year End Evaluation Rating Score**

In accordance with law and Rockford Board of Education adopted policy, beginning the 2013-2014 school year, teacher layoff/recall shall be based solely on performance as measured through the teacher year-end evaluation rating score. Seniority will be a consideration when all else is equal. In addition, for the 2011-12, 2012-13, and 2013-14 school years, student proficiency and growth will count towards 25% of the teacher final year-end evaluation rating. For the 2014-15 school year 40% of the teacher final year-end evaluation rating will be based on student assessment and growth, and for the 2015-16 school year and beyond, 50% of the teacher year-end evaluation rating shall be based on student assessment and growth.

**Domain Calculations**

	Score	Total	÷ 28		Totals
Domain 1 score				X .75	
Domain 2 score					
Domain 3 score					
Domain 4 score					
Domain 5 score				X .25	
<b>TOTAL</b>					

**Effectiveness Rating**

Ineffective 1.0 – 1.49	Minimally Effective 1.5 – 2.49	Effective 2.5 – 3.49	Highly Effective 3.5 – 4.0
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- For every Ineffective element, the total score will be lowered one (1) full point. (i.e., a total score of 2.86 with one ineffective element will equal 1.86 and be deemed overall Minimally Effective)
- Any employee considered Ineffective in at least one (1) Element will be placed on a plan of assistance with a required IDP.
- Any employee considered Minimally Effective in at least four (4) Elements will be placed on a plan of assistance with a required IDP.

### **Effectiveness of Teachers**

The effectiveness of teachers shall be measured in accordance with the Rockford Public Schools performance evaluation system developed under Section 1249 of the Michigan School Code, and the personnel decisions shall be based on the following factors:

- A. Individual performance shall be the majority factor in making the decisions, and shall consist of, but is not limited to, all of the following:
  1. Evidence of student growth, which shall be the predominant factor in assessing an employee's individual performance.
  2. The teacher's demonstrated pedagogical skills, including at least a special determination concerning the teacher's knowledge of his or her subject area and the ability to impart the knowledge through planning, delivering rigorous content, checking for and building higher-level understanding, differentiating, and managing a classroom; and consistent preparation to maximize instructional time.
  3. The teacher's management of the classroom, manner and efficacy of disciplining students, rapport with parents and other teachers, and ability to withstand the strain of teaching.
  4. The teacher's attendance and disciplinary record, if any.
- B. Significant, relevant accomplishments and contributions. This factor shall be based on whether the individual contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an individual in his or her peer group and having demonstrated a record of exceptional performance.
- C. Relevant special training. This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.

### **Critical Attributes**

Critical attributes are added to each element in the rubric to identify the areas of focus that the evaluator will be using to complete the evaluation. They are labeled based on the following code:

- (A) – These attributes are desired at all levels.
- (E) – These attributes are desired at the Elementary level.
- (S) – These attributes are desired at the Secondary level.

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(A)– All levels (E) – Elementary (S) - Secondary

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**LEVELS OF PERFORMANCE**

**INEFFECTIVE:** The teacher does not demonstrate an understanding of the concepts underlying the Element. Student learning is jeopardized in this environment.

**MINIMALLY EFFECTIVE:** The teacher demonstrates an understanding of the concepts underlying the Element but improvement is needed. Implementation of the elements of this Element is sporadic, intermittent, or otherwise not entirely successful. This level is minimally competent. Improvement must occur through a Professional Development Plan. Failure to improve from a rating of Minimally Effective over a period of two years will be considered Ineffective performance.

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

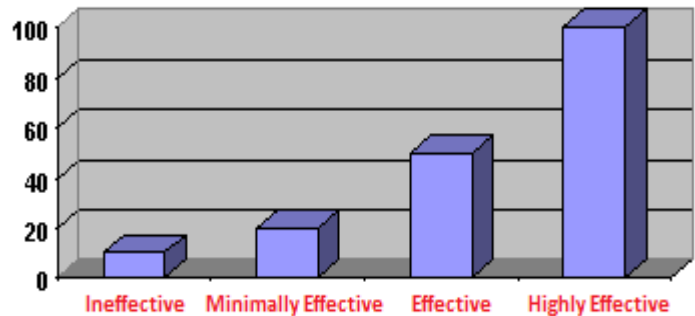
**HIGHLY EFFECTIVE:** Teachers at this level are master teachers and make a significant contribution to the field, both inside and outside of their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners who are highly motivated and engaged, and assume considerable responsibility for their own learning.

**UNDERSTANDING THE LEVELS OF PERFORMANCE**

Each level of teaching performance listed above has a set definition. However, an explanation of the expectation and relationship of each level to another may be beneficial. First and foremost, the levels of performance should be looked at as falling into two general categories. Ineffective and Minimally Effective performance should be considered in the category of unacceptable or emerging performance. A teacher who has received a rating at either of these levels needs improvement. It is expected that teachers will move beyond Ineffective and Minimally Effective performance before tenure is granted.

Effective and Highly Effective performance should be considered within the spectrum of mastery performance and/or teaching. Teachers at the Effective level are certainly master teachers who can still enhance their abilities to a greater degree. Instructors at the Highly Effective level, though this level will most likely only be obtained in a few areas, are considered to be at the ultimate top of their abilities and performance. The Highly Effective level of performance descriptors are meant to serve as a map to perfection, rather than an expectation that all teachers will obtain perfection.

The chart provided shows the relationship of one level of performance to another. Please notice that a huge jump in performance exists between the Minimally Effective level and the Effective level and also between Effective and Highly Effective. The expectation is that teaching performance in the classroom will also exhibit this substantial difference when comparing these levels to one another.



