

McREL's

Teacher Evaluation System

Participant's Manual

Mid-continent Research for Education and Learning
Denver CO

Version: 2010

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Many people contributed their time and expertise to this instrument. The developers express their gratitude to the North Carolina Department of Public Instruction for its support of the development efforts that led to the creation of this system.

This 2010 McREL Teacher Evaluation System professional development was designed and developed by the following McREL staff: Tim Waters, Greg Cameron, Jean Williams, Ceri Dean, Jim Eck ,Tony Davis and Carolyn Woempner.

Notes

McREL's TEACHER EVALUATION SYSTEM

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The professional development approaches, and the materials that support them, have been thoroughly tested prior to their inclusion in this manual. McREL continually reviews the utility and relevance of these materials through ongoing evaluation feedback from session participants.

Notes



McREL, an internationally recognized private, non-profit organization located in Denver, Colorado is dedicated to improving education for all students through applied research, product development, and service.

McREL offers an array of products and services related to school leadership, including two-day **workshops & seminars** for school leaders offered at or near McREL's offices or at client sites.

Finally, McREL provides related **consulting services**, and other customized services.

For more information about McREL products and services, call 303.337.0990, send an e-mail to info@mcrel.org, or visit us at www.mcrel.org.

Session Outcomes

- ***Increased understanding*** of professional teaching standards as the foundation of McREL's teacher evaluation instrument and system.
- ***Increased understanding*** of the rationale and purposes of engaging in the McREL Teacher Evaluation System.

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Session Outcomes

- ***Effective use*** of the instruments, forms, and tools that together support the McREL Teacher Evaluation System.
- ***Effective use*** of the web-based application of McREL's Teacher Evaluation System.

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Notes

Notes

Day One

- Premises, purposes, principles, policies, processes, and practices of the McREL Teacher Evaluation System.
- Overview of the professional teaching standards that serve as the foundation of McREL's Teacher Evaluation System
- Teacher Self-Assessment
- Creating individual professional development plans

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Day Two

- Guided Reflection
- Pre-Observation Conference
- Observations
- Post-Observation Conferences
- Summary Evaluation Conference and Scoring the Teacher Summary Rating Form
- Implementation questions to consider

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Building Community

Over the next two days, you will participate in a variety of community-building activities designed to create a "holding environment" in which to learn and reflect on your practice. Here are some things you can do to help us create this environment:

- Participate in all activities.
- Listen with the intent to understand and learn.
- Keep side conversations to a minimum.
- Extend yourself to others.
- Ask questions.
- Set cell phone to silent.

Notes

Table Talk



Have the evaluation systems you have been involved with in your career led to professional growth and increasingly effective practice?
If yes, how? If not, why not?

In your opinion, what are the characteristics of an effective evaluation system?

List the characteristics your group identifies:

-
-
-
-
-

Premises

Evaluation systems for teachers that foster high quality instruction and low variability within that quality should:

Be supported by related professional growth and development resources.

Be ongoing and systematic, resulting in continuous growth and improvement.

Have analytic rubrics with aligned performance indicators and a rating scale at their core.

Incorporate multiple data sources, including artifacts and both qualitative and quantitative evidence to assess teacher performance.

Provide the basis for performance goals and professional development activities.

Purposes

The specific purposes of the McREL Teacher Evaluation System are to:

Measure the performance of individual teachers.

Guide teachers as they reflect upon their effectiveness.

Serve as the basis for instructional improvement.

Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers.

Guide school and district professional development programs for teachers.

Provide input for developing coaching and mentoring programs for teachers.

Keeping these stated premises and purposes in mind, discuss the following question with your small group.



How does adopting the McREL Teacher Evaluation System align with the beliefs, assumptions, and philosophies that your schools and district hold about teacher evaluation?

Record topics for further discussion.



Principles

The foundation of McREL's Teacher Evaluation System also rests on the operating principles that have been explicitly adhered to in the development and dissemination of this system. These principles include:

Standards-based

Based on North Carolina's Professional Teaching Standards

Transparent

Provides a consistent, commonly understood, and shared approach to personnel evaluation.

Focused

Designed to support and promote quality teaching and student learning.

Growth Oriented

Designed to be a growth model to improve and enhance professional practice.

Formative in nature, based on a rating continuum from developing through distinguished.

Flexible

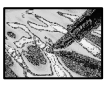
Flexible enough to be fair to teachers of varying levels of experience and in various school settings.

Validated

The system has been validated by McREL.



With your small group, identify the operating principles in place in your schools and district that support the use of this system.



Record topics for further discussion.

Policy

Implementing a new teacher evaluation system will have policy implications for your district. The following statements reflect what McREL has concluded should be considered for the effective implementation of the McREL Teacher Evaluation System.

Personnel performance evaluation is a task to be taken seriously and is instrumental in an effective state level and/or school district human capital strategy.

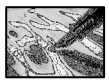
The personnel performance evaluation process requires a commitment of time and attention and is intended to impact behavior and practice.

Personnel performance and evaluation focuses on behaviors and practices with evidence of effects on student learning and achievement.

With your small group, identify the explicit policies that will impact and/or be impacted by the adoption of this evaluation system?



Record topics for further discussion.



Notes

Teacher Responsibilities

- Know and understand the professional teaching standards.
- Understand McREL's Teacher Evaluation System.
- Prepare for and fully participate in each component of McREL's Teacher Evaluation System.

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Teacher Responsibilities

- Gather data, artifacts, and/or evidence to demonstrate performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

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Principal/Evaluator Responsibilities

- Know and understand the professional teaching standards.
- Participate in training to understand and implement McREL's Teacher Evaluation System.
- Supervise the process and ensure that all steps are conducted according to McREL's Teacher Evaluation System.

