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Teacher Evaluation

MISSOURI'S EDUCATOR EVALUATION SYSTEM

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Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION™

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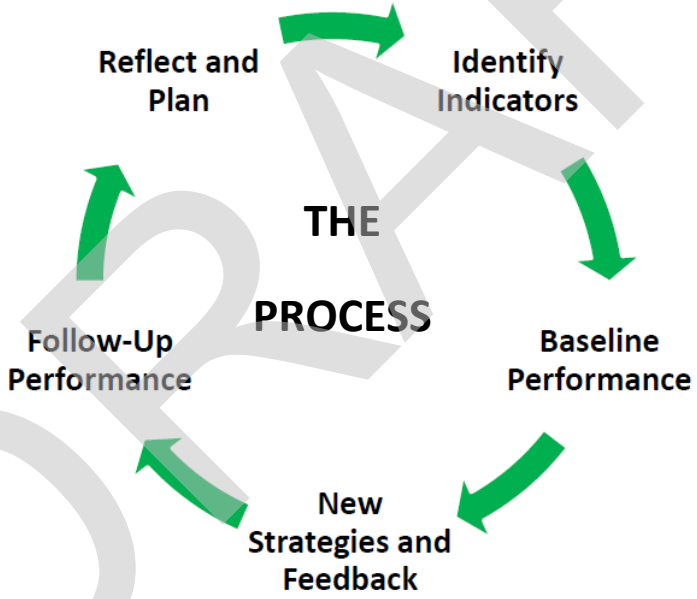
Teacher Evaluation Protocol

Introduction

Missouri's Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the theory of action and beliefs that are the foundation to the state's model Educator Evaluation System, the primary purpose of the Teacher Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This growth in practice occurs based on the following sequence:



Growth requires focus. The identification of indicators is essential to establishing a particular focus based on performances articulated in the indicators. The baseline data serves as a starting point by establishing a current level of performance. Strategies for improvement are identified and practiced. Meaningful feedback is provided regarding the extent to which the new strategies are addressing the area of focus. A follow-up rating provides indication of the amount of growth in performance that occurred. Reflection on the process and the amount of growth that

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occurred or didn't occur informs whether this particular indicator remains an area of focus or whether there is a new area of focus. This sequence is an important component to the growth in educational practice that occurs in the teacher evaluation process described in the following steps:

Step 1: Identify the indicators to be assessed

Rationale

Appropriate indicators are selected that most support increasing student learning through a focus on potential growth opportunities for the teacher. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the teacher in the classroom.

Description

The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning.

The identified indicators provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning teachers. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
3. A maximum of three indicators per teacher per year are recommended which are:
    - Based on student needs
    - Represents priorities of the building/district leadership for that teacher
    - Based on a potential growth opportunity for the teacher and are determined in collaboration between the teacher(s) and principal
4. At a minimum two of the indicators must address impact on student learning
5. Other indicators may be identified at any time based on issues and needs that arise. In extreme instances where particular growth or change in practice must be addressed, an Educator Improvement Plan (see Step 3) may be instituted.

Example

Mrs. Johnson is a third year teacher. Based on student data, the third graders in Mrs. Johnson's class struggle with reading comprehension. This is an area of concentration for her class for this year. The principal, who is focusing on the implementation of the Common Core Standards, is directing all teachers to work on Indicator 1.1 "Content knowledge and academic language". In addition, Mrs. Johnson, in consultation with her

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principal, has identified Indicator 7.3 “Student-led assessment strategies” in order to better meet the challenging needs of her third grade class. The principal also felt that 8.1 “Self-assessment and improvement” would be helpful to Mrs. Johnson in documenting her efforts to meet the specific needs of her third graders regarding reading comprehension. For this year, Mrs. Johnson’s area of focus will be on performances articulated in the following three indicators:

1. Content knowledge and academic language 1.1
2. Student-led assessment strategies 7.3
3. Self assessment and improvement 8.1

Indicator 1.1 includes evidence for commitment, practice and impact; indicator 7.3 has evidence for practice and impact; and indicator 8.1 has commitment and practice evidence.

Step 2: Determine a baseline score for each identified indicator

Rationale

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a follow-up score. This represents a type of pre- and post-test format where growth in practice occurs between two points in time. A numerical rating provides an assessment of both pre- and post-status to determine accurately the growth that occurred in between.

Description

The 0 – 7 scale found on each growth guide provides a numerical rating for each indicator. This numerical rating establishes a baseline score. The baseline score for returning teachers working on the same indicator as the previous year is the follow-up rating they received. This generates continuity of improvement on a particular indicator.

The baseline rating is determined by considering the evidence at each level of the appropriate growth guide. Evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the teacher is doing. Evidence in the impact frames focuses on outcomes or what students in the teacher’s class are doing.

It is important to think about a teacher’s rating by taking these separate categories of evidence into consideration. After all, if a teacher designs what they think is a great lesson and delivers it in what they think is an effective manner and yet students do not grasp the content, then there is

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still something less than ideal in the learning experience. Identifying where that growth opportunity exists that limits the learning experience from being ideal is the type of focus that leads to growth in practice.

It is first necessary to determine the appropriate descriptive rating for the teacher's performance. This descriptive rating will be either Emerging, Developing, Proficient or Distinguished. To determine the descriptive rating, it is necessary to establish the highest level for which there is evidence of performance.

For example, in Growth Guide 1.1, a determination about the teacher's performance might be as illustrated below. There is Commitment evidence that the teacher is well prepared, that their lesson design includes current content and there is use of supplementary sources. There is also observable Practice evidence reflecting the accuracy and complexity of content knowledge in instruction as indicated. While evidence at the Impact level reveals that students are generally familiar with academic language, student data does not support that a majority of students are able to use academic language. Although evidence can be gathered by observing student performance and various student products, an additional way to gather evidence at the impact level could be through the use of student surveys. Although this is perceptual in nature, research maintains that it does offer useful data.

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Alignment Of Evidence

Teacher Growth Guide 1.1

Standard 1: Content knowledge aligned with appropriate instruction.
Quality Indicator 1: Content knowledge and academic language

Emerging	Developing	Proficient	Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Professional Frames			
Evidence of Commitment Is well prepared to guide students to a deeper understanding of content	*Evidence of Commitment* Stays current on new content and incorporates it into lessons	*Evidence of Commitment* Use of supplemental primary sources that are aligned to local standards	*Evidence of Commitment* Continually expands knowledge base on content and infuses into content
Evidence of Practice Instruction reflects accuracy of content knowledge	*Evidence of Practice* Instruction indicates an appreciation of the complexity and ever evolving nature of the content	*Evidence of Practice* Instructional focus is on the most important concepts of the content and includes new content as appropriate	*Evidence of Practice* Continually seeks out new information and applies it to learning in their classroom
Evidence of Impact Students are generally familiar with academic language	*Evidence of Impact* Students are able to use academic language	*Evidence of Impact* Students accurately use academic language related to their discipline	*Evidence of Impact* Students communicate effectively using academic language from a variety of sources
Score = 0 1 2	3 4	5 6	7

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In this illustration, the highlighted areas reflect the evidence of the teacher's performance. In this illustration, as noted by the highlighted text, there are examples of evidence in three different columns, Emerging, Developing and Proficient. However, it is only in the Emerging column where there is an alignment, or evidence in all three professional frames. This alignment of evidence supports that the teacher is fully rated at the Emerging level. In this particular example, student's ability to use academic language would be the teacher's growth opportunity.

It is next necessary to establish a baseline score within the Emerging level. This would be calculated and communicated as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a baseline score. A score of 0 indicates there is no evidence present in at least one of the three frames. A score of 1 indicates there is evidence in all frames, but that it is inconsistently present or demonstrated. A score of 2 would indicate it is present and routinely demonstrated. Ideally, this score determination would occur as a collaborative, professional conversation between the teacher and administrator.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	1	2		3	4		5	6		7
Emerging				Developing			Proficient			Distinguished

2. Once a score has been determined, provide specific feedback that includes an explanation and rationale for the given score. Again, this would ideally occur within a collaborative, professional conversation.
3. In the example illustrated above, students' ability to use academic language is the specific area where growth is needed to move performance from the "Emerging" level to the "Developing" level.

Example

Mrs. Johnson received the following ratings on her baseline assessment:

- A score of "2 Emerging" on Quality Indicator 1.1: Content knowledge and academic language
  - The evidence, as presented in the example in the Description section, indicates that Mrs. Johnson routinely and consistently is well prepared and uses current and new content as well as supplementary sources where appropriate and her instruction reflects accuracy and complexity of content; and her students are familiar with academic language but do not consistently use it. This consistent use of academic language by students represents a growth opportunity for Mrs. Johnson.
- A score of "4 Developing" on Quality Indicator 7.3: Student-led assessment strategies
  - The evidence indicates that Mrs. Johnson routinely and consistently orientates students on various formats of assessments and instructs them on how to reflect on their own learning based on data. She also instructs them on setting personal learning goals. Students routinely and consistently are prepared for the demands of different assessments and successfully set personal

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learning goals based on their own reflection of their learning. An appropriate growth opportunity would include Mrs. Johnson facilitating student learning on how to report on their own progress.

- A score of "2 Emerging" on Indicator 8.1: Self assessment and improvement
    - This indicates that Mrs. Johnson's professional development or growth plan includes information from self-assessment and reflection strategies and that she also uses this information to improve the overall learning of her students. An appropriate growth opportunity in this area would involve Mrs. Johnson specifically reflecting on the impact of her teaching and using that to guide adjustments to her practices.

Step 3: Develop an Educator Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale

The primary purpose of the Teacher Evaluation Protocol is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into outcomes and results.

Description

The description of performance in each indicator and the baseline rating identifies an opportunity for growth. It is important when addressing this opportunity for growth that a very clear plan be developed. The Educator Growth Plan is the document used to articulate the various necessary components of this plan. For instances where very specific growth is required, or where particular areas of concern must be addressed, the Educator Improvement Plan is used to ensure that this growth occurs to the extent necessary and in a timely fashion. For more on the Educator Improvement Protocol, see page 34 of this Teacher Evaluation Protocol.

The Educator Growth Plan addresses specific sources of new learning, the practice of skills related to new learning and timelines for completion. The state model offers two different formats for the Educator Growth Plan. One option uses language from the Data Team Process while the other uses language from the Plan/Do/Study Act process. Regardless of which option is used, the Educator Growth Plan includes the following key general components:

1. It corresponds to the examples of evidence provided in the appropriate growth guide
2. It is a clear articulation of a plan or goal statement to address growth opportunities
3. It includes specific strategies and timelines for application of new learning and skills
4. It is focused on results and outcomes

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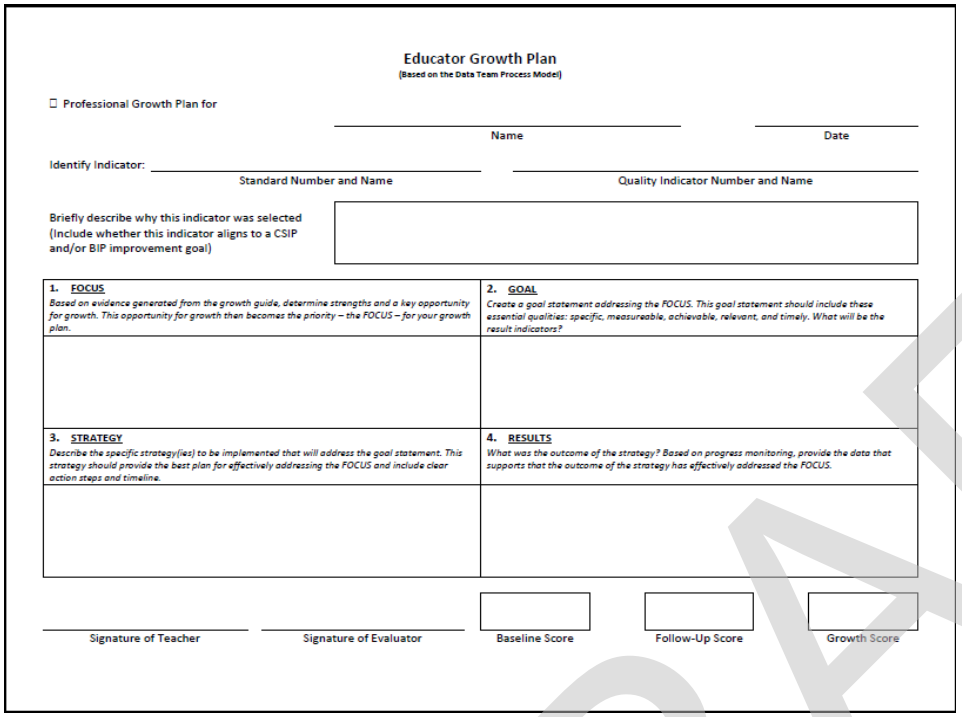

Educator Growth Plan
(Based on the Data Team Process Model)

☐ Professional Growth Plan for

Name _____ Date _____

Identify Indicator: _____ _____
Standard Number and Name | Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

1. FOCUS	2. GOAL
Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.	*Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?*
3. STRATEGY	**4. RESULTS**
Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.	*What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.*

Signature of Teacher | Signature of Evaluator | Baseline Score | Follow-Up Score | Growth Score

FOCUS – an area that represents an opportunity for growth and is generated from evidence on the growth guide

GOAL – a statement that addresses the focus and is specific, measureable, achievable, relevant and timely

STRATEGY – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines

RESULTS – data and evidence that supports that the outcome of the strategy has effectively addressed the focus

When considering different strategies to address growth opportunities, the state model offers several different sources of research. Research sources are inlcuded in the "Research and Proven Practices" section of this document.

The research provided in this section includes the work of Dr. Robert Marzano, Dr. John Hattie, and Mr. Doug Lemov. These bodies of research were included because of the effect size information provided and their proven record of having impact on student learning. Crosswalks are provided for each to align each body of research with teacher indicators.

This research offers specific strategies that can be included in the teacher's Educator Growth Plan as a demonstration of progression on the specific indicator being addressed.

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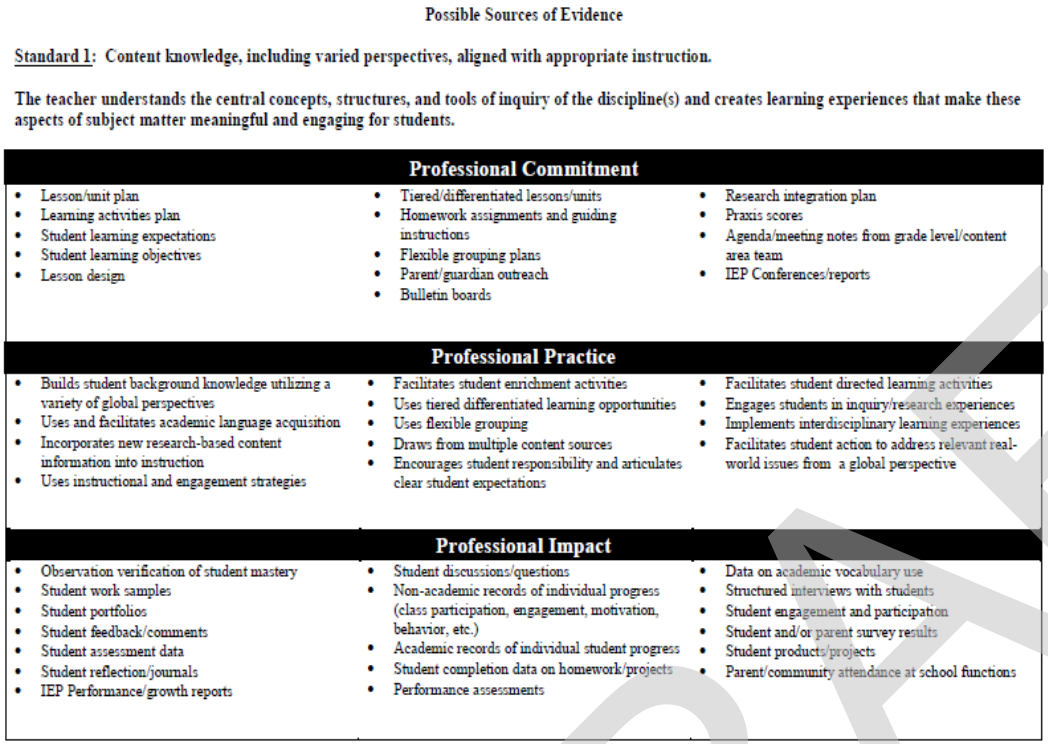

Possible Sources of Evidence

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment

- Lesson/unit plan
- Learning activities plan
- Student learning expectations
- Student learning objectives
- Lesson design
- Tiered/differentiated lessons/units
- Homework assignments and guiding instructions
- Flexible grouping plans
- Parent/guardian outreach
- Bulletin boards
- Research integration plan
- Praxis scores
- Agenda/meeting notes from grade level/content area team
- IEP Conferences/reports

Professional Practice

- Builds student background knowledge utilizing a variety of global perspectives
- Uses and facilitates academic language acquisition
- Incorporates new research-based content information into instruction
- Uses instructional and engagement strategies
- Facilitates student enrichment activities
- Uses tiered differentiated learning opportunities
- Uses flexible grouping
- Draws from multiple content sources
- Encourages student responsibility and articulates clear student expectations
- Facilitates student directed learning activities
- Engages students in inquiry/research experiences
- Implements interdisciplinary learning experiences
- Facilitates student action to address relevant real-world issues from a global perspective

Professional Impact

- Observation verification of student mastery
- Student work samples
- Student portfolios
- Student feedback/comments
- Student assessment data
- Student reflection/journals
- IEP Performance/growth reports
- Student discussions/questions
- Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)
- Academic records of individual student progress
- Student completion data on homework/projects
- Performance assessments
- Data on academic vocabulary use
- Structured interviews with students
- Student engagement and participation
- Student and/or parent survey results
- Student products/projects
- Parent/community attendance at school functions

Also provided is a document called the Possible Sources of Evidence. There is a single page document provided for each standard. This document provides a list of "possible" sources of evidence that a teacher might include as a component of the Educator Growth Plan.

It is important to note that this is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers some possible examples that might be included.

The evidence provided is categorized by the three professional frames found on each of the teacher's growth guides. In this way, teachers and administrators can use this to clarify exactly what kind of evidence will indicate that growth in performance has occurred.

Example

Mrs. Johnson, in consultation with her administrator and perhaps also peers and/or a mentor, reviews the Possible Sources of Evidence documents and the Research and Proven Practices section of the Educator Evaluation System webpage to determine which new skills and strategies would be most appropriate given the particular growth opportunities of her selected indicators. Mrs. Johnson considers the following information as she works to complete her Educator Growth Plan:

- Quality Indicator 1.1: Content knowledge and academic language
    - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 23 different Marzano instructional strategies that align to Quality Indicator 1.1. In reviewing these strategies, she and her administrator agree that strategy MDQ 2.12: "The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represents the content in nonlinguistic ways" would be helpful for increasing a students' use of academic language. From the Professional Impact section of the Possible Sources of Evidence for

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Standard 1 document, they further determine that student work samples could appropriately provide evidence to this increase in academic language.

- In the Educator Growth Plan, Mrs. Johnson documents the following:
  - FOCUS – Mrs. Johnson describes the focus for increasing the use of academic language
  - GOAL – Mrs. Johnson describes how much she wants student use of academic language to increase by and when
  - STRATEGY – Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student work samples to demonstrate an increase in academic language
  - RESULTS – (to be completed later in Step 5)

- Quality Indicator 7.3: Student-led assessment strategies
  - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 9 different strategies taken from the research of John Hattie that align to Quality Indicator 7.3. In reviewing these strategies, she and her administrator agree that "Self-reported Grades" would assist students in learning to report their own progress in learning. From the Professional Impact section of the Possible Sources of Evidence for Standard 7 document, they further determine that individual student growth/performance could appropriately provide evidence specific to this opportunity for growth.
  - In the Educator Growth Plan, Mrs. Johnson documents the following:
    - FOCUS – Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
    - GOAL – Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur
    - STRATEGY – Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
    - RESULTS – (to be completed later in Step 5)

- Quality Indicator 8.1: Self-assessment and improvement
  - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 10 different techniques taken from the work of Doug Lemov in his book "Teach Like a Champion". In reviewing these 10 techniques, she and her administrator agree that "Technique 10: Double Plan" would be helpful in Mrs. Johnson being more intentional on reflecting on the impact of her teaching. From the Professional Commitment section of the Possible Sources of Evidence for Standard 8 document, they further determine that a reflective journal could appropriately provide evidence specific to this opportunity for growth.
  - In the Educator Growth Plan, Mrs. Johnson documents the following:
    - FOCUS – Mrs. Johnson describes the focus of using reflection to improve instruction

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- GOAL – Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
- STRATEGY – Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
- RESULTS – (to be completed later in Step 5)

Mrs. Johnson can further support these opportunities for growth with appropriate articles and research. Her local Professional Development Committe (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective teachers in her building and district.

Step 4: Regularly assess progress and provide feedback

Rationale

In keeping with the research on formative development, the essential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective practice resulting in improved learning for students.

Description

Determine progress made on new skill acquistion and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place, but more importantly that new skills and strategies are applied and practiced and growth documented. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five opportunities for formal and informal feedback should occur on each identified indicator
2. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
3. A formal follow-up assessment should be completed by the administrator
4. Numerical scoring on the appropriate growth guide for each indicator included as a part of the feedback is optional, but is often helpful to accurately determine progress

The use of feedback forms included as a part of the state model allows for documentation of feedback and progress. There are several different forms available for use in providing and documenting feedback.

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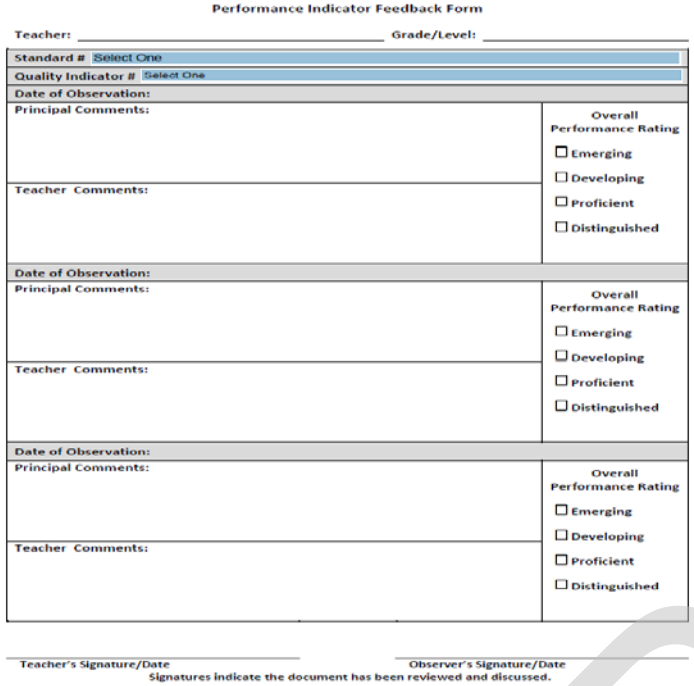


Performance Indicator Feedback Form

Teacher: _____ Grade/Level: _____

Standard # Select One

Quality Indicator # Select One

Date of Observation:

Principal Comments:

Teacher Comments:

Overall Performance Rating
☐ Emerging
☐ Developing
☐ Proficient
☐ Distinguished

Date of Observation:

Principal Comments:

Teacher Comments:

Overall Performance Rating
☐ Emerging
☐ Developing
☐ Proficient
☐ Distinguished

Date of Observation:

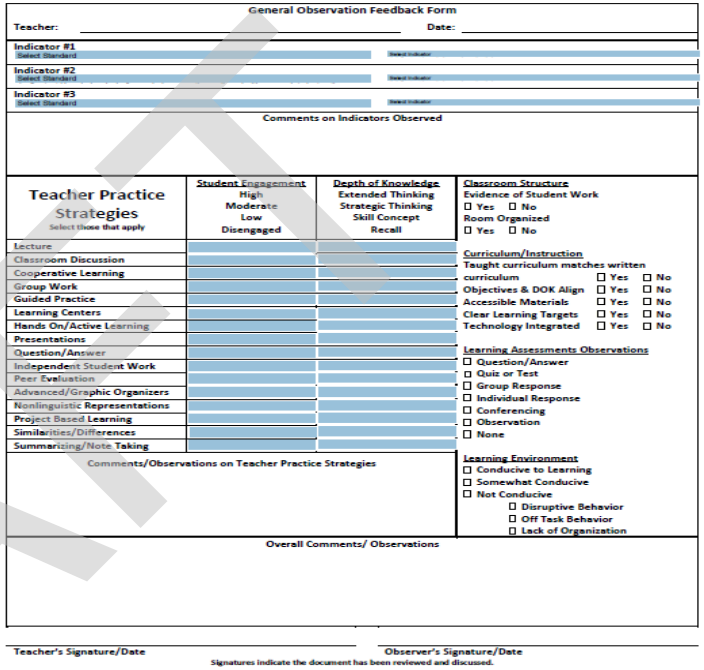
Principal Comments:

Teacher Comments:

Overall Performance Rating
☐ Emerging
☐ Developing
☐ Proficient
☐ Distinguished

Teacher's Signature/Date _____ Observer's Signature/Date _____

Signatures indicate the document has been reviewed and discussed.