(A)– All levels (E) – Elementary (S) - Secondary

**THE FIVE DOMAINS OF TEACHING RESPONSIBILITY**

Each of the five domains of the framework refers to a distinct aspect of teaching. A unifying thread runs through the entire framework to provide an organizing structure. That thread consists of engaging students in learning important content and processes. And, in pursuit of important learning, a teacher creates, with the students, a community of learners where all students feel respected and honored.

**DOMAIN 1: PLANNING AND PREPARATION**

The Elements in Domain 1 describe how a teacher organizes the content that the students are to learn, beginning with a deep understanding of content and instructional practices, and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding content is not sufficient. The content must be transformed throughout the instructional design into sequences of activities and exercises that make it accessible to students. Assessment techniques must also reflect the instructional goals and should serve to document student progress during, and at the end of a teaching episode.

**Element 1 a: Demonstrates Knowledge of Content and Pedagogy**

*Element: Knowledge of Content*

LEVEL OF PERFORMANCE				
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
1				
CONTENT	Teacher makes content errors and does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge with evidence of continuing pursuit of such knowledge.
<b>Attributes</b>				
(A) Since last formal evaluation teacher has attended workshops or completed graduate level courses. Teacher participates in professional development, is implementing CCSS, making real world connections in the classroom, and demonstrates a firm understanding of the content.				

(A)– All levels (E) – Elementary (S) - Secondary

<b>Element 1 b: Shows Understanding of Each Individual Student’s Needs</b> <i>Element: Knowledge of Students’ Intellectual, Social, and Emotional Age Group, Varied Approaches to Learning, and Students’ Skills and Knowledge</i>				
LEVEL OF PERFORMANCE				
2	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>STUDENTS NEEDS</b>	Teacher displays minimal knowledge of developmental characteristics of age group and is unfamiliar with the different approaches to learning, such as modalities and different intelligences.	Teacher displays generally accurate knowledge of developmental characteristics of age group and displays general understanding of the different approaches to learning that students exhibit.	Teacher displays thorough understanding of typical developmental characteristics of age group, as well as exceptions, and displays solid understanding of the different approaches that students exhibit.	Teacher displays knowledge of students’ typical characteristics of age group, uses varied approaches to learning, and demonstrates knowledge of students’ skills, including those with special needs.
<b>Attributes</b>				
(A) Differentiated instruction/assessments connect with all students, not just for those who have specific plans (such as 504’s, IEP’s or DLP’s).				
3	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>INTERVENTION</b>	Teacher makes no effort to utilize the approved intervention model.	Teacher finds limited ways to utilize the approved intervention model.	Teacher actively utilizes the approved intervention model.	Teacher utilizes the approved intervention model to its fullest potential by actively documenting and participating in all levels of the model.
<b>Attributes</b>				
(E) Utilizes SAT team, communicates with itinerant staff and/or consultants, communicates with parents, utilizes RtI and GT interventions				
(S) Utilizes SAT team, communicates with counselors, consistent use of Connect (at middle school), and communicates with parents. Team teachers are actively involved with differentiated curriculum delivery and assessments.				

<b>Element 1 c: Demonstrates Knowledge of Resources</b> <i>Element: Resources for Teachers and Students</i>				
LEVEL OF PERFORMANCE				
4	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>RESOURCES</b>	Teacher is unaware of resources available through school or district and is unaware of resources available for students who need them.	Teacher displays limited awareness of resources for teachers and for students available through the school or district.	Teacher is fully aware of all resources available through the district and knows how to gain access to those resources for teachers and/or students.	Teacher is aware of school district resources and actively seeks other materials to enhance instruction, for example, from professional organizations. Teacher is also aware of resources available for students through the community.
<b>Attributes</b>				
(A) Pacing guides used, curriculum map alignment is evident, utilizes online resources, guest speakers, receives grants, utilizes ISD resources				

(A)– All levels (E) – Elementary (S) - Secondary

<b>Element 1 d: Instruction Reflects State and National Expectations for Grade Level/Content Area</b> <i>Element: Learning Activities, Instructional Materials, and Instructional Groups</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>5</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>INSTRUCTION</b>	Learning activities are not suitable to students or instructional goals. They do not engage students in meaningful learning. Lesson plans do not outline instructional groups and are not varied or appropriate.	Only some of the learning activities are suitable to students or instructional goals. Some engage students in meaningful learning. Lesson plans outline instructional groups that are slightly varied and somewhat appropriate to state mandated instructional goals.	Most of the learning activities are suitable to students and instructional goals. Most engage students in meaningful learning. Lesson plans outline instructional groups that are varied and appropriate to state mandated instructional goals.	Learning activities are highly relevant to students and instructional goals. They engage students in meaningful learning. Lesson plans outline instructional groups that are varied and appropriate to state mandated instructional goals.
<b>Attributes</b>				
(A) State and/or national standards are visible to students and/or noted in lesson plan, collaboration/group work is observed throughout the lesson				