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Principal/Evaluator Responsibilities

- Identify the teacher's strengths and areas for improvement and make recommendations for improving performance.
- Ensure the teacher's Summary Evaluation Rating Form contains accurate information and accurately reflects the teacher's performance.
- Assist in the development of and supervise the implementation of the teacher's professional development plan.

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Notes

Processes

Implementing a new teacher evaluation system will likely impact the ways in which district personnel work together. The following processes have been identified by McREL as essential elements of the validated system which must be addressed.

Teacher self-assessment

Principal/evaluator assessment of teacher performance

Professional development planning for subsequent year based on current year's performance

Discussions at least three times each year regarding the teacher's performance

Practices

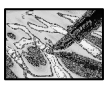
The McREL Teacher Evaluation System is based on the practice of assessment of teacher performance as ongoing throughout the year.



With your small group, review the teacher and principal responsibilities and then answer the following questions:

What are the formal and informal agreements about ways of working together that need to be addressed in order for this adoption to be most successful?

What practices in place in your district will need to be addressed in order to optimize the use of the McREl Teacher Evaluation System?



Record topics for further discussion.

McREL's View of Change

The **magnitude of change** is defined by the **implications** it has for the people expected to implement it and/or those who will be impacted by it.

The same change can be perceived differently by different stakeholders.

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The Magnitude of Change

Do stakeholders perceive the change as ...

FIRST ORDER IMPLICATIONS	SECOND ORDER IMPLICATIONS
• An extension of the past?	• A break with the past?
• Consistent with prevailing organizational norms?	• Inconsistent with prevailing organizational norms?
• Congruent with personal values?	• Incongruent with personal values?
• Easily learned using existing knowledge and skills?	• Requires new knowledge and skills?

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Notes



Guided Reflection

Consider what impact changing your teacher evaluation system will have on:

- You
- Your school
- Your district

Notes

Performance Rating Scale

Developing: Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

Proficient: Teacher demonstrated basic competence on standard(s) of performance.

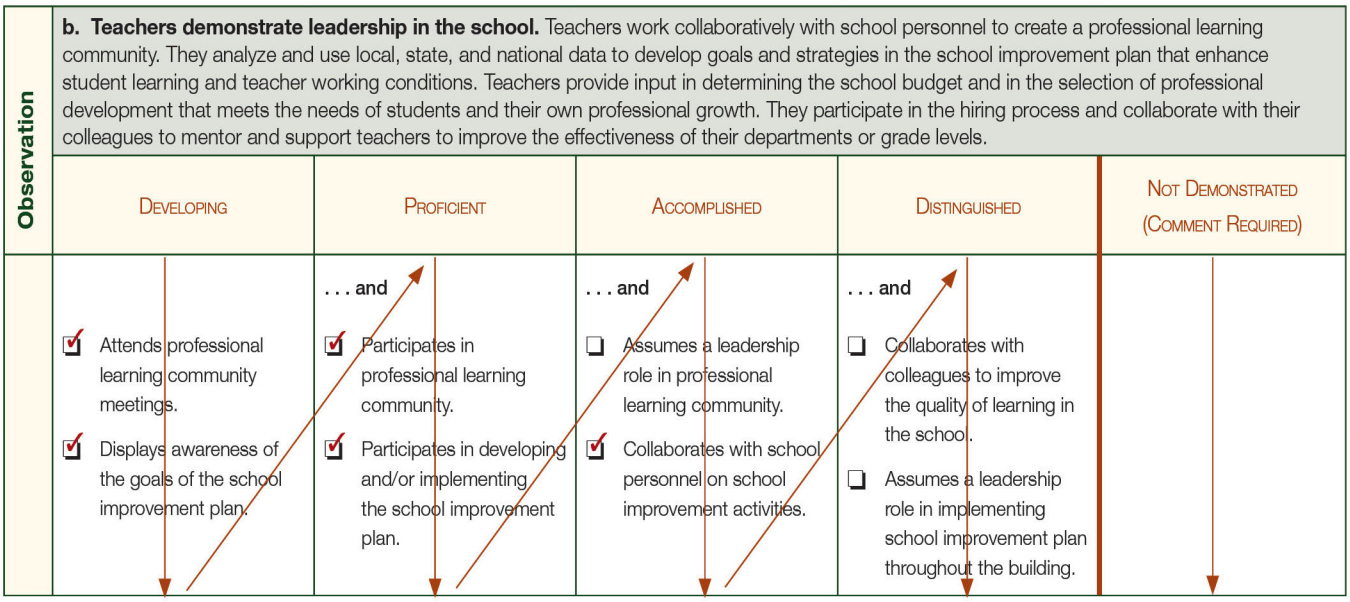
Accomplished: Teacher exceeded basic competence on standard(s) of performance most of the time.

Distinguished: Teacher consistently and significantly exceeded basic competence on standard(s) of performance.

Not Demonstrated: Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance.

(Note: If the Not Demonstrated rating is used, the principal/evaluator must comment about why it was used.)

Scoring The Rubric



The Professional Teaching Standards

Standard I:
Teachers demonstrate leadership

Standard II:
Teachers establish a respectful environment for a diverse population of students

Standard III:
Teachers know the content they teach

Standard IV:
Teachers facilitate learning for their students

Standard V:
Teachers reflect on their practice

Notes

Notes



Standard I: Teachers demonstrate leadership

Guided Reflection

Consider what you do as a leader to influence student achievement.