General Observation Feedback Form

Teacher: _____ Date: _____

Indicator #1 Select Standard

Indicator #2 Select Standard

Indicator #3 Select Standard

Comments on Indicators Observed

Teacher Practice Strategies
Select those that apply

Student Engagement
High
Moderate
Low
Disengaged

Depth of Knowledge
Extended Thinking
Strategic Thinking
Skill Concept
Recall

Lecture
Classroom Discussion
Cooperative Learning
Group Work
Guided Practice
Learning Centers
Hands On/Active Learning
Presentations
Question/Answer
Independent Student Work
Peer Evaluation
Advanced/Graphic Organizers
Nonlinguistic Representations
Project Based Learning
Similarities/Differences
Summarizing/Note Taking

Comments/Observations on Teacher Practice Strategies

Classroom Structure
Evidence of Student Work ☐ Yes ☐ No
Room Organized ☐ Yes ☐ No

Curriculum/Instruction
Taught curriculum matches written curriculum ☐ Yes ☐ No
Objectives & DOK Align ☐ Yes ☐ No
Accessible Materials ☐ Yes ☐ No
Clear Learning Targets ☐ Yes ☐ No
Technology Integrated ☐ Yes ☐ No

Learning Assessments Observations
☐ Question/Answer
☐ Quiz or Test
☐ Group Response
☐ Individual Response
☐ Conferencing
☐ Observation
☐ None

Learning Environment
☐ Conducive to Learning
☐ Somewhat Conducive
☐ Not Conducive
☐ Disruptive Behavior
☐ Off Task Behavior
☐ Lack of Organization

Overall Comments/ Observations

Teacher's Signature/Date _____ Observer's Signature/Date _____

Signatures indicate the document has been reviewed and discussed.

The Performance Indicator Feedback Form (shown on left) provides documentation of the progression of feedback offered on a particular indicator. This single page form can be used to document up to three instances of feedback for a single indicator. Additional forms may be used as needed. There is opportunity for both teacher and observer comments.

The General Observation Feedback Form (shown on right) provides documentation of general information and data gathered from a classroom observation. In addition to the option of providing feedback on specific indicators offered in the top section, the form also allows for a very general overview of other relevant information including particular practice strategies being used by the teacher, student engagement levels, the depth of knowledge observed, structure of the classroom, alignment between curriculum and instruction, type of assessment being used and an overall assessment of the learning environment.

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Example

On several occasions, Mrs. Johnson receives a Performance Indicator Feedback Form from the district's instructional coach on her use of linguistic and nonlinguistic demonstrations of student understanding of content in support of Quality Indicator 1.1. She also receives a Performance Indicator Feedback Form on how well she is facilitating students' efforts to self-report their progress in learning. Mrs. Johnson also receives a couple of General Observation Feedback Forms from her administrator and in their discussions they review her reflective journal and discuss how well the strategy for making a double plan is working. This discussion includes looking at evidence of the changes she has made in instruction and how well she feels these have impacted her students' learning.

These forms provide Mrs. Johnson with documented feedback and evidence on the progress she is making on her selected indicators. She has opportunity to continue emphasizing those particular strategies that appear to be working as well as make adjustments in any areas where she feels she could be making more progress.

Step 5: Determine a follow-up score for each identified indicator

Rationale

To determine growth on an indicator, it is necessary to compare the follow-up score to the baseline score. The comparison provides a measure of growth that has occurred on the performance articulated in each quality indicator.

Description

Using the same process to determine the baseline rating, the follow-up rating is determined by considering the evidence at the appropriate level of the growth guide. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the teacher's opportunity for growth.

As a reminder, evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the qualtiy of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the teacher is doing. Evidence in the impact frames focuses on outcomes or what students in the teacher's class are doing. The follow-up score is determined as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a follow-up score. A score of 0 indicates there is no evidence present in at least one of the three frames. Ideally, this follow-up score is collaboratively determined through a professional conversation between the teacher and administrator.

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RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	1	2		3	4		5	6		7
Emerging				Developing			Proficient			Distinguished

2. Once the follow-up score has been determined, provide specific feedback that includes an explanation and rationale for the given score.

The purpose of follow-up rating is to determine the extent to which the plan articulated on the Educator Growth Plan was addressed. In particular, it is used to determine the extent to which the strategies outlined in the plan addressed the goal. If the strategies did address the goal, then the opportunity for growth will have been addressed and satisfied. This is documented in the RESULTS box of the Educator Growth Plan. In addition, the follow-up score and growth score are captured on the Educator Growth Plan as well.

Example

Mrs. Johnson's follow-up ratings included:

- A follow-up score of "4 Developing" on Quality Indicator 1.1: Content knowledge and academic language
  - Based on the feedback Mrs. Johnson received on the use of the Marzano strategy she was practicing (MDQ 2.12) and monitoring student work samples, the evidence now suggests that students are using academic language more consistently than they were at the time of the baseline assessment.
  - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
    - FOCUS – Mrs. Johnson describes the focus for increasing the use of academic language
    - GOAL – Mrs. Johnson describes how much she wants student use of academic language to increase by and when
    - STRATEGY – Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student works samples to demonstrate an increase in academic language
    - RESULTS – Mrs. Johnson describes the specific data from student work samples that demonstrates an increase in her students' ability to use academic language
    - Baseline Score – 2

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        - Follow-up Score – 4
        - Growth Score – 2

- A follow-up score of "5 Proficient" on Quality Indicator 7.3: Student-led assessment strategies
    - Observation of Mrs. Johnson's classroom provides evidence of students using their progress in learning. A review of different ways that students have communicated this progress to their parents also provides additional evidence.
    - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
        - FOCUS – Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
        - GOAL – Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur
        - STRATEGY – Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
        - RESULTS – Mrs. Johnson describes examples of students communicating their progress in learning and the impact it appears to have had throughout the year
        - Baseline Score – 4
        - Follow-up Score – 5
        - Growth Score – 1

- A follow-up score of "3 Developing" on Quality Indicator 8.1 Self-assessment and improvement
    - Through discussions and review of Mrs. Johnson's lesson plans and reflective journal, there is evidence to suggest that she is more intentional in using reflection to modify instruction. In addition, the T-Chart she developed using "Technique 10: Double Plan" provides further evidence of the impact this has had on learning in her classroom.
    - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
        - FOCUS – Mrs. Johnson describes the focus of using reflection to improve instruction
        - GOAL – Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
        - STRATEGY – Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
        - RESULTS – Mrs. Johnson describes the evidence gathered in her reflective journal, from her T-Chart, and from changes and adaptations made in her lesson plans
        - Baseline Score – 2
        - Follow-up Score – 3
        - Growth Score – 1

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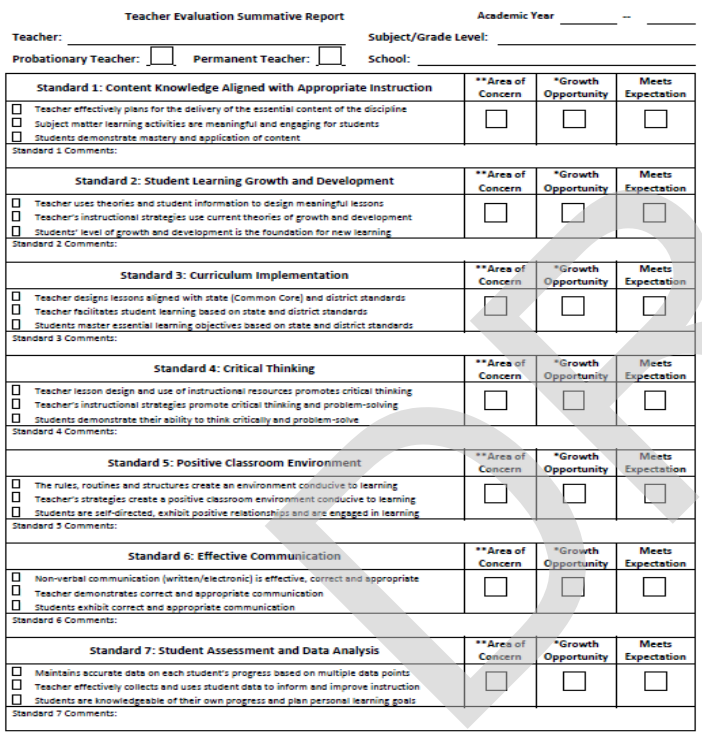
Step 6: Complete the final summative evaluation

Rationale

The evaluation process exists for the improvement as a necessary catalyst for improving student performance. The summative evaluation pulls together the data that has been collected and provides a final overall statement of the teacher's effectiveness.

Description

An overall determination on performance uses baseline and follow-up scores, feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevanat to the teacher's performance observed or gathered throughout the year. This information is captured on feedback forms and the Educator Growth Plan or, if applicable, the Educator Improvement Plan. This information and data is used to complete Summative Evaluation Form.



Teacher Evaluation Summative Report Academic Year _____ -- _____

Teacher: _____ Subject/Grade Level: _____

Probationary Teacher: ☐ Permanent Teacher: ☐ School: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher effectively plans for the delivery of the essential content of the discipline ☐ Subject matter learning activities are meaningful and engaging for students ☐ Students demonstrate mastery and application of content	☐	☐	☐
Standard 1 Comments:			

Standard 2: Student Learning Growth and Development	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher uses theories and student information to design meaningful lessons ☐ Teacher's instructional strategies use current theories of growth and development ☐ Students' level of growth and development is the foundation for new learning	☐	☐	☐
Standard 2 Comments:			

Standard 3: Curriculum Implementation	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher designs lessons aligned with state (Common Core) and district standards ☐ Teacher facilitates student learning based on state and district standards ☐ Students master essential learning objectives based on state and district standards	☐	☐	☐
Standard 3 Comments:			

Standard 4: Critical Thinking	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher lesson design and use of instructional resources promotes critical thinking ☐ Teacher's instructional strategies promote critical thinking and problem-solving ☐ Students demonstrate their ability to think critically and problem-solve	☐	☐	☐
Standard 4 Comments:			

Standard 5: Positive Classroom Environment	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ The rules, routines and structures create an environment conducive to learning ☐ Teacher's strategies create a positive classroom environment conducive to learning ☐ Students are self-directed, exhibit positive relationships and are engaged in learning	☐	☐	☐
Standard 5 Comments:			

Standard 6: Effective Communication	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Non-verbal communication (written/electronic) is effective, correct and appropriate ☐ Teacher demonstrates correct and appropriate communication ☐ Students exhibit correct and appropriate communication	☐	☐	☐
Standard 6 Comments:			

Standard 7: Student Assessment and Data Analysis	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains accurate data on each student's progress based on multiple data points ☐ Teacher effectively collects and uses student data to inform and improve instruction ☐ Students are knowledgeable of their own progress and plan personal learning goals	☐	☐	☐
Standard 7 Comments:			

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains a professional growth to document the application of new knowledge and skills ☐ Teacher engages in professional learning to improve practice and increase student learning ☐ Teacher follows district policies and procedures regarding ethical practices & responsibilities ☐ Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			

Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher engages with colleagues to promote the district/school vision, mission and goals ☐ Teacher works collaboratively regarding improvements in student learning and well-being			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.
**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Growth Opportunities Academic Year _____ -- _____

Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment
#1	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7
#2	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7
#3	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7

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The first 1 ½ pages of the summative evaluation form provides both an overview of the effectiveness of the teacher looking across all nine standards as well as a focused view in regards to the specific indicators the teacher has worked on throughout the year.

- Assessing the teacher's performance across all teaching standards
    - Each standard is listed with summary statements. The statements represent a very broad description drawn from the categories of commitment, practice and impact. They are listed as a type of checklist supporting each of 9 standards. For each standard, three options are provided:
        - Area of Concern – checking this box for a standard will likely result in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
        - Growth Opportunity – checking this box for a standard might possibly result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's Educator Growth Plan
        - Meets Expectation – checking this box for this standard indicates that performance in this area meets the expecation of the administrator/district at the present time
    - Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating as well as to note exemplary performance in this particular area.

- Assessing the teacher's performance on selected indicators
    - This section of the summative evaluation form focuses on the growth opportunities presented through the selected indicators. Summative information is provided in the following areas:
        - Indicator and Rationale – document the specific indicator(s) that were selected and the reason this was a growth opportunity for the teacher
        - Baseline Assessment – indicate the initial rating achieved for each selected indicator
        - Goal – summarize the goal that was created to address the growth opportunity
        - Results – describe the outcomes of implementing the strategy and determine whether the focus was adequately addressed
        - Follow-Up Assessment – indicate the follow-up rating achieved for each selected indicator
    - Note: This information is transferred from the Educator Growth Plan

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Overall Teacher Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
☐ 0-2	☐ Multiple Areas of Concern Or Indicator Rating 0	☐ 1 Area of Concern Or Indicator Rating 1	☐ No Areas of Concern And Indicator Ratings 2-3	☐ No Areas of Concern And Indicator Ratings 4-7
☐ 3-5	☐ Multiple Areas of Concern Or Indicator Ratings 0-2	☐ 1 Area of Concern Or Indicator Rating 3	☐ No Areas of Concern And Indicator Ratings 4-5	☐ No Areas of Concern And Indicator Ratings 6-7
☐ 6-10	☐ Multiple Areas of Concern Or Indicator Ratings 0-3	☐ 1 Area of Concern Or Indicator Rating 4	☐ No Areas of Concern And Indicator Ratings 5-6	☐ No Areas of Concern And Indicator Rating 7
☐ Over 10	☐ Multiple Areas of Concern Or Indicator Ratings 0-4	☐ 1 Area of Concern Or Indicator Rating 5	☐ No Areas of Concern And Indicator Rating 6	☐ No Areas of Concern And Indicator Rating 7

_____ is rated as _____ for the _____ - _____ school year.
Teacher's Name *Effectiveness Rating*

Overall Comments:

☐ **Recommend for Re-Employment**
- ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same ones
- ☐ Develop an improvement plan linked to indicators, must include specific target dates and timelines that must be met in order for re-employment to continue

☐ **Do Not Recommend for Re-Employment**

_____ _____ _____ _____
Teacher's Signature **Date** **Evaluator's Signature** **Date**

The final page of the Summative Evaluation Form provides an overall rating for the teacher. This section is completed as follows:

1. Years in Position – determine the number of years the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversly affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
    a. Ineffective Rating
        i. Multiple areas of concern across the 9 standards, OR
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    b. Minimally Effective Rating
        i. 1 area of concern across the 9 standards, OR
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    c. Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    d. Highly Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    e. Complete the comments section and the recommendation for employment

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Example

Mrs. Johnson's administrator completed her summative evaluation form with the following information:

Assessing Mrs. Johnson's performance across all 9 teaching standards

• Standard 1: Content Knowledge Aligned with Appropriate Instruction	Meets Expectation
• Standard 2: Student Learning Growth and Development	Growth Opportunity
• Standard 3: Curriculum Implementation	Meets Expectation
• Standard 4: Critical Thinking	Meets Expectation
• Standard 5: Positive Classroom Environment	Meets Expectation
• Standard 6: Effective Communication	Growth Opportunity
• Standard 7: Student Assessment and Data Analysis	Meets Expectation
• Standard 8: Self-Assessment and Improvement	Meets Expectation
• Standard 9: Professional Collaboration	Meets Expectation

Mrs. Johnson had no areas of concern. She had two areas, Student Learning, Growth and Development and Effective Communication, that were marked by her administrator as growth opportunities. Her selected indicators next year could possibly come from these two standards. In the comments section under Standard 9 Professional Collaboration, her administrator particularly noted that he felt Mrs.Johnson was particularly strong in her collaboration skills and in working with other colleagues.

Assessing Mrs. Johnson's performance on selected indicators

Mrs. Johnson's follow-up ratings on her identified indicators show improved effective practice on specific research-based targets intended to improve the learning of her 3rd grade students. Her ratings on her practice moved from a rating of

- Emerging (2) to Developing (4) on Quality Indicator 1.1: Content knowledge and academic language.
- Developing (4) to Proficient (5) on Quality Indicator 7.3: Student-led assessment strategies.
- Emerging (2) to Developing (3) on Quality Indicator 8.1 Self-assessment and improvement.

Her average rating based on her follow-up assessments is a 4 (12 total / 3 indicators = 4). This average follow-up assessment score provides a general summary on the growth Mrs. Johnson achieved in her three growth opportunities.

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Mrs. Johnson is in her third year of teaching third grade. Since she has been in her current, evaluated position for three years, the second row of the Overall Teacher Rating chart is used. Mrs. Johnson had no areas of concern AND her average rating fell in the 4-5 range.

Overall Teacher Rating

Years in Position		Ineffective	Minimally Effective	Effective	Highly Effective
0-2		Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5		Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10		Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10		Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

Based on the information collected throughout the year and compiled on the Summative Evaluation Form, Mrs.Johnson would receive the following overall rating:

Mrs. Johnson *Teacher's Name* is rated as Effective *Effectiveness Rating* for the 2012 - 2013 school year.

✓ **Recommend for Re-Employment**

- ✓ **Develop a new or revised growth plan based on new indicators or a continuation of the same indicators**.
- ☐ Develop an improvement plan linked to indicators. This must included specific target dates and timelines that must be met in order for re-employment to continue.

☐ Do Not Recommend for Re-Employment

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Step 7: Reflect and Plan

Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. Ongoing reflection and planning are used to ensure that student learning needs are continually met.

Description

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Reflect on personal growth and possible future opportunities for continued growth
3. Plan ahead for future opportunities for growth. In collaboration with the administrator and perhaps teams of teachers and/or colleagues, select indicators for next year (applies to returning teachers).
4. Continue to acquire new knowledge and practice new strategies and skills

Example

Through the end of the year, Mrs. Johnson continues to monitor the learning of her 3rd grade students. She particularly reflects on how new learning, skills and strategies from the evaluation process have contributed to her students improved performance. In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. In particular, based on her Summative Evaluation Form, they consider and discuss selecting indicators from Standard 2: Student Learning, Growth and Development and Standard 6: Effective Communication. Their professional conversation includes consideration of working on some of the same indicators next year. Mrs. Johnson will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

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Timeline for completion of the Teacher Evaluation Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify the indicators to be assessed	Determine a baseline score for each identified indicator	Develop an Educator Growth Plan	Reguarly assess progress and provide feedback	Determine a follow-up score for each identified indicator	Complete the final summative evaluation	Reflect and Plan
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and set a baseline score for each identified indicator.	Based on the opportunities for growth and the baseline scores, complete the Educator Growth Plan that includes the practice and application of new knowledge and skills.	Conduct observations on performances in the identified indicators. Provide targeted feedback on areas of strength and opportunities for growth. Note: observations may be conducted by coaches, peers, teacher team members as well as principals and assistant principals.	Conduct a follow-up assessment of identified indicators. Determine overall progress on the Educator Growth Plan.	Complete the Summative Evaluation Form to determine the overall rating on performance by the 15th of March.	Continue to monitor student growth and reflect on the impact of improved effective practice. Reflect on progress of growth opportunities. Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline Returning Teacher	April – Summer	August – October		November – February		By March 15	April – May – Summer

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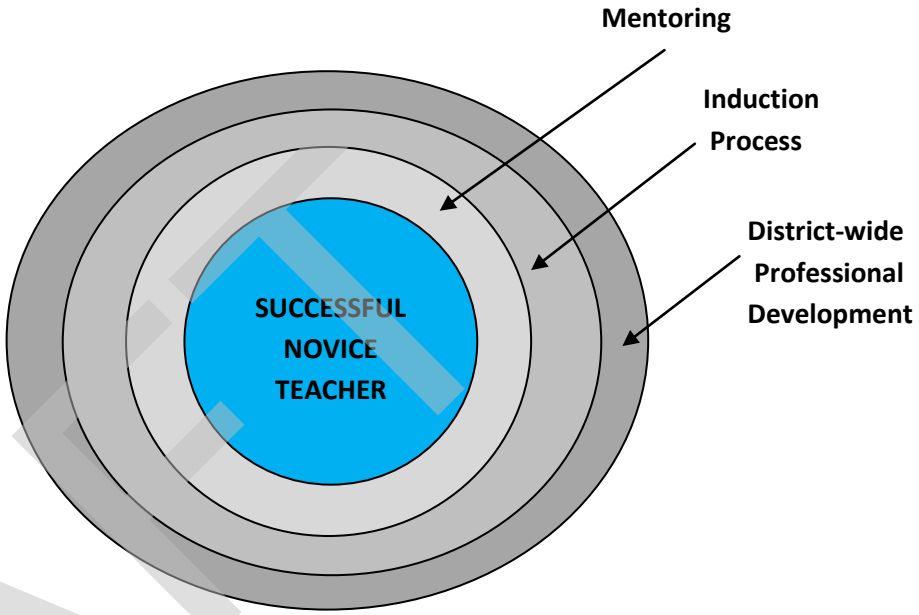
New Teacher Protocol

The entry into the teaching profession is too often characterized as times of isolation, stress and fear of failure on the part of the new teacher. Effective districts work to ensure this is not the case. The first two years of teaching should be supported by intentional mechanisms and support structures to ensure the success of the novice educator.



- The overall structure is the district's plan for **professional development** of all teachers. This plan ensures that teachers receive what they need to be successful.
- Within the district's plan for professional development is the **induction process** which ensures that teachers new to the district, including new teachers, are successfully introduced and brought into the expectations, priorities and culture of the system.
- Within the district's induction process is the **mentoring program** where the novice teacher receives two years of one-to-one support.

**For a more comprehensive description, see the Guidelines for the Probationary Period offered by the Department of Elementary and Secondary Education*

A district's successful induction process, which includes an effective mentoring program, focuses on particular performance targets to ensure the effective teacher practice of the new teacher. Improving the effectiveness of the teacher and the achievement of their students occurs through a focus on evidence of the teacher's knowledge and skills. Typical areas of focus include classroom management procedures and routines, effective instructional practices, understanding the school community, engaging in ongoing professional learning, and participating in teamwork among administrators, teachers, support staff and community members. Building on these proven practices, the induction process continues the ongoing development of the educator in ways that promote successful teaching which demonstrates effectiveness. The initial years are particularly important as a time to assess initial baseline performance data and identify personal strengths and opportunities for growth.

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Timeline for New Teacher Evaluation

The first and second year of teaching can be particularly overwhelming for the new teacher. It is simply not realistic to expect the new teacher to demonstrate performance across 36 separate indicators. As such, doing an in-depth assessment of the novice educator's performance on all 36 indicators would not only be overwhelming but likely inaccurate as well. However, events at certain times of the year do allow opportunity to collect baseline data on performance and provide specific meaningful feedback to new teachers on particularly relevant knowledge and skills. This specific feedback should be provided to the mentee by the mentor. The administrator should also regularly interact with the new teacher, providing specific feedback on performance. By maintaining a focus on specific performances at particular times of the year, it's possible to accomplish the following:

- The mentee has a clear sense of expectations connected to certain times/events
- The induction process and mentor can offer very targeted support aligned to particular school events the mentee is experiencing
- The administrator has a very clear goal of providing support and feedback multiple times throughout the year to the novice teacher
- By the conclusion of the second year, the mentee has received support, guidance, collaboration and feedback across a broad set of expectations

Baseline data, observed and gathered across the initial two years, provides a general overview of the mentee's strengths as well as opportunities for growth. These areas, in particular the opportunities for growth, will inform areas of concentration in the mentee's continued development as a part of the overall system's professional development plan.

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1st Year Teacher Practices		
Timeframe	**MO Indicator**	**Evidence of Knowledge and Skills**
Preparation	*All 36 Teacher Quality Indicators*	*Developed/Assessed in coursework & clinical experience*
Prior to the Beginning of School	*1.1 Content Knowledge* *2.3 Theory of Learning* *3.1 Implementing the Curriculum* *4.2 Instructional Resources* *6.1 Verbal and Non-Verbal Communication* *8.3 Professional Responsibilities* *9.1 Induction & Collegial Activities*	*Plans for essential learning outcomes of content* *Uses theories of learning to plan for instruction* *Aligns lesson design and assessments to curriculum* *Begins student/family communication* *Understands District Policy and Code of Conduct* *Engages in the induction process with a mentor*
First Month	*1.2 Engaging in Content* *2.1 Student Development (see also 2.6)* *5.1 Classroom Management* *5.2 Time, Space, Transitions, and Activities* *6.2 Sensitivity to student differences (see also 2.6)* *7.1 Use of Assessments* *9.1 Induction & Collegial Activities*	*Delivers lessons that engage students in content* *Assesses student personalities and abilities* *Effective use of basic classroom management techniques* *Manages time, space, transitions, activities effectively* *Demonstrates sensitivity to students' differences* *Uses a variety of different assessment formats* *Engages in the induction process with a mentor*
2nd-3rd Month Quarter 1	*2.2 Student Goals* *4.1 Critical Thinking Strategies* *4.3 Cooperative, small group and independent learning* *5.2 Time, Space, Transitions, and Activities* *7.3 Student-led Assessments* *7.5 Communicates Student Progress*	*Helps students establish goals and monitor own progress* *Teaches students to think critically and problem-solve* *Uses different learning configurations effectively* *Adjusts procedures/routines to reinforce expectations* *Helps students assess their own progress to learning goals* *Communicates student progress and maintains records*
4th-5th Month Quarter 2	*1.5 Diverse Social and Cultural Perspectives* *2.4 Differentiated Lesson Design (see also 3.3)* *3.2 Lessons for Diverse Learners* *6.1 Verbal and Non-Verbal Communication* *7.2 Assessment Data to Improve Learning* *7.5 Communicating Student Progress*	*Helps students develop balanced cultural perspectives* *Differentiates instruction to meet student needs* *Addresses variations in learner styles and performances* *Communicate student progress effectively* *Use student data to plan future instruction*
6th Month Mid-Year	*2.5 Use of Student's Prior Experience* *5.2 Time, Space, Transitions, and Activities* *7.4 Effects of instruction* *7.6 Collaborative Data Analysis* *8.1 Self-assessment and Improvement* *9.2 Collaborating to Meet Student Needs*	*Adjust learning activities based on data from 1st semester* *Adjusts procedures/routines to reinforce expectations* *Uses relevant information to plan future instruction* *Collaborate with peers on student data* *Self-reflect on progress to determine impact of instruction* *Seeks/Provides services to meet needs of learners*
7th-8th Month Quarter 3	*1.2 Engaging in Content* *2.2 Student Goals* *4.3 Cooperative, small group and independent learning* *7.2 Assessment Data to Improve Learning* *7.5 Communicating Student Progress*	*Connecting content to classroom design* *Helps students establish goals and monitor own progress* *Uses different learning configurations effectively* *Communicate progress effectively to students/parents* *Use student data to plan future instruction*
9th-10th Month Quarter 4	*2.5 Use of Student's Prior Experience* *7.4 Effects of instruction* *7.6 Collaborative Data Analysis* *8.1 Self-assessment and Improvement* *9.1 Induction & Collegial Activities*	*Review data of student progression throughout the year* *Collaborate and reflect with colleagues on student data* *Reflects on impact of instruction* *Reflects with mentor on strengths & growth opportunities*
End of the School Year	*8.1 Self-assessment and Improvement* *8.2 Professional Learning*	*Reflect on impact on student learning* *Uses resources available to advance professional learning*

Certain performance targets, or specific skills, are of particular importance at certain times of the year. While the context of the community and in particular the teachers' student population will have influence over the timing and the types of knowledge and skills the new teacher will need to possess and demonstrate; there are some generalizations that can be reasonably concluded, regardless of context.

For example, knowledge and skills associated with curriculum and lesson planning are especially relevant in the days just prior to beginning the school year when the teacher is planning for the first few weeks of school. Likewise, skills involving classroom management, procedures and routines are of particular significance in the first few weeks of the school year.

A general summary of indicators of teacher performance and a time of significance is provided for the first and second year of teaching. The timeframes on this table begin with the end of the clinical experience which occurs in the preparation process. The timeframes extend through the summer prior to the first day of school and conclude with the summer following initial year of teaching.

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The second year of teaching is organized in similar fashion. The timeframes on this table begin with the summer prior to the second year of teaching and extend through to the summer following the second year of teaching. This encompasses all of the required two years of mentoring that is to be provided to all new teachers.

Each table contains 8 separate timeframes. Each timeframe contains anywhere between 2 to 7 Quality Indicators as the particular focus during the indicated timeframe. In this way, mentees are focusing on a defined set up performances within each specified timeframe. The selected indicators are suggested based on ordinary events that occur in a typical school year. There is flexibility to substitute indicators based on the unique characteristics of a particular district and/or school.

What is most important is ensuring that baseline data on performance is collected on the mentee; that the mentee receives specific feedback on their performance from the mentor on those specific performances and knowledge; that the administrator regularly interacts with the new teacher providing support and specific feedback on performance; and that this occurs without overwhelming the new teacher, but instead provides real time support for the emotions and reactions the new teacher is experiencing based on the issues they are experiencing.

2nd Year Teacher Practices		
Timeframe	**MO Indicator**	**Knowledge and Skills**
Prior to the Beginning of School	*1.1 Content Knowledge* *1.3 Disciplinary Research and Inquiry Methodologies* *3.1 Implementing the Curriculum* *4.2 Instructional Resources* *9.1 Induction & Collegial Activities*	*Plans for essential learning outcomes of content* *Plans for teaching students about inquiry and research* *Aligns lesson design and assessments to curriculum* *Uses available resources to support lesson activities* *Engages in the induction process with a mentor*
First Month	*1.2 Engaging in Content* *1.4 Interdisciplinary Instruction* *2.6 Language, Culture, Family, Community Values* *5.1 Classroom Management* *5.2 Time, Space, Transitions, and Activities* *6.4 Technology and Media Communication Tools* *7.1 Use of Assessments*	*Delivers lessons that engage students in content* *Makes interdisciplinary content connections in instruction* *Uses data to determine the variety of learning needs* *Effective use of basic classroom management techniques* *Manages time, space, transitions, activities* *Uses technology and media communication tools* *Uses a variety of different assessment formats*
2nd-3rd Month Quarter 1	*2.2 Student Goals* *4.1 Critical Thinking Strategies* *4.3 Cooperative, small group and independent learning* *5.2 Time, Space, Transitions, and Activities* *7.3 Student-led Assessments* *7.5 Communicates Student Progress*	*Helps students establish goals and monitor own progress* *Teaches students to think critically and problem-solve* *Uses different learning configurations effectively* *Manages time, space, transitions, activities* *Helps students assess their own progress to learning goals* *Communicates student progress and maintains records*
4th-5th Month Quarter 2	*3.2 Lessons for Diverse Learners* *3.3 Instructional Goals and DI Strategies* *5.3 Classroom, School, Community Culture* *7.2 Assessment Data to Improve Learning* *7.5 Communicating Student Progress*	*Differentiates instruction to meet student needs* *Uses differentiated instructional strategies effectively* *Uses culture of school/community to impact relationships* *Addresses variations in learner styles and performances* *Use student data to plan future instruction*
6th Month Mid-Year	*2.5 Use of Student's Prior Experience* *7.4 Effects of instruction* *7.6 Collaborative Data Analysis* *8.1 Self-assessment and Improvement* *9.3 Cooperative Partnerships Supporting Learning*	*Adjust learning activities based on data from 1st semester* *Uses relevant information to plan future instruction* *Collaborate with peers on student data* *Reflects on progress to determine impact of instruction* *Builds partnerships to support student learning*
7th-8th Month Quarter 3	*1.2 Engaging in Content* *6.3 Speaking, Writing and other Media* *7.2 Assessment Data to Improve Learning* *7.5 Communicating Student Progress*	*Connects content to classroom design* *Supports learners in speaking, writing and other media* *Communicates progress effectively to students/parents* *Uses student data to plan future instruction*
9th-10th Month Quarter 4	*7.4 Effects of instruction* *7.6 Collaborative Data Analysis* *8.1 Self-assessment and Improvement* *9.1 Induction & Collegial Activities*	*Reviews data of student progression throughout the year* *Collaborates and reflects with colleagues on student data* *Reflects on impact of instruction* *Reflects with mentor on strengths & growth opportunities*
End of the School Year	*8.1 Self-assessment and Improvement* *8.2 Professional Learning*	*Reflects on impact on student learning* *Uses resources available to advance professional learning*

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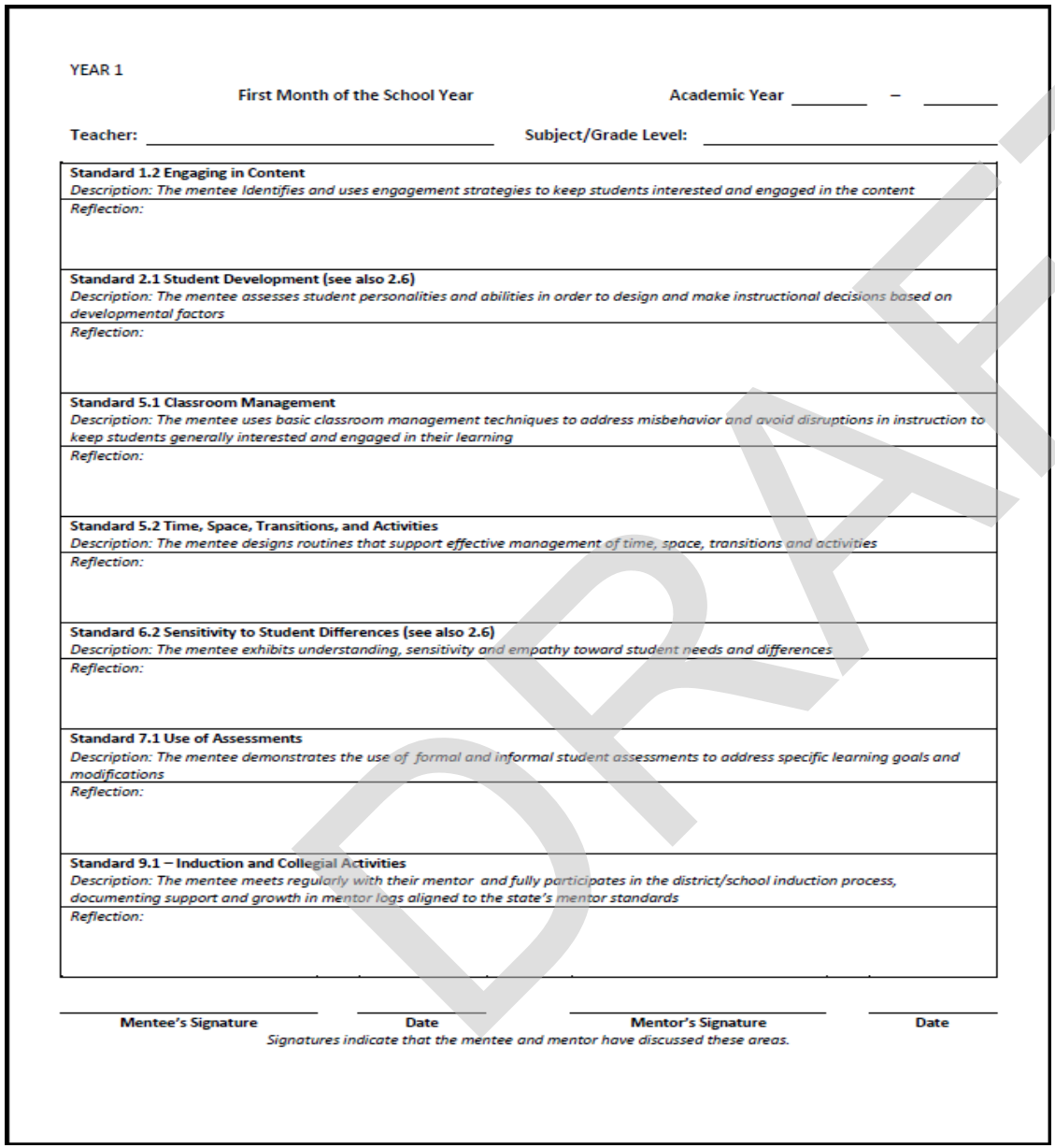
New Teacher Feedback and Evaluation Forms



YEAR 1

First Month of the School Year Academic Year _____ – _____

Teacher: _____ Subject/Grade Level: _____

Standard 1.2 Engaging in Content *Description: The mentee identifies and uses engagement strategies to keep students interested and engaged in the content* *Reflection:*
Standard 2.1 Student Development (see also 2.6) *Description: The mentee assesses student personalities and abilities in order to design and make instructional decisions based on developmental factors* *Reflection:*
Standard 5.1 Classroom Management *Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning* *Reflection:*
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities* *Reflection:*
Standard 6.2 Sensitivity to Student Differences (see also 2.6) *Description: The mentee exhibits understanding, sensitivity and empathy toward student needs and differences* *Reflection:*
Standard 7.1 Use of Assessments *Description: The mentee demonstrates the use of formal and informal student assessments to address specific learning goals and modifications* *Reflection:*
Standard 9.1 – Induction and Collegial Activities *Description: The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state's mentor standards* *Reflection:*

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

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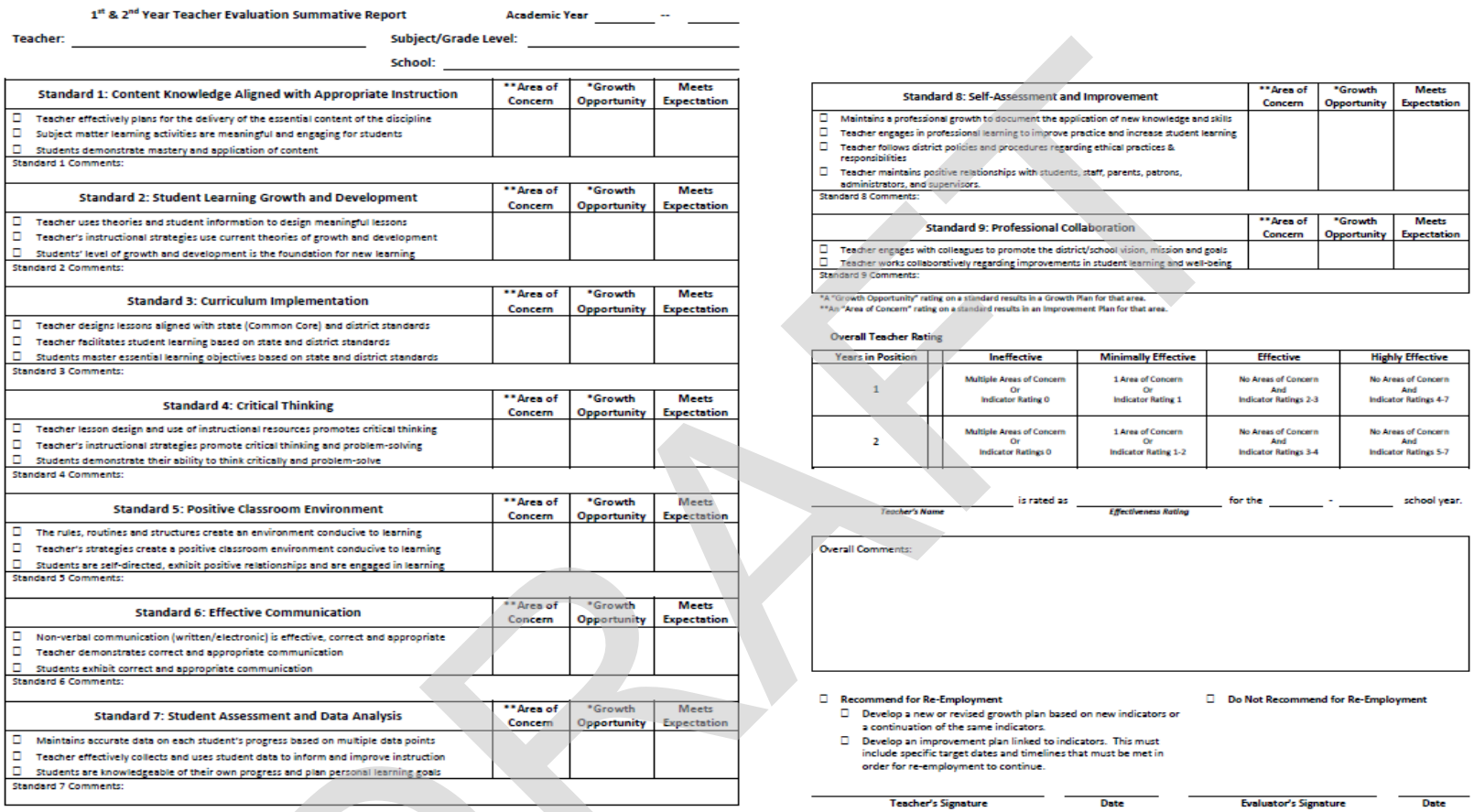
There is a series of mentee feedback forms. These forms are aligned to the 8 timeframes that occur each year and collectively create the process for gathering baseline data and directing meaningful feedback between the mentee and mentor. Each form specifically lists the quality indicators for the specified timeframe. Each indicator includes a general description referencing the particular knowledge and/or skill to be demonstrated.

There is opportunity provided for reflection on each of the listed indicators. As mentee and mentor talk through the specific indicator and its relevance for what is currently happening in the school year, this area is used to capture potential strengths and areas of confidence as well as potential opportunities for continued growth.

An overall determination on performance uses feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevant to the new teacher's performance observed or gathered throughout the year.

This information and data is used by the administrator to complete the Summative Evaluation Form.



1st & 2nd Year Teacher Evaluation Summative Report Academic Year ____ -- ____

Teacher: _____ Subject/Grade Level: _____

School: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher effectively plans for the delivery of the essential content of the discipline ☐ Subject matter learning activities are meaningful and engaging for students ☐ Students demonstrate mastery and application of content			
Standard 1 Comments:			

Standard 2: Student Learning Growth and Development	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher uses theories and student information to design meaningful lessons ☐ Teacher's instructional strategies use current theories of growth and development ☐ Students' level of growth and development is the foundation for new learning			
Standard 2 Comments:			

Standard 3: Curriculum Implementation	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher designs lessons aligned with state (Common Core) and district standards ☐ Teacher facilitates student learning based on state and district standards ☐ Students master essential learning objectives based on state and district standards			
Standard 3 Comments:			

Standard 4: Critical Thinking	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher lesson design and use of instructional resources promotes critical thinking ☐ Teacher's instructional strategies promote critical thinking and problem-solving ☐ Students demonstrate their ability to think critically and problem-solve			
Standard 4 Comments:			

Standard 5: Positive Classroom Environment	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ The rules, routines and structures create an environment conducive to learning ☐ Teacher's strategies create a positive classroom environment conducive to learning ☐ Students are self-directed, exhibit positive relationships and are engaged in learning			
Standard 5 Comments:			

Standard 6: Effective Communication	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Non-verbal communication (written/electronic) is effective, correct and appropriate ☐ Teacher demonstrates correct and appropriate communication ☐ Students exhibit correct and appropriate communication			
Standard 6 Comments:			

Standard 7: Student Assessment and Data Analysis	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains accurate data on each student's progress based on multiple data points ☐ Teacher effectively collects and uses student data to inform and improve instruction ☐ Students are knowledgeable of their own progress and plan personal learning goals			
Standard 7 Comments:			

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains a professional growth to document the application of new knowledge and skills ☐ Teacher engages in professional learning to improve practice and increase student learning ☐ Teacher follows district policies and procedures regarding ethical practices & responsibilities ☐ Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			

Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher engages with colleagues to promote the district/school vision, mission and goals ☐ Teacher works collaboratively regarding improvements in student learning and well-being			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.
**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Overall Teacher Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
1	Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
2	Multiple Areas of Concern Or Indicator Ratings 0	1 Area of Concern Or Indicator Rating 1-2	No Areas of Concern And Indicator Ratings 3-4	No Areas of Concern And Indicator Ratings 5-7

_____ is rated as _____ for the ____ - ____ school year.
Teacher's Name Effectiveness Rating

Overall Comments:

☐ Recommend for Re-Employment
- ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
- ☐ Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

☐ Do Not Recommend for Re-Employment

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

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The first 1 ½ pages of the summative evaluation form provides both an overview of the effectiveness of the new teacher looking across all nine standards.

- Assessing the teacher's performance across all teaching standards
  - Each standard is listed with summary statements. The statements represent a very broad description drawn from the categories of commitment, practice and impact used on the growth guides for the quality indicators. They are listed as a type of checklist supporting each of 9 standards. For each standard, three options are provided:

        - Area of Concern – checking this box for a standard resuls in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
        - Growth Opportunity – checking this box for a standard might possibly result in an indicator from this standard being selected in the teacher's second year as an opportunity for growth and documented in the next year's Educator Growth Plan
        - Meets Expectation – checking this box for a standard indicates that performance in this area meets the expecation of the administrator/district at the present time
    - Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating as well as to note exemplary performance in this particular area.

The second page of the Summative Evaluation Form provides an overall rating for the new teacher. This section is completed as follows:

1. Years in Position – determine if this is the first or second year the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversly affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
    a. Ineffective Rating
        i. Multiple areas of concern across the 9 standards, OR
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    b. Minimally Effective Rating
        i. 1 area of concern across the 9 standards, OR
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    c. Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    d. Highly Effective Rating
        i. No areas of concern across the 9 standards, AND
        ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
    e. Complete the comments section and the recommendation for employment

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Timeline for completion of the New Teacher Evaluation Protocol

1st Year for the New Teacher									
Suggested Indicators of Focus For Each Timeframe	Suggested Indicators 1.1 2.3 3.1 4.2 6.1 8.3 9.1	Suggested Indicators 1.2 2.1 5.1 5.2 6.2 7.1 9.1	Suggested Indicators 2.2 4.1 4.3 5.2 7.3 7.5	Suggested Indicators 1.5 2.4 3.2 6.1 7.2 7.5	Suggested Indicators 2.5 5.2 7.4 7.6 8.1 9.2	Suggested Indicators 1.2 2.2 4.3 7.2 7.5	Complete New Teacher Summative Evaluation Form	Suggested Indicators 2.5 7.4 7.6 8.1 9.1	Suggested Indicators 8.1 8.2
Time Frame	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	4th-5th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	By March 15	9th-10th Month Quarter 4	End of the Year

2nd Year for the New Teacher									
Suggested Indicators of Focus For Each Timeframe	Suggested Indicators 1.1 1.3 3.1 4.2 9.1	Suggested Indicators 1.2 1.4 2.6 5.1 5.2 6.4 7.1	Suggested Indicators 2.2 4.1 4.3 5.2 7.3 7.5	Suggested Indicators 3.2 3.3 5.3 7.2 7.5	Suggested Indicators 2.5 7.4 7.6 8.1 9.3	Suggested Indicators 1.2 6.3 7.2 7.5	Complete New Teacher Summative Evaluation Form	Suggested Indicators 7.4 7.6 8.1 9.1	Suggested Indicators 8.1 8.2
Time Frame	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	4th-5th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	By March 15	9th-10th Month Quarter 4	End of the Year

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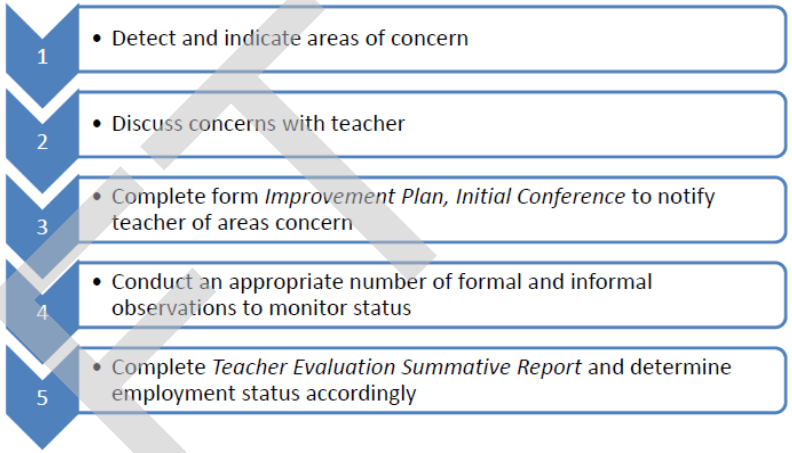
Educator Improvement Protocol

While the primary purpose of the Educator Growth Plan is to identify and capitalize on growth opportunities, the focus of the Educator Improvement Protocol is on intervention for areas of concern that require immediate attention. Thus, the Educator Improvement Protocol targets very specific standards, indicators, and actions that must be improved within a specific timeline. Accordingly, the Educator Improvement Protocol is not only a collaborative process between teacher and evaluator; it is also one of direction and guidance from the evaluator requiring the achievement of certain outcomes in a timely fashion.



It is important to remember that the Educator Improvement Protocol is a single process within a larger process of evaluation and growth. Therefore, the Educator Improvement Protocol should ony be followed after an initial evaluation, either formal or informal, revealing one or more areas of concern. Consequently, the first step of the Educator Improvement Protocol is to detect and indicate any areas of concern. If the evaluator detects any such areas of concern, the next step in the protocol is to complete the form: Educator Improvement Plan, Initial Conference. This form allows the evaluator to note the indicator causing concern as well as the rationale for concern, the improvement target, and the corresponding benchmarks and timelines. The Educator Improvement Plan, Initial Conference form should be completed collaboratively with the teacher and copies should be subsequently shared as documentation of the overall plan and areas of concern.

After collaborative completion of the Educator Improvement Plan, Initial Conference form, the evaluator should conduct the appropriate number of necessary formal and informal observations to monitor the status of the teacher. The Educator Improvement Plan, Follow-up Observation & Conference form should be used to document every formal observation conducted.

Finally, after multiple follow-up observations and conferences, the evaluator should complete the Summative Evaluation Form to determine the respective teacher's employment status accordingly.

NOTE: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as prescribed or permitted by law.

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Timeline for completion of the Educator Improvement Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5
Action Title	Detect and indicate areas of concern upon evaluation	See page 34: *Improvement Plan, Initial Conference*	Hold Initial Conference to notify educator of status and plan	Conduct the appropriate number of formal and informal observations to monitor status	Complete Summative Evaluation Form to determine employment status accordingly
Action Description	Formal and/or informal observations should be held throughout the year. If one or more areas of concern are detected, teacher should be placed in the Improvement Protocol	Note standards and indicators causing concern, give rationale, set timeline and improvement target complete with benchmarks and strategies	Explain to teacher rationale for placement in Improvement Protocol, explain improvement target, timeline, benchmarks, and ramifications	Evaluate, observe, and confer with teacher either formally or informally multiple times throughout the Improvement Protocol timeline. Evaluator should document such meetings on the Follow-up Observation & Conference forms to note any improvements, shortcomings, or other general observational data	Use and apply in the same manner described in Step 6 of the general Teacher Evaluation Protocol
Timeline	Detection of areas of concern can occur at **any time** throughout the year or at any point in a teacher's career	The Initial Conferenece form should be completed **immediately after** detection of areas of concern	The Initial Conference should be held **immediately after** completion of the form	Formal and informal observations and/or conferences should be conducted **throughout the remainder of the established timeline** for achievement of the improvement target. Such observations and/or conferences should be held in gaps wide enough for the teacher to show improvement, but consistent to accurately monitor progress	TheSummative Evaluation Form should be completed at the **end of the timeline**

*Note: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as permitted by law.