<b>Element 1 e: Utilizes Student Data to Drive Instruction</b> <i>Element: Congruence with Instructional Goals, Criteria and Standards, and Use for Planning</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>6</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>ASSESSMENT</b>	Content and methods of assessment lack congruence with instructional goals. There is not a clear criterion or standard. The assessment results affect planning for students only minimally.	Some of the instructional goals are assessed through the proposed approach, but the criteria are not clear or have not been clearly communicated to students. Teacher uses assessment results to plan for the class as a whole.	Instructional goals are assessed through the proposed lesson plan. Assessment criteria standards are clear and have been clearly communicated to students. Teacher uses assessment results to plan for individuals and groups of students.	The proposed approach to assessment is completely congruent with the instructional goals. Assessment criteria are clear and have been clearly communicated to students and/or parents.
<b>Attributes</b>				
(E) Utilizes RtI data (K-2), common assessment data, Discovery Education data, and MEAP data to drive instruction (S) Low achievement standards have been acknowledged by teacher (co-teaching team if applicable), rubrics and a variety of assessments are used, student response system utilized, and standards retaught. Utilizes common assessment data, Discovery Education data, and MEAP /MME data to drive instruction				

(A)– All levels (E) – Elementary (S) - Secondary



**DOMAIN 2: THE CLASSROOM ENVIRONMENT**

Domain 2 consists of the interactions that occur in a classroom. The interactions are themselves noninstructional, even though they are necessary for effective instruction. Such activities and tasks establish a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with noninstructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment is supportive of the stated instructional purposes.

**Element 2 a: Creates an Environment of Respect and Rapport**

*Element: Teacher Interaction with Students and Student Interaction with Students*

LEVEL OF PERFORMANCE				
7	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>INTERACTIONS</b>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher and their interactions are characterized by conflict, sarcasm, or put-downs.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher and do not demonstrate negative behavior toward one another.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher and for each other.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher and one another. Students demonstrate genuine caring for one another as individuals.
<b>Attributes</b>				
(A) Positive overall interactions, visibility in the hallway, greeting students at the door, calling students by name, knowing personal traits about their students, utilizes Capturing Kids' Hearts strategies				

**Element 2 b: Establishes a Culture for Learning**

*Element: Expectations for Learning and Achievement*

LEVEL OF PERFORMANCE				
8	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>EXPECTATIONS</b>	Instructional goals and activities, interactions, and the classroom environment convey only insignificant expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey minimal expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey consistent expectations for student achievement.	Instructional goals are clearly stated. Activities, interactions, and the classroom environment convey high expectations for student achievement.
<b>Attributes</b>				
(A) Whole class involvement, established expectations, outcome or objective of lesson is conveyed to students, and co-teaching partner (if applicable), starter activity is evident				

(A)– All levels (E) – Elementary (S) - Secondary

<b>Element 2 c: Manages Classroom Procedures</b> <i>Elements: Management of Transitions, and Performance of Noninstructional Duties</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>9</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>TIME ON TASK</b>	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 smooth with students assuming some responsibility for efficient operation.
<b>Attributes</b>				
(A) Multiple transitions occur within a class period and students stay on task.				
<b>10</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>NON-INSTRUCTIONAL DUTIES</b>	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are fairly efficient resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established with students assuming responsibility for efficient operation.
<b>Attributes</b>				
(E) Classroom responsibilities/jobs, procedures for non-instructional time are developed and followed (ex: bathroom break, snack time, lockers, etc.)				
(S) Teacher (or co-teacher) has assigned roles within groups, system in place for previously absent students, no time lost while taking attendance, distribution of materials, or checking homework.				

<b>Element 2 d: Manages Student Behavior</b> <i>Elements: Expectations/Standards of Student Behavior and Responses to Student Misbehavior</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>11</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>BEHAVIOR &amp; RESPONSE</b>	No standards of conduct appear to have been established or students are confused as to what the standards are. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. Teacher attempts to respond to student misbehavior but with uneven results. No serious disruptive behavior occurs.	Standards of conduct are clear to all students. Teacher response to student misbehavior is appropriate and successful and respects the student's dignity. Student behavior is generally appropriate.	Standards of conduct are clear to all students and appear to have been developed with student participation. Teacher response to student misbehavior is highly effective and respects the student's dignity. Student behavior is appropriate.
<b>Attributes</b>				
(A) Social contract, students held accountable for content and behavior, students are engaged, positive response to student behavior				

(A)– All levels (E) – Elementary (S) - Secondary

<b>Element 2 e: Organizes Classroom to Optimize Student Learning</b> <i>Element: Safety, Organized Environment, and Accessibility to Learning</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>12</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>ORGANIZED</b>	The classroom is unsafe, or is not suited to the lesson’s activities, or both. Learning is not accessible to some students.	The classroom is safe and is adjusted for a lesson, or is necessary; a lesson is adjusted to the furniture, but with limited effectiveness. At least essential learning is accessible to all students.	The classroom is safe and organized for a lesson, or if necessary, a lesson is adjusted to the constraints of the room. All learning is equally accessible to all students.	The classroom organization and teaching materials provide a safe and exceptional learning environment. All learning is equally accessible to all students.
<b>Attributes</b>				
(A) Classroom is neat with limited clutter, classroom is designed for optimal student learning, teacher is mobile during lesson				

<b>Element 2 f: Exhibits Relational Capacity with Students</b> <i>Element: The Ability to Establish and Build Positive Working Relationships</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>13</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>RELATIONSHIPS</b>	Teacher has not demonstrated the ability to make a positive and personal connection with students. There is a disconnect and little effort on the teacher’s part.	Teacher is working toward making a positive and personal connection with students.	Teacher has demonstrated the ability to make a positive and personal connection with students.	Teacher goes above and beyond to make a positive and personal connection with students on a consistent basis.
<b>Attributes</b>				
(A) Bringing concerns to SAT team, working outside the class period with student, attending outside student functions, teacher is approachable, positive communication with students.				