List practices you use to influence student achievement through leadership.

Be prepared to share your list with a colleague.

Activity: Assessing the Rubrics

- In your group, select one of the elements from the **STANDARD I** rubric.
- Discuss the practices in each categorical rating from developing to distinguished. Be sure to address the following:
  1. What might a teacher do to exemplify the practices in each categorical rating?
  2. What are possible examples of artifacts or data the teacher might provide that would support each categorical rating?
  3. What phrases, words, and ideas do you need clarified?
- Capture your conversations on the chart paper provided.

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Whole Group Debrief

- Provide examples of what each practice looks like in action.
- How would an intentional focus on these elements enhance practice in a manner that supports student achievement?
- What questions do you have?

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Notes

Activity: Assessing the Rubrics

- In your group, select one of the elements from the **STANDARD II** rubric.
- Discuss the practices in each categorical rating from developing to distinguished. Be sure to address the following:
  1. What might a teacher do to exemplify the practices in each categorical rating?
  2. What are possible examples of artifacts or data the teacher might provide that would support each categorical rating?
  3. What phrases, words, and ideas do you need clarified?
- Capture your conversations on the chart paper provided.

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Whole Group Debrief

- Provide examples of what each practice looks like in action?
- How would an intentional focus on these elements enhance practice in a manner that supports student achievement?
- What questions do you have?

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Notes

Activity: Assessing the Rubrics

- In your group, select one of the elements from the STANDARD III rubric.
- Discuss the practices in each categorical rating from developing to distinguished. Be sure to address the following:
  1. What might a teacher do to exemplify the practices in each categorical rating?
  2. What are examples of artifacts or data the teacher would provide that would support each categorical rating?
  3. What phrases, words, and ideas do you need clarified?
- Capture your conversations on the chart paper provided.

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Activity: Assessing Change

- Discuss what elements and practices in the rubric might have second-order implications for teachers in your district.
  1. What might be perceived as a break from the past?
  2. What might be perceived as being inconsistent with prevailing organizational norms?
  3. What might be perceived as being incongruent with personal values?
  4. What might be perceived as requiring extensive new knowledge or skills?
- Be prepared to share with the whole group.

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Whole Group Debrief

- Provide examples of what each practice looks like in action.
- How would an intentional focus on these elements enhance practice in a manner that supports student achievement?
- What questions do you have?

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Activity: Assessing the Rubrics Jigsaw

- In home groups, analyze the assigned elements of the STANDARD IV rubric.
- Identify possible artifacts or data the teacher might provide that would support each categorical rating.
- When prompted, travel to your jigsaw group.
- In your new group indentify how the elements of this rubric are interconnected.
  1. How does each element stand alone?
  2. How does each element build upon the others?
  3. What connections can you make between the practices in this rubric and previous rubrics?
  4. How does this rubric build upon and rely on the previous standards?

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Notes

Handshake Activity



- **Greet** someone with a handshake and introduce yourself.
- **Discuss** the following quotes on the screen.
- At the signal **repeat** the process.

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"Moving rapidly from one issue to the next, people grow highly skilled at solving crises instead of looking for ways to prevent them."

(Senge et. al, 2000, pp. 77-78)

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"Knowing the right thing to do is the central problem of school improvement. Holding schools accountable for their performance depends on having people in schools with the knowledge, skill, and judgment to make the improvements that will increase student performance."

(Elmore, 2003, p. 9)

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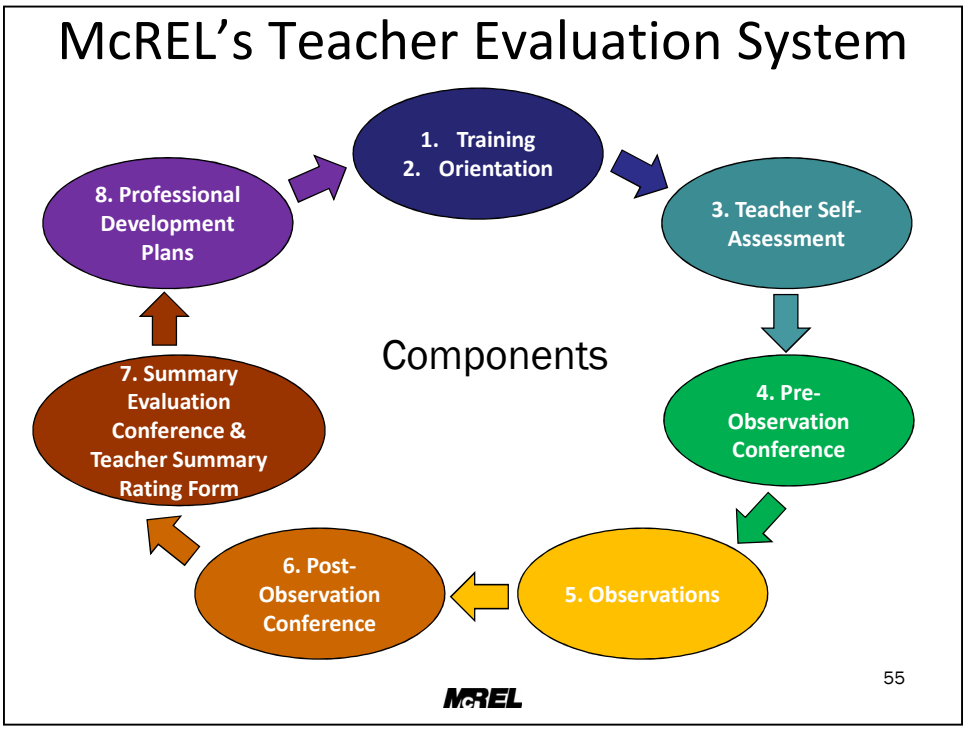
Notes

Activity: Assessing Readiness for Reflection

- In your group, review the elements of the STANDARD V rubric.
- Discuss the following questions:
  1. What structures are in place in your school and/or district that promote teacher reflection on practice?
  2. What support will teachers need in order to effectively reflect on their practice?
  3. How does this standard support the other four standards?
- Be prepared to share your answers with the whole group.