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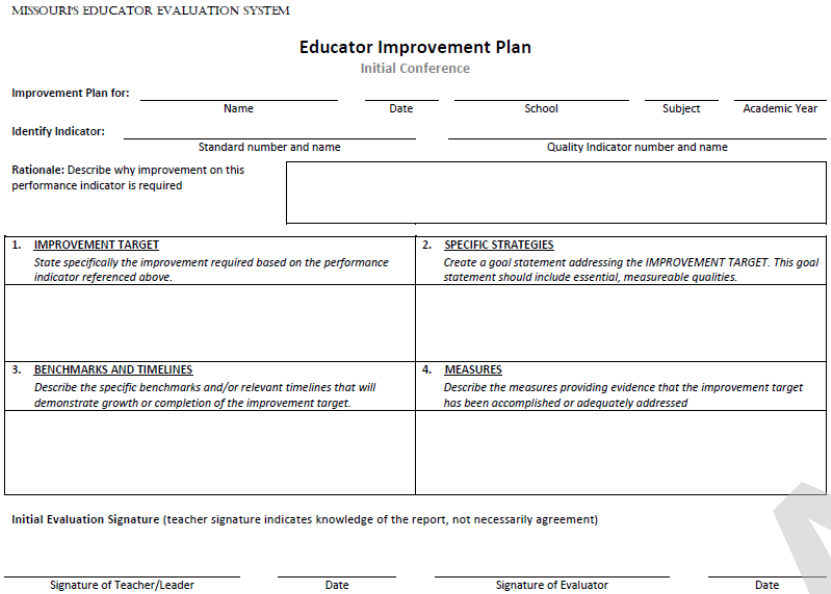
Educator Improvement Plan forms



MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Initial Conference

Improvement Plan for: _____ (Name) _____ (Date) _____ (School) _____ (Subject) _____ (Academic Year)

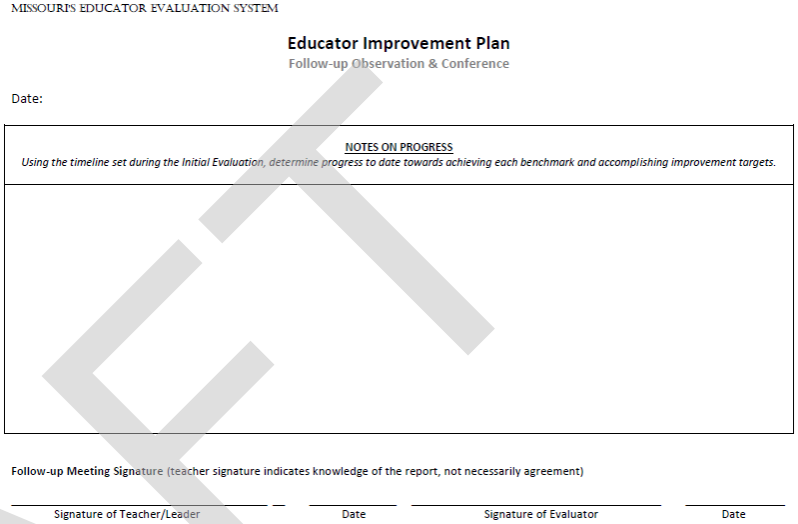
Identify Indicator: _____ (Standard number and name) _____ (Quality Indicator number and name)

Rationale: Describe why improvement on this performance indicator is required

1. IMPROVEMENT TARGET *State specifically the improvement required based on the performance indicator referenced above.*	2. SPECIFIC STRATEGIES *Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measureable qualities.*
3. BENCHMARKS AND TIMELINES *Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.*	4. MEASURES *Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed*

Initial Evaluation Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____ (Signature of Teacher/Leader) _____ (Date) _____ (Signature of Evaluator) _____ (Date)



MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Follow-up Observation & Conference

Date:

NOTES ON PROGRESS *Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.*

Follow-up Meeting Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____ (Signature of Teacher/Leader) _____ (Date) _____ (Signature of Evaluator) _____ (Date)

The Educator Improvement Plan, Initial Conference form (above left) is used to document specific standards and indicators creating areas of concern. After identifying the indicator to be improved upon, the evaluator then expresses a rationale for why improvement is required. Finally, the evaluator sets an improvement target complete with the necessary benchmarks and timeline for achievement of the required outcome.

The Educator Improvement Plan, Follow-up Observation & Conference form (above right) is used for any formal or informal observations or conferences that are conducted throughout the timeline established by the evaluator. At least one formal and one informal evaluation should be held. When using this form, the evaluator can document any meetings to note improvements, shortcomings, or other general observational data.

Collectively, the documents provide the essential framework for improvement, as well as the documentation and protocol necessary to make high-stakes employment decisions. Upon completion of the timeline, evaluators should use the Summative Evaluation Form to note final outcomes and make ultimate employment decisions.

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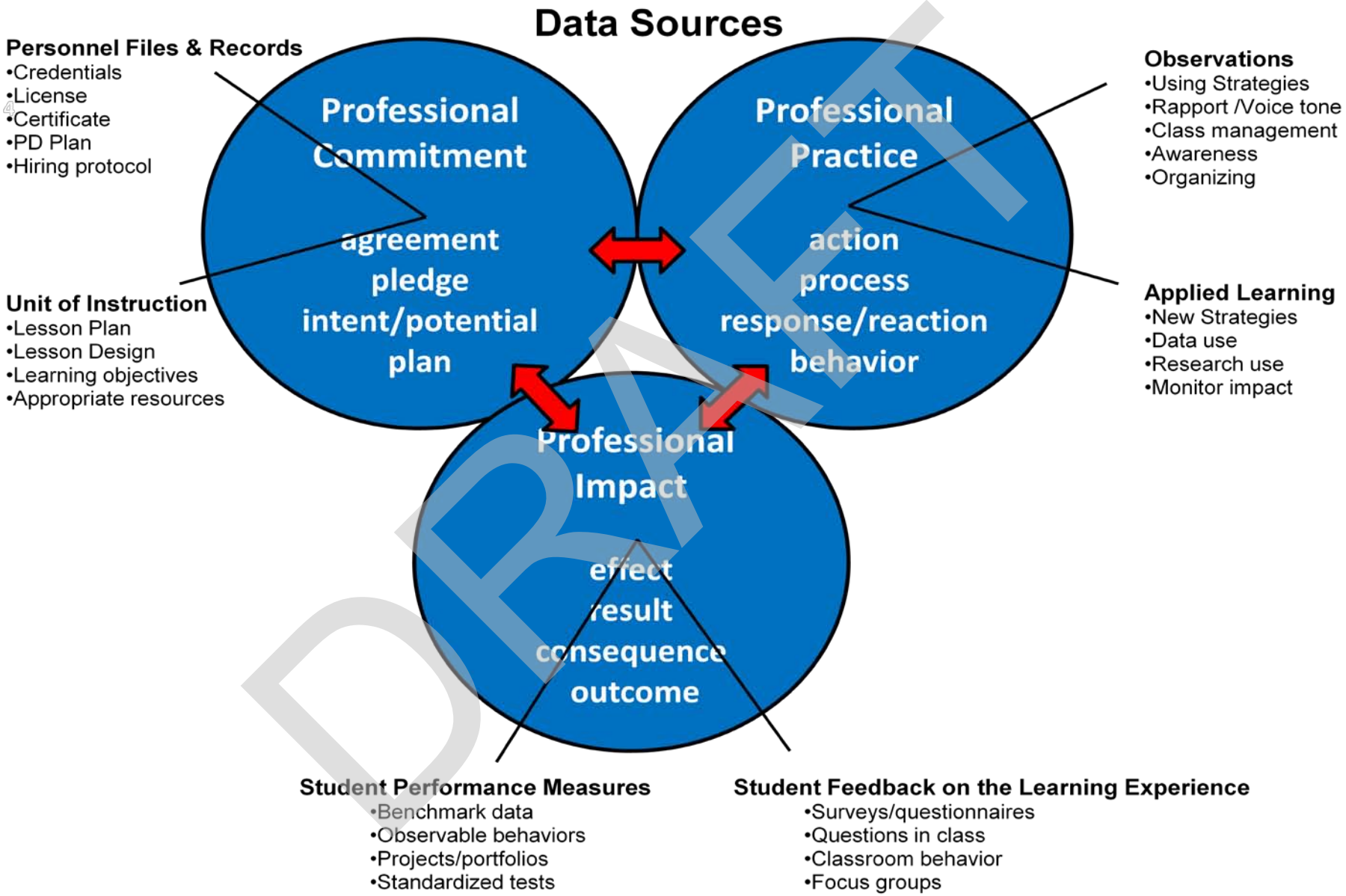
Growth Guide

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Teacher



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Teacher Growth Guide 1.1

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Quality Indicator 1: Content knowledge and academic language

Emerging	Developing	Proficient	Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Professional Frames			
Evidence of Commitment *Is well prepared to guide students to a deeper understanding of content* ***Evidence of Practice*** *Instruction reflects accuracy of content knowledge* ***Evidence of Impact*** *Students are generally familiar with academic language*	***Evidence of Commitment*** *Stays current on new content and incorporates it into lessons* ***Evidence of Practice*** *Instruction indicates an appreciation of the complexity and ever evolving nature of the content* ***Evidence of Impact*** *Students are able to use academic language*	***Evidence of Commitment*** *Use of supplemental primary sources that are aligned to local standards* ***Evidence of Practice*** *Instructional focus is on the most important concepts of the content and includes new content as appropriate* ***Evidence of Impact*** *Students accurately use academic language related to their discipline*	***Evidence of Commitment*** *Continually expands knowledge base on content and infuses into content* ***Evidence of Practice*** *Continually seeks out new information and applies it to learning in their classroom* ***Evidence of Impact*** *Students communicate effectively using academic language from a variety of sources*
Score = 0 1 2	**3 4**	**5 6**	**7**

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Teacher Growth Guide 1.2

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

Quality Indicator 2: Student engagement in subject matter

Emerging	Developing	Proficient	Distinguished
1E2) The emerging teacher… Chooses from multiple sources to engage student interest and activity in the content.	1D2) The developing teacher also… Uses a variety of differentiated instructional strategies which purposefully engage students in content.	1P2) The proficient teacher also… Uses specific instructional strategies to engage students and advance each individual student's learning as evidenced by student data.	1S2) The distinguished teacher also… Moves fluidly between differentiated instructional strategies based on the unique learning needs and situations of the students resulting in deeper student knowledge and understanding in the content area.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Identifies engagement strategies to use to maintain student interest* ***Evidence of Impact*** *Students are interested and engaged in the content*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Uses engagement strategies to increase students' levels of interest and activity* ***Evidence of Impact*** *Students' engagement causes content knowledge to advance*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Instructional strategies use techniques prompting higher levels of engagement confirmed by advances in learning* ***Evidence of Impact*** *Individual student's learning increases and students can articulate why learning activities cause them to learn*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Teacher demonstrates a wide variety of differentiated instructional strategies that directly address student needs.* ***Evidence of Impact*** *Students demonstrate deeper content knowledge and understanding*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

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Teacher Growth Guide 1.3

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

Quality Indicator 3: Disciplinary research and inquiry methodologies

Emerging	Developing	Proficient	Distinguished
1E3) The emerging teacher… Introduces students to various methods of inquiry and research methodologies.	1D3) The developing teacher also… Employs student- inquiry instructional approaches to build capacity for all students on research methodologies.	1P3) The proficient teacher also… Develops strategies to engage students in the processes of inquiry and research pertinent to the discipline being taught.	1S3) The distinguished teacher also… Acquires and shares new knowledge on inquiry and research methodologies that improve student learning.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Instruction indicates a basic level of understanding about research and inquiry methodologies* ***Evidence of Impact*** *Students have a general knowledge of basic inquiry and research strategies*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Accepted methods of research in the content area are identifiable in observations of instructional practice* ***Evidence of Impact*** *Students begin to use basic methods of inquiry/research methodologies*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Instruction and classroom facilitation prompt student use of methods of inquiry and standards of evidence used in the discipline* ***Evidence of Impact*** *Students acquire and critically evaluate information/knowledge on their own and in groups using inquiry methods*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Student- inquiry instructional approaches are prominent throughout instruction* ***Evidence of Impact*** *Students design and conduct research individually and in teams using standards of evidence in the field*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

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Teacher Growth Guide 1.4

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

Quality Indicator 4: Interdisciplinary instruction

Emerging	Developing	Proficient	Distinguished
1E4) The emerging teacher… Demonstrates the ability to make interdisciplinary content connections during instruction.	1D4) The developing teacher also… Implements meaningful interdisciplinary learning experiences that require students to apply disciplinary knowledge.	1P4) The proficient teacher also… Develops and implements interdisciplinary projects that guide students in analyzing the complexities of an issue or question using perspectives from varied disciplines.	1S4) The distinguished teacher also… Connects current interdisciplinary themes to their discipline(s) and weaves those themes into meaningful learning experiences through collaboration with students, colleagues, and/or real-world partners.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Connections between various disciplines are logical and add to overall learning* ***Evidence of Impact*** *Students understand the meaning of inter-disciplinary content connections*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Meaningful learning experiences are appropriate to particular content or concepts and contribute to student's overall mastery* ***Evidence of Impact*** *Students apply disciplinary knowledge to real world problems with interdisciplinary themes*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Lesson activities include interdisciplinary projects prompting students to analyze the complexities of an issue or question* ***Evidence of Impact*** *Students analyze the complexities of an issue or question using perspectives from varied disciplines*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Incorporates current interdisciplinary themes into collaborative classroom learning experiences* ***Evidence of Impact*** *Students evaluate and synthesize the complexities of an issue or question using perspectives from varied disciplines*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Teacher Growth Guide 1.5

Standard 1: Content knowledge aligned with appropriate instruction.

Quality Indicator 5: Diverse social and cultural perspectives

Emerging	Developing	Proficient	Distinguished
1E5) The emerging teacher… Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.	1D5) The developing teacher also… Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.	1P5) The proficient teacher also Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.	1S5) The distinguished teacher also… Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.
Professional Frames			
Evidence of Commitment *Reviews lesson plans to identify areas of potential bias* ***Evidence of Practice*** *Demonstrates importance and appreciation of a variety of perspectives* ***Evidence of Impact*** *Student understanding of local and global issues surrounding disciplinary content expands*	***Evidence of Commitment*** *Eliminates bias in lesson designs and learning objectives* ***Evidence of Practice*** *Instructional activities include global perspectives and/or critical examination of bias* ***Evidence of Impact*** *Students' ability increases to develop balanced, diverse social and cultural perspectives*	***Evidence of Commitment*** *Conduct reviews and research to build background knowledge and a variety of perspectives* ***Evidence of Practice*** *Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving* ***Evidence of Impact*** *Students engage in questioning and challenging of conventional assumptions and standard approaches*	***Evidence of Commitment*** *Lesson designs and learning objectives exhibit a variety of perspectives* ***Evidence of Practice*** *Instructional strategies and learning activities include students addressing real-world problems* ***Evidence of Impact*** *Students address real-world problems related to the discipline that improve their community and/or world*
Score = 0 1 2	**3 4**	**5 6**	**7**

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Possible Sources of Evidence

<u>Standard 1</u>: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment		
• Lesson/unit plan • Learning activities plan • Student learning expectations • Student learning objectives • Lesson design	• Tiered/differentiated lessons/units • Homework assignments and guiding instructions • Flexible grouping plans • Parent/guardian outreach • Bulletin boards	• Research integration plan • Praxis scores • Agenda/meeting notes from grade level/content area team • IEP Conferences/reports
Professional Practice		
• Builds student background knowledge utilizing a variety of global perspectives • Uses and facilitates academic language acquisition • Incorporates new research-based content information into instruction • Uses instructional and engagement strategies	• Facilitates student enrichment activities • Uses tiered differentiated learning opportunities • Uses flexible grouping • Draws from multiple content sources • Encourages student responsibility and articulates clear student expectations	• Facilitates student directed learning activities • Engages students in inquiry/research experiences • Implements interdisciplinary learning experiences • Facilitates student action to address relevant real-world issues from a global perspective
Professional Impact		
• Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth reports	• Student discussions/questions • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress • Student completion data on homework/projects • Performance assessments	• Data on academic vocabulary use • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions

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Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Quality Indicator 1: Cognitive, social, emotional and physical development

Emerging	Developing	Proficient	Distinguished
2E1) The emerging teacher… Knows how to address developmental factors when making instructional decisions.	2D1) The developing teacher also… Applies understanding of child/adolescent growth and development markers to implement instruction that fosters development in students.	2P1) The proficient teacher also… Uses knowledge of individual growth and development to monitor and chart learner's progress toward goals in each domain to meet current needs and lead to the next level of development.	2S1) The distinguished teacher also… Models and shares with colleagues an effective, continuous instructional cycle that assesses individual performance, identifies needs and provides instruction promoting individual advancement in each domain.
Professional Frames			
Evidence of Commitment *Designs instruction with a basic understanding of developmental factors* ***Evidence of Practice*** *Instructional decisions are based on an understanding of how students develop* ***Evidence of Impact*** *Developmental factors specific to students are recognized*	***Evidence of Commitment*** *Knows and can apply theories of child/adolescent growth* ***Evidence of Practice*** *Examples or research on models of growth and development are used as a resource to guide instructional decisions* ***Evidence of Impact*** *Students development increases as a result of teacher's use of theories as a resource*	***Evidence of Commitment*** *Monitors and charts learner progress toward goals* ***Evidence of Practice*** *Assessment is accurate and timely regarding individual status and progress and informs decisions on instruction and learning activities* ***Evidence of Impact*** *Students progress to the next level of development as a result of teacher's use of assessment*	***Evidence of Commitment*** *Maintains resources to assist colleagues in their understanding of developmental theories* ***Evidence of Practice*** *Is able to act as a resource to other colleagues in using models of growth and development to guide instruction* ***Evidence of Impact*** *Students advance in each domain as a result of their individual needs being assessed and instruction being planned accordingly*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Teacher Growth Guide 2.2

Standard 2: Student Learning, Growth and Development

Quality Indicator 2: Student goals

Emerging	Developing	Proficient	Distinguished
2E2) The emerging teacher… Facilitates students' understanding of taking personal responsibility for their own learning.	2D2) The developing teacher also Uses strategies to enable students to set short- and long-term goals helping them to organize and reflect on their own learning.	2P2) The proficient teacher also… Use strategies to assist students in evaluating and modifying personal learning goals based on personal performance data.	2S2) The distinguished teacher also… Acquires and shares new knowledge on strategies for enabling students to expand and assume control of their own learning.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Use of classroom routines and procedures highlight student responsibility* ***Evidence of Impact*** *Students demonstrate basic responsibility based on clear expectations*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Classroom practices, routines and instruction emphasizes students setting goals* ***Evidence of Impact*** *Students demonstrate responsibility by setting personal learning goals*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Classroom practices and routines emphasize student organization and setting short-and long-term goals* ***Evidence of Impact*** *Students set short- and long-term goals, organize, implement, and self-reflect to benefit their learning*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Facilitates learning activities requiring student control of their own learning* ***Evidence of Impact*** *Students work productively and cooperatively with each other to achieve learning goals*
Score = 0 1 2	**3 4**	**5 6**	**7**

DRAFT

Teacher Growth Guide 2.3

Standard 2: Student Learning, Growth and Development

Quality Indicator 3: Theory of learning

Emerging	Developing	Proficient	Distinguished
2E3) The emerging teacher… Applies theories of learning to create well-planned and delivered instruction.	2D3) The developing teacher also… Implements research-based instruction focused on production of learning for individual students.	2P3) The proficient teacher also… Delivers instruction that effectively produces learning gains for every student based on effective plans, grounded in theory/research, and designed to meet individual needs.	2S3) The distinguished teacher also… Continuously modifies instruction based on his/her own and emerging research and shares effective practices and modifications with colleagues.
Professional Frames			
Evidence of Commitment *Lesson plans are consistent with best-practice and foundational and current learning theories* ***Evidence of Practice*** *Alignment exists between instruction that is planned and instruction that is delivered* ***Evidence of Impact*** *Students receive instruction based on effective planning*	***Evidence of Commitment*** *Uses foundational and current learning theories to design instruction aimed at fostering learning in every student* ***Evidence of Practice*** *Demonstrates an understanding of how instruction can produce learning for students based on individual learning needs* ***Evidence of Impact*** *Students individual learning needs are addressed*	***Evidence of Commitment*** *Uses emerging research to design instruction likely to produce learning for every student* ***Evidence of Practice*** *Consistently and effectively delivers instruction which focuses on producing learning gains for every student* ***Evidence of Impact*** *Student learning gains increase as a result of the teacher's effective instruction*	***Evidence of Commitment*** *Produces and/or utilizes research that guides effective lesson design aimed at producing learning for every student* ***Evidence of Practice*** *Offers presentations, acts as a resource and/or mentors new teachers on using theories of learning in the classroom* ***Evidence of Impact*** *Student learning gains increase as a result of theories of learning*
Score = 0 1 2	**3 4**	**5 6**	**7**

DRAFT

Standard 2: Student Learning, Growth and Development

Quality Indicator 4: Differentiated lesson design

Emerging	Developing	Proficient	Distinguished
2E4) The emerging teacher… Designs and implements instruction that considers the needs of students.	2D4) The developing teacher also… Designs and implements instruction that enables students to learn, grow, and develop because their needs are met in a positive learning environment.	2P4) The proficient teacher also… Through design and instruction, establishes an inviting and nurturing educational environment by creating a trusting relationship with students that engages them in learning.	2S4) The distinguished teacher also… Plans and cultivates the unique skills and talents of every child and encourages them to ask questions, take risks and enjoy learning.
Professional Frames			
Evidence of Commitment *Designs lessons and activities based on the unique needs of students* ***Evidence of Practice*** *Can articulate important characteristics and needs of students as they apply to learning* ***Evidence of Impact*** *Students appear to exhibit positive rapport with the teacher and are generally motivated to learn*	***Evidence of Commitment*** *Lesson design and plans for instruction demonstrate respect and value for each student* ***Evidence of Practice*** *Highlights unique attributes of individual students as a part of classroom instruction and learning* ***Evidence of Impact*** *Students perceive they are respected, valued and are encouraged to learn*	***Evidence of Commitment*** *Plans for an inviting and nurturing educational environment that enhances learning* ***Evidence of Practice*** *Engages in strategies that promote trust and positive rapport to enhance the learning of each student* ***Evidence of Impact*** *Students learning increases and students demonstrate positive relationships with the teacher and peers*	***Evidence of Commitment*** *Learning objectives and activities highlight the skills and talents of all students* ***Evidence of Practice*** *Classroom techniques and rapport highlight the unique skills and talents of every child* ***Evidence of Impact*** *Students ask questions, take risks and enjoy learning*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

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Teacher Growth Guide 2.5

Standard 2: Student Learning, Growth and Development

Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs

Emerging	Developing	Proficient	Distinguished
2E5) The emerging teacher… Delivers a variety of lesson activities that address students' prior experiences, multiple intelligences, strengths and needs.	2D5) The developing teacher also… Creates and delivers lessons and instructional activities that address the individual needs of all learners and variation in prior knowledge and experiences, multiple intelligences, strengths, and needs.	2P5) The proficient teacher also… Adapts strategies to meet individual student needs based on student performance data and where the child is developmentally, cognitively, physically, and affectively to advance knowledge and skill development.	2S5) The distinguished teacher also… Acquires and shares authentic strategies for actively involving every student in advancing their own learning, building on their unique experience, intelligence, strengths and needs.
Professional Frames			
Evidence of Commitment *Plans for various assessment strategies to determine individual experiences, intelligences, strengths and needs* ***Evidence of Practice*** *Uses various assessment strategies to determine individual experiences, intelligences, strengths and needs* ***Evidence of Impact*** *Students know the way they think and learn is considered and addressed*	***Evidence of Commitment*** *Lessons indicate an understanding of individual student traits and prior experiences* ***Evidence of Practice*** *Learning activities highlight and build off students individual characteristics traits and prior experiences* ***Evidence of Impact*** *Students can explain connections between their prior knowledge and current instruction*	***Evidence of Commitment*** *Plans instruction that will engage and advance each student in her/her learning and development* ***Evidence of Practice*** *Assessment data is maintained to confirm that students are moving forward* ***Evidence of Impact*** *Students use prior knowledge to predict new information and increase their knowledge and skill*	***Evidence of Commitment*** *Modifies lesson design and learning objectives as needed to help students become more successful learners* ***Evidence of Practice*** *Learning activities involve every student in the advancement of his/her own learning* ***Evidence of Impact*** *Students are excited about learning, use prior knowledge in concert with new information to raise questions, make inferences, and draw new conclusions*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Standard 2: Student Learning, Growth and Development

Quality Indicator 6: Language, culture, family and knowledge of community values

Emerging	Developing	Proficient	Distinguished
2E6) The emerging teacher… Reviews demographic and biographical data of students to determine the variety of learning needs.	2D6) The developing teacher also… Modifies instruction in response to how students' learning is influenced by individual experience, talents, and prior learning, as well as language, culture, family and community values.	2P6) The proficient teacher also… Creates a learning climate which respects individual differences by using teaching approaches that incorporate and are sensitive to the multiple experiences of learners, their family, culture, and community.	2S6) The distinguished teacher also… Connects instruction to students' experiences creating a trusting environment by employing strategies that respect differing cultures and draws explicit connections during instruction / assignments that are related to students' experiences and culture.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Collects and reviews demographic and biographical data of students* ***Evidence of Impact*** *Students perceive that their particular differences and needs are recognized*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates modifications in instruction in response to students' individual experience, talents, prior learning, language, culture, family and community values* ***Evidence of Impact*** *Students' learning is positively affected*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Models respect through action and words and establishes classroom routines and procedures which highlight mutual respect for others* ***Evidence of Impact*** *Students respect the differences of others as modeled*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Maintains a trusting classroom environment and demonstrates strategies that teach mutual respect for differing experiences and cultures* ***Evidence of Impact*** *Students experience an environment of trust and mutual respect*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Possible Sources of Evidence

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Professional Commitment

- Student assessment data
- Lesson/unit plans
- Substitute teacher plan
- Bulletin board(s)
- Posted behavioral norms/class procedures
- Student work/rubric displays
- Structured teacher interviews
- Student/parent survey
- Research documentation log
- Instructional records
- Professional growth plans
- Personnel file
- Flexible grouping plans
- Rubrics/scoring guides
- Self reflection
- Student inventories - interest, learning style, multiple intelligence, developmental
- Observation
- Tiered/differentiated lessons/units
- Communications
- Educational environment
- Agenda - collaborative meeting
- IEP conferences/reports
- Counselor reports
- Professional learning

Professional Practice

- Maintains individual student records and assessment data
- Monitors individual student growth
- Uses assessment data to make informed instructional and/or assessment decisions
- Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles
- Designs and implements student need-based instruction
- Applies learning theories to the design of instruction
- Plans and implements culturally responsive lessons
- Connects instruction to students' background knowledge and experiences
- Facilitates student long- and short-term goal setting
- Provides differentiated learning activities
- Modifies instruction based on a determined need (i.e. student learning, research, etc.)
- Promotes student cooperative learning and collaboration
- Implements research-based instruction
- Makes "in the moment" instructional decisions/changes
- Provides focused, objective, relevant, valid, specific, and purposeful feedback to students
- Creates a safe risk-free learning environment
- Demonstrates a respectful regard for each student
- Models and/or shares with colleagues
- Assists/Coaches colleagues
- Mentors new teachers
- Reflects on practice
- Uses student/parent surveys to inform educator practice
- Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff
- Engages in community activities

Professional Impact

- Observation verification of student mastery
- Student work samples
- Student planners
- Student assessment data
- Student reflection/journals
- Student inventories
- Student /parent feedback/comments
- Student and/or parent survey results
- Structured interviews with students
- Student products/projects
- Performance assessments
- IEP Performance/growth reports
- Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)
- Academic records of individual student progress

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Standard 3: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Quality Indicator 1: Implementation of curriculum standards

Emerging	Developing	Proficient	Distinguished
3E1) The emerging teacher… Makes informed decisions about instructional objects aligned to district mapping and pacing guides.	3D1) The developing teacher also… Consistently delivers a variety of learning experiences that are appropriate for curriculum and are aligned with state and district curriculum and assessments.	3P1) The proficient teacher also… Uses state/district curriculum guides with enough facility to anticipate skill gaps and/or misconceptions of students in order to deliver effective instruction.	3S1) The distinguished teacher also… Participates and/or demonstrates leadership for the evaluation and development of curriculum aligned to national, state, and district curriculum and assessments.
Professional Frames			
Evidence of Commitment *Selects and creates learning experiences that are appropriate for district curriculum and assessments* ***Evidence of Practice*** *Demonstrates an understanding of district curriculum and assessment and how to incorporate them into learning activities* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Lesson plans demonstrate a coherence of learning objectives aligned with state and district standards* ***Evidence of Practice*** *Delivers lesson activities that demonstrate a variety of appropriate learning aligned with state and district curriculum and assessments* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Aligns curriculum objectives to learning activities that correspond with state and district curriculum and assessments and secures resources to support instruction* ***Evidence of Practice*** *Demonstrates anticipation of skill gaps and/or misconceptions and uses information to deliver effective instruction* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Serves on committees and teams evaluating and developing curriculum aligned to national, state, and district curriculum and assessments* ***Evidence of Practice*** *Participates in formal and informal collegial support activities including curriculum and review committees* ***Evidence of Impact*** *N / A*
Score = 0 1 2	**3 4**	**5 6**	**7**

DRAFT

Standard 3: Curriculum Implementation

Quality Indicator 2: Lessons for diverse learners

Emerging	Developing	Proficient	Distinguished
3E2) The emerging teacher… Implements lessons and activities aligned to the curriculum that recognizes the individual needs of diverse learners	3D2) The developing teacher also… Consistently implements lessons and activities that address the needs of diverse learners and responds to ongoing analysis of student performance based on multiple assessments and analysis of student needs.	3P2) The proficient teacher also… Evaluates the effectiveness of a variety of instructional strategies based on multiple assessment data, curriculum and an analysis of student needs.	3S2) The distinguished teacher also… Participates and/or demonstrates leadership in the development of instructional strategies and interventions to accomplish instructional goals based on multiple assessment data, curriculum and an analysis of student needs.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Activities are present in lessons that recognize individual needs of diverse learners and variations in learning styles and performance* ***Evidence of Impact*** *Students perceive that their individual learning needs are recognized*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Delivers lessons and activities that address the needs of diverse learners and respond to ongoing analysis of student performance* ***Evidence of Impact*** *Students perceive that their performance improved as a result of specific teacher's lessons and activities*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Evaluates and reflects on the effectiveness of instructional strategies* ***Evidence of Impact*** *Students identify the teacher's instructional strategies which helped them substantially improve their performance*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Effectiveness based on assessment data is shared with others through formal and informal collegial interaction and support progress* ***Evidence of Impact*** *Students identify every instructional strategy of the teacher as being effective and credit the teacher with causing them to perform at a high level*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Standard 3: Curriculum Implementation

Quality Indicator 3: Instructional goals and differentiated instructional strategies

Emerging	Developing	Proficient	Distinguished
3E3) The emerging teacher… Uses differentiated instructional strategies to address student learning needs in meeting the objectives of the curriculum.	3D3) The developing teacher also… Systematically selects differentiated instructional strategies and content to meet student needs and enhance learning.	3P3) The proficient teacher also… Adjusts instructional goals and time and modifies instructional strategies, and content to meet students' needs and enhance learning.	3S3) The distinguished teacher also… Leads colleagues in discussions of instructional goals to identify methods for modifying instructional strategies, content, and adjusting time to meet students' needs and enhance learning.
Professional Frames			
Evidence of Commitment *Informally assesses lesson plans relative to long and short-term goals to accomplish curriculum standards* ***Evidence of Practice*** *Instruction delivered demonstrates differentiation strategies* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Analyzes lesson plan effectiveness relative to long- and short-term goals to help students accomplish curriculum standards* ***Evidence of Practice*** *Differentiated instructional strategies meet student needs and enhance learning* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Continuously evaluates lesson plan effectiveness relative to long- and short-term goals for student performance in meeting curriculum standards* ***Evidence of Practice*** *Demonstrates adjustments as a part of delivering effective instruction* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Engages in a cycle of lesson plan modification based on student results in meeting curriculum standards* ***Evidence of Practice*** *Collaborates with colleagues in discussions of instructional goal modification and strategies, content, and adjusting time to meet students' needs and enhance learning* ***Evidence of Impact*** *N / A*
Score = 0 1 2	**3 4**	**5 6**	**7**

DRAFT

Possible Sources of Evidence

<u>Standard 3</u>: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Professional Commitment			
• Lesson plans/unit plans • Adjusted lesson/unit plans • Lesson design • Classroom activities	• Planned learning experiences • Curriculum maps • Goals/Expectations/Essential learning outcomes	• Teacher reflections • Professional learning presentations • Homework assignments	• Presentations to colleagues • Peer conversations, discussions, comments, reflections, etc.
Professional Practice			
• Makes informed curriculum decisions • Incorporates state and district curriculum into learning activities • Develops curriculum-aligned instructional strategies and interventions • Uses differentiated instructional strategies • Evaluates the effectiveness of instructional strategies	• Adjusts goals, instruction and time based on identified learning gaps • Modifies instructional strategies and content based on learner needs • Implements learning activities focused on the needs of diverse learners • Collects data on diverse learning needs to provide direction for future lessons	• Delivers effective instruction aligned to state and district curriculum standards • Utilizes specific learning activities to address curriculum objectives • Integrates resources that enhance instruction and support diverse learners	• Uses data to evaluate the effectiveness of instructional strategies • Models and shares with colleagues (formally and informally) • Serves on curricular review committees • Assists/Coaches colleagues
Professional Impact			
• Student/Parent feedback • Student/Parent survey perceptual data results	• Student journals/reflections • Student structured interviews	• Student- lead parent conferences • Student tracked record of individual progress	• Observation/examples of student learning needs being met

DRAFT

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking

Emerging	Developing	Proficient	Distinguished
4E1) The emerging teacher… Selects various types of instructional strategies and appropriate resources to achieve instructional goals and teach students critical thinking skills.	4D1) The developing teacher also… Assures student growth with frequent instructional opportunities for students to use critical thinking and problem solving skills.	4P1) The proficient teacher also… Effectively applies a range of instructional techniques that require students to think critically and problem-solve.	4S1) The distinguished teacher also… Fluently uses a range of instructional techniques that require critical thinking; serves as a leader by offering constructive assistance and modeling the use of strategies, materials and technology to maximize learning.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Demonstrates use of various types of instructional strategies and appropriate resources for critical thinking* ***Evidence of Impact*** *Students are engaged in active learning that promotes the development of critical thinking and problem solving skills*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Assesses student growth to determine student use of critical thinking and problem solving skills* ***Evidence of Impact*** *There is growth in student learning and use of critical thinking and problem-solving skills*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Effective demonstrates a range of instructional techniques that require students to think critically and problem-solve* ***Evidence of Impact*** *Students ability to think critically and problem-solve is evident in students' communications and work*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Serves as a leader in the use of instructional strategies, materials and technology that maximize student learning* ***Evidence of Impact*** *Students pose and answer their own questions pursuant to the learning objectives assuming responsibility for their own learning*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Teacher Growth Guide 4.2

Standard 4: Critical Thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Emerging	Developing	Proficient	Distinguished
4E2) The emerging teacher… Uses a variety of instructional resources to enhance the teaching and learning process.	4D2) The developing teacher also… Purposefully selects and uses a variety of developmentally appropriate instructional resources to enhance academic performance and technological literacy.	4P2) The proficient teacher also… Assesses the effectiveness of instructional resources and developmentally appropriate instructional activities and adapts for promoting complex thinking and technological skills.	4S2) The distinguished teacher also… Applies research-based instructional resources including technology to enhance their own teaching, as well as being a potential resource to others.
Professional Frames			
Evidence of Commitment *Lesson design includes the use of instructional resources, including technology* ***Evidence of Practice*** *Delivered instruction includes resources and technologies to enhance the teaching and learning process* ***Evidence of Impact*** *Students use new information and technology skills to create accurate products*	***Evidence of Commitment*** *Lesson design includes developmentally appropriate resources* ***Evidence of Practice*** *Lesson activities demonstrate developmentally appropriate instructional resources that enhance academic performance* ***Evidence of Impact*** *Students use new knowledge and technological skills to predict, connect ideas, and raise/answer questions*	***Evidence of Commitment*** *Lesson design includes resources that promote complex thinking skills and student use of technology* ***Evidence of Practice*** *Instruction delivery includes developmentally appropriate instructional activities that promote complex thinking and technological skills* ***Evidence of Impact*** *Students apply new knowledge and technological skills to make inferences, support arguments, and solve problems*	***Evidence of Commitment*** *Lesson design includes research-based resources and technology* ***Evidence of Practice*** *Uses research-based instructional resources including technology to enhance their teaching effectiveness as well as the teaching of others* ***Evidence of Impact*** *Students effectively use technologies and are engaged in analysis, synthesis, interpretation, and creation of original products*
Score = 0 1 2	**3 4**	**5 6**	**7**

DRAFT

Standard 4: Critical Thinking

Quality Indicator 3: Cooperative, small group and independent learning

Emerging	Developing	Proficient	Distinguished
4E3) The emerging teacher… Employs individual and cooperative learning activities to promote critical thinking skills.	4D3) The developing teacher also… Uses a variety of learning situations, such as independent, small group and whole class to enhance individual and collective critical thinking skills.	4P3) The proficient teacher also… Effectively combines flexible and varied independent, cooperative and whole-class learning situations and applies grouping strategies to maximize student understanding and learning.	4S3) The distinguished teacher also… Models and/or shares with others the effective use of flexible and varied independent, collaborative and whole-class learning situations.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Effectively manages students and learning activities in both individual and collaborative situations* ***Evidence of Impact*** *Students participate in individual and collaborative learning activities*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Classroom structures include independent,* cooperative *and whole class as appropriate to content* ***Evidence of Impact*** *Students define roles and demonstrate improved collaborative skills in various learning structures*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates the combining of varied independent, collaborative and whole-class learning situations and grouping strategies* ***Evidence of Impact*** *Students automatically engage in peer and independent learning strategies that results in increased knowledge and skills*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Is able to presents on or act as a resource on the use of independent, collaborative and whole class learning situations* ***Evidence of Impact*** *Students are self-directed learners who maximize understanding and learning by fluently using a variety of strategies to learn*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Possible Sources of Evidence

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.

Professional Commitment			
• Lesson plans/unit plans • Lesson design	• Planned resource list including technology resources • Instructional strategies list	• Planned Cooperative learning strategies (list) • Plans for projects and activities	• Student learning expectations • Flexible grouping plans • Professional reading/research documentation
Professional Practice			
• Selects and utilizes developmentally appropriate instructional resources including technology • Adapts instructional resources to promote complex thinking and technology skills attainment • Selects instructional strategies that promote critical thinking skills and are aligned to instructional goals.	• Implements learning activities focused on higher order thinking and problem-solving skills • Utilizes cooperative learning strategies that promote collaborative learning • Utilizes class debates and other methods requiring students to defend their thinking and solutions • Uses independent, collaborative and whole-class learning situations	• Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking. • Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations	• Provides frequent opportunities for students to use critical thinking and problem solving • Uses advanced instructional techniques to create a high level of student achievement • Overall effectiveness is enhanced through the use of instructional resources and technology • Serves as a resource providing collegial support and modeling
Professional Impact			
• Student work/projects • Observation of student participation in collaborative learning activities • Observation/examples of student directed inquiry and problem • Performance assessments data	• Technology literacy inventories • Student assessment data • Student questions/discussions (higher level questions) • Student presentations/ research/reports • Student application/use of technology tools - demonstrations, projects, products, etc.	• Student feedback/comments • Student reflection/journals • Student structured interviews • Anecdotal data and formative evaluations • Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products	• Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) • Demonstration/examples that students are able to explain their reasoning • Observations or examples of students ability to pose and answer own questions pursuant to learning objectives

DRAFT

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom Management Techniques

Emerging	Developing	Proficient	Distinguished
5E1) The emerging teacher… Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.	5D1) The developing teacher also… Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.	5P1) The proficient teacher also… Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.	5S1) The distinguished teacher also… Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.
Professional Frames			
Evidence of Commitment *Classroom artifacts (posted rules and protocols) support effective techniques* ***Evidence of Practice*** *Engages in techniques to manage behavior in the classroom* ***Evidence of Impact*** *Student misbehavior is addressed*	***Evidence of Commitment*** *Artifacts include strategies for addressing misbehavior* ***Evidence of Practice*** *Techniques address misbehavior promptly and positively allowing instruction to continue* ***Evidence of Impact*** *Student misbehavior is addressed promptly and positively allowing instruction to continue*	***Evidence of Commitment*** *Posted management techniques address a wide variety of possible misbehaviors* ***Evidence of Practice*** *Demonstrates adaptations to techniques to address unique student misbehaviors* ***Evidence of Impact*** *Unique misbehaviors are addressed promptly and positively allowing student learning to continue*	***Evidence of Commitment*** *Artifacts for classroom management are shared with colleagues* ***Evidence of Practice*** *Serves as a resource to other colleagues on effective classroom management* ***Evidence of Impact*** *Colleagues improve their use of classroom management techniques*
Score = 0 1 2	**3 4**	**5 6**	**7**

DRAFT

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions, and activities

Emerging	Developing	Proficient	Distinguished
5E2) The emerging teacher… Manages time, space, transitions, and activities in their classroom.	5D2) The developing teacher also… Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.	5P2) The proficient teacher also… Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.	5S2) The distinguished teacher also… Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.
Professional Frames			
Evidence of Commitment *Designs routines that support effective management of time, space, transitions and activities* ***Evidence of Practice*** *Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction* ***Evidence of Impact*** *Students are generally engaged and somewhat responsive to the teacher's classroom management strategies*	***Evidence of Commitment*** *Routines and structures support effective management of time, space, transitions and activities* ***Evidence of Practice*** *Maintains student engagement by effectively managing time, space, transitions, and activities* ***Evidence of Impact*** *Students are engaged and respond to the teacher's effective management of time, space, transitions, and activities*	***Evidence of Commitment*** *Routines and structures are modified as necessary to enhance effective management* ***Evidence of Practice*** *Engagement data indicates a strong impact from the management of time, space, transitions and activities* ***Evidence of Impact*** *Students are engaged and see the importance of self direction and control*	***Evidence of Commitment*** *Routines and structures are modified based on student input* ***Evidence of Practice*** *Is able to serve as a resource to others on strategies for managing time, space, transitions, and activities* ***Evidence of Impact*** *Colleagues improve their own management of time, space, transitions, and activities*
Score = 0 1 2	**3 4**	**5 6**	**7**

DRAFT

Standard 5: Positive Classroom Environment

Quality Indicator 3: Classroom, school and community culture

Emerging	Developing	Proficient	Distinguished
5E3) The emerging teacher Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.	5D3) The developing teacher also… Develops a positive culture in the classroom and school to positively affect student relationships and learning.	5P3) The proficient teacher also… Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.	5S3) The distinguished teacher also… Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Engages in practices to learn the culture of the school and community* ***Evidence of Impact*** *The classroom learning environment is structured to build positive student relationships and culture*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Positively affects student relationships and learning by using strategies that promote a positive classroom culture* ***Evidence of Impact*** *The classroom learning environment encourages positive student relationships and mutual respect to enhance learning*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates efforts to build a positive classroom and school culture that results in an environment conducive to learning for all students* ***Evidence of Impact*** *The culture of the classroom learning environment is characterized by positive student relationships and mutual respect that impacts student learning*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Engages students in participating in forming the classroom environment based on the culture of the school and community* ***Evidence of Impact*** *Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Possible Sources of Evidence

<u>Standard 5</u>: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

<table>
<tr><th colspan="4">Professional Commitment</th></tr>
<tr><td colspan="4">• Posted classroom procedures/routines
• Classroom norms
• Parent/community outreach</td></tr>
<tr><th colspan="4">Professional Practice</th></tr>
<tr><td>• Designs classroom routines and procedures
• Communicates classroom routines, procedures, and expectations for behavior to parents/guardians
• Uses motivation and engagement strategies in the classroom
• Organizes classroom and routines with regard to management of time, space, transitions and activities</td><td>• Maintains student engagement by managing time, space, transitions and activities
• Self-reflects on the effectiveness of motivation and engagement strategies
• Uses effective classroom management techniques preserving instructional time
• Engages in practices to learn the culture of the school and community</td><td>• Work with students and parents to build a positive, supportive classroom culture
• Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community
• Adapts strategies to address unique student behaviors
• Attends community and school events</td><td>• Gathers and implements new research-based strategies for positively managing student behavior
• Engages students in strategies to think about and provide input into building positive relationships and culture
• Models, coaches, or shares with colleagues strategies to address student behavior</td></tr>
<tr><th colspan="4">Professional Impact</th></tr>
<tr><td>• Observation/examples of Student feedback/comments
• Students respond to teacher prompts (observable)
• Student to student and student to teacher interactions are positive (observable verbal and non-verbal cues)
• Classroom discipline/incident report analysis trend data</td><td>• Parent/community outreach and engagement summary
• Completed homework/projects trend data
• Student reflections/journal data
• Students/parents survey summary data
• Students quickly respond to the teacher's cues and prompts</td><td>• Students maintain high levels of engagement
• Students understand expectations and automatically follow the procedures, routines, and norms--self directed
• Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)</td><td>• Students participate in forming the classroom environment
• Staff survey
• Attendance data
• IEP reports</td></tr>
</table>

DRAFT

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Quality Indicator 1: Verbal and nonverbal communication

Emerging	Developing	Proficient	Distinguished
6E1) The emerging teacher… Uses correct, effective verbal and non-verbal communication skills.	6D1) The developing teacher also… Consistently uses and fosters correct, effective verbal and nonverbal communication, including strategies to communicate with students whose first language is not Standard English or whose disability requires specific forms of communication.	6P1) The proficient teacher also… Evaluates the impact of and strategies for the correct and effective use of verbal and nonverbal communication.	6S1) The distinguished teacher also… Shares with others strategies for ensuring correct, effective verbal and nonverbal communication in their school and throughout the community.
Professional Frames			
Evidence of Commitment *Non-verbal communication (written, electronic, etc.) is basically effective and correct* ***Evidence of Practice*** *Demonstrates a basic level of effective verbal and non-verbal communication* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Written and electronic communication is effective and correct* ***Evidence of Practice*** *Communication is grammatically correct and effective in a variety of different ways: spoken, written, presentations, etc.* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Written and electronic communication is effective and correct for all students* ***Evidence of Practice*** *Facilitates and models the use of effective communication strategies both verbal and non-verbal with all students, colleagues, family, etc.* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Written and electronic school and district-wide communication is effective* ***Evidence of Practice*** *Contributes to the overall effective and correct communication coming from the school to the larger community* ***Evidence of Impact*** *N / A*
Score = 0 1 2	**3 4**	**5 6**	**7**

DRAFT

Standard 6: Effective Communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Emerging	Developing	Proficient	Distinguished
6E2) The emerging teacher… Is aware of personal bias in regard to differences in culture, gender, intellectual, and physical ability in classroom and its impact on student learning.	6D2) The developing teacher also… Demonstrates and promotes sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications.	6P2) The proficient teacher also… Helps students to develop a respect for all through sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication.	6S2) The distinguished teacher also… Promotes a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Exhibits understanding of and empathy toward student needs and differences and works to display sensitivity when responding to student needs* ***Evidence of Impact*** *Student perceive that the teacher is sensitive to their needs*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates and promotes empathy and sensitivity to differences in culture, gender, intellectual, and physical ability in classroom communication and in responses to students' communications* ***Evidence of Impact*** *Student communication with their teacher is characterized by sensitivity*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Engages students in activities that develop respect for all and sensitivity to cultural, gender, intellectual and physical ability differences in classroom communication and beyond* ***Evidence of Impact*** *Students develop respect and sensitivity for all to cultural, gender, intellectual and physical ability differences*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Acts as a model in promoting a respect for all and sensitivity to cultural, gender, intellectual and physical ability differences throughout the school and community* ***Evidence of Impact*** *Students self-monitor their own and other's level of respect and sensitivity*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Standard 6: Effective Communication

Quality Indicator 3: Learner expression in speaking, writing and other media

Emerging	Developing	Proficient	Distinguished
6E3) The emerging teacher… Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	6D3) The developing teacher also… Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	6P3) The proficient teacher also… Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.	6S3) The distinguished teacher also… Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Classroom activities include learner expression in speaking, writing, listening and the use of other media* ***Evidence of Impact*** *Students expand their expression in speaking, writing, listening, and other media adhering to district policy*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Classroom activities include multiple opportunities for learner expression in speaking, writing, listening and other media* ***Evidence of Impact*** *Students take advantage of opportunities to direct their own safe, free and respectful expression in speaking, writing, listening, and other media and adhering to district policy*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Leads students in communication beyond their own particular classroom (other classrooms, school, larger community, other professionals, etc.)* ***Evidence of Impact*** *Students promote respect, safe and free expression in the school and the larger school community adhering to district policy*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Serves as a resource to others for the use of strategies for promoting respectful, safe and free expression* ***Evidence of Impact*** *Communication in the larger school community is respectful, safe and free and adheres to district policy*
Score = 0 1 2	**3 4**	**5 6**	**7**

DRAFT

Standard 6: Effective Communication

Quality Indicator 4: Technology and media communication tools

Emerging	Developing	Proficient	Distinguished
6E4) The emerging teacher… Demonstrates knowledge and understanding of technology and media communication tools for purposeful instruction.	6D4) The developing teacher also… Implements instruction that encourages technology and media communication tools use for learning and models those techniques.	6P4) The proficient teacher also… Facilitates the students' effective use of technology and media communication tools.	6S4) The distinguished teacher also… Either mentors, or assists students in mentoring, members of the school and community in the use of technology and media communication tools.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Regularly uses technology and media communication tools to enhance the learning process* ***Evidence of Impact*** *Students use technology effectively during some instructional activities*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Delivers instruction and models the use of technology and media communication tools to enhance learning* ***Evidence of Impact*** *Students effectively use technology and media communication tools to learn, as directed by the teacher*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Uses strategies that engage students in effectively using technology and media communication tools* ***Evidence of Impact*** *Students demonstrate understanding of how technology and media communication tools can enhance their learning and use these tools to effectively complete learning activities*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Is able to act as resource or assist colleagues and students in their use of technology and media communication tools* ***Evidence of Impact*** *Students effectively assist each other in their use of technology and media communication tools*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Possible Sources of Evidence

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Professional Commitment			
• Posted communications - bulletin boards, norms, routines, procedures, etc. • Parent/community outreach materials • Lesson plans/activities	• Email, newsletters, memos, websites, announcements, reports, etc. • Student assignments/Instructions	• Strategies for ELL Students • Samples of effective communication	• Grade level/content area team meeting notes and agendas • Professional development presentations and materials
Professional Practice			
• Uses correct grammar in classroom communication and materials • Promotes sensitivity to cultural, gender, intellectual, physical and emotional differences in communication • Uses technology and media communication tools to engage students • Facilitates positive and correct student communication	• Uses a variety of different strategies to enhance student literacy skills • Provides many opportunities for students to practice effective communication • Extends communication opportunities for students outside of the classroom • Provides focused, objective, relevant, specific and purposeful feedback to students	• Uses strategies to assess the impact of their communication • Communicates effectively with students, families, colleagues and others • Enhances student literacy skills with impact beyond the classroom • Facilitates student use of technology and media communication tools	• Assists other colleagues with effective, correct communication • Models and shares technology and media communication tools to enhance student learning • Serves as a resource for building student literacy skills
Professional Impact			
• Student activities • Performance assessments • Student feedback/comments • Student reflection/journals • Formative assessment data	• Student work samples, portfolios, writing, etc. show correct communication • Student expression (observation) • Student self-assessment (observation or student work)	• Student data • Student discussions • Students selection and use of technology and media (observation, demonstration, or work sample)	• Non-instructional records of individual student progress • Peer assistance data • Antidotal data of student expression • Staff survey

DRAFT

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress.

Quality Indicator 1: Effective use of assessments

Emerging	Developing	Proficient	Distinguished
7E1) The emerging teacher… Demonstrates the use of formal and informal assessments to determine progress towards specific learning goals.	7D1) The developing teacher also… Effectively uses multiple formal and informal student assessments to address specific learning goals, including modifications for students with special needs.	7P1) The proficient teacher also… Identifies student's prior knowledge, progress during instruction and achievement at the end of an instructional unit to demonstrate individual and whole class learning.	7S1) The distinguished teacher also… Shares knowledge and expertise with others on the effective use of assessments to generate data demonstrating progress toward individual and whole class learning.
Professional Frames			
Evidence of Commitment *Lesson design includes formal and informal assessments* ***Evidence of Practice*** *Creates and demonstrates the use of formal and informal student assessments which address specific learning goals and modifications* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Lesson design includes multiple assessment modes and approaches* ***Evidence of Practice*** *Demonstrates effective use of a variety of formal and informal assessments to provide data about student status and progress before, during and after instruction* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Lesson design includes assessing learner progress* ***Evidence of Practice*** *Accurately and consistently uses assessment data to describe the status and progress of each individual student and the class as a whole* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Lesson design includes opportunities to monitor student growth and development* ***Evidence of Practice*** *Shares examples and information with others on how to effectively use assessments and base instructional decisions on student data* ***Evidence of Impact*** *N / A*
Score = 0 1 2	**3 4**	**5 6**	**7**

DRAFT

Teacher Growth Guide 7.2

<u>Standard 7</u>: Student Assessment and Data Analysis

Quality Indicator 2: Assessment data to improve learning

Emerging	Developing	Proficient	Distinguished
7E2) The emerging teacher… Demonstrates basic strategies for accessing, analyzing and appropriately using information and assessment results to improve learning activities.	7D2) The developing teacher also… Reviews student trend data and growth in learning through a comparison of student work (i.e. pre-/post- test results or similar mechanisms) to inform instructional decisions.	7P2) The proficient teacher also… Uses tools such as rubrics, scoring guides, performance analyses, etc., that clearly identify the knowledge and skills intended for students to acquire in well-defined learning goals.	7S2) The distinguished teacher also… Is able to model and/or share information and expertise with others on the use of a wide variety of assessments and evidence that they improved the effectiveness of instruction.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Collects data information and assessment results for instructional planning and decision-making* ***Evidence of Impact*** *Students engage in learning goals that advance mastery of content*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Uses pre and post results or other comparison data to confirm growth in learning and impact future instructional decisions* ***Evidence of Impact*** *Individual students and the whole class advance in their learning*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Regularly uses rubrics, scoring guides and other forms of performance analysis to clearly articulate expectations to students* ***Evidence of Impact*** *Students understand the learning objectives and set personal goals for learning*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Serves as an informal resource to others on the effective use of a wide variety of assessments to improve instruction* ***Evidence of Impact*** *Colleagues improve their use of assessment data to positively impact learning*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Standard 7: Student Assessment and Data Analysis

Quality Indicator 3: Student-led assessment strategies

Emerging	Developing	Proficient	Distinguished
7E3) The emerging teacher… Uses assessment strategies and timely descriptive feedback to involve learners in some personal-goal setting and self-assessment activities	7D3) The developing teacher also… Purposefully teaches students to use assessment data to think about their own learning, including setting personal learning goals.	7P3) The proficient teacher also… Adjusts and adapts strategies for teaching students how to use assessment data in thinking about their own learning, including setting personal goals, based on unique student strengths, needs and learning styles.	7S3) The distinguished teacher also… Model for others how to provide timely descriptive feedback and the engaging of students in establishing personal learning goals, self-assessment, and using evidence to report on their own progress to the teacher, parents, and others.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Orientates students on the various formats of assessments and creates connections on how each assessment format demands particular types of knowledge/skills* ***Evidence of Impact*** *Students are prepared for the demands of particular assessment formats*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Instructs students on how to reflect on their own learning as a result of data from various assessment strategies and set personal learning goals* ***Evidence of Impact*** *Students think about their own learning, including setting personal goals*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates adjustments and adaptations for facilitating students' use of assessment data to impact their own learning* ***Evidence of Impact*** *Students report on their own progress to the teacher, parents, and others*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Can present or act as a resource on how students can engage in self-assessment strategies including the use of evidence to report on their own progress to the teacher, parents, and others* ***Evidence of Impact*** *Colleagues improve their capability in facilitating student-led assessment strategies*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Standard 7: Student Assessment and Data Analysis

Quality Indicator 4: Effect of instruction on individual/class learning

Emerging	Developing	Proficient	Distinguished
7E4) The emerging teacher… Observes the effect of class instruction on individual and whole class learning.	7D4) The developing teacher also… Collects relevant information and data about current instruction to plan future instruction.	7P4) The proficient teacher also… Engages in ongoing assessment of progress of individual students and whole class in order to advance each individual's learning of instructional objectives through modifications to instructional strategies.	7S4) The distinguished teacher also… Is capable of modeling for others the use of ongoing, consistent assessment throughout the instructional process to gather data about the effect of instruction to enhance individual and class achievement.
Professional Frames			
Evidence of Commitment *Class instruction is designed to impact learning* ***Evidence of Practice*** *Collects information through observation of classroom interactions, higher order questioning, and analysis of student work* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Planning for class instruction is based on data from previous learning* ***Evidence of Practice*** *Uses data and information to reflect on and plan for future lessons, adjusting and modifying as necessary* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Instruction design is modified based on data from previous learning* ***Evidence of Practice*** *Modifies instruction based on observation data and monitors to confirm impact* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Lesson design includes ongoing, consistent assessments* ***Evidence of Practice*** *Acts as a resource and/or models for others the use of seamless assessment to improve the overall learning process* ***Evidence of Impact*** *N / A*
Score = 0 **1** **2**	**3** **4**	**5** **6**	**7**

DRAFT

Standard 7: Student Assessment and Data Analysis

Quality Indicator 5: Communication of student progress and maintaining records

Emerging	Developing	Proficient	Distinguished
7E5) The emerging teacher… Communicates general information about student progress knowledgeably, responsibly, and ethically based on appropriate indicators, to students, families, and/or colleagues.	7D5) The developing teacher also… Uses evidence to communicate student progress, knowledgeably and responsibly, based on appropriate indicators.	7P5) The proficient teacher also… Uses holistic evidence from multiple data points to detail student achievement continuously throughout instruction.	7S5) The distinguished teacher also… Is able to mentor colleagues in the use of student performance evidence and managing records to effectively communicate student progress.
Professional Frames			
Evidence of Commitment *Records are in order and up-to-date* ***Evidence of Practice*** *Maintains confidential records of student work and performance to use when communicating student status and progress* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Current, accurate information is maintained on each student's status and progress* ***Evidence of Practice*** *Communicates accurate status, progress and supporting evidence effectively on student mastery of content and skills* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Plans for accurate and timely feedback based on multiple data points* ***Evidence of Practice*** *Collects and uses feedback from multiple sources to determine a student's status and progress and uses this to assist students in monitoring their own growth* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Models strategies to keep accurate records and information* ***Evidence of Practice*** *Can present or act as a resource on maintaining records and the accurate use of data when communicating student progress* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Standard 7: Student Assessment and Data Analysis

Quality Indicator 6: Collaborative data analysis

Emerging	Developing	Proficient	Distinguished
7E6) The emerging teacher… Engages in a collaborative process of data analysis with colleagues at the grade, department and school level.	7D6) The developing teacher also… Works in teams to share and analyze data to measure accomplishment of curricular goals to inform grade-department level and/or school-wide decisions.	7P6) The proficient teacher also… Helps to establish, maintain and/or participate in professional learning communities to share and analyze data to measure accomplishment of curricular goals and plan for curricular modification.	7S6) The distinguished teacher also… Acts in a leadership position when working in teams to share and analyze data to measure accomplishment of curricular goals and to use this information to inform his/her instruction.
Professional Frames			
Evidence of Commitment *Maintains data analysis information* ***Evidence of Practice*** *Attends meetings with other colleagues, participates in data team training or works with a mentor on data analysis* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Bases lesson design on data analysis* ***Evidence of Practice*** *Participates in meetings with other colleagues regarding data analysis and uses information or collective decisions to inform practice* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Can model how lesson design in positively impacted by data analysis* ***Evidence of Practice*** *Participates and helps lead meetings with other colleagues regarding data analysis and assists with follow-up with colleagues on impact of using data on practice* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Plans for participating in a professional learning community activities* ***Evidence of Practice*** *Acts as a leader in the development and operation of a professional learning community in the school and in assisting others in their understanding of data analysis* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Possible Sources of Evidence

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

Professional Commitment			
• Unit instructional plan including assessment • Tiered/differentiated lesson designs • Tiered/differentiated assessments • Lessons/units amended based on data analysis (examples of both)	• Example of analysis of student learning needs • Formal/information assessments • Instructional/assessment record management system • Scoring guides/rubrics • Student progress reports	• Examples of communication/feedback to students about their work/progress • Communication logs to parents/guardians • Sample parent response sheets • Parent/guardian communication examples	• Presentation materials • Professional development attendance record/sign-in sheet • Mentor log • Grade level/content area meeting notes and agenda • Building/district professional learning community log/agenda
Professional Practice			
• Uses a variety of formal/informal methods of assessment • Utilizes individual student assessment data to plan differentiated learning activities • Maintains a comprehensive instructional/assessment system charting individual student growth and performance	• Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress • Reviews student trend data • Communicates clearly to students the learning goals (rubrics/scoring guides)	• Utilizes observation data to modify instruction and monitor impact • Communicates student progress to parents/guardians using performance and behavior data • Assists students in charting their own progress and goal setting	• Adjusts instruction to maximize student learning • Shares knowledge and expertise with colleagues • Models effective assessment practices to enhance individual and class achievement • Participates in data team training or works with mentor on data analysis
Professional Impact			
• Samples of student directed goal statements • Samples of pre- and post assessments • Assessment data guides decisions about specific learning goals • Data information and assessment results	• Samples of progress reports using concrete student data • Evidence of changed practice • Instructional records of individual student progress • Samples of students charting their own progress	• Student work samples: projects, products, presentations, etc. • Running Records or Running Charts • Feedback from colleagues • Feedback from parents/guardians • Professional growth plan	• Evidence of individual student growth/performance • Parent-teacher conference participation • Behavioral referral data • RTI, IEP, or 504 plan conference participation

DRAFT

Standard 8: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Quality Indicator 1: Self-assessment and improvement

Emerging	Developing	Proficient	Distinguished
8E1) The emerging teacher… Generally uses self-assessment and problem-solving strategies to reflect on practice in order to influence students' growth and learning.	8D1) The developing teacher also… Consistently engages in reflective practice and consistently applies this to his/her instructional process and to modify future instruction.	8P1) The proficient teacher also… Continuously engages in a variety of self-assessment and problem-solving strategies which have implications for student growth and learning, within the classroom and the larger school environment.	8S1) The distinguished teacher also… Models and/or serves as a mentor, in how to engage in reflective practice and in the use of, policies about, and training for using assessment data and other sources of information about student performance.
Professional Frames			
Evidence of Commitment *Professional development plan documents self-assessment and reflection strategies* ***Evidence of Practice*** *Engages in self-assessment and problem solving on improving their overall impact on student learning* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Professional development plan documents ongoing self-assessment and reflection strategies* ***Evidence of Practice*** *Observations and conferences indicate attention to reflective practice and professional improvement* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Documents reflections on his/her instructional process and results that impact future planning* ***Evidence of Practice*** *Uses reflections to direct future instruction and monitors the progress and evaluates results* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Can provide direction and mentoring on maintaining effective professional development plans* ***Evidence of Practice*** *Evidence of leadership in data teams, grade-level or vertical teaming and in working with colleagues to become a reflective practitioner* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Standard 8: Professionalism

Quality Indicator 2: Professional learning

Emerging	Developing	Proficient	Distinguished
8E2) The emerging teacher… Is aware of and utilizes resources available for professional learning.	8D2) The developing teacher also… Applies knowledge gained from a variety of sources to the benefit of students in the classroom.	8P2) The proficient teacher also… Shares new knowledge and expertise with colleagues to benefit the learning of students in multiple classrooms.	8S2) The distinguished teacher also… Evaluates, procures and creates resources for professional development and actively participates in professional development in the larger professional community.
Professional Frames			
Evidence of Commitment *A Professional Growth Plan has been developed that documents focus and priority areas* ***Evidence of Practice*** *Uses mentor as a source of information and becomes aware of available professional learning resources* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Professional Growth Plan documents applied knowledge and new strategies for the classroom* ***Evidence of Practice*** *Practices in the classroom are impacted by new learning outside the classroom* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Professional Growth Plan documents strategies to share expertise and new strategies for the classroom* ***Evidence of Practice*** *Uses new learning to impact instruction and assessment with students and shares outcome with colleagues* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Can demonstrate how Professional Growth Plans are documentation of improvement, growth and applied learning* ***Evidence of Practice*** *Works on a review team or participates in the professional development committee to impact overall learning in the building* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Standard 8: Professionalism

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Emerging	Developing	Proficient	Distinguished
8E3) The emerging teacher… Demonstrates professionalism and ethical behavior by adhering to the code of conduct and aligning classroom practices to district policies and school procedures.	8D3) The developing teacher also… Consistently exhibits professionalism in all situations and ensures that classroom practices align to district policies and school procedures.	8P3) The proficient teacher also… Assists colleagues by consistently modeling professionalism throughout the school and district and the broader community.	8S3) The distinguished teacher also… Influences the framing, revision and advocating of policies and procedures that promotes ethical and professional behavior of all educators.
Professional Frames			
Evidence of Commitment *Maintains information on school procedures and policies* ***Evidence of Practice*** *Adheres to all current school procedures and district policies as stated in the school's code of conduct* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Classroom structures and routines comply with school and district policies and procedures* ***Evidence of Practice*** *Manages behavior, maintains records, etc in accordance with district policies and school procedures* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Maintains appropriate mentor and/or peer documentation (where applicable)* ***Evidence of Practice*** *Is appropriately knowledgeable on policies and procedures to serve as a resource, peer observer and/or mentor to ensure alignment and compliance of colleagues practice to policies and procedures* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Prepares and documents committee work* ***Evidence of Practice*** *Participates in committees, represents the school at district level and/or organization meetings that review and revise policies and procedures* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

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Possible Sources of Evidence

<u>Standard 8</u>: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Professional Commitment			
• Lesson planning • Evaluation data • Professional development request list • Mentor log/agenda/notes • List of resources • Posted procedures/policies • Professional growth plan	• New student activities • Behavior management plans and lesson plans • Attendance data, classroom rules, etc. • Coaching/Modeling log • Presentation artifacts – agenda, hand outs, video	• Building/District committee Participation - preparation and documentation (professional development, PLC, etc.) • Professional Membership and /or committee leadership (documentation) • Professional development attendance log/artifacts	• Regional or State Committee participation (documentation) • Meeting log, agenda, and notes supporting participation on data team, grade-level, vertical team or other • Reflective journal
Professional Practice			
• Demonstrates the capacity to reflect on and improve their own practice • Uses new learning to positively benefit student learning • Shares new knowledge and expertise with colleagues • Actively pursues professional development and learning opportunities	• Creates, evaluates, and procures resources for professional development • Builds expertise and experience to assume different instructional or leadership roles • Collaborates with colleagues on a wide range of tasks and committees	• Participates in school-wide decision making • Serves as an active member on the school improvement planning committee • Participates or chairs the Professional Development Committee	• Serves as a mentor, model or coach for colleagues • Maintains all required documentation • Follows school and district policies and procedures

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Standard 9: Professional Collaboration

The teacher has effective working relationships with students, families, school colleagues, and community members.

Quality Indicator 1: Induction and collegial activities

Emerging	Developing	Proficient	Distinguished
9E1) The emerging teacher… Engages in supporting the school's vision, mission, values and goals, participates in curriculum and staff development, and works with their trained mentor to strengthen relationships in the school and community.	9D1) The developing teacher also… Contributes to achieving the mission, vision, values and goals, including monitoring and evaluating progress toward these goals, and other school improvement efforts.	9P1) The proficient teacher also… Actively engages in relationship building efforts in the school, district and community and contributes and shares knowledge and expertise in order to assist in the collective improvement of professional practice.	9S1) The distinguished teacher also… Informally (or formally as a mentor) is available as a resource to colleagues in the school and/or district in achieving a shared mission, vision, values and goals and relationship building efforts through collegial activities and the induction process.
Professional Frames			
Evidence of Commitment *Documents support and growth in mentor logs and aligned to the state's mentor standards* ***Evidence of Practice*** *Meets regularly with a mentor and fully participates in the district/school induction process* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Maintains mentor logs document support and growth and aligned to the state's mentor standards* ***Evidence of Practice*** *Contributes to supporting progress on the mission, vision and goals and uses their mentor and other colleagues to strengthen relationships with students, families and other staff* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Professional Growth Plan is documentation of the mentor training* ***Evidence of Practice*** *Demonstrates positive relationships with all colleagues, parents and families and actively participates in the improvement of practice* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *Mentor logs document work with new teachers* ***Evidence of Practice*** *Is trained on the state's mentor standards and is able to mentor new staff and serves as a resource to colleagues on issues related to mission, vision and goals and assist with assessing the progress or revising the mission, vision and goals* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

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Teacher Growth Guide 9.2

<u>Standard 9</u>: Professional Collaboration

Quality Indicator 2: Collaborating to meet student needs

Emerging	Developing	Proficient	Distinguished
9E2) The emerging teacher… Identifies ways to work with others across the system to provide needed services to support individual learners.	9D2) The developing teacher also… Works with colleagues and administrators at the school level and in the larger professional community to develop strategic, school-based systems to address student needs.	9P2) The proficient teacher also… Consistently works with colleagues and administrators to develop strategic, school-based systems to address student needs and assists in monitoring the effectiveness of those systems.	9S2) The distinguished teacher also… Is capable of taking a leadership role or serving as an informal resource in working with the larger professional community in how to work with others across the system to identify and provide needed services to support individual learners.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Works collaboratively with colleagues to build relationships and begins to understand services and support needed in the school* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Participates with other colleagues in a professional community structure and meetings to examine needs and services necessary for student success* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Is an active and engaged member of the professional learning community within the school and works to establish strategies that address the needs and services needed in the school* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Actively leads in the implementation and evaluation of strategies that address needs and services in the school* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

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Standard 9: Professional Collaboration

Quality Indicator 3: Cooperative partnerships in support of student learning

Emerging	Developing	Proficient	Distinguished
9E3) The emerging teacher… Develops relationships with colleagues and cooperative partnerships with students and families to support students' learning and well-being.	9D3) The developing teacher also… With colleagues, creates and cultivates new partnerships with students, families and community members to support students' learning and well-being.	9P3) The proficient teacher also… Consistently engages with colleagues and administrators at the school and district level to develop, maintain and further partnerships with students, families and community members to support students' learning and well-being.	9S3) The distinguished teacher also… Takes an active leadership role or serve as an informal resource at the school and district level in developing partnerships with students, families and community members to support students' learning and well-being.
Professional Frames			
Evidence of Commitment *N / A* ***Evidence of Practice*** *Engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Demonstrates regular engagement with students, families and the community to cultivate new partnerships and explores ways to assess the impact of the partnerships* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Has ongoing partnerships with students, families and communities and regularly evaluates the effectiveness of partnerships and modifies as needed* ***Evidence of Impact*** *N / A*	***Evidence of Commitment*** *N / A* ***Evidence of Practice*** *Serves in a leadership role in developing partnerships with students, families and the community and advocates for changes that support student learning and well-being* ***Evidence of Impact*** *N / A*
Score = 0 / 1 / 2	**3 / 4**	**5 / 6**	**7**

DRAFT

Possible Sources of Evidence

<u>Standard 9</u>: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Professional Commitment			
• Mentor log • Vision, mission and goals posted or accessible • Professional Growth Plan • School services and needs • Professional learning log (PD, research, journal articles, etc.) • Newsletters • Parent/Community activities planned	• Professional Development Committee member or Chair - documentation of participation • Participates in professional learning community structure and meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations) • Student activity sponsor log • Parent/community contact log	• Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.) - log • Mentor training log • Reflective journal • Documented strategies for parent/community outreach • Example student, parent, colleague, and community surveys	• Documentation of leadership roles • Various meetings - notes and agendas • Documented recommendations or changes • Participate in parent conferences, parent-teacher organizations, etc. (log or documentation)
Professional Practice			
• Builds relationships with colleagues • Participates as a member of the professional learning community within the school • Assists with assessing the progress or revising the mission, vision and goals • Advocates for changes that support student learning and well-being	• Participates in school-wide activities and events (parent conferences, parent teacher org, etc.) • Serves as a mentor for colleagues • Implements and evaluates partnership strategies • Sponsors student activities • Creates school-community partnerships	• Welcomes and encourages family/community classroom participation and support. • Collaborates with families to support student learning and development. • Engages in two-way culturally appropriate communication with families and communities • Serves as the point-of-contact or school-based resource in developing partnerships	• Mentors and models strategies for outreach • Shares new information and learning with colleagues • Conducts meetings and learning sessions for parents /community • Provides opportunities for parents/community members to participate in classroom activities

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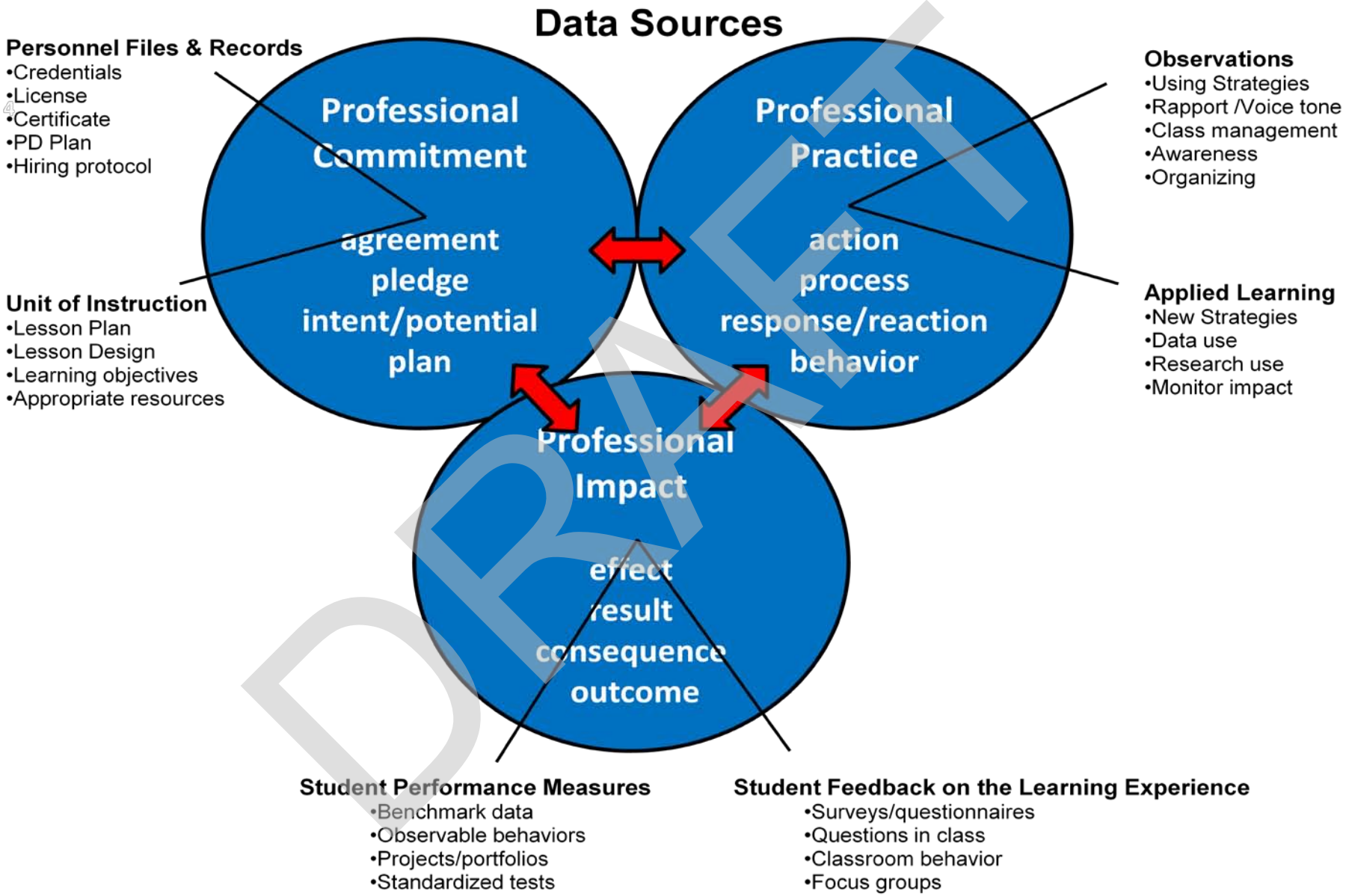
Possible Sources of Evidence

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Teacher



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Possible Sources of Evidence

<u>Standard 1</u>: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment		
• Lesson/unit plan • Learning activities plan • Student learning expectations • Student learning objectives • Lesson design	• Tiered/differentiated lessons/units • Homework assignments and guiding instructions • Flexible grouping plans • Parent/guardian outreach • Bulletin boards	• Research integration plan • Praxis scores • Agenda/meeting notes from grade level/content area team • IEP Conferences/reports
Professional Practice		
• Builds student background knowledge utilizing a variety of global perspectives • Uses and facilitates academic language acquisition • Incorporates new research-based content information into instruction • Uses instructional and engagement strategies	• Facilitates student enrichment activities • Uses tiered differentiated learning opportunities • Uses flexible grouping • Draws from multiple content sources • Encourages student responsibility and articulates clear student expectations	• Facilitates student directed learning activities • Engages students in inquiry/research experiences • Implements interdisciplinary learning experiences • Facilitates student action to address relevant real-world issues from a global perspective
Professional Impact		
• Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth reports	• Student discussions/questions • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress • Student completion data on homework/projects • Performance assessments	• Data on academic vocabulary use • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions

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Possible Sources of Evidence

Standard 2: Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

Professional Commitment

- Student assessment data
- Lesson/unit plans
- Substitute teacher plan
- Bulletin board(s)
- Posted behavioral norms/class procedures
- Student work/rubric displays
- Structured teacher interviews
- Student/parent survey
- Research documentation log
- Instructional records
- Professional growth plans
- Personnel file
- Flexible grouping plans
- Rubrics/scoring guides
- Self reflection
- Student inventories - interest, learning style, multiple intelligence, developmental
- Observation
- Tiered/differentiated lessons/units
- Communications
- Educational environment
- Agenda - collaborative meeting
- IEP conferences/reports
- Counselor reports
- Professional learning

Professional Practice

- Maintains individual student records and assessment data
- Monitors individual student growth
- Uses assessment data to make informed instructional and/or assessment decisions
- Demonstrates knowledge and understanding of individual student backgrounds'/ demographics/academic growth/learning profiles
- Designs and implements student need-based instruction
- Applies learning theories to the design of instruction
- Plans and implements culturally responsive lessons
- Connects instruction to students' background knowledge and experiences
- Facilitates student long- and short-term goal setting
- Provides differentiated learning activities
- Modifies instruction based on a determined need (i.e. student learning, research, etc.)
- Promotes student cooperative learning and collaboration
- Implements research-based instruction
- Makes "in the moment" instructional decisions/changes
- Provides focused, objective, relevant, valid, specific, and purposeful feedback to students
- Creates a safe risk-free learning environment
- Demonstrates a respectful regard for each student
- Models and/or shares with colleagues
- Assists/Coaches colleagues
- Mentors new teachers
- Reflects on practice
- Uses student/parent surveys to inform educator practice
- Communicates respectfully with students, parents, guardians, community members, colleagues, and other school staff
- Engages in community activities

Professional Impact

- Observation verification of student mastery
- Student work samples
- Student planners
- Student assessment data
- Student reflection/journals
- Student inventories
- Student /parent feedback/comments
- Student and/or parent survey results
- Structured interviews with students
- Student products/projects
- Performance assessments
- IEP Performance/growth reports
- Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)
- Academic records of individual student progress

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Possible Sources of Evidence

<u>Standard 3</u>: Curriculum Implementation

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.

Professional Commitment			
• Lesson plans/unit plans • Adjusted lesson/unit plans • Lesson design • Classroom activities	• Planned learning experiences • Curriculum maps • Goals/Expectations/Essential learning outcomes	• Teacher reflections • Professional learning presentations • Homework assignments	• Presentations to colleagues • Peer conversations, discussions, comments, reflections, etc.
Professional Practice			
• Makes informed curriculum decisions • Incorporates state and district curriculum into learning activities • Develops curriculum-aligned instructional strategies and interventions • Uses differentiated instructional strategies • Evaluates the effectiveness of instructional strategies	• Adjusts goals, instruction and time based on identified learning gaps • Modifies instructional strategies and content based on learner needs • Implements learning activities focused on the needs of diverse learners • Collects data on diverse learning needs to provide direction for future lessons	• Delivers effective instruction aligned to state and district curriculum standards • Utilizes specific learning activities to address curriculum objectives • Integrates resources that enhance instruction and support diverse learners	• Uses data to evaluate the effectiveness of instructional strategies • Models and shares with colleagues (formally and informally) • Serves on curricular review committees • Assists/Coaches colleagues
Professional Impact			
• Student/Parent feedback • Student/Parent survey perceptual data results	• Student journals/reflections • Student structured interviews	• Student- lead parent conferences • Student tracked record of individual progress	• Observation/examples of student learning needs being met

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Possible Sources of Evidence

Standard 4: Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving, and performance skills including technological resources.

Professional Commitment			
• Lesson plans/unit plans • Lesson design	• Planned resource list including technology resources • Instructional strategies list	• Planned Cooperative learning strategies (list) • Plans for projects and activities	• Student learning expectations • Flexible grouping plans • Professional reading/research documentation
Professional Practice			
• Selects and utilizes developmentally appropriate instructional resources including technology • Adapts instructional resources to promote complex thinking and technology skills attainment • Selects instructional strategies that promote critical thinking skills and are aligned to instructional goals.	• Implements learning activities focused on higher order thinking and problem-solving skills • Utilizes cooperative learning strategies that promote collaborative learning • Utilizes class debates and other methods requiring students to defend their thinking and solutions • Uses independent, collaborative and whole-class learning situations	• Uses effective questioning techniques to expand student critical thinking skills, to consider multiple solutions, and defend their own thinking. • Designs open-ended projects/activities promoting complex thinking and technology skills including multiple solutions and innovations	• Provides frequent opportunities for students to use critical thinking and problem solving • Uses advanced instructional techniques to create a high level of student achievement • Overall effectiveness is enhanced through the use of instructional resources and technology • Serves as a resource providing collegial support and modeling
Professional Impact			
• Student work/projects • Observation of student participation in collaborative learning activities • Observation/examples of student directed inquiry and problem • Performance assessments data	• Technology literacy inventories • Student assessment data • Student questions/discussions (higher level questions) • Student presentations/ research/reports • Student application/use of technology tools - demonstrations, projects, products, etc.	• Student feedback/comments • Student reflection/journals • Student structured interviews • Anecdotal data and formative evaluations • Students products/projects showing application of learning documenting the ability to in analyze, synthesize, interpret and create original products	• Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) • Demonstration/examples that students are able to explain their reasoning • Observations or examples of students ability to pose and answer own questions pursuant to learning objectives

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Possible Sources of Evidence

<u>Standard 5</u>: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

<table>
<tr><th colspan="4">Professional Commitment</th></tr>
<tr><td colspan="4">• Posted classroom procedures/routines
• Classroom norms
• Parent/community outreach</td></tr>
<tr><th colspan="4">Professional Practice</th></tr>
<tr><td>• Designs classroom routines and procedures
• Communicates classroom routines, procedures, and expectations for behavior to parents/guardians
• Uses motivation and engagement strategies in the classroom
• Organizes classroom and routines with regard to management of time, space, transitions and activities</td><td>• Maintains student engagement by managing time, space, transitions and activities
• Self-reflects on the effectiveness of motivation and engagement strategies
• Uses effective classroom management techniques preserving instructional time
• Engages in practices to learn the culture of the school and community</td><td>• Work with students and parents to build a positive, supportive classroom culture
• Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community
• Adapts strategies to address unique student behaviors
• Attends community and school events</td><td>• Gathers and implements new research-based strategies for positively managing student behavior
• Engages students in strategies to think about and provide input into building positive relationships and culture
• Models, coaches, or shares with colleagues strategies to address student behavior</td></tr>
<tr><th colspan="4">Professional Impact</th></tr>
<tr><td>• Observation/examples of Student feedback/comments
• Students respond to teacher prompts (observable)
• Student to student and student to teacher interactions are positive (observable verbal and non-verbal cues)
• Classroom discipline/incident report analysis trend data</td><td>• Parent/community outreach and engagement summary
• Completed homework/projects trend data
• Student reflections/journal data
• Students/parents survey summary data
• Students quickly respond to the teacher's cues and prompts</td><td>• Students maintain high levels of engagement
• Students understand expectations and automatically follow the procedures, routines, and norms--self directed
• Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)</td><td>• Students participate in forming the classroom environment
• Staff survey
• Attendance data
• IEP reports</td></tr>
</table>

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Possible Sources of Evidence

Standard 6: Effective Communication

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

Professional Commitment			
• Posted communications - bulletin boards, norms, routines, procedures, etc. • Parent/community outreach materials • Lesson plans/activities	• Email, newsletters, memos, websites, announcements, reports, etc. • Student assignments/Instructions	• Strategies for ELL Students • Samples of effective communication	• Grade level/content area team meeting notes and agendas • Professional development presentations and materials
Professional Practice			
• Uses correct grammar in classroom communication and materials • Promotes sensitivity to cultural, gender, intellectual, physical and emotional differences in communication • Uses technology and media communication tools to engage students • Facilitates positive and correct student communication	• Uses a variety of different strategies to enhance student literacy skills • Provides many opportunities for students to practice effective communication • Extends communication opportunities for students outside of the classroom • Provides focused, objective, relevant, specific and purposeful feedback to students	• Uses strategies to assess the impact of their communication • Communicates effectively with students, families, colleagues and others • Enhances student literacy skills with impact beyond the classroom • Facilitates student use of technology and media communication tools	• Assists other colleagues with effective, correct communication • Models and shares technology and media communication tools to enhance student learning • Serves as a resource for building student literacy skills
Professional Impact			
• Student activities • Performance assessments • Student feedback/comments • Student reflection/journals • Formative assessment data	• Student work samples, portfolios, writing, etc. show correct communication • Student expression (observation) • Student self-assessment (observation or student work)	• Student data • Student discussions • Students selection and use of technology and media (observation, demonstration, or work sample)	• Non-instructional records of individual student progress • Peer assistance data • Antidotal data of student expression • Staff survey

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Possible Sources of Evidence

Standard 7: Student Assessment and Data Analysis

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.

Professional Commitment			
• Unit instructional plan including assessment • Tiered/differentiated lesson designs • Tiered/differentiated assessments • Lessons/units amended based on data analysis (examples of both)	• Example of analysis of student learning needs • Formal/information assessments • Instructional/assessment record management system • Scoring guides/rubrics • Student progress reports	• Examples of communication/feedback to students about their work/progress • Communication logs to parents/guardians • Sample parent response sheets • Parent/guardian communication examples	• Presentation materials • Professional development attendance record/sign-in sheet • Mentor log • Grade level/content area meeting notes and agenda • Building/district professional learning community log/agenda
Professional Practice			
• Uses a variety of formal/informal methods of assessment • Utilizes individual student assessment data to plan differentiated learning activities • Maintains a comprehensive instructional/assessment system charting individual student growth and performance	• Designs, develops, and/or utilizes pre and post tests to identify prior knowledge and chart progress • Reviews student trend data • Communicates clearly to students the learning goals (rubrics/scoring guides)	• Utilizes observation data to modify instruction and monitor impact • Communicates student progress to parents/guardians using performance and behavior data • Assists students in charting their own progress and goal setting	• Adjusts instruction to maximize student learning • Shares knowledge and expertise with colleagues • Models effective assessment practices to enhance individual and class achievement • Participates in data team training or works with mentor on data analysis
Professional Impact			
• Samples of student directed goal statements • Samples of pre- and post assessments • Assessment data guides decisions about specific learning goals • Data information and assessment results	• Samples of progress reports using concrete student data • Evidence of changed practice • Instructional records of individual student progress • Samples of students charting their own progress	• Student work samples: projects, products, presentations, etc. • Running Records or Running Charts • Feedback from colleagues • Feedback from parents/guardians • Professional growth plan	• Evidence of individual student growth/performance • Parent-teacher conference participation • Behavioral referral data • RTI, IEP, or 504 plan conference participation

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Possible Sources of Evidence

<u>Standard 8</u>: Professionalism

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

Professional Commitment			
• Lesson planning • Evaluation data • Professional development request list • Mentor log/agenda/notes • List of resources • Posted procedures/policies • Professional growth plan	• New student activities • Behavior management plans and lesson plans • Attendance data, classroom rules, etc. • Coaching/Modeling log • Presentation artifacts – agenda, hand outs, video	• Building/District committee Participation - preparation and documentation (professional development, PLC, etc.) • Professional Membership and /or committee leadership (documentation) • Professional development attendance log/artifacts	• Regional or State Committee participation (documentation) • Meeting log, agenda, and notes supporting participation on data team, grade-level, vertical team or other • Reflective journal
Professional Practice			
• Demonstrates the capacity to reflect on and improve their own practice • Uses new learning to positively benefit student learning • Shares new knowledge and expertise with colleagues • Actively pursues professional development and learning opportunities	• Creates, evaluates, and procures resources for professional development • Builds expertise and experience to assume different instructional or leadership roles • Collaborates with colleagues on a wide range of tasks and committees	• Participates in school-wide decision making • Serves as an active member on the school improvement planning committee • Participates or chairs the Professional Development Committee	• Serves as a mentor, model or coach for colleagues • Maintains all required documentation • Follows school and district policies and procedures

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Possible Sources of Evidence

<u>Standard 9</u>: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues, and community members.

Professional Commitment			
• Mentor log • Vision, mission and goals posted or accessible • Professional Growth Plan • School services and needs • Professional learning log (PD, research, journal articles, etc.) • Newsletters • Parent/Community activities planned	• Professional Development Committee member or Chair - documentation of participation • Participates in professional learning community structure and meetings (meeting/ attendance log; meeting notes; documented discussions/recommendations) • Student activity sponsor log • Parent/community contact log	• Attendance at school-wide functions (concerts, plans, family reading nights, sports events, etc.) - log • Mentor training log • Reflective journal • Documented strategies for parent/community outreach • Example student, parent, colleague, and community surveys	• Documentation of leadership roles • Various meetings - notes and agendas • Documented recommendations or changes • Participate in parent conferences, parent-teacher organizations, etc. (log or documentation)
Professional Practice			
• Builds relationships with colleagues • Participates as a member of the professional learning community within the school • Assists with assessing the progress or revising the mission, vision and goals • Advocates for changes that support student learning and well-being	• Participates in school-wide activities and events (parent conferences, parent teacher org, etc.) • Serves as a mentor for colleagues • Implements and evaluates partnership strategies • Sponsors student activities • Creates school-community partnerships	• Welcomes and encourages family/community classroom participation and support. • Collaborates with families to support student learning and development. • Engages in two-way culturally appropriate communication with families and communities • Serves as the point-of-contact or school-based resource in developing partnerships	• Mentors and models strategies for outreach • Shares new information and learning with colleagues • Conducts meetings and learning sessions for parents /community • Provides opportunities for parents/community members to participate in classroom activities

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Surveys

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Sample Student Survey Questions (for teachers)

Students in the classroom feel cared for

1. My teacher makes me feel that he/she cares about me.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
2. My teacher encourages me to do my best.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
3. My teacher is helpful when I ask questions.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

Student behavior is managed to enable learning

4. Our class stays busy and does not waste time.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
5. My teacher's classroom rules and ways of doing things are fair.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
6. My classmates' misbehavior slows down the learning process.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
7. My classmates and I know what we should be doing and learning.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

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Students receive support and scaffolding

8. My teacher checks to make sure we understand what he/she is teaching us.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
9. My teacher explains another way if you don't understand something.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
10. My teacher takes time to summarize what we learn each day.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
11. My teacher helps me when I need it or don't understand something.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

Students experience a challenging work environment

12. My teacher accepts nothing less than our full effort.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
13. My teacher knows when I work hard and am doing my best.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always
14. We learn to correct our mistakes.
   - ☐ Not at all
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

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15. My teacher wants us to improve our thinking skills.
    - Not at all
    - Sometimes
    - Usually
    - Always
16. My teacher wants me to explain my thinking.
    - Not at all
    - Sometimes
    - Usually
    - Always
17. We learn a lot almost every day.
    - Not at all
    - Sometimes
    - Usually
    - Always

Students are invested in classroom learning

18. My teacher tells us what we are learning and why.
    - Not at all
    - Sometimes
    - Usually
    - Always
19. My teacher helps us set goals for our learning and keep track of our progress.
    - Not at all
    - Sometimes
    - Usually
    - Always
20. My teacher makes school work interesting.
    - Not at all
    - Sometimes
    - Usually
    - Always
21. We get choices in how to complete activities.
    - Not at all
    - Sometimes
    - Usually
    - Always
22. My teacher makes me work hard so I learn what I need to know.
    - Not at all
    - Sometimes
    - Usually
    - Always

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23. My teacher assigns homework that helps me learn.
    - Not at all
    - Sometimes
    - Usually
    - Always

Students receive descriptive feedback

24. When my teacher marks my work, he/she writes on my papers to help me understand.
    - Not at all
    - Sometimes
    - Usually
    - Always
25. The comments that I get on my work help me understand how to do my work better.
    - Not at all
    - Sometimes
    - Usually
    - Always

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Survey Question	Teacher Standards
1. My teacher makes me feel that he/she cares about me.	(2.2) (2.3) (2.5) (2.6) (3.3) (5.1) (5.3) (6.1) (6.2) (7.2) (7.3) (7.4) (7.5) (9.2) (9.3)
2. My teacher encourages me to do my best.	(1.2) (2.2) (5.1) (5.2) (5.3) (6.1) (6.3) (7.3) (7.5)
3. My teacher is helpful when I ask questions.	(1.1)(1.2) (1.3) (1.5) (2.3) (2.5) (2.6) (3.1) (3.2) (3.3)
4. Our class stays busy and does not waste time.	(5.1) (5.2)(6.1)
5. My teacher's classroom rules and ways of doing things are fair.	(5.1) (5.2) (5.3)
6. My classmates' misbehavior slows down the learning process.	(2.1) (2.3) (4.3) (5.3) (6.2) (7.6) (9.2)
7. My classmates and I know what we should be doing and learning.	(1.1) (1.2) (2.2) (2.3) (3.1) (3.3) (4.1) (5.1) (5.2) (6.1) (7.2) (7.5)
8. My teacher checks to make sure we understand what he/she is teaching us.	(1.1) (1.2) (2.1) (2.2) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (4.2) (5.1) (6.2) (7.1) (7.3)
9. My teacher explains another way if you don't understand something.	(1.1) (1.2) (2.1) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (4.2)(6.2) (7.1) (7.3)
10. My teacher takes time to summarize what we learn each day	(1.1) (1.2) (2.1) (1.3) (3.3) (5.2)
11. My teacher helps me when I need it or don't understand something.	(1.1) (2.1) (2.3) (2.4) (2.5) (3.1) (3.2) (3.3) (7.2)
12. My teacher accepts nothing less than our full effort.	(2.1) (2.5) (7.1)
13. My teacher knows when I work hard and am doing my best	(2.2) (5.3) (7.1) (7.2) (7.5)
14. We learn to correct our mistakes.	(2.1) (2.2) (2.3) (2.5) (3.2) (3.3) (4.1) (7.1) (7.2) (7.5)
15. My teacher wants us to improve our thinking skills.	(1.3) (2.1) (3.2) (4.1) (4.3) (5.1)
16. My teacher wants me to explain my thinking.	(1.1) (1.2) (1.3) (2.1) (2.5) (4.1)

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Survey Question	Teacher Standards
17. We learn a lot almost every day.	(1.1) (1.2) (1.3) (2.1) (2.3) (3.1) (3.2) (4.1) (7.1) (7.4)
18. My teacher tells us what we are learning and why.	(1.1) (1.2) (2.3) (2.5) (3.1) (3.3) (5.1)
19. My teacher helps us set goals for our learning and keep track of our progress.	(2.2) (7.3)
20. My teacher makes school work interesting.	(1.1) (1.2) (2.1) (2.5) (3.2) (4.2)
21. We get choices in how to complete activities.	(1.2) (2.1) (2.3) (2.5) (3.2) (3.3.) (4.1)
22. My teacher makes me work hard so I learn what I need to know	(1.1) (3.3) (4.1) (6.4)
23. My teacher assigns homework that helps me learn.	(1.1) (1.2) (1.3) (2.1) (3.2) (2.5) (3.1) (3.3.)
24. When my teacher marks my work, he/she writes on my papers to help me understand.	(1.1) (1.3) (2.3) (2.5) (3.3) (4.1) (7.1) (7.2) (7.5)
25. The comments that I get on my work help me understand how to do my work better.	(1.1) (1.2) (2.3) (2.5) (3.3) (4.1) (7.1) (7.2) (7.5)

Adapted from Ron Ferguson's Tripod Project 2011

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Sample Parent Survey Questions (for teacher)

1. My child's teacher has fair routines, procedures and rules.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

2. My child's teacher creates a good environment for learning.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

3. My child's teacher requires hard work.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

4. My child's teacher provides help with things my child does not understand.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

5. My child's teacher knows when my child works hard and does good work.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

6. My child's teacher engages my child in class activities.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

7. My child's teacher is fair when grading work.
   - ☐ Rarely
   - ☐ Sometimes
   - ☐ Usually
   - ☐ Always

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8. My child's teacher regularly gives feedback on work.
    - Rarely
    - Sometimes
    - Usually
    - Always

9. My child's teacher is able to meet the particular learning needs of my child.
    - Rarely
    - Sometimes
    - Usually
    - Always

10. My child's teacher has high expectations.
    - Rarely
    - Sometimes
    - Usually
    - Always

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Sample Survey Question Alignment

Survey Question	Teacher Standards
1. My child's teacher has fair routines, procedures and rules.	(5.1) (5.2) (5.3)
2. My child's teacher creates a good environment for learning.	(2.1) (2.3) (4.3) (5.3) (6.2) (7.6) (9.2)
3. My child's teacher requires hard work.	(1.1) (3.3) (4.1) (6.4)
4. My child's teacher provides help with things my child does not understand.	(2.1) (2.5)
5. My child's teacher knows when my child works hard and does good work.	(2.2) (5.3) (7.1) (7.2) (7.5)
6. My child's teacher engages my child in class activities.	(1.2) (1.3)
7. My child's teacher is fair when grading work.	(2.3) (7.1) 7.2)
8. My child's teacher regularly gives feedback on work.	(2.2) (6.1) (7.3) (7.5)
9. My child's teacher is able to meet the particular learning needs of my child.	(2.1) (2.3) (2.4) (2.5) (2.6) (3.2) (7.4) (9.2)
10. My child's teacher has high expectations.	(2.2) (5.2) (6.3) (7.3)

Key: Standard 1, Quality Indicator 1 = (1.1)

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Growth Plan

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Growth Plan

(Based on the Data Team Process Model)

☐ Professional Growth Plan for _____ _____ _____ _____ _____

Name | Date | School | Subject | Academic Year

Identify Indicator: Select Standard _____ Select Indicator _____

Standard Number and Name | Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

1. **FOCUS**	2. **GOAL**
Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.	*Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?*
3. STRATEGY	**4. RESULTS**
Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.	*What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.*

_____ _____ _____ _____ _____

Signature of Teacher | Signature of Evaluator | Baseline Score | Follow-Up Score | Growth Score

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Educator Growth Plan

(Based on the PDSA Model)

☐ Professional Growth Plan for _____ _____ _____ _____ _____

Name | Date | School | Subject | Academic Year

Identify Indicator: Select Standard _____ Select Indicator _____

Standard Number and Name | Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or BIP improvement goal)

1. PLAN: State the professional learning goal or objective. *Is driven by an opportunity for growth as identified from the growth guide and include when and how the results will be measured, e.g., "To accomplish the identified professional growth target, _____ will implement differentiated instructional strategies as measured by…"*	**2. DO: What processes or strategies will be used to accomplish the goal? How will the strategies be measured?** *Think of this as an improvement theory that identifies the expected outcomes, i.e., if the educator does x, y, and z, then the stated PL objective will be accomplished.*
3. STUDY: What do the data tell us? What do the data not tell us? *Does the data indicate that the opportunity for growth has been addressed? Has the professional growth target been met?*	**4. ACT: How will positive results be sustained?** *How might the growth that has been achieved be sustained? What impact has occurred as a result of this growth?*

_____ _____ ☐ ☐ ☐

Signature of Leader | Signature of Evaluator | Baseline Score | Follow-Up Score | Growth Score

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Improvement Plan

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Educator Improvement Plan

Initial Conference

Improvement Plan for: _____ (Name) _____ (Date) _____ (School) _____ (Subject) _____ (Academic Year)

Identify Indicator: Select Standard (Standard number and name) Select Indicator (Quality Indicator number and name)

Rationale: Describe why improvement on this performance indicator is required

1. IMPROVEMENT TARGET *State specifically the improvement required based on the performance indicator referenced above.*	**2. SPECIFIC STRATEGIES** *Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measureable qualities.*
3. BENCHMARKS AND TIMELINES *Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.*	**4. MEASURES** *Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed*

Initial Evaluation Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____ (Signature of Teacher/Leader) _____ (Date) _____ (Signature of Evaluator) _____ (Date)

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Educator Improvement Plan

Follow-up Observation & Meeting

Date: _____

NOTES ON PROGRESS *Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.*

Follow-up Meeting Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____	_____	_____	_____
Signature of Teacher/Leader	Date	Signature of Evaluator	Date

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Feedback Forms

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Performance Indicator Feedback Form

Teacher: _____ **Date:** _____

School: _____ **Subject:** _____ **Academic Year:** _____

Standard # Select Standard	
Quality Indicator # Select Indicator	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging (0,1,2)** ☐ **Developing (3,4)** ☐ **Proficient (5,6)** ☐ **Distinguished (7)**
Teacher Comments:	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging (0,1,2)** ☐ **Developing (3,4)** ☐ **Proficient (5,6)** ☐ **Distinguished (7)**
Teacher Comments:	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging (0,1,2)** ☐ **Developing (3,4)** ☐ **Proficient (5,6)** ☐ **Distinguished (7)**
Teacher Comments:	

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_____ _____

Teacher's Signature/Date **Observer's Signature/Date**

Signatures indicate the document has been reviewed and discussed.

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Performance Indicator Feedback Form

Teacher: _____ **Date:** _____

School: _____ **Subject:** _____ **Academic Year:** _____

Standard # Select Standard	
Quality Indicator # Select Indicator	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging** ☐ 0 ☐ 1 ☐ 2 ☐ **Developing** ☐ 3 ☐ 4 ☐ **Proficient** ☐ 5 ☐ 6 ☐ **Distinguished** ☐ 7
Teacher Comments:	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging** ☐ 0 ☐ 1 ☐ 2 ☐ **Developing** ☐ 3 ☐ 4 ☐ **Proficient** ☐ 5 ☐ 6 ☐ **Distinguished** ☐ 7
Teacher Comments:	
Date of Observation:	
Principal Comments:	**Overall Performance Rating** ☐ **Emerging** ☐ 0 ☐ 1 ☐ 2 ☐ **Developing** ☐ 3 ☐ 4 ☐ **Proficient** ☐ 5 ☐ 6 ☐ **Distinguished** ☐ 7
Teacher Comments:	

_____ _____

Teacher's Signature/Date **Observer's Signature/Date**

Signatures indicate the document has been reviewed and discussed.

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General Observation Feedback Form

Teacher: _____ **Date:** _____

School: _____ **Subject:** _____ **Academic Year:** _____

Indicator #1

Select Standard | Select Indicator

Indicator #2

Select Standard | Select Indicator

Indicator #3

Select Standard | Select Indicator

Comments on Indicators Observed

Teacher Practice Strategies Select those that apply	Student Engagement High Moderate Low Disengaged	Depth of Knowledge Extended Thinking Strategic Thinking Skill Concept Recall
Lecture		
Classroom Discussion		
Cooperative Learning		
Group Work		
Guided Practice		
Learning Centers		
Hands On/Active Learning		
Presentations		
Question/Answer		
Independent Student Work		
Peer Evaluation		
Advanced/Graphic Organizers		
Nonlinguistic Representations		
Project Based Learning		
Similarities/Differences		
Summarizing/Note Taking		

Comments/Observations on Teacher Practice Strategies

Classroom Structure

Evidence of Student Work
☐ Yes ☐ No

Room Organized
☐ Yes ☐ No

Curriculum/Instruction

Taught curriculum matches written curriculum ☐ Yes ☐ No
Objectives & DOK Align ☐ Yes ☐ No
Accessible Materials ☐ Yes ☐ No
Clear Learning Targets ☐ Yes ☐ No
Technology Integrated ☐ Yes ☐ No

Learning Assessments Observations

☐ Question/Answer
☐ Quiz or Test
☐ Group Response
☐ Individual Response
☐ Conferencing
☐ Observation
☐ None

Learning Environment

☐ Conducive to Learning
☐ Somewhat Conducive
☐ Not Conducive
  ☐ Disruptive Behavior
  ☐ Off Task Behavior
  ☐ Lack of Organization

Overall Comments/ Observations

Teacher's Signature/Date _____ **Observer's Signature/Date** _____

Signatures indicate the document has been reviewed and discussed.

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Summative Evaluation Form

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Teacher Evaluation Summative Report **Date:** _____

Teacher: _____ **Probationary:** ☐ **Permanent:** ☐

School: _____ **Subject:** _____ **Academic Year:** _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Teacher effectively plans for the delivery of the essential content of the discipline ☐ Subject matter learning activities are meaningful and engaging for students ☐ Students demonstrate mastery and application of content			
Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Teacher uses theories and student information to design meaningful lessons ☐ Teacher's instructional strategies use current theories of growth and development ☐ Students' level of growth and development is the foundation for new learning			
Standard 2 Comments:			
Standard 3: Curriculum Implementation	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Teacher designs lessons aligned with state (Common Core) and district standards ☐ Teacher facilitates student learning based on state and district standards ☐ Students master essential learning objectives based on state and district standards			
Standard 3 Comments:			
Standard 4: Critical Thinking	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Teacher lesson design and use of instructional resources promotes critical thinking ☐ Teacher's instructional strategies promote critical thinking and problem-solving ☐ Students demonstrate their ability to think critically and problem-solve			
Standard 4 Comments:			
Standard 5: Positive Classroom Environment	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ The rules, routines and structures create an environment conducive to learning ☐ Teacher's strategies create a positive classroom environment conducive to learning ☐ Students are self-directed, exhibit positive relationships and are engaged in learning			
Standard 5 Comments:			
Standard 6: Effective Communication	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Non-verbal communication (written/electronic) is effective, correct and appropriate ☐ Teacher demonstrates correct and appropriate communication ☐ Students exhibit correct and appropriate communication			
Standard 6 Comments:			
Standard 7: Student Assessment and Data Analysis	****Area of Concern**	***Growth Opportunity**	**Meets Expectation**
☐ Maintains accurate data on each student's progress based on multiple data points ☐ Teacher effectively collects and uses student data to inform and improve instruction ☐ Students are knowledgeable of their own progress and plan personal learning goals			
Standard 7 Comments:			

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Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains a professional growth to document the application of new knowledge and skills ☐ Teacher engages in professional learning to improve practice and increase student learning ☐ Teacher follows district policies and procedures regarding ethical practices & responsibilities ☐ Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			

Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher engages with colleagues to promote the district/school vision, mission and goals ☐ Teacher works collaboratively regarding improvements in student learning and well-being			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.
**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Growth Opportunities

Academic Year: _____

Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment
#1	**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7			**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7
#2	**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7			**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7
#3	**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7			**Emerging (0-2)** ☐ 0 ☐ 1 ☐ 2 **Developing (3-4)** ☐ 3 ☐ 4 **Proficient (5-6)** ☐ 5 ☐ 6 **Distinguished (7)** ☐ 7

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Overall Teacher Rating

Years in Position		Ineffective	Minimally Effective	Effective	Highly Effective
0-2		Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5		Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10		Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10		Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

_____ is rated as _____ for the _____ school year.

Teacher's Name ***Effectiveness Rating***

Overall Comments:

☐ **Recommend for Re-Employment**

- ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
- ☐ Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

☐ **Do Not Recommend for Re-Employment**

_____ _____ _____ _____

Teacher's Signature **Date** **Evaluator's Signature** **Date**

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New Teacher Feedback Forms

MISSOURI'S EDUCATOR EVALUATION SYSTEM

YEAR 1

Prior to the Beginning of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.1 – Content Knowledge *Description: The mentee prepares lessons to guide students to a deeper understanding of content through planned instruction that reflects an accuracy of content knowledge*
Reflection:
Standard 2.3 – Theory of Learning *Description: The mentee's planned learning activities are designed based on foundational and current learning theories and consistent with best-practice*
Reflection:
Standard 3.1 – Implementing the Curriculum *Description: The mentee designs learning experiences appropriate for district curriculum and assessments*
Reflection:
Standard 4.2 – Instructional Resources *Description: The mente's lesson design includes the use of instructional resources and the appropriate use of technology*
Reflection:
Standard 6.1 – Verbal and Non-Verbal Communication *Description: The mentee demonstrates effective verbal communication skills as well as non-verbal communication (written, posted, electronic, etc.)*
Reflection:
Standard 8.3 – Professional Responsibilities *Description: The mentee understands school procedures and policies and adheres to all current school procedures and district policies as stated in the district's / school's code of conduct*
Reflection:
Standard 9.1 – Induction and Collegial Activities *Description: The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state's mentor standards*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

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YEAR 1

First Month of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.2 Engaging in Content *Description: The mentee Identifies and uses engagement strategies to keep students interested and engaged in the content*
Reflection:
Standard 2.1 Student Development (see also 2.6) *Description: The mentee assesses student personalities and abilities in order to design and make instructional decisions based on developmental factors*
Reflection:
Standard 5.1 Classroom Management *Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities*
Reflection:
Standard 6.2 Sensitivity to Student Differences (see also 2.6) *Description: The mentee exhibits understanding, sensitivity and empathy toward student needs and differences*
Reflection:
Standard 7.1 Use of Assessments *Description: The mentee demonstrates the use of formal and informal student assessments to address specific learning goals and modifications*
Reflection:
Standard 9.1 – Induction and Collegial Activities *Description: The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state's mentor standards*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

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YEAR 1

2nd – 3rd Months of the School Year (Quarter 1) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 2.2 Student Goals *Description: The mentee establishes classroom routines and procedures that highlight student responsibility based on clear expectations*
Reflection:
Standard 4.1 Critical Thinking Strategies *Description: The mentee demonstrates the use of various types of instructional strategies and appropriate resources resulting in student engagement in active learning to develop critical thinking and problem solving skills*
Reflection:
Standard 4.3 Cooperative, Small Group and Independent Learning *Description: The mentee effectively manages students and learning activities in both individual and collaborative situations*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities*
Reflection:
Standard 7.3 Student-Led Assessments *Description: The mentee orientates students to various formats of assessment connecting each to particular types of knowledge/skills*
Reflection:
Standard 7.5 Communicates Student Progress *Description: The mentee maintains confidential records of student work and performance that are in order, organized and current*
Reflection:

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Mentee's Signature	**Date**	**Mentor's Signature**	**Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 1

4th – 5th Month of School (Quarter 2) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.5 Diverse Social and Cultural Perspectives *Description: The mentee identifies areas of potential bias in their lesson design and demonstrates the importance and appreciation of a variety of perspectives*
Reflection:
Standard 2.4 Differentiated Lesson Design (see also 3.3) *Description: The mentee can articulate important characteristics and needs of their students as they apply to learning and designs lessons and activities based on these needs*
Reflection:
Standard 3.2 Lessons for Diverse Learners *Description: The mentee uses learning activities that recognize individual needs of diverse learners and variations in learning styles and performance*
Reflection:
Standard 6.1 Verbal and Non-Verbal Communication *Description: The mentee demonstrates effective and correct verbal and non-verbal communication*
Reflection:
Standard 7.2 Assessment Data to Improve Learning *Description: The mentee collects data information and assessment results for instructional planning and decision-making*
Reflection:
Standard 7.5 Communicates Student Progress *Description: The mentee maintains confidential records of student work and performance that are in order, organized and current*
Reflection:

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_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 1

6th Month of School (Mid-Year) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 2.5 Use of Student's Prior Experience *Description: The mentee plans and uses various assessment strategies to determine individual experiences, intelligences, strengths and needs*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee adjusts routines as needed to support effective management of time, space, transitions and activities*
Reflection:
Standard 7.4 Effects of Instruction *Description: The mentee uses collects information through observation of classroom interactions, higher order questioning, and analysis of student work and uses information to adjust class instruction to impact learning*
Reflection:
Standard 7.6 Collaborative Data Analysis *Description: The mentee maintains data analysis information and participates in data team training or works with a mentor and/or colleagues on data analysis*
Reflection:
Standard 8.1 Self-Assessment and Improvement *Description: The mentee engages in self-assessment, reflection and problem-solving to enhance the impact on student learning*
Reflection:
Standard 9.2 Collaborating to Meet Student Needs *Description: The mentee works collaboratively with colleagues to build relationships to more fully understand services and support needs in the school*
Reflection:

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_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 1

7th – 8th Month of School (Quarter 3) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.2 Engaging in Content *Description: The mentee monitors and adjusts instructional strategies to maintain student engagement and interest*
Reflection:
Standard 2.2 Student Goals *Description: The mentee uses classroom routines and procedures to promote student responsibility in setting clear personal goals and monitoring progress*
Reflection:
Standard 4.3 Cooperative, Small Group and Independent Learning *Description: The mentee effectively manages students and learning activities in both individual and collaborative situations*
Reflection:
Standard 7.2 Assessment Data to Improve Learning *Description: The mentee collects data information and assessment results for instructional planning and decision-making*
Reflection:
Standard 7.5 Communicating Student Progress *Description: The mentee maintains confidential records of student work and performance and uses them when communicating student status and progress*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

DRAFT

YEAR 1

9th – 10th Month of School (Quarter 4) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 2.5 Use of Student's Prior Experience *Description: The mentee plans and uses various assessment strategies to determine individual experiences, intelligences, strengths and needs*
Reflection:
Standard 7.4 Effects of Instruction *Description: The mentee collects information through observation of classroom interactions, higher order questioning, and analysis of student work and reflects on impact of class instruction on learning*
Reflection:
Standard 7.6 Collaborative Data Analysis *Description: The mentee maintains and uses data analysis information, participates in data team training and works with a mentor and/or colleagues on data analysis to benefit student learning*
Reflection:
Standard 8.1 Self-Assessment and Improvement *Description: The mentee engages in self-assessment and problem-solving to reflect on their overall impact on student learning and documents appropriately in a professional development plan or growth plan*
Reflection:
Standard 9.1 Induction & Collegial Activities *Description: The mentee meets regularly with a mentor to reflect on strengths and growth opportunities for next year and documents appropriately in mentor logs and/or professional development plans*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

DRAFT

YEAR 1

End of School **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 8.1 Self-Assessment and Improvement *Description: The mente's professional development plan documents self-assessment and reflection strategies used throughout the year and engages in self-assessment and problem-solving to begin planning for next year*
Reflection:
Standard 8.2 Professional Learning *Description: The mentee uses mentor as a source of information and becomes aware of available professional learning resources; professional growth plan has been maintained and documents focus and priority areas drawing on the first year and planning for the second year*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

DRAFT

YEAR 2

Prior to the Beginning of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.1 – Content Knowledge *Description: The mentee prepares lessons to guide students to a deeper understanding of content through planned instruction that reflects an accuracy of content knowledge*
Reflection:
Standard 1.3 Disciplinary Research and Inquiry Methodologies *Description: The mentee demonstrates an understanding of research and inquiry methodologies*
Reflection:
Standard 3.1 – Implementing the Curriculum *Description: The mentee designs coherent learning objectives and experiences appropriate for district curriculum and assessments*
Reflection:
Standard 4.2 – Instructional Resources *Description: The mente's lesson design includes the use of instructional resources and the appropriate use of technology*
Reflection:
Standard 9.1 – Induction and Collegial Activities *Description: The mentee meets regularly with the mentor to plan for the second year*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

DRAFT

YEAR 2

First Month of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.2 Engaging in Content *Description: The mentee Identifies and uses engagement strategies to keep students interested and engaged in the content*
Reflection:
Standard 1.4 Interdisciplinary Instruction *Description: The mentee makes connections between various content areas which are logical and add to overall learning resulting in students understand the meaning of inter-disciplinary content connections*
Reflection:
Standard 2.6 Language, Culture, Family, Community Values *Description: The mentee collects and reviews demographic and biographical data of students and modifies instructions and learning activities based on particular student characteristics*
Reflection:
Standard 5.1 Classroom Management *Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities*
Reflection:
Standard 6.4 Technology and Media Communication Tools *Description: The mentee plans for and uses technology and media communication tools to enhance the learning process resulting in students using technology effectively during instructional activities*
Reflection:
Standard 7.1 Use of Assessments *Description: The mentee demonstrates the use of formal and informal student assessments to address specific learning goals and modifications*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

DRAFT

YEAR 2

2nd – 3rd Months of the School Year (Quarter 1) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 2.2 Student Goals *Description: The mentee establishes classroom routines and procedures that highlight student responsibility based on clear expectations*
Reflection:
Standard 4.1 Critical Thinking Strategies *Description: The mentee demonstrates the use of various types of instructional strategies and appropriate resources resulting in student engagement in active learning to develop critical thinking and problem solving skills*
Reflection:
Standard 4.3 Cooperative, Small Group and Independent Learning *Description: The mentee effectively manages students and learning activities in both individual and collaborative situations*
Reflection:
Standard 5.2 Time, Space, Transitions, and Activities *Description: The mentee designs routines that support effective management of time, space, transitions and activities*
Reflection:
Standard 7.3 Student-Led Assessments *Description: The mentee orientates students to various formats of assessment connecting each to particular types of knowledge/skills*
Reflection:
Standard 7.5 Communicates Student Progress *Description: The mentee maintains confidential records of student work and performance that are in order, organized and current*
Reflection:

DRAFT

Mentee's Signature	**Date**	**Mentor's Signature**	**Date**

Signatures indicate that the mentee and mentor have discussed these areas.

YEAR 2

4th – 5th Month of School (Quarter 2) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 3.2 Lessons for Diverse Learners *Description: The mentee uses learning activities that recognize individual needs of diverse learners and variations in learning styles and performance*
Reflection:
Standard 3.3 Instructional Goals and DI Strategies *Description: The mentee assesses lesson plans relative to long and short-term goals to accomplish curriculum standards and delivers instruction demonstrating differentiation strategies*
Reflection:
Standard 5.3 Instructional Goals and DI Strategies *Description: The mentee engages in practices to learn the culture of the school and community to create a classroom learning environment structured to build positive student relationships and culture*
Reflection:
Standard 7.2 Assessment Data to Improve Learning *Description: The mentee collects data information and assessment results for instructional planning and decision-making*
Reflection:
Standard 7.5 Communicates Student Progress *Description: The mentee maintains confidential records of student work and performance that are in order, organized and current*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

DRAFT

YEAR 2

6th Month of School (Mid-Year) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 2.5 Use of Student's Prior Experience *Description: The mentee plans and uses various assessment strategies to determine individual experiences, intelligences, strengths and needs*
Reflection:
Standard 7.4 Effects of Instruction *Description: The mentee collects information through observation of classroom interactions, higher order questioning, and analysis of student work and uses information to adjust class instruction to impact learning*
Reflection:
Standard 7.6 Collaborative Data Analysis *Description: The mentee maintains data analysis information and participates in data team training or works with a mentor and/or colleagues on data analysis*
Reflection:
Standard 8.1 Self-Assessment and Improvement *Description: The mentee engages in self-assessment, reflection and problem-solving to enhance the impact on student learning*
Reflection:
Standard 9.3 Cooperative Partnerships Supporting Learning *Description: The mentee engages in opportunities to develop relationships with students, families and the community and works to understand concerns and needs regarding student learning and well-being*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

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YEAR 2

7th – 8th Month of School (Quarter 3) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 1.2 Engaging in Content *Description: The mentee monitors and adjusts instructional strategies to maintain student engagement and interest*
Reflection:
Standard 6.3 Speaking, Writing and Other Media *Description: The mentee plans and uses classroom activities which include, where appropriate, learner expression in speaking, writing, listening and the use of other media adhering to district policy*
Reflection:
Standard 7.2 Assessment Data to Improve Learning *Description: The mentee collects data information and assessment results for instructional planning and decision-making*
Reflection:
Standard 7.5 Communicating Student Progress *Description: The mentee maintains confidential records of student work and performance and uses them when communicating student status and progress*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

DRAFT

YEAR 2

9th – 10th Month of School (Quarter 4) **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 7.4 Effects of Instruction *Description: The mentee collects information through observation of classroom interactions, higher order questioning, and analysis of student work and reflects on impact of class instruction on learning*
Reflection:
Standard 7.6 Collaborative Data Analysis *Description: The mentee maintains and uses data analysis information, participates in data team training and works with a mentor and/or colleagues on data analysis to benefit student learning*
Reflection:
Standard 8.1 Self-Assessment and Improvement *Description: The mentee engages in self-assessment and problem-solving to reflect on their overall impact on student learning and documents appropriately in a professional development plan or growth plan*
Reflection:
Standard 9.1 Induction & Collegial Activities *Description: The mentee meets regularly with a mentor to reflect on strengths and growth opportunities for next year and documents appropriately in mentor logs and/or professional development plans*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

DRAFT

YEAR 2

End of the School Year **Academic Year** _____ – _____

Teacher: _____ **Subject/Grade Level:** _____

Standard 8.1 Self-Assessment and Improvement *Description: The mente's professional development plan documents self-assessment and reflection strategies used throughout the year and engages in self-assessment and problem-solving to begin planning for next year*
Reflection:
Standard 8.2 Professional Learning *Description: The mentee uses mentor as a source of information and becomes aware of available professional learning resources; professional growth plan has been maintained and documents focus and priority areas drawing on the first year and planning for the second year*
Reflection:

_____ _____ _____ _____

Mentee's Signature **Date** **Mentor's Signature** **Date**

Signatures indicate that the mentee and mentor have discussed these areas.

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Summative for New Teachers

MISSOURI'S EDUCATOR EVALUATION SYSTEM

1st & 2nd Year Teacher Evaluation Summative Report **Academic Year** _____ -- _____

Teacher: _____ **School:** _____

Subject/Grade Level: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher effectively plans for the delivery of the essential content of the discipline ☐ Subject matter learning activities are meaningful and engaging for students ☐ Students demonstrate mastery and application of content			
* Standard 1 Comments:			
Standard 2: Student Learning Growth and Development	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher uses theories and student information to design meaningful lessons ☐ Teacher's instructional strategies use current theories of growth and development ☐ Students' level of growth and development is the foundation for new learning			
*Standard 2 Comments:			
Standard 3: Curriculum Implementation	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher designs lessons aligned with state (Common Core) and district standards ☐ Teacher facilitates student learning based on state and district standards ☐ Students master essential learning objectives based on state and district standards			
*Standard 3 Comments:			
Standard 4: Critical Thinking	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher lesson design and use of instructional resources promotes critical thinking ☐ Teacher's instructional strategies promote critical thinking and problem-solving ☐ Students demonstrate their ability to think critically and problem-solve			
Standard 4 Comments:			
Standard 5: Positive Classroom Environment	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ The rules, routines and structures create an environment conducive to learning ☐ Teacher's strategies create a positive classroom environment conducive to learning ☐ Students are self-directed, exhibit positive relationships and are engaged in learning			
*Standard 5 Comments:			
Standard 6: Effective Communication	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Non-verbal communication (written/electronic) is effective, correct and appropriate ☐ Teacher demonstrates correct and appropriate communication ☐ Students exhibit correct and appropriate communication			
*Standard 6 Comments:			
Standard 7: Student Assessment and Data Analysis	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Maintains accurate data on each student's progress based on multiple data points ☐ Teacher effectively collects and uses student data to inform and improve instruction ☐ Students are knowledgeable of their own progress and plan personal learning goals			
*Standard 7 Comments:			

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Standard 8: Self-Assessment and Improvement	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Maintains a professional growth to document the application of new knowledge and skills ☐ Teacher engages in professional learning to improve practice and increase student learning ☐ Teacher follows district policies and procedures regarding ethical practices & responsibilities ☐ Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
*Standard 8 Comments:			

Standard 9: Professional Collaboration	***Area of Concern	**Growth Opportunity	Meets Expectation
☐ Teacher engages with colleagues to promote the district/school vision, mission and goals ☐ Teacher works collaboratively regarding improvements in student learning and well-being			
*Standard 9 Comments:			

*The comments section is used for general comments, to note exemplary practice or provide details regarding a specific area of concern
**A "Growth Opportunity" rating on a standard indicates a potential area of growth for the teacher
***An "Area of Concern" rating on a standard indicates improvement is required, is explained in the Comments section and results in an Improvement Plan

Overall Teacher Rating

Years in Position		Ineffective	Minimally Effective	Effective	Highly Effective
1		Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern And Exemplary practice noted in the Comments section
2		Multiple Areas of Concern	1 Area of Concern	No Areas of Concern	No Areas of Concern And Exemplary practice noted in the Comments section

_____ is rated as _____ for the _____ - _____ school year.
Teacher's Name *Effectiveness Rating*

Overall Comments:

☐ **Recommend for Re-Employment**
- ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
- ☐ Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

☐ **Do Not Recommend for Re-Employment**

Teacher's Signature **Date** **Evaluator's Signature** **Date**

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