**DOMAIN 3: INSTRUCTION**

Domain 3 contains the Elements that are at the fundamental heart of teaching - the actual engagement of students in content. The Elements of Domain 3 enhance student learning, are unified through the model of students constructing meaning and participating in a community of learners, and represent distinct elements of instruction.

**Element 3 a: Communicates Clearly and Accurately**

*Element: Oral and Written Directions and Procedures*

LEVEL OF PERFORMANCE				
14	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>DIRECTIONS</b>	Teacher directions and procedures are confusing to students. Spoken or written language may contain many grammar and syntax errors.	Teacher directions and procedures are clarified after initial student confusion. Directions and procedures are excessively detailed. Teacher’s spoken and written language is clear and correct.	Teacher directions and procedures are clear to students and contain an appropriate level of detail. Teacher’s spoken and written language is clear and correct.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding. Teacher’s spoken and written language is correct and expressive.
<b>Attributes</b>				
(A) Plan for the day/activity is written and spoken to students, student confusion is anticipated				

**Element 3 b: Utilizes Discussion Techniques and Checks for Understanding**

*Element: Discussion Techniques*

LEVEL OF PERFORMANCE				
15	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>DISCUSSION</b>	Interaction between teacher and students is predominately recitation style with teacher mediating all questions and answers.	Teacher attempts to engage some students in the discussion, but with only limited success.	Teacher attempts to engage all students in the discussion, with sizable success.	Most of teacher’s questions are of high quality, successfully engaging all students in the discussion, with teacher stepping aside when appropriate.
<b>Attributes</b>				
(A) All students participate throughout the hour/lesson/activity, modified or higher level questioning pursued with students.				

(A)– All levels (E) – Elementary (S) - Secondary

<b>Element 3 c: Engages Students in Learning</b> <i>Elements: Provides Relevant Instruction</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>16</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>REPRESENTATION OF CONTENT</b>	Representation of content is inappropriate and unclear or uses poor examples and analogies. Activities and assignments are inappropriate for students.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples. Other portions are difficult to follow. Some assignments and activities are inappropriate.	Representation of content is appropriate and links well with students' knowledge and experience. Most activities and assignments are appropriate.	Representation of content is appropriate and links well with students' knowledge and experience. All students are cognitively engaged in the activities and assignments.
<b>Attributes</b>				
(E) Active listening, all students participate in lesson, students indicate recognition of real world connection through discussion or other means				
(S) Project-based learning focusing on College and Career Readiness Skills, all students participate in lesson, students indicate recognition of real world connection through discussion or other means				
<b>17</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>STRUCTURE AND PACING</b>	Structure and pacing of curriculum is inappropriate and unclear or uses poor timelines and expectations. Activities and assignments are inappropriate for students.	Structure and pacing of curriculum is usually appropriate, however content is sometimes unclear or uses poor timelines and expectations. Some activities and assignments are inappropriate for students.	Structure and pacing of curriculum is appropriate, and content is usually clear with timelines and expectations that are acceptable. Most activities and assignments are appropriate for students.	Structure and pacing of curriculum is appropriate and links well with students' knowledge and experience. Pacing is consistent with district expectations for particular class or grade. All students are cognitively engaged in the activities and assignments on a regular basis.
<b>Attributes</b>				
(E) Lesson flows well, time allocations are age appropriate, students receive adequate time for instruction and task completion				
(S) Pacing guide is utilized consistently, students receive adequate time for instruction and task completion,				

<b>Element 3 d: Provides Feedback to Students</b> <i>Element: Timeliness</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>18</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>TIME</b>	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of feedback in their learning.
<b>Attributes</b>				
(E) Timely feedback of homework/projects/etc., feedback is written and oral, student adjustment is made based on feedback.				
(S) 1-2 days turn-around for test/homework, 3-5 for papers/projects. Teacher offers guidance to students throughout the class period. Students seek and utilize feedback from their teacher.				

(A)– All levels (E) – Elementary (S) - Secondary

<b>Element 3 e: Demonstrates Flexibility and Responsiveness</b> <i>Element: Lesson Adjustment</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>19</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>LESSON</b>	Teacher adheres rigidly to an instructional plan even when a change will clearly improve a lesson.	Teacher occasionally analyzes lesson and makes minor changes when they feel necessary.	Teacher analyzes lesson and makes minor changes in hopes of improving student learning.	Teacher continually analyzes lesson and any changes provide a measureable improvement in student comprehension.

**Attributes**

(A) Lesson actually deviates from lesson plan if needed based on student performance. Teacher reteaches lesson when appropriate based on student feedback. Strategic instruction is evident in co-teaching classrooms.

**Element 3 f: Utilizes Curriculum Continuity and Alignment**  
*Element: Clear understanding of the curriculum objectives or benchmarks*

<b>LEVEL OF PERFORMANCE</b>				
<b>20</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>CURRICULUM</b>	There is little or no evidence of the coverage/or teaching of board approved and mapped curriculum benchmarks and objectives.	Coverage of board approved and mapped curriculum benchmarks and objectives are evident, however, continuity is minimal and the depth required for student mastery is sometimes lacking.	Curriculum continuity and alignment are evident. The teacher demonstrates a clear understanding of the curriculum objectives or benchmarks and has developed lessons to assure student mastery.	Curriculum continuity, alignment and student mastery are evident. The teacher serves as a leader in curriculum evaluation and improvement. This teacher/mentor also provides other instructors with assistance in lesson development and enhanced curriculum coverage.