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McREL's Teacher Evaluation System
1. Training
2. Orientation
3. Teacher Self-Assessment
4. Pre-Observation Conference
5. Observations
6. Post-Observation Conference
7. Summary Evaluation Conference & Teacher Summary Rating Form
8. Professional Development Plans
Components
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Notes

Notes

On-line Self-assessment

1. Using the rubrics, carefully reflect on your performance of last year or to this point in the school year.
2. Fill out the rubrics and how you perceive your fulfillment of the practices.
3. At the end of each rubric consider what artifacts or evidence to support your ratings.

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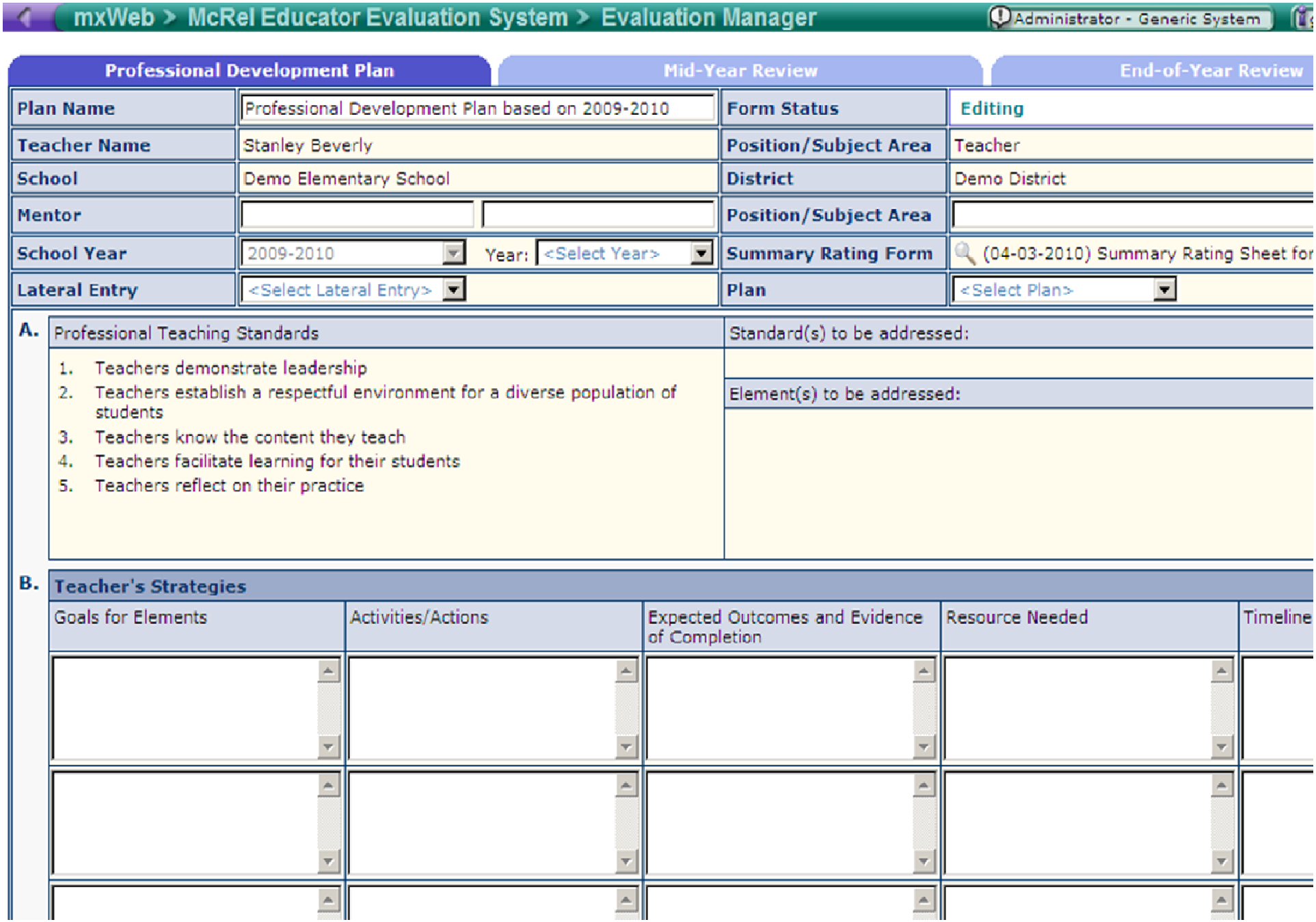
Professional Development Plans

- Based on your self-assessment, identify which standards and elements you would select as areas for focused goal setting. (Select two)
- Complete section B, "Teacher Strategies," with some preliminary ideas about your goals, actions, outcomes, resources, and timelines.
- Be prepared to share your initial plan.

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Notes


mxWeb > McRel Educator Evaluation System > Evaluation Manager
Administrator - Generic System
Professional Development Plan
Mid-Year Review
End-of-Year Review
Plan Name
Professional Development Plan based on 2009-2010
Form Status
Editing
Teacher Name
Stanley Beverly
Position/Subject Area
Teacher
School
Demo Elementary School
District
Demo District
Mentor
Position/Subject Area
School Year
2009-2010
Year:
<Select Year>
Summary Rating Form
(04-03-2010) Summary Rating Sheet for
Lateral Entry
<Select Lateral Entry>
Plan
<Select Plan>
A.
Professional Teaching Standards
1. Teachers demonstrate leadership
2. Teachers establish a respectful environment for a diverse population of students
3. Teachers know the content they teach
4. Teachers facilitate learning for their students
5. Teachers reflect on their practice
Standard(s) to be addressed:
Element(s) to be addressed:
B.
Teacher's Strategies
Goals for Elements
Activities/Actions
Expected Outcomes and Evidence of Completion
Resource Needed
Timeline

Notes

McREL's TEACHER EVALUATION SYSTEM Day Two

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Guided Reflection

- Using the following Conversation Protocol, share and receive ideas, questions, and comments based on your completed self-evaluation of McREL's Teacher Evaluation instrument.

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Notes

Conversation Protocol

STEP 1

In teams of four:

- Select a timekeeper
- Number participants 1–4

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Conversation Protocol

STEP 2

Participant 1 has 3 minutes to share:

- perceptions of the professional teacher standards and rubrics
- self-evaluation results
- initial thoughts about performance goal-setting
- other questions, ideas, and comments

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Conversation Protocol

STEP 3

Participants 2 - 4 have 1 minute each to:

- **respond** to what Participant 1 has shared, and **share** ideas, thoughts, or questions.

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Conversation Protocol

STEP 4

Participant 1 has 1 minute to wrap up the conversation by **reflecting** on what was shared by Participants 2–4.

STEP 5

Repeat the protocol three more times, with each of the other participants **sharing** their experience regarding the self-evaluation.

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Notes

Pre-observation Conference

The pre-observation conference is a collaborative meeting between the teacher and his/her supervisor to

1. Discuss the teacher's self-assessment based on the Teacher Evaluation Rubric, the teacher's most recent professional development plan, and the lesson(s) to be observed;
2. Provide the principal/evaluator with a written description of the lesson(s); and
3. Prepare the principal/evaluator for the observation.

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Pre-observation Conference

With a colleague:

- Share your perceptions of your self-evaluation;
- Share your preliminary professional development plan;
- Share ideas about how you would tie your upcoming observation with your preliminary goals;
- Listen to your colleagues ideas and feedback;
- Reverse the process; and
- Listen to your colleague as he or she shares and be prepared to offer your colleague ideas and feedback.

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Observations

McREL Recommendations

(policy may drive these procedural expectations)

- A formal observation should last at least 45 minutes or an entire class period.
- Beginning/Non-tenured Teachers
  - The principal should conduct at least three formal observations of all probationary teachers.
  - A peer may conduct one formal observation of a probationary teacher.

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Observations

McREL Recommendations

- Career Status/Tenured Teachers
  - Career/tenured teachers should be evaluated annually, unless the district establishes a different evaluation cycle for career teachers.
  - During the year in which a career status teacher participates in a summative evaluation, the principal should conduct at least three observations, including at least one formal observation.

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Observations

McREL Recommendations

- During observations, the principal should note the teacher's performance in relationship to the applicable standards on the Teacher Evaluation Rubric.

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Notes

Notes

Post-observation Conference

The principal should conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher discuss the strengths and weaknesses of the teacher's performance during the observed lesson. These discussions are documented on the Rubric.

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In your small group:

Develop five questions that you believe would be useful during a post-observation conference.

Be prepared to share your ideas with the whole group.

Summary Evaluation Conference

Teacher and principal/evaluator discuss

- Teacher's self-assessment,
- Principal's rating of the teacher on the Teacher Evaluation Rubrics,
- Artifacts and/or other documentation required by the principal, and
- Professional Development Plan for the next school year.

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Notes

Notes

Scoring the Teacher Summary Rating Form

Principal/Evaluator will

- give a rating for each element in the Teacher Evaluation Rubric,
- make a written comment on any element marked Not Demonstrated,
- give an overall rating of each standard, and
- provide the teacher with an opportunity to make comments on the form.

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Principal/Evaluator will also

- Review the completed Teacher Summary Rating Form with the teacher, and
- Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

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Teacher Summary Evaluation Rating Form

This form summarizes ratings from the rubric or observation form and requires the principal/evaluator to provide a description of areas needing improvement and comments about performance. It may be completed as a part of the Summary Evaluation discussion conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name: _____

School: _____ School Year: _____

Evaluator: _____ District: _____

Date Completed: _____ Evaluator's Title: _____

_____ Beginning Teacher _____ Career Status Teacher (Please check one)

Standard I: Teachers Demonstrate Leadership

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. Teachers lead in their classrooms.					
B. Teachers demonstrate leadership in the school.					
C. Teachers lead the teaching profession.					
D. Teachers advocate for schools and students.					
E. Teachers demonstrate high ethical standards.					
Overall rating for Standard I					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

- ❑ Lesson plans
- ❑ Journals
- ❑ Student handbooks
- ❑ Student work
- ❑ School improvement planning
- ❑ Service on committees
- ❑ Relevant data
- ❑ Class rules and procedures
- ❑ Participation in Professional Learning Communities
- ❑ Membership in professional organizations
- ❑ Formal and informal mentoring
- ❑ Surveys
- ❑ National Board Certification
- ❑ Discipline records
- ❑ _____
- ❑ _____
- ❑ _____