**Attributes**

(E) Serves on district committees, leads building and/or district trainings, participates in writing of curriculum.  
 (S) CCSS are implemented and mastery is required, pacing guides are accurate within department, leads within the department, making curriculum changes/modifications when appropriate based on data from class or department.

**Element 3 g: Integrates Appropriate Technology**  
*Element: Evidence of technology integration in all appropriate lessons.*

<b>21</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>TECHNOLOGY</b>	Little or no use of technology as a teaching tool is evident. The teacher demonstrates no understanding of available technology and has made no attempt to utilize available training when offered.	An understanding of available technology is evident. Integration of technology throughout lessons is sporadic. Consistency of technology integration needs improvement.	District provided technology is used as a teaching/learn tool on a regular basis. Chosen technology is appropriate for the lesson and level of student in the classroom.	District provided technology is integrated and evident in all appropriate lessons. The use of technology by students is automatic and beneficial. This instructor assists other staff members with the use of technology and provides training when possible.

**Attributes**

(A) 24 hour presence for students, provide online forums for students, use provided technology (computer, projector, Elmo, sound system), leader among faculty with technology initiatives, effective lessons in computer lab

(A)– All levels (E) – Elementary (S) - Secondary

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

The Elements of Domain 4 are associated with being a true professional educator. They encompass the roles assumed outside of, and in addition to, those in the classroom with students. They consist of a wide range of professional responsibilities, from self-reflection and professional growth, to contributions made to the school and district, to contributions made to the profession as a whole. The Elements also include interactions with the families of students, contacts with the larger community, the maintenance of records and other paperwork, and advocacy for students. Educators practice these Elements primarily after their first few years of teaching, after they have mastered, to some degree, the detail of classroom management and instruction.

**Element 4 a: Reflects on Teaching**

*Element: Accuracy and Use in Future Teaching*

<b>22</b>	<b>LEVEL OF PERFORMANCE</b>			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>REFLECTION</b>	Teacher does not know if a lesson was effective or achieved its goals. Teacher profoundly misjudges the success of a lesson and has no suggestions for how lesson may be improved.	Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were met. Teacher makes general suggestions as to how lesson may be improved.	Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals and can make a few suggestions as to how lesson may be improved.	Teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its goals. Drawing on an extensive repertoire of skills, teacher offers specific alternatives.

**Attributes**

(S) Instructional goals are attained.

(A) Completion of Reflection Log, co-teachers communicate on differentiated instruction and effectiveness of lesson plan.

**Element 4 b: Maintains Accurate Records**

*Element: Student Completion of Assignments and Progress in Learning*

<b>23</b>	<b>LEVEL OF PERFORMANCE</b>			
	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE
<b>RECORDS</b>	Teacher’s system for maintaining information on student completion of assignments and student progress in learning is in disarray. Teacher provides minimal information to parents and does not respond, or responds insensitively, to parent concerns about students.	Teacher’s system for maintaining information on student completion of assignments and student progress is inconsistent. Teacher adheres to the school’s required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher maintains information on student completion of assignments and student progress in a consistent manner. Teacher communicates with parents about student’s progress on a regular basis and is available as needed to respond to parent concerns.	Teacher maintains and reports information on student completion of assignments and student progress in a comprehensive and timely manner. Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.

**Attributes**

(E) Parent communication log, progress reports/report cards are completed in timely manner, district assessment data is turned in on time, positive phone calls and emails are made.

(S) Grade book is updated weekly. Parents contacted when student is at C- or below, positive phone calls are made.

(A)– All levels (E) – Elementary (S) - Secondary

<b>Element 4 c: Communicates with Families</b> <i>Elements: Information About the Instructional Program, Individual Student's Progress, and Engagement of Families in the Instructional Program</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>24</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>PROGRAM</b>	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent and multiple forms of information to parents, as appropriate, about the instructional program.
<b>Attributes</b>				
<p>(E) Teacher provides frequent (weekly or bi-weekly) communication; teacher uses multiples forms of communication (email, newsletter, Family Access, web presence, etc.)</p> <p>(S) Use of multiple forms of communication; such as Webpage and Family Access. Syllabus should be comprehensive and easy for parents to access.</p>				

<b>Element 4 d: Shows Professionalism and Ability to Withstand Strain of Teaching</b> <i>Element: Contributes to the School and District and Service To and For Students</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>25</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>STRAIN OF TEACHING</b>	Teacher's relationships with colleagues are negative or self-serving. The stress and strain of teaching has an impact on teacher performance	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. The stress and strain of teaching has limited impact on teacher performance	Support and cooperation characterize relationships with colleagues. The stress and strain of teaching has minimal impact on teacher performance	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. The stress and strain of teaching has no impact on teacher performance
<b>Attributes</b>				
<p>(A) Consistent positive persona is noticeable on a daily basis. Teacher portrays positive feedback actively in meetings and personal settings.</p> <p>(A) Teacher initiates and leads building events/activities, teacher is an instructional leader.</p>				
<b>26</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>ADVOCACY</b>	Teacher is not alert to student needs. Teacher contributes to school practices that result in some students being ill served by the school.	Teacher's attempts to serve students inconsistent and are seldom made as contributions to the good of the school.	Teacher is active in serving students while making significant relevant accomplishments and contributions to the good of the school.	Teacher is highly proactive in serving students while making significant relevant accomplishments and contributions to the overall good of the school by their involvement with students outside of the classroom.
<b>Attributes</b>				
<p>(A) Attends mandatory meetings, punctual, appropriate attire, makes self available for students, and attends assemblies, visible in hallways during passing time. Teacher initiates intervention with disadvantaged and disabled students.</p> <p>(A) Utilizes SAT team when necessary and/or itinerant staff/consultants, communicates with counselors or Behavior Interventionists, and communicates with parents.</p> <p>(A) Teacher attends fine arts performances, sporting events, and other after school activities.</p>				

(A)– All levels (E) – Elementary (S) - Secondary



<b>Element 4 e: Utilizes Professional Development and Training</b> <i>Element: Implementation of skills obtained from development</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>27</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>PROFESSIONAL DEVELOPMENT</b>	The teacher is rarely in attendance on professional development days. When present, little interest or input is evident. The teacher uses professional development and/or training time for other activities such as reading or correcting papers.	The teacher is in regular attendance at professional development and training activities. However, limited interest or input is exhibited. Though this staff member attends for the required amount of time all staff development activities, little or no evidence of carryover or applied practice in the classroom is evident.	Staff member is involved in staff development or training activities. Implementation of skills learned from professional development and training activities is evident in the classroom.	Staff member is actively involved in the training of others. This staff member’s creativity and willingness to work with others improves the quality of the program. Implementation of skills learned from professional development and training activities is evident in the classroom.
<b>Attributes</b>				
(A) Seeks opportunities to become involved in professional development, involved in events outside the school day for professional development, shares what was learned in professional development with others.				

<b>Element 4 f: Participates in School Improvement Process</b> <i>Element: Implementation of school improvement strategies</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>28</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>SCHOOL IMPROVEMENT</b>	The teacher does not participate in the school improvement process. No attempt is made to participate on goal committees. Selected goals and strategies are not implemented within the classroom.	The teacher attends and participates in all school improvement activities. Selected goals and strategies are implemented sporadically; however, little emphasis is placed on the attainment and documentation of these goals.	The teacher attends and participates in all school improvement activities. Selected goals and strategies are noticeable within the classroom.	This teacher serves as a building school improvement team member. Documented school improvement is a result of the hard work of these individuals. Selected goals and strategies are evident within the classroom.
<b>Attributes</b>				
(E) Actively involved in School Improvement committee/team, teachers have evidence of goal and strategy implementation. (S) Actively involved in RLC, School Improvement, mentor with other faculty members, leads department.				

(A)– All levels (E) – Elementary (S) - Secondary

**DOMAIN 5 GOALS: STUDENT ACHIEVEMENT & GROWTH**

The Elements of Domain 5 are associated with showing achievement growth of all students over the course of an academic school year. The approved dashboard of student achievement measurements can be used by the teacher as a way to provide documentation of student achievement growth. This dashboard consists of a wide variety of measurements, from district and state assessments, to project based performance, to individualized measurement tools. The dashboard is not all-inclusive and should be used as a reference, or framework, to choose the way in which student achievement growth will be measured. Please note the “Other” heading (pg. 19) that allows for measurements that may not be listed on the dashboard.

<b>Element 5a: Student Achievement</b>				
<i>Element: Monitors and demonstrates student achievement</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>29</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>ACHIEVEMENT</b>	Teacher shows no indication of student achievement using any measurement provided in the approved dashboard.  (49% or below demonstrated based on the District Adopted Assessment Model)	Teacher shows minimal indication of student achievement using one measurement provided in the approved dashboard.  (50-59% demonstrated based on the District Adopted Assessment Model)	Teacher shows indication of student achievement using 2 or 3 measurements provided in the approved dashboard.  (60-77% demonstrated proficiency based on the District Adopted Assessment Model)	Teacher shows indication of student achievement using more than 3 measurements provided in the approved dashboard.  (78% and above demonstrated proficiency based on the District Adopted Assessment Model)
<b>Attributes</b>				
(A) Pre-post testing of all students, discovery education, RtI universal screening data, testing data. Special Education teachers use standardized Brigance testing and/or student progress on IEP goals and objectives.				

<b>Element 5b: Student Achievement Growth</b>				
<i>Element: Monitors and demonstrates increase in student achievement</i>				
<b>LEVEL OF PERFORMANCE</b>				
<b>30</b>	<b>INEFFECTIVE</b>	<b>MINIMALLY EFFECTIVE</b>	<b>EFFECTIVE</b>	<b>HIGHLY EFFECTIVE</b>
<b>ACHIEVEMENT GROWTH</b>	Teacher shows no indication of student achievement growth using any measurement provided in the approved dashboard.  (59% or below demonstrated growth based on the District Adopted Growth and Assessment Model)	Teacher shows minimal indication of student achievement growth using one measurement provided in the approved dashboard.  (60%-69% demonstrated growth based on the District Adopted Growth and Assessment Model)	Teacher shows indication of student achievement growth using 2 or 3 measurements provided in the approved dashboard.  (70-89% demonstrated growth based on the District Adopted Growth and Assessment Model)	Teacher shows indication of student achievement growth using more than 3 measurements provided in the approved dashboard.  (90% and above demonstrated growth based on the District Adopted Growth and Assessment Model)
<b>Attributes</b>				
(A) Pre-post testing of all students, discovery education, RtI universal screening data, testing data. Special Education teachers use standardized Brigance testing and/or student progress on IEP goals and objectives.				