Teacher Summary Evaluation Rating Sheet

Summary Rating Sheet	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Standard I: Teachers demonstrate leadership					
A. Leads in the classroom.					
B. Leads in the school.					
C. Leads the teaching profession.					
D. Advocates for the school and students.					
E. Demonstrates high ethical standards.					
Overall Rating for Standard I					
Standard II: Teachers establish a respectful environment for a diverse population					
A. Provides an environment that is inviting, respectful, supportive, inclusive and flexible.					
B. Embraces diversity in the school community and in the world.					
C. Treats students as individuals.					
D. Adapts teaching for the benefit of students with special needs.					
E. Works collaboratively with families and significant adults in the lives of their students.					
Overall Rating for Standard II					
Standard III: Teachers know the content they teach					
A. Aligns instruction with the state standards and district approved curriculum.					
B. Knows the content appropriate to the teaching specialty.					
C. Recognizes the interconnectedness of content areas/disciplines.					
D. Makes instruction relevant to students.					
Overall Rating for Standard III					
Standard IV: Teachers facilitate learning for the students					
A. Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students.					
B. Plans instruction appropriate for students.					
C. Uses a variety of instructional methods.					
D. Integrates and utilizes technology in instruction.					
E. Helps students develop critical thinking and problem-solving skills.					
F. Helps students work in teams and develop leadership qualities.					
G. Communicates effectively.					
H. Uses a variety of methods to assess what each student has learned.					
Overall Rating for Standard IV					
Standard V: Teachers reflect on their own practice					
A. Analyzes student learning.					
B. Links professional growth to professional goals.					
C. Functions effectively in a complex, dynamic environment.					
Overall Rating for Standard V					

Comments:

Resources needed to complete these actions:

Recommended actions for improvement:

Evidence or documentation to support rating:

Notes

Professional Development Plans

- *Individual Professional Development Plans*
  - Developed for teachers who are rated at least proficient on all standards
  - Designed to improve performance on specifically identified standards and elements

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Professional Development Plans

- *Monitored Professional Development Plans*
  - Applies to teachers rated as **Developing** on one or more standards and not recommended for dismissal, demotion, or renewal
  - At a minimum, identifies the standards and elements to be improved, goals to be accomplished, and activities the teacher should undertake to achieve Proficiency
  - Includes a timeline allowing one school year to achieve Proficiency

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Notes

Professional Development Plans

- *Directed Professional Development Plans*
  - Applies to teachers rated as Not Demonstrated on any standard or as Developing on more than one standard and not recommended for dismissal
  - At a minimum, identifies the standards and elements to be improved, goals to be accomplished, and activities the teacher should undertake to achieve Proficiency
  - Includes a timeline allowing one school year or less to achieve Proficiency

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Professional Development Plans

- Revisit the Professional Development Plan you started yesterday.
- What changes or additions would you make based on today's conversations and learning?
- Be prepared to share your revised plan with a colleague.

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Notes

Estimating the Magnitude

1. Think about your implementation of the McREL Teacher Evaluation System.
2. Consider the four questions for determining if a change is perceived as first order or second order.
3. Select a stakeholder group and answer each question.
4. Determine if your change initiative has second-order implications for the majority of stakeholders you identified.
5. Share your insights with a person next to you.

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MONITORING THE IMPLICATIONS OF A CHANGE



1. **Think** about implementing the McREL Teacher Evaluation System in your district.
2. **Consider** the questions to determine if this change would be perceived as first- or second-order.



3. **Select** a stakeholder group (teachers, parents, students, etc.).
4. **Answer** each question based on what you think their perceptions might be. Determine if the change has first- or second-order implications.

Stakeholder group:

What new knowledge is required for your change initiative?	In what ways does the change initiative build on past practices?	In what ways is the change initiative congruent with the stakeholders' personal beliefs?	In what ways is the change initiative congruent with the prevailing norms?
Would the majority of the stakeholders perceive the new knowledge required by the change initiative to be easily learned using existing knowledge and skills? ❑ YES ❑ NO	Would the majority of the stakeholders perceive the change initiative as an extension of the past? ❑ YES ❑ NO	Would the majority of the stakeholders perceive the change initiative as congruent with their personal values and beliefs? ❑ YES ❑ NO	Would the majority of the stakeholders perceive the change initiative as consistent with the prevailing norms? ❑ YES ❑ NO

If you answered "no," to any of the questions,
your change initiative has second-order implications for the selected stakeholders.

Session Debrief

1. **Identify what remaining questions you have for McREL.**

2. **Re-visit the topics you generated for further discussion.**

   Which of these topics can be addressed today?

   Which of these topics will be addressed at a later date?

Appendix A

McREL Teacher Evaluation System Rubrics

Teacher Evaluation Rubric

This form should be used for the teacher self-assessment, classroom observation, and the summary evaluation conference.

Note: A "✓" in the first column (Observation) means that the evaluator should be able to observe the items in that row during routine classroom observations.

Name: _____ Date: _____

School: _____ District: _____

Evaluator: _____ Title: _____

Start Time: _____ End Time: _____

Standard I: Teachers demonstrate leadership

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment and create a culture that empowers students to collaborate and become lifelong learners.				
		. . . and	. . . and	. . . and	
	❑ Understands how they contribute to students graduating from high school. ❑ Uses data to understand the skills and abilities of students.	❑ Takes responsibility for the progress of students to ensure that they graduate from high school. ❑ Provides evidence of data-driven instruction throughout all classroom activities.	❑ Communicates to students the vision of being prepared for life in the 21st century. ❑ Evaluates student progress using a variety of assessment data.	❑ Encourages students to take responsibility for their own learning. ❑ Uses classroom assessment data to inform program planning.	
✓		❑ Establishes a safe and orderly classroom.	❑ Creates a classroom culture that empowers students to collaborate.	❑ Empowers and encourages students to create and maintain a safe and supportive school and community environment.	
	b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
		. . . and	. . . and	. . . and	
	❑ Attends professional learning community meetings. ❑ Displays awareness of the goals of the school improvement plan.	❑ Participates in professional learning community. ❑ Participates in developing and/or implementing the school improvement plan.	❑ Assumes a leadership role in professional learning community. ❑ Collaborates with school personnel on school improvement activities.	❑ Collaborates with colleagues to improve the quality of learning in the school. ❑ Assumes a leadership role in implementing school improvement plan throughout the building.	

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	❑ Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	. . . and Contributes to the ❑ Improvement of the profession through professional growth. ❑ Establishment of positive working relationships. ❑ School's decision-making processes as required.	. . . and ❑ Promotes positive working relationships through professional growth activities and collaboration.	. . . and ❑ Seeks opportunities to lead professional growth activities and decision-making processes.	
	d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.				
	❑ Knows about the policies and practices affecting student learning.	. . . and ❑ Supports positive change in policies and practices affecting student learning.	. . . and ❑ Participates in developing policies and practices to improve student learning.	. . . and ❑ Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
	e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others.				
	❑ Understands the importance of ethical behavior.	. . . and ❑ Demonstrates ethical behavior.	. . . and ❑ Knows and upholds ethical principles.	. . . and ❑ Models ethical behavior and encourages others to do the same.	

Comments

Examples of Artifacts for Standard I:

- ❑ Lesson plans
- ❑ Journals
- ❑ Student handbooks
- ❑ Student work
- ❑ School improvement planning
- ❑ Service on committees
- ❑ Relevant data
- ❑ Class rules and procedures
- ❑ Participation in Professional Learning Communities
- ❑ Membership in professional organizations
- ❑ Formal and informal mentoring
- ❑ Surveys
- ❑ National Board Certification
- ❑ Discipline records
- ❑ School Improvement Team membership
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

Standard II: Teachers establish a respectful environment for a diverse population of students

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
✓	❑ Appreciates and understands the need to establish nurturing relationships.	. . . and ❑ Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	. . . and ❑ Maintains a positive and nurturing learning environment.	. . . and ❑ Encourages and advises others to provide a nurturing and positive learning environment for all students.	
	b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
✓	❑ Acknowledges that diverse cultures impact the world.	. . . and ❑ Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	. . . and ❑ Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	. . . and ❑ Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓	❑ Demonstrates awareness of the diversity of students in the classroom.	❑ Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	❑ Consistently incorporates different points of view in instruction.	❑ Capitalizes on diversity as an asset in the classroom.	
	c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.				
✓	❑ Holds high expectations of students.	. . . and ❑ Communicates high expectations for all students.	. . . and ❑ Encourages and values contributions of students, regardless of background or ability.	. . . and ❑ Helps students hold high expectations for themselves and their peers.	

Observation	d. **Teachers adapt their teaching for the benefit of students with special needs.** Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
		. . . and	. . . and	. . . and	
✓	❑ Recognizes that students have a variety of learning needs.	❑ Collaborates with specialists who can support the special learning needs of students.	❑ Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.	❑ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.	
✓	❑ Is knowledgeable of effective practices for students with special needs.	❑ Provides unique learning opportunities, such as inclusion and research-based effective practices, for students with special needs.	❑ Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	❑ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.	
	e. **Teachers work collaboratively with the families and significant adults in the lives of their students.** Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.				
		. . . and	. . . and	. . . and	
	❑ Responds to family and community concerns.	❑ Communicates and collaborates with the home and community for the benefit of students.	❑ Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	❑ Promotes trust and understanding throughout the school community.	

Comments

Examples of Artifacts for Standard II:

- ❑ Cooperation with ESL teachers
- ❑ Lesson plans that integrate international content
- ❑ Lesson plans that support modifications included in student IEPs
- ❑ Documentation of referral data and use of IEPs
- ❑ Communications with parents/community
- ❑ Professional development on cultural attitudes and awareness
- ❑ Use of technology to incorporate cultural awareness into lessons
- ❑ Student profiles
- ❑ Student surveys
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

Standard III: Teachers know the content they teach

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	a. Teachers align their instruction with the state standards. In order to enhance the state standards, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
		. . . and	. . . and	. . . and	
✓	❑ Demonstrates an awareness of the state standards and references them in the preparation of lesson plans.	❑ Understands the state standards, uses them in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.	❑ Develops and applies strategies based on the state standards and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.	❑ Assists colleagues in applying such strategies in their classrooms.	
✓	❑ *Elementary:* Begins to integrate literacy instruction in selected lessons.	❑ *Elementary:* Integrates effective literacy instruction throughout the curriculum.	❑ *Elementary:* Evaluates and reflects upon the effectiveness of instruction.	❑ *Elementary:* Makes necessary changes to instructional practice to improve student learning.	
✓	❑ *Secondary:* Recognizes the importance of integrating literacy strategies within the content areas.	❑ *Secondary:* Incorporates a wide variety of literacy skills within content areas to enhance learning.	❑ *Secondary:* Evaluates and reflects upon the effectiveness of instruction within content areas.	❑ *Secondary:* Makes necessary changes to instructional practice to improve student learning.	
	b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.				
		. . . and	. . . and	. . . and	
✓	❑ Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.	❑ Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.	❑ Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.	❑ Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.	

Observation	c. **Teachers recognize the interconnectedness of content areas/disciplines.** Teachers know the links and vertical alignment of the grade or subject they teach. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
		. . . and	. . . and	. . . and	
✓	❑ Understands the links between grade/ subject and the state standards.	❑ Demonstrates knowledge of links between grade/ subject and the state standards.	❑ Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the state standards. Relates content to other disciplines.	❑ Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.	
✓	❑ Displays global awareness.	❑ Promotes global awareness and its relevance to the subjects.	❑ Integrates global awareness activities throughout lesson plans and classroom instructional practices.	❑ Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.	
	d. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills deliberately, strategically, and broadly into their teaching. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the state standards and 21st century content, which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness.				
		. . . and	. . . and	. . . and	
✓	❑ Identifies relationships between the state standards and life in the 21st century.	❑ Identifies relationships between the core content and 21st century content.	❑ Integrates core content and 21st century content throughout lesson plans and classroom instructional practices.	❑ Deepens students' understandings of 21st century skills and helps them make their own connections and develop new skills.	

Comments

Examples of Artifacts for Standard III:

❑ Display of creative student work ❑ _____ ❑ _____

❑ Lesson plans ❑ _____ ❑ _____

❑ Content standards ❑ _____ ❑ _____

Standard IV: Teachers facilitate learning for their students

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.				
		. . . and	. . . and	. . . and	
✓	❑ Understands developmental levels of students and recognizes the need to differentiate instruction.	❑ Understands developmental levels of students and appropriately differentiates instruction.	❑ Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.	❑ Encourages and guides colleagues to adapt instruction to align with students' developmental levels.	
✓		❑ Assesses resources needed to address strengths and weaknesses of students.	❑ Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.	❑ Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.	
	b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.				
		. . . and	. . . and	. . . and	
✓	❑ Recognizes data sources important to planning instruction.	❑ Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.	❑ Monitors student performance and responds to individual learning needs in order to engage students in learning.	❑ Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.	
	c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.				
		. . . and	. . . and	. . . and	
✓	❑ Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.	❑ Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.	❑ Ensures the success of all students through the selection and utilization of appropriate methods and materials.	❑ Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.	

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	d. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				
✓	❑ Assesses effective types of technology to use for instruction.	. . . and ❑ Demonstrates knowledge of how to utilize technology in instruction.	. . . and ❑ Integrates technology with instruction to maximize student learning.	. . . and ❑ Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
	e. Teachers help students develop critical thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.				
✓	❑ Understands the importance of developing students' critical thinking and problem-solving skills.	. . . and ❑ Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.	. . . and Teaches students the processes needed to ❑ Think creatively and critically. ❑ Develop and test innovative ideas. ❑ Synthesize knowledge. ❑ Draw conclusions. ❑ Exercise and communicate sound reasoning. ❑ Understand connections. ❑ Make complex choices. ❑ Frame, analyze, and solve problems.	. . . and ❑ Encourages and assists teachers throughout the school to integrate critical thinking and problem-solving skills into their instructional practices.	
	f. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.				
✓	❑ Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	. . . and ❑ Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	. . . and ❑ Encourages students to create and manage learning teams.	. . . and ❑ Fosters the development of student leadership and teamwork skills to be used beyond the classroom.	

Observation	g. **Teachers communicate effectively.** Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
		. . . and	. . . and	. . . and	
✓	❑ Demonstrates the ability to effectively communicate with students.	❑ Uses a variety of methods for communication with all students.	❑ Creates a variety of methods to communicate with all students.	❑ Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.	
✓	❑ Provides opportunities for students to articulate thoughts and ideas.	❑ Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.	❑ Establishes classroom practices that encourage all students to develop effective communication skills.	❑ Establishes schoolwide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.	
	h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.				
		. . . and	. . . and	. . . and	
✓	❑ Uses indicators to monitor and evaluate student progress.	❑ Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.	❑ Uses the information gained from the assessment activities to improve teaching practice and student learning.	❑ Teaches and encourages students to use peer and self-assessment feedback to assess their own learning.	
✓	❑ Assesses students in the attainment of 21st century knowledge, skills, and dispositions.	❑ Provides evidence that students attain 21st century knowledge, skills and dispositions.	❑ Provides opportunities for students to assess themselves and others.	❑ Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.	

Comments

Examples of Artifacts for Standard IV:

- ❑ Lesson plans
- ❑ Display of technology used
- ❑ Professional development
- ❑ Use of student learning teams
- ❑ Documentation of differentiated instruction
- ❑ Materials used to promote critical thinking and problem solving
- ❑ Collaborative lesson planning
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

Standard V: Teachers reflect on their practice

Observation	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
	❑ Recognizes the need to improve student learning in the classroom.	. . . and ❑ Provides ideas about what can be done to improve student learning in their classroom.	. . . and ❑ Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	. . . and ❑ Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	
	b. Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.				
	❑ Understands the importance of professional development.	. . . and ❑ Participates in professional development aligned with professional goals.	. . . and ❑ Participates in professional development activities aligned with goals and student needs.	. . . and ❑ Applies and implements knowledge and skills attained from professional development consistent with its intent.	
	c. Teachers function effectively in a complex, dynamic environment. Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.				
	❑ Is knowledgeable of current research-based approaches to teaching and learning.	. . . and ❑ Considers and uses a variety of research-based approaches to improve teaching and learning.	. . . and ❑ Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.	. . . and ❑ Adapts professional practice based on data and evaluates impact on student learning.	

Comments

Examples of Artifacts for Standard V:

- ❑ Lesson plans
- ❑ Formative assessments
- ❑ Student work
- ❑ Professional Development Plan
- ❑ Completion of professional development
- ❑ Participation in Professional Learning Community
- ❑ Formative and summative student assessment data
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____
- ❑ _____

APPENDIX B
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