(A)– All levels (E) – Elementary (S) - Secondary

**Rockford Public Schools**  
**Dashboard**  
**Student Achievement & Growth Measurements**

Grades DK – 5	Grades 6 – 8	Grades 9 - 12
MEAP Scale Scores (Grades 3 – 5)	MEAP Scale Scores (Grades 6 - 8)	MME Scale Scores (Grades 9 -12)
MLPP (Grades DK – 3)	Department Common Assessments (Pre & Post) (Grades 6 - 8)	Department Common Assessments (Pre & Post) (Grades 9 -12)
DIBELS (Grades DK – 2)	SMART Goals (Grades 6 - 8)	# of Students – Credit Earned (Grades 9 -12)
Hearing & Recording Sounds (Grades DK – 1)	# of Students Pass/Fail Rate (Grades 6 - 8)	Student Grade Distribution After Each Semester
DRA (Grade 1)	Student Grade Distribution After Each Semester	AP Test Scores (Grades 10 -12)
Jerry Johns (Grades 2 - 5)	Student Performance Project Based (Grades 6 - 8)	Graduation Rates (Grades 9 -12)
Common Assessment/ Content Area (Grades DK – 5)	Explore (Grade 8)	ACT Work Keys (Grade 11)
Standardized Test Results (Grades DK – 5)	Special Education – Goals and Objectives MI – Access Brigance DIBELS – Progress Monitoring (Grades 6 – 8)	Student Performance Project Based (Grades 9 - 12)
Student Performance Project based (Grades DK – 5)	Other	PLAN (Grades 10)
Special Education – Goals and Objectives MI - Access	 <p style="font-size: small;">NCA Accredited Blue Ribbon Exemplary Schools</p>	Special Education – Goals and Objectives MI - Access
Science Units (Grades 1 – 5)		Other
Other		

(A)– All levels (E) – Elementary (S) - Secondary

\*\*\*\*\* OPTIONAL \*\*\*\*\*

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

The Elements of Domain 4 encompass the roles assumed outside of, and in addition to those in the classroom with students. They consist of a wide range of professional responsibilities, from self-reflection and professional growth, to contributions made to the school and district, to contributions made to the profession as a whole. The Elements also include interactions with the families of students, contacts with the larger community, the maintenance of records and other paperwork, and advocacy for students.

LIST OR DESCRIBE YOUR PARTICIPATION (PAST AND PRESENT) IN THE FOLLOWING AREAS:

District Committees (Portfolios, Reading, Technology, Curriculum Council, Special Education, Facilities, etc.)

Building Committees and/or Responsibilities (NCA-OA School Improvement, Partnerships, Proficiency Testing, Student Activity Sponsor, Parent Advisory Representative, Teacher Mentorship Program, etc.)

Graduate Courses, Workshops, In-services, Research Projects, Published Articles, etc.

School and/or Community Related Activities (Start of Summer Committee, Parent Sponsored Activities, etc.)

Other

**CLASSROOM OBSERVATIONAL CHECKLIST**

<b>DOMAIN 1: PLANNING AND PREPARATION</b>	<b>YES</b>	<b>NO</b>	<b>COMMENT</b>
Demonstrates knowledge of content			
Demonstrates knowledge of students' typical age characteristics			
Uses varied approaches to learning			
Exhibits knowledge of students' skills and abilities			
Selects instructional goals written in the form of student learning			
Applies authentic methods of assessment to the goals			
Demonstrates knowledge of resources available			
Implements materials and resources to enhance instruction			
Designs coherent and meaningful instructional activities			
Uses a variety of instructional strategies based on students' needs			
Communicates assessment criteria for each goal			
Demonstrates ability to assess student learning			
<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>	<b>YES</b>	<b>NO</b>	<b>COMMENT</b>
Creates environment of respect and rapport			
Establishes an environment wherein all students feel valued and safe			
Creates a culture for learning with displays of student work			
Develops an environment of high expectations for all students			
Establishes an atmosphere that is safe for taking risks			
Demonstrates good classroom management procedures			
Engages all students productively			
Maintains smooth transitions			
Exhibits techniques for performing noninstructional duties			
Demonstrates expectations for student behavior			
Develops standards of conduct and clear consequences			
Focuses on student behavior (not the student)			
Responds with sensitivity that respects students' dignity			
Exhibits a classroom that is organized and safe			
Makes learning accessible to all students			
<b>DOMAIN 3: INSTRUCTION</b>	<b>YES</b>	<b>NO</b>	<b>COMMENT</b>
Communicates instructions and directions clearly and accurately			
Uses questioning techniques that encourage reflection			
Engages all students in the discussion			
Uses overt and covert active participation strategies			
Has students "Think-Pair-Share"			
Calls on students by using random selection techniques			
Designs a lesson that is reflective of content			
Designs a lesson that links well with students' knowledge/experience			
Uses appropriate pacing			
Develops activities/assignments to construct meaningful learning			
Uses appropriate pacing			
Uses a variety of instructional groupings			
Provides feedback in a consistent and timely manner			
Demonstrates flexibility and responsiveness			

(A)– All levels (E) – Elementary (S) - Secondary

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**DOMAIN 4 & 5: PROFESSIONAL RESPONSIBILITIES & STUDENT ACHEIVEMENT GROWTH**

(A)– All levels (E) – Elementary (S) - Secondary

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**INDIVIDUALIZED DEVELOPMENT PLAN (IDP)**

Teacher:

Position/Teaching Assignment:

Identify 3-5 Professional Goals

Include an action plan, a timeline to be completed, a method of assuring your goal(s), and what, if any, resources are needed to help you accomplish your identified goals.

**Each goal requires a separate Professional Development Goal sheet.**

GOAL:

PURPOSE OF GOAL:

TEACHER PLAN TO ACCOMPLISH GOAL:

RESOURCES NEEDED TO ACCOMPLISH GOAL:

ADMINISTRATIVE SUPPORT:

METHOD FOR ASSESSMENT:

TIMELINE FOR ACCOMPLISHMENT OF GOAL:

Signature of Teacher \_\_\_\_\_ Date \_\_\_\_\_

Signature of Administrator \_\_\_\_\_ Date \_\_\_\_\_

ROCKFORD PUBLIC SCHOOLS
STANDARD TEACHER EVALUATION FORM

APPLE: Appraisal of Professional Performance of Leadership Effectiveness

\*\*\*\*\*

Teacher: \_\_\_\_\_

Position/Teaching Assignment: \_\_\_\_\_

Observation Dates:
Unannounced
Announced

D1 Score:
D2 Score:
D3 Score:
D4 Score:

Effectiveness Rating:
Ineffective: 1.0-1.49 Minimally Effective: 1.50- 2.49
Effective: 2.50-3.49 Highly Effective: 3.50- 4.0

D1-D4 Total: [ ]/28 x 0.75= [ ]
D5 Total: [ ] x 0.25= [ ]

RECOMMENDATION:

- Reappointed
Ineffective (If checked, choose one below)
Plan of Assistance Date
Dismissed Date

Final Rating: [ ]

PURPOSE

Evaluation should be an on-going process to improve the quality of performance as well as identify areas of strength and required improvement. It should promote growth in teacher effectiveness by interaction between the teacher and administrator. This teacher evaluation document serves as the SELF-PROFILE ASSESSMENT.

PROBATIONARY TEACHERS

An IDP is due by the end of the first semester for first year probationary teachers. An IDP is due by October 15 of each year for other probationary teachers. The IDP will include the Self-Profile Assessment and Professional Development Goals. Two standard evaluations will be completed each year - one each semester. Each evaluation will be based on one unannounced observation and one announced observation.

TENURED TEACHERS

A Self-Profile Assessment is due by October 15 of the year of a written evaluation. Professional Development Goals, based on the Self-Profile Assessment, are required and reviewed annually. One standard evaluation (minimum) will be completed every THREE years. Each written evaluation will be based on one announced observation and one unannounced observation.

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The teacher's signature indicates that the teacher and evaluator have discussed this report together. It does not necessarily mean that the teacher and evaluator agree with all ratings or remarks contained herein.

Revised 1/97, 1/01, 3/04, & 10/10

ONE COPY: HUMAN RESOURCES
ONE COPY: BUILDING ADMINISTRATOR
ONE COPY: TEACHER

(A)- All levels (E) - Elementary (S) - Secondary



**ROCKFORD PUBLIC SCHOOLS  
TEACHER EVALUATION FORM**

*APPLE: Appraisal of Professional Performance of  
Leadership Effectiveness*

<b>THE FIVE DOMAINS OF TEACHING RESPONSIBILITY</b>	Ineffective	Minimally Effective	Effective	Highly Effective
<b>DOMAIN 1: PLANNING AND PREPARATION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Element 1 a: Demonstrates Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1b: Shows Understanding of Each Individual Student’s Needs				
• Student Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Interventions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1c: Demonstrates Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1d: Instruction Reflects State & National Expectations for Grade Level / Content Area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 1e: Utilizes Student Data to Drive Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OPTIONAL DOMAIN 1 COMMENTS:</b>				
<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Element 2 a: Creates an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2 b: Establishes a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2 c: Manages Classroom Procedures				
• Time on Task/Transitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Non-Instructional Duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2 d: Manages Student Behavior & Response	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2 e: Organizes Classroom to Optimize Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 2 f: Exhibits Relational Capacity with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OPTIONAL DOMAIN 2 COMMENTS:</b>				



(A)– All levels (E) – Elementary (S) - Secondary

<b>THE FIVE DOMAINS OF TEACHING RESPONSIBILITY</b>	Ineffective	Minimally Effective	Effective	Highly Effective
<b>DOMAIN 3: INSTRUCTION</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Element 3 a: Communicates Clearly and Accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3 b: Utilizes Discussion Techniques and Checks for Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3 c: Engages Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Representation of Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Structure and Pacing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3 d: Provides Feedback to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3 e: Demonstrates Flexibility and Responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3 f: Utilizes Curriculum Continuity and Alignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 3 g: Integrates Appropriate Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OPTIONAL DOMAIN 3 COMMENTS:</b>				
<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Element 4a: Reflects on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4b: Maintains Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4c: Communicates with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4d: Shows Professionalism and Ability to Withstand Strain of Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Strain of Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Advocacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4e: Utilizes Professional Development and Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 4f: Participates in School Improvement Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OPTIONAL DOMAIN 4 COMMENTS:</b>				
<b>THE FIVE DOMAINS OF TEACHING RESPONSIBILITY</b>	Ineffective	Minimally Effective	Effective	Highly Effective
<b>DOMAIN 5: STUDENT ACHIEVEMENT &amp; GROWTH</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Element 5a: Student Achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Element 5b: Student Achievement Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><b>OPTIONAL DOMAIN 5 COMMENTS:</b></p>
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**SUMMARY OF PROFESSIONAL DEVELOPMENT GOALS**

PLEASE CHOOSE AT LEAST 3 GOALS FOR THE CURRENT SCHOOL YEAR	
School Improvement Goal:	
School Improvement Goal:	
Professional/Personal Goal:	
Optional Goal:	
Optional Goal:	

OPTIONAL COMMENTS: