



NORTH LAWNDALE
COLLEGE PREP

Evaluation & Peer Coaching Handbook SY2016-2017

Adopted June 2015

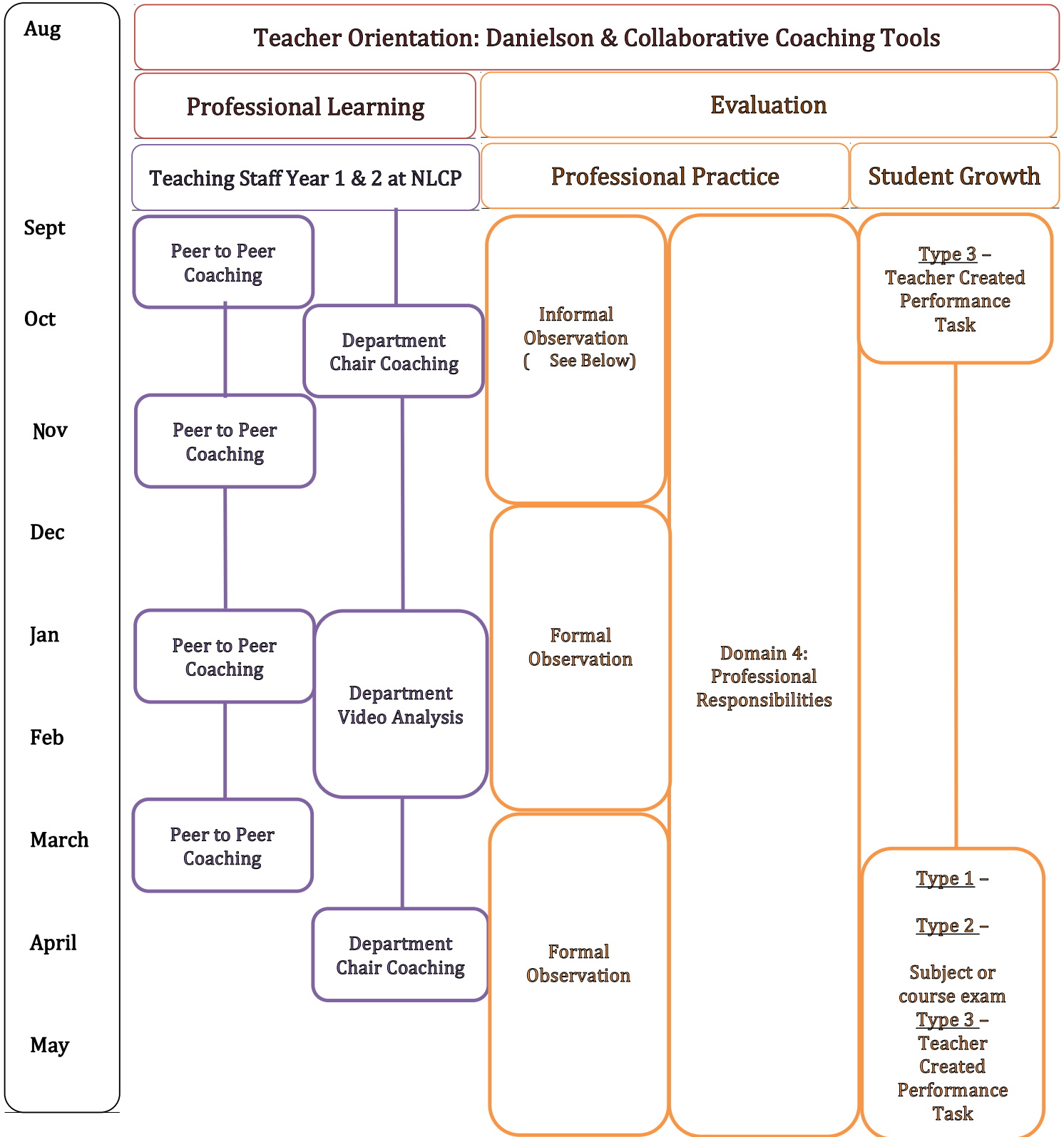
Introduction:

Within the Observation Handbook, please find Peer Coaching & Observation processes including protocols, tools, and research used to support the professional learning of the North Lawndale College Prep High School teaching staff for the 2016-2017 school year.

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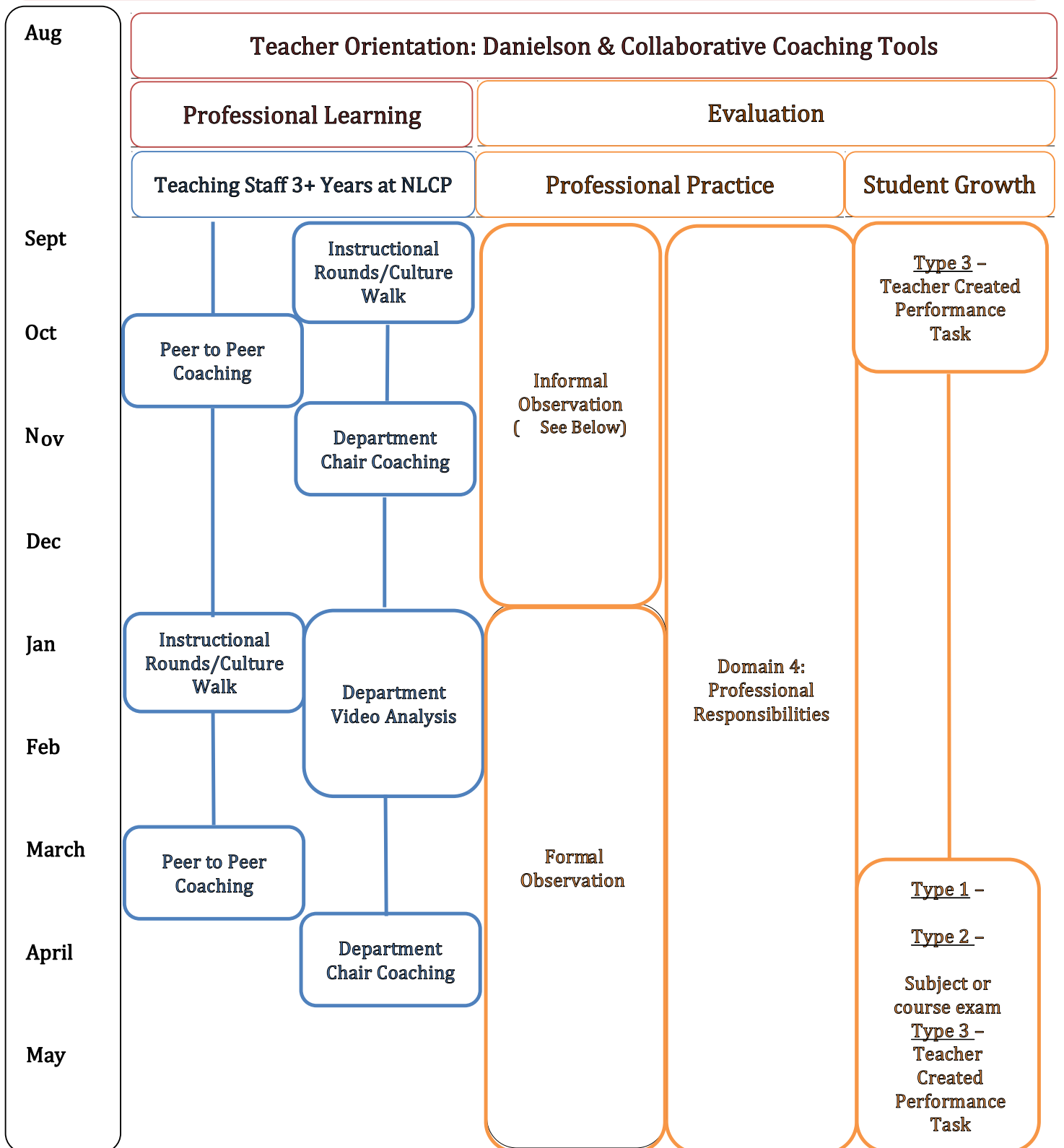
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North Lawndale College Prep High School Observation Timeline Teaching Staff Year 1 & 2 at NLCP



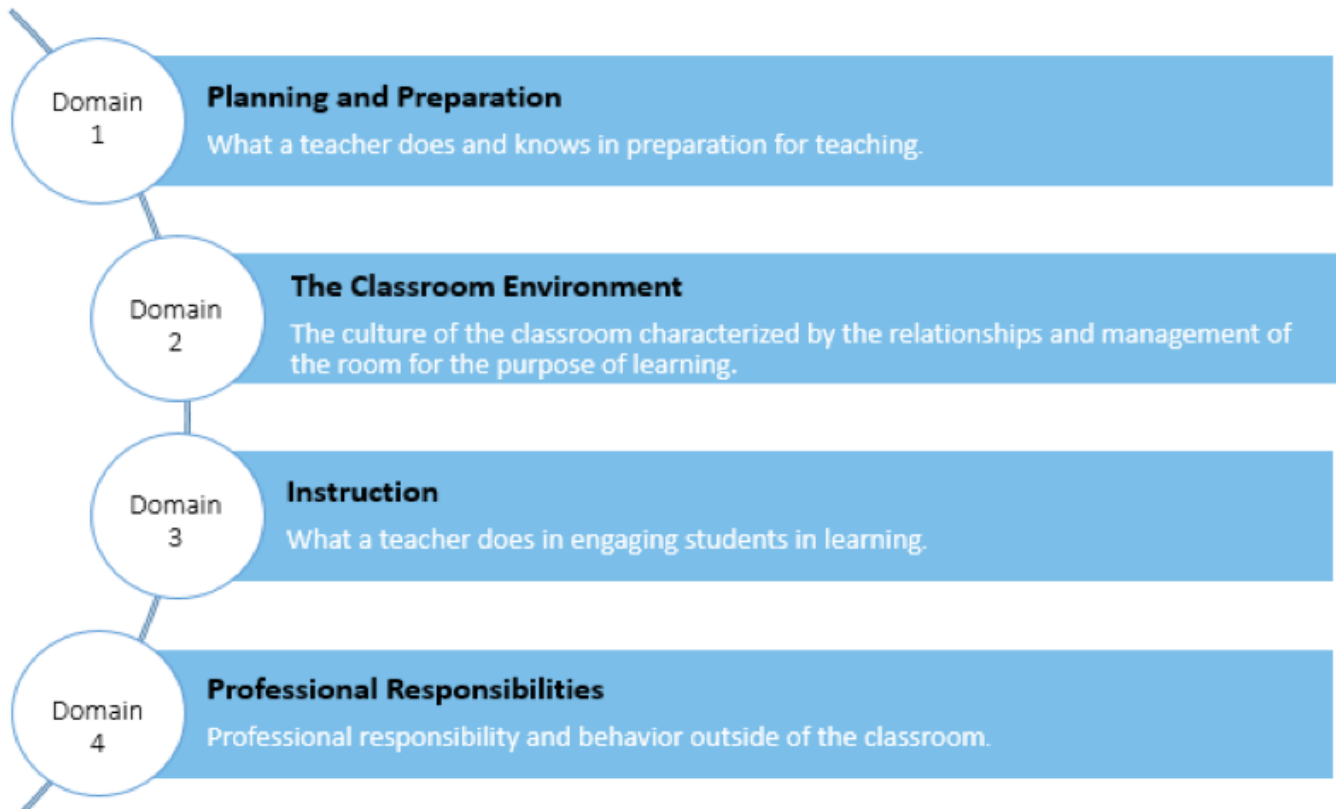
? Formal Observations can begin as early as September if Informal Observation has been completed.

North Lawndale College Prep High School Observation Timeline Teaching Staff 3+ Years at NLCP



Formal Observations can begin as early as September if Informal Observation has been completed.

Danielson Framework



Domain 1: Planning and Preparation	Domain 2: Classroom Environment
1a: Demonstrating Knowledge of Content and Pedagogy	2a: Creating an Environment of Respect and Rapport
1b: Demonstrating Knowledge of Students	2b: Establishing a Culture for Learning
1c: Selecting Learning Objectives	2c: Managing Classroom Procedures
1d: Designing Coherent Instruction	2d: Managing Student Behavior
1e: Designing Student Assessment	
Domain 4: Professional Responsibilities	Domain 3: Instruction
4a: Reflecting on Teaching and Learning	3a: Communicating with Students
4b: Maintaining Accurate Records	3b: Using Questioning and Discussion Techniques
4c: Communicating with Families	3c: Engaging Students in Learning
4d: Growing and Developing Professionally	3d: Using Assessment in Instruction
4e: Demonstrating Professionalism	3e: Demonstrating Flexibility and Responsiveness

Peer Coaching & Professional Learning

Teaching Staff Year 1 & 2 at NLCP

Teaching Staff 3+ Years at NLCP

Peer Coaching/Observation of teaching enables professional educators to:

- Engage in discussion about best teaching practices
- Provide mutual support to enhance teaching and enrich student learning
- Reflect and gain insight on their instructional practices
- Describe teaching practice using the Danielson Framework for Teaching giving all educators a common language to talk about teaching for ALL students

Peer observation is an informal way in which teachers can “buddy up” to observe one another teach and discuss what happened during a single teaching encounter. Peer observation occurs when a teacher, with some prior training, invites another teacher or leader to observe their classroom. There is always a reflective conversation afterwards to share feedback and exchange ideas about educational strategies, Danielson focus, group dynamics, and student engagement.

This handbook describes the steps a peer observer should follow, based on experience and review of the literature, to effectively observe a peer teacher and provide meaningful feedback.

Purpose: Non-evaluative professional development strategy where educators work together to discuss and share teaching practices, observe each other’s classrooms, provide mutual support, and, in the end, enhance teaching to enrich student learning.

Participants: can include all teachers or selected leaders.

Protocols: address as a Department how the school-wide peer to peer observations are conducted, the amount of time spent in the room observing, whether observers talked with students, where observers located themselves, and other related items.

Danielson Instructional Focus – Target the Danielson domain(s) for collecting observational evidence of teaching and learning, such as Domain 3c student engagement or Domain 2c managing classroom procedures.

Department TIA – Target the Department TIA related to the content such as Making Connection in Math. Departments design observation tools which outline the focus of the observation based on the areas targeted by the TIA. The outline should include instructional strategies useful to the particular TIA.

I AM A NEW TEACHER - HOW DO I PICK WHO I OBSERVE? New teachers will identify areas of focus for growth and improvement with their Department Chair aligned with one of the four Danielson domains.

Identified areas may include:

Cultural Competency

Classroom Management

Accommodations

Setting Expectations & Follow Through

Differentiation

Classroom Procedures

Use of IEPs

Operational Responsibilities including:

Power School/Grade Book

Google Drive

Email Protocols/Guidelines for communication

Entering and Maintenance of CPDU credits

Peer Coaching & Professional Learning

Peer to Peer
Coaching

Peer to Peer
Coaching

Step 1: Clarify expectations in Professional Learning

When a teacher invites you to conduct a peer observation of his classroom, begin by identifying the Danielson Domain for the observation. Explain that any written notes or documentation will not be shared with supervisory staff unless the teacher chooses. **Be sure to stress that the observation results and discussion will be confidential and provided only to the teacher being observed and Department Chair.**

The purpose of Peer-to-Peer Coaching is to:

- develop trust and rapport
- develop an identity as a mediator of thinking
- utilize conversation structures for planning, reflecting and problem resolving
- develop teachers' autonomy and sense of community
- develop higher levels of efficacy, consciousness, craftsmanship, flexibility and interdependence
- utilize the coaching tools of pausing, paraphrasing, and posing questions
- use data to mediate thinking

Step 2: Establish the Observation

Prior to the observation, you should review the observation timeline (refer to page 2) and norms with your department chair. This will have been previously modeled in August PD and in the first coaching session with the Department Chair.

September 2016 Observation: Peer to Peer Coaching will be assigned by Department Chair

First Peer-to-Peer Visit: Veteran teacher who teaches the same course

Second Peer-to-Peer Visit: Teacher outside your subject area (from I-Team)

Third Peer-to-Peer Visit: DAIS Teacher

Fourth Peer-to-Peer Visit: Teacher at the other campus or another school

I AM A NEW TEACHER - HOW DO I PICK WHO I OBSERVE? Based on Department Coaching recommendation.

When selecting a teacher to observe, consider what you hope to gain from the experience. You may want to observe an individual who teaches the same subject or grade level, or you may want to observe someone who has mastered the art of classroom management. In any case, you should consider what you hope to gain from the experience.

Note the start time, date and classroom for the teaching session via email or in person, as well as where you can meet the faculty member before the observation. This information is reported to administration as evidence of meeting professional expectations.

Ask the teacher about the level of learners in the class. You may also want to ask about assigned readings.

Make sure to arrange time after the session to debrief within 3-5 days.

Step 3: Plan the feedback meeting

Prior to the observation, schedule a time when you will meet to share reflections and feedback. In addition, please provide written documentation of your observations, ideas, and suggestions in your Personal Records section in the back of this handbook.

Step 4: Focus on the Danielson Domain

Ask the teacher what Danielson domain(s) they are focusing on for the year. What do they expect the students to know by the end of the class? Are there specific learning scenarios that he/she struggled with as a teacher? Have the Danielson domains in front of you when you meet before and after the observation.

Step 5: Conduct the Observation

Using the Peer Observation Tool provided by the committee.

Here are some suggested guiding questions:

- What have you learned about your teaching as a result of the observation?
- How do you use previous assessment results to inform planning and design of lessons?
- What CCSS/ CRS/ Next Generation Science Standards/ Math Essentials/ etc. are you setting up for your students to master?
- What are 1-2 specific instructional changes that you plan to implement in your class?

Step 6: Meet soon after the observation

Immediately following the observation, ask the teacher to write down his/ her own reflection about the class.

- If you were asked to teach this class again, describe one thing you would do exactly the same and one thing you might change.
- Describe at which point in the class the students were most engaged. Least engaged?

Step 7: Debrief

Provide feedback that is useful for reflection and growth as a teacher. Review the peer observation tool together after the observation.

- Begin on a positive note
- Share reflections rather than giving advice
- Provide time for the teacher observed to suggest the most appropriate changes and improvements to make
- Stick to only what you observed in the classroom by providing quotes from the teacher and students.
- Avoid judgments
- Avoid common negative feedback



New Teacher Program

NLCP is dedicated to the success of all members of the school community. Teaching is a complex and demanding profession. In order to support our new teachers and contribute to the enhancement of our student's learning we have developed this comprehensive induction program that engages new and returning teachers in collegial, professional growth around mentoring.

New Teacher Mission Statement

The purpose of the mentoring program is to provide a supportive professional community for teachers who are new to the school. As a result of the program, we will enhance the collegial environment in our schools and facilitate on-going professional growth for new and returning teachers that lead to more effective teaching and enhanced student learning around the Danielson Domains.

Program Goals

To integrate new teachers into the culture and climate of our schools and our school district.
To assist beginning teachers to manage the challenges that are common to all teachers.
To enhance new and returning teachers professional development through professional learning and reflection on their practice and on student learning.
To increase and improve recruitment, retention & success of beginning teachers.
To encourage leadership in the school.
To improve teaching performance and student achievement.
To meet ISBE mandates.

Mentoring Activities

The mentoring relationship is shaped by activities that a mentor and a new teacher participate in together. The activities may include:

First Weeks of PD : Two Panels - campus specific, intro support staff, DSL, Social Worker. What NLCP is like? Culture? Advice to new teachers from security, support, office staff, parents. Peer Jury/ Panel of students to give advice to new teachers (Q & A).

Activities may include: Book Club, Running/ Walk Club for Teachers to welcome all teachers back, Tour of the community, end of the year activity celebration at the Clock Tower.

Administration Support: Coaching and mentoring using the Danielson Framework will be provided by Administration. The Assistant Principal will be leading the New Teaching Mentoring Program with regular check-ins. Student and Teacher Handbooks will be introduced. Balance between support and time.

Activities with Administration and Department Chair may include:

- Meeting frequently during the school year to plan lesson content and instructional support
- Provide opportunities for the new teacher to observe another teacher teaching
- Co-teaching
- Assistance to new teachers, ranging from help with policies and procedures, to guidance on classroom management, to feedback on instructional strategies and other aspects of professional practice
- Analyzing and assessing the mentee's practice by looking at student data and determining what is working or not working.

Support Structures: New teachers will be paired with a returning teacher for Advisory while supported by Administration and DSL.

Discipline Support: All teachers will be supported by the Dean of Students and the Dean of Restorative Justice.

New Teacher Role and Responsibilities:

- Read and respond to email requests, surveys, etc.
- Express and communicate any needs and supports to Department Chair and/ or Administration
- Suggestion is to keep a reflective journal
- Attend and participate in Professional Development
- Visit other classrooms as detailed in the Peer Coaching timeline (page 2)

WELCOME TO THE NLCP FAMILY!

Department Chair Coaching

Department
Chair Coaching

Department
Chair Coaching

Department chair role - coach teachers, assist with lesson plan development; organize meetings around standards (grading framework); share knowledge about school rules, protocols, systems and provide guidance about mentorship, curriculum development, instructional practice, professional responsibilities, Danielson domain 4d, use of quantitative and qualitative data for informed decision making. Chairs also are problem solvers for day to day operations. Record keeping.

Attend all department meetings and contribute to discourse.

For returning staff, the Chair will review this process and check-in

What role does the Department Chair play in coaching?

Step 1: Clarify expectations in Professional Learning

- Clarify Targeted Instructional Area (TIA)/ Instructional Priorities
- Select Domains 2 and 3 for observation
- Select date of observation with teacher
- Introduce observation tools
- Maintain confidentiality of the observation process
- Conduct Department Chair coaching opportunities in preparation for formal observations
- Establish trust between colleagues

Step 2: Establish the Observation

Prior to the observation, you should review the observation timeline (refer to page 2) and norms with your department chair. This will have been previously modeled in August PD and in the first coaching session with the Department Chair.

September Observation: Peer to Peer Coaching in consultation with the Department Chair.

Step 3: Plan the feedback meeting

Prior to the observation, the department chair will schedule a time to share reflections and feedback, using the NLCP Peer Coaching Reflection Tool (see appendix). The department chair will document the date of the coaching session and inform administration of your compliance with Danielson Domain 4.

Step 4: Focus on the Danielson Domain

Ask the teacher what Danielson domain(s) they are focusing on for the year. What do they expect the students to know by the end of the class? Are there specific learning

scenarios that he/she struggled with as a teacher? Have the Danielson Domains in front of you when you meet before and after the observation.

Step 5: Conduct the Observation

The department chair, having collaborated with the teacher:

1. uses the scripting tool to conduct the observation
2. focuses on the teacher's chosen Danielson Domain
3. focuses on the department TIA/ instructional priority

Observations are conducted for a minimum of 20 minutes to a maximum of 86 minutes.

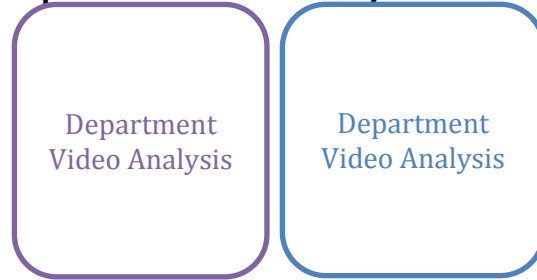
Step 6: Post observation, debrief and next steps

Post-observation coaching will occur within one week of the observation. The department chair and the teacher collaborate on the NLCP Peer coaching Reflection Tool.

The department chair uses classroom data collected during the observation and blended coaching questioning to encourage reflection to recommend next steps:

- set goals for professional growth
- provide academic resources
- suggest other peer observations
- connect with professional development opportunities

Department Video Analysis Protocols



Step 1: Establishing Purpose of Video

As a department, identify if the purpose of your video is recorded for a department Targeted Area of Instruction, or for a teacher selected area of improvement.

Step 2: Identify a Learning Experience to Video

Based upon your planning, identify a segment of a learning experience within your classroom to video tape. (You might want to practice the logistics of videotaping prior to the date identified for sound quality and video camera placement).

Step 3: Video your classroom teaching

Step 4: Department Video Analysis

Analyze the video component using the ATLAS Data Protocol. Background information/class dynamics/etc... should **not** be prior to viewing the video footage; the ATLAS Data Protocol (attached below) ensures the video analysis captures only the data within the video segment.

Step 5: Teacher Implementation of Analysis into Practice

Ultimately, the video analysis component is another professional learning component used to develop our teaching practice. Please use the feedback to inform your practice. If you need additional support in implementing the feedback, please see your respective Department Chair or another colleague for further support.

ATLAS PROTOCOL – LOOKING AT VIDEO DATA

1. **Getting Started**
 - a. Reminder of Group Norms (i) all voices heard (ii) stay on topic (iii) lean into discomfort
 - b. Data Intro – very brief statement of the data (clarifying what you are looking at, not interpreting)
2. **Describing the Data** (10 minutes)
 - a. “What do you See”
 - b. Avoid judgments, Avoid Interpretations
 - c. Specify where observation is being made (i.e. “page 2 in the 2nd table,)
 - d. If Interpretations are offered, facilitator will ask for the evidence
3. **Interpreting the Data** (10 minutes)
 - a. “What does the data suggest?”
 - b. Group Tries to make sense of the data.
 - c. Think broadly and creatively: Assume that the data, no matter how confusing, makes sense to some people: your job is to see what they see.
 - d. Ask each other questions to help better understand each other’s perspective
4. **Implications for Classroom Practice** (10 minutes)
 - a. “What are the implications of this work for teaching and assessment?”
 - b. Implications for the Classroom:
 - i. What steps could be taken next?
 - ii. What strategies might be more effective?
 - iii. What else would you like to see happen?
 - iv. What does this conversation make you think about your own practice?

5. **Reflecting on the ATLAS-Looking at Data** (10 minutes)

Our Data:

- a. What questions about teaching and assessment did looking at the data raise for you?
- b. Did questions of equity arise?
- c. How can you pursue these questions further?
- d. Are there things you would like to try in your classroom as a result of looking at this data?

6. **Debrief the Process**

- a. How well did the process work?
- b. What about the process helped you to see and learn interesting or surprising things?
- c. What could be improved?




ATLAS LOOKING AT DATA PROTOCOL

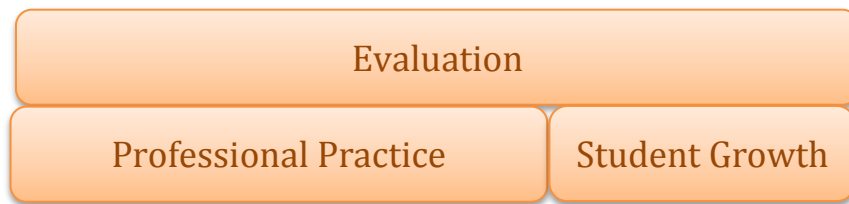
FLOWCHART

School: North Lawndale College Prep

Data Reviewed: August 28 Baseline GAINS results

Date: _____

FACTS (What do we see?)	 INTERPRETATIONS & WONDERINGS (What does the data suggest?)	 IMPLICATIONS (What does this mean for our work?)	 NEXT STEPS (So what are we going to do?)



ISBE Evaluation History

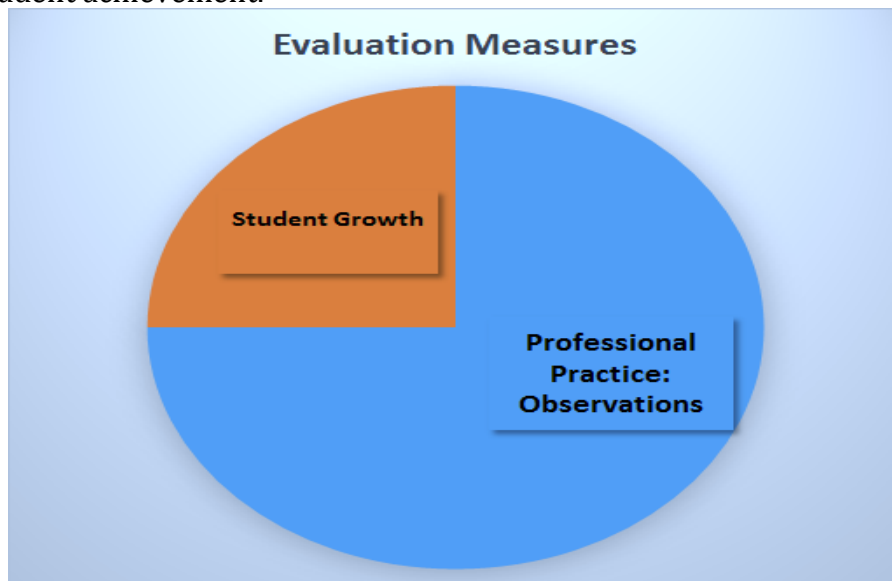
The following information was taken from REACH, ISBE and PERA (CPS, All Rights Reserved 2014)

In 2010, Illinois passed the Performance Evaluation Reform Act (PERA), a law mandating changes to evaluation statewide. New law requires inclusion of assessment of professional skills and measures of student growth.

PERA mandated that all teacher evaluations be comprised of evidence of professional practice and multiple forms of student growth data for educators. The observations, coaching and professional learning is intended to support teacher growth towards the evaluation process. The Illinois State Board of Education (ISBE) requires all evaluators to undergo training and certification before observing and rating any professional practice.

For 2016-17, NLCP Evaluations priorities include:

- Moving beyond a compliance focus to a focus on quality conversations to help improve instruction;
- Improving communication to all stakeholders;
- Focusing attention of both evaluators and educators on engaging students in learning and encouraging deep conversations regarding the tasks students are asked to complete;
- Celebrating distinguished teaching and transformative impact it can have on student achievement.



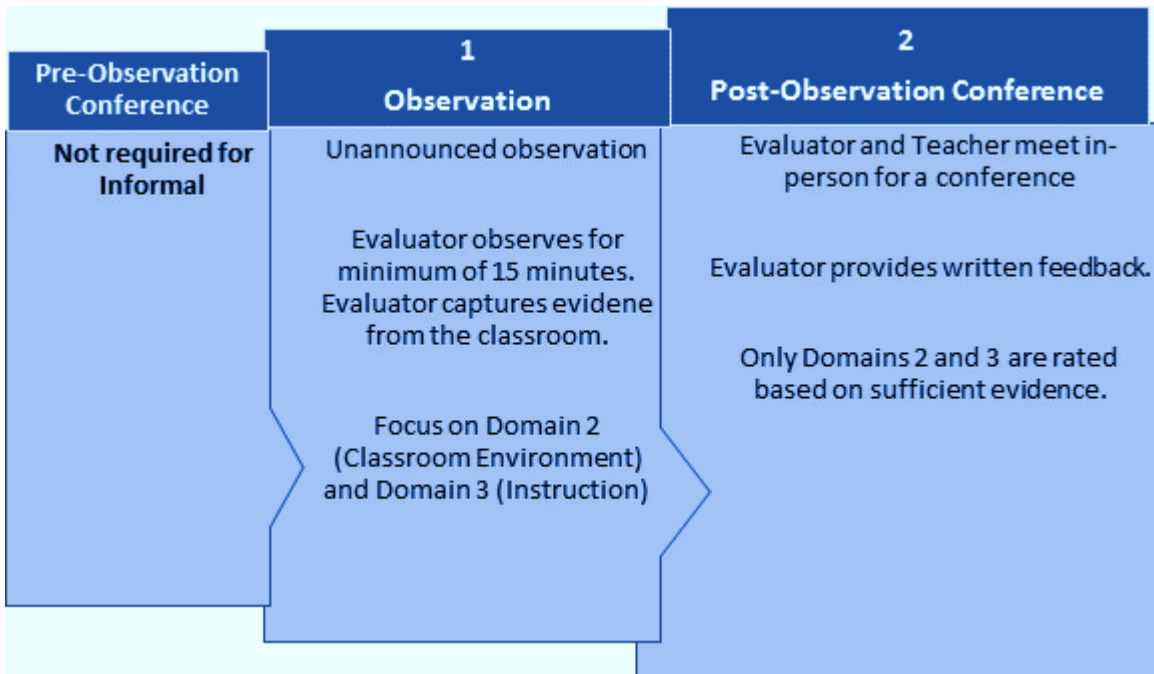
Evaluation Measures	
Professional Practice	70%
Student Growth	30%

Student Growth	
Type 1	National TBD
Type 2	State/School Level TBD
Type 3	Teacher Created Performance Task

NLCP FORMULA

Part 1: Professional Practice					
Formal Observation #1, Domains 2 & 3 Avg score:					
Formal Observation #2, Domains 2 & 3 Avg score:					
Average Formal Observation Score:		x .70	0		
Domain 1 Score:		x .15	0		
Domain 4 Score:		x .15	0		
Professional Practice Rating:			0	X .70 =	0
Part 2: Student Growth					
Type 1 Student Growth Score:					
Type 2 Student Growth Score:					
Type 3 Student Growth Score:					
Student Growth Rating:				X .30 =	0
Final Summative Score:					0
Final Summative Rating:					

INFORMAL OBSERVATION CYCLE



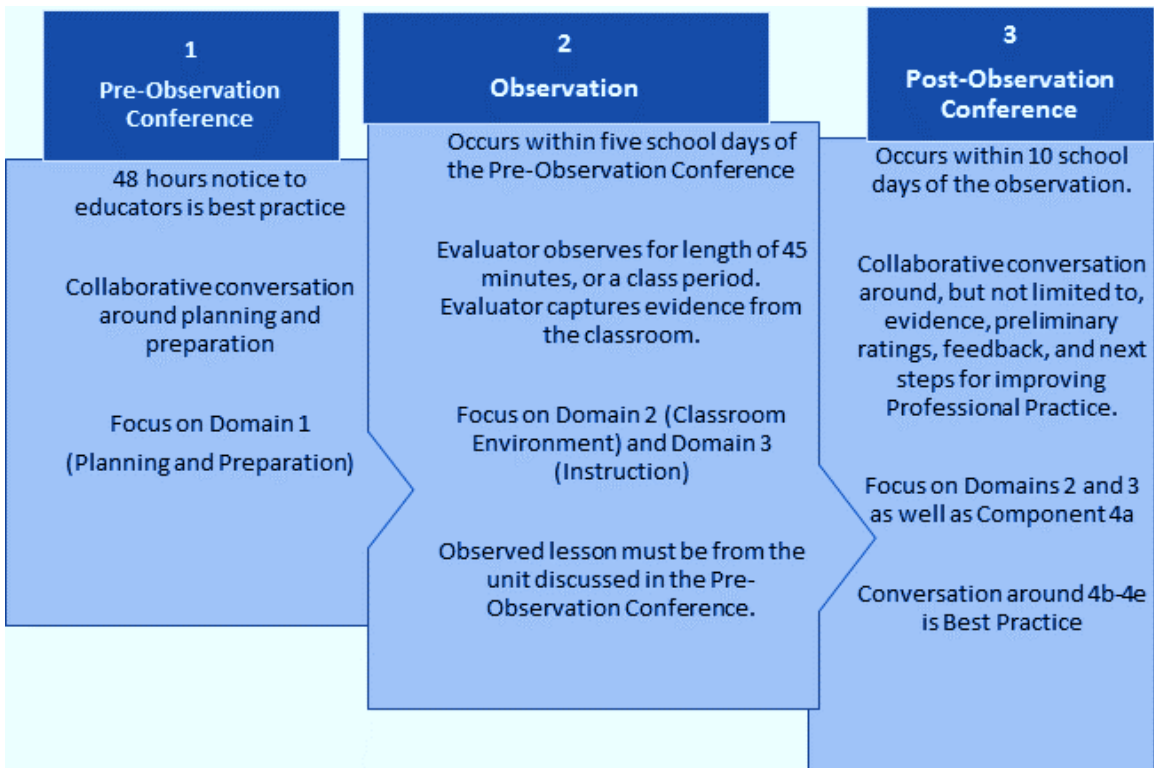
Informal observations are a minimum of 15 minutes and are unannounced. The table above describes the protocol for an Informal Observation. Administrators are encouraged to conduct non-evaluative or a “drop in” visit in order to provide more frequent feedback to educators. It’s important for evaluators to communicate whether or not an unannounced classroom visit will count as an Informal Observation.

It is important to note that additional classroom visits by school colleagues, school leadership teams and/or individuals (Instructional Rounds, peer observations, Culture Walks, etc). will still occur, but these classroom visits are non-evaluative and do not count toward a teacher’s rating.

Evaluation Plan and Cycle

	Annual
Educators	1st Year Teacher
Minimum Observations 2015-16	Two formal and one informal
Interval Between Observations	One Month
Start Date of observations	Observations begin five weeks after the first day of instruction.

FORMAL OBSERVATION CYCLE



The Formal Observation includes a Pre-Observation Conference (focused on Domain 1), a classroom observation (Domains 2 and 3) and a Post-Observation Conference (Domain 4a and reflection of the observation). Each part of the Formal Observation is summarized by the table above.

Pre-Observation Conference

The Pre-Observation Conference is a brief (15-20 minutes) meeting between the evaluator and educator held five or fewer days prior to the observation. Evaluators must provide “reasonable notification” of the Pre-Observation Conference to the educator. “Reasonable notification” should be considered 48 hours in advance of the Pre-Observation Conference excluding weekends and holidays.

Prior to the conference, educators should review the questions on the Pre-Conference form and be prepared to discuss their practice aligned to Domain 1. Educators must submit their responses prior to the beginning of the Pre-Observation Conference via email or hard copy to the Evaluator. It is expected that the evaluator will observe the teacher during the lesson/ unit that was discussed in the Pre-Observation Conference.

Classroom Observation

Within five school days of the Pre-Observation Conference, evaluators conduct a formal classroom observation for 45 minutes, the length of a lesson, or class period. The focus of the observation is to collect evidence of the educator's practice aligned to each of the components in Domain 2 and Domain 3. The evaluator has discretion on what day and time they choose to observe an educator as long as it is within five school days of the Pre-Observation Conference.

Following the observation, the evaluator aligns evidence to the components of the Framework and may determine preliminary performance ratings. In order to best support teachers' reflection and ensure a productive, evidence-based post-conference conversation, evaluators should share evidence from the observation with the teacher in advance of the Post-Observation Conference.

Audio and/or video recordings can be used during observations only in cases where the teacher consents. Recordings cannot be used for any other purpose with other individuals without consent by the educator. Recordings cannot be submitted as evidence for any part of the evaluation by the educator or evaluator.

Post-Observation Conference

Within 10 school days of the classroom observation, the evaluator and the educator meet for a Post-Observation Conference to discuss and reflect on evidence of the educator's practice. To prepare for the conference, educators must provide written evidence for Component 4a: Reflecting on Teaching and Learning by responding to the questions on the Post-Conference form and submit them via email or hard copy to the Evaluator prior to the Post-Conference.

Teachers must bring additional evidence to the conference for Domains 2 and 3 which includes student work, rubrics, and assessments generated during the observation or student work from follow-up homework. During the Post-Observation Conference, evaluators will collect evidence for Component 4a: Reflecting on Teaching and Learning, clarify evidence collected for Domains 2 and 3 (if necessary), and discuss evidence for Components 4b-4e. Evaluators and educators will conclude the Post-Observation Conference by discussing areas of strength and areas for growth/ improvement as well as next steps and resources.

Following the Post-Observation Conference, evaluators finalize ratings for all components in Domains 2 and 3 and share these ratings with the educator.

NLCP Teacher Evaluation Cycle Requirements

Type of Teacher	Teachers in the 1 st or 2 nd year of teaching at NLCP
Minimum requirements per PERA and S.B. 7	Clearly defined teaching expectations as outlined in the NLCP teacher evaluation plan and handbook that aligns with the Illinois Professional Teaching Standards (IPTTS)
	Ongoing conversations based on evidence gathered by both Teacher and Evaluator
	A minimum of THREE observations per school year; two of these must be formal observation <u>One informal and Two formals</u>
	Identification of strengths and weaknesses based on formative feedback, pre- and post-observation conferences, as well as attendance (Domain 4) and subject competency (Domain 1)
Interval Between Observations	One Month
Start date for NLCP observations	September 19, 2016 - observations start May 1, 2017 - observations end

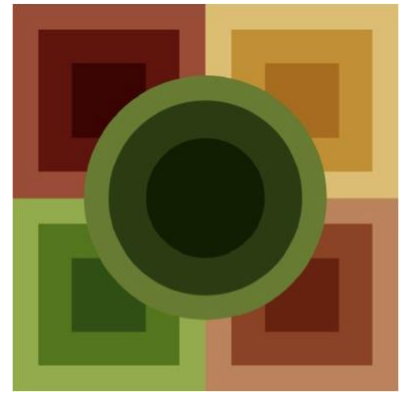
NLCP Teacher Evaluation Cycle Requirements

Type of Teacher	Teachers in the 3rd year or more of teaching at NLCP		
3rd year of more at NLCP	With a rating of Proficient or Distinguished	With a rating of Basic	With a rating of Unsatisfactory
Minimum requirements per PERA and S.B. 7	Clearly defined teaching expectations as outlined in the NLCP teacher evaluation plan and handbook that aligns with the Illinois Professional Teaching Standards (IPTS)		
	Ongoing conversations based on evidence gathered by both Teacher and Evaluator		
	<p>A minimum of TWO observations per evaluation cycle; an evaluation cycle per PERA must include an evaluation at least once every two year; one of these must be a formal observation.</p> <p><u>One informal and one formal</u></p>	<p>Per PERA, teacher with a basic or unsatisfactory rating must be observed a minimum of THREE times per evaluation cycle; two of these must be formal observations.</p> <p>Per PERA, teacher with a basic or unsatisfactory rating must be evaluated in the next school year after receiving the rating.</p>	
	Identification of strengths and weaknesses based on formative feedback, pre- and post-observation conferences, as well as attendance (Domain 4) and subject competency (Domain 1)		
Interval Between Observations	Three Months		
		<p>An Improvement Plan/ Professional Development Plan will be developed within 30 school days after a rating of basic or unsatisfactory.</p> <p>The plan is developed by the Department Chair and Administration with the teacher and takes into account the teacher’s ongoing professional responsibilities including his/ her regular assignments.</p> <p>The plan includes evidences of progress/ achievement as well as supports that the school will provide to address the areas needing improvement.</p>	
Start date for NLCP observations	<p>September 19, 2016 - observations start May 1, 2017 - observations end</p>		

Observation Tools

Page 24-52

- a. Peer Coaching Classroom Scripting Tool
- b. Peer Coaching Post-Conference Reflection Tool
- c. Instructional Rounds Tool
- d. Culture Walk Tool
- e. Math Observation Tool
- f. Literacy Observation Tool A & B
- g. Pre-Observation form - Formal Evaluation
- h. Post-Observation form - Formal Evaluation
- i. Observation Rubric





NLCP

Peer Classroom Observation Form A

Peer Coaching Purpose: Non-evaluative professional development strategy where educators work together to discuss and share teaching practices, observe each other's classrooms, provide mutual support, and, in the end, enhance teaching to enrich student learning.

Instructor _____ Teacher Observer _____ Danielson Instructional Focus _____ Department TIA _____

While I was in your classroom today, I noticed... (Observer will only write say they see and hear in the classroom)	Areas for Growth (Observer and Teacher will write on this side together during the reflective meeting)

Department TIA _____

Danielson Domain _____



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Peer Coaching Reflection Tool Post-Conference

Name _____

Observer _____

Grade Level/ Subject Area _____

Date _____

What's Working:	Areas of Growth/ Challenges:
Teacher's Next Steps:	Observers Next Steps:

Danielson Framework for Teaching

- Domain 1: Planning and Preparation**
- Demonstrating knowledge of pedagogy and content
 - Demonstrating knowledge of students
 - Selecting learning objectives
 - Designing coherent instruction
 - Designing student assessments

- Domain 2**
- Creating and environment of respect and rapport
 - Establishing a culture for learning
 - Managing classroom procedures
 - Managing student behavior

Domain 3

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating flexibility

Domain 4

- Reflecting on teaching and learning
- Maintaining accurate records
- Communicating with families
- Growing and Developing professionally
- Demonstrating Professionalism



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Instructional Rounds

Focus I: Instruction

Observer _____

Date:	Time:	Course:	Grade(s)															
<p>3a. What is the Standard or Objective? <input type="checkbox"/> CRS <input type="checkbox"/> CCSS <input type="checkbox"/> Other <input type="checkbox"/> Unable to determine</p> <p>3b, 3c. Identify Instructional Practices</p> <table border="0"><tr><td><input type="checkbox"/> Coaching</td><td><input type="checkbox"/> Modeling</td><td><input type="checkbox"/> Teacher-directed Q & A</td></tr><tr><td><input type="checkbox"/> Discussion</td><td><input type="checkbox"/> Presentation</td><td><input type="checkbox"/> Testing</td></tr><tr><td><input type="checkbox"/> Hands-on experience</td><td><input type="checkbox"/> Providing Direction/ Instructions</td><td><input type="checkbox"/> Other</td></tr><tr><td><input type="checkbox"/> Learning centers</td><td><input type="checkbox"/> Providing opportunities for practice</td><td></td></tr><tr><td><input type="checkbox"/> Lecture</td><td></td><td></td></tr></table> <p><input type="checkbox"/> Gives feedback to students <input type="checkbox"/> Notices when students need help and provides it</p> <p><input type="checkbox"/> Corrects misconceptions <input type="checkbox"/> Encourages participation</p> <p>3c. Identify grouping forms</p> <p><input type="checkbox"/> Whole group <input type="checkbox"/> Small group <input type="checkbox"/> Paired <input type="checkbox"/> Individual</p>				<input type="checkbox"/> Coaching	<input type="checkbox"/> Modeling	<input type="checkbox"/> Teacher-directed Q & A	<input type="checkbox"/> Discussion	<input type="checkbox"/> Presentation	<input type="checkbox"/> Testing	<input type="checkbox"/> Hands-on experience	<input type="checkbox"/> Providing Direction/ Instructions	<input type="checkbox"/> Other	<input type="checkbox"/> Learning centers	<input type="checkbox"/> Providing opportunities for practice		<input type="checkbox"/> Lecture		
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<input type="checkbox"/> Lecture																		

Instructional Rounds

Focus III: Classroom Environment

Observer: _____

Date:	Time:	Course:	Grade(s)
<p>2b. Focus on Classroom Environment</p> <p>___ Expectations for behavior are posted/communicated</p> <p>___ Scoring rubrics or exemplars of quality are displayed or provided to students</p> <p>___ Student Work is displayed</p> <p>___ Students have materials, texts, and/or supplies needed to complete required task</p> <p>Please indicate whether "All", "Most", "Some", or "Few" of students:</p> <p>_____ Follow expected routines or procedures</p> <p>_____ Participate in lesson/activity</p> <p>_____ Appear to understand what they need to do</p> <p>_____ Appear to be interested in lesson/activity</p> <p>_____ Build on each other's' ideas during discussion</p> <p>_____ Are respectful to each other</p> <p>_____ Are respectful to teacher</p>			



Phoenix Way Universal Team Culture Walk-Through: Scoring Form

Period: _____

Team Member: _____

Date: _____

PBIS Matrix/ Phoenix Pillars Focus: _____

Metrics: 3-100% 2-75% 1-50% 0%

Classroom #1 _____	Domain 2 Elements	Score			
	1. Students are respecting other students	3	2	1	0
2. Teacher is respectful to students	3	2	1	0	
3. Students are engaged and working hard to achieve lesson objectives	3	2	1	0	
4. Students respond to adult directions	3	2	1	0	
5. Classroom environment is clean, no food	3	2	1	0	
6. Students do not have phones visible (unless related to assignment)	3	2	1	0	
7. Students have all necessary books, supplies, materials, etc.	3	2	1	0	
8. Students are in seats when appropriate to lesson	3	2	1	0	
9. Students are in uniform	3	2	1	0	
NOTES					
Classroom #2 _____	Domain 2 Elements	Score			
	1. Students are respecting other students	3	2	1	0
2. Teacher is respectful to students	3	2	1	0	
3. Students are engaged and working hard to achieve lesson objectives	3	2	1	0	
4. Students respond to adult directions	3	2	1	0	
5. Classroom environment is clean, no food	3	2	1	0	
6. Students do not have phones visible (unless related to assignment)	3	2	1	0	
7. Students have all necessary books, supplies, materials, etc.	3	2	1	0	
8. Students are in seats when appropriate to lesson	3	2	1	0	
9. Students are in uniform	3	2	1	0	
NOTES					



Math Making Connections Peer Visit

Making Connections	Did you see or hear this?	Evidence/Data for TEACHERS (be specific - ie most, some, few or count how many students out of total you heard/saw)	Evidence/Data for STUDENTS (be specific - ie most, some, few or count how many students out of total you heard/saw)
Formal opportunities for students to recognize and articulate connections to other areas of their studies, their lives, real-world experiences are incorporated into the lesson.			
Students articulate connections to other areas of their studies, their lives, real-world experiences informally. Teacher capitalizes on them and incorporates them into the lesson.			
Teacher incorporates metacognitive activities designed to allow students to make these connections.			
Students articulate connections to other areas of their studies, their lives, real-world experiences informally and independent of the teacher. They are not incorporated into the lesson in a formal manner.			



Contextualize

The lesson explicitly places the learned concepts or skills in a context that allows students to recognize its importance and/or its connections to other material. Students have formal opportunities to explore the importance of the concepts or skills.

The lesson includes opportunities for students to make metacognitive connections regarding the context of the concepts or skills they learn.

Teacher provides both formal (planned) and informal (spontaneous, unplanned) opportunities for formative assessments regarding the learned concept or skill's context.

The learned concept or skill is placed in its context only when the question is posed by a curious student.

The learned concept or skill is taught independent of its context throughout the lesson, even when a question about context is asked by a curious student ("Why do we need to know this?").

Curiosity

The lesson formally capitalizes on students' curiosity regarding the concepts or skills they learn. Or the lesson plan includes space for students to identify, express and explore their curiosity regarding their learnings.

Teacher provides both formal (planned) and informal (spontaneous, unplanned) opportunities for formative assessments that capitalize or engender students' curiosities about the content.

Students express their curiosities about the content they learn, however, the teacher or lesson does not capitalize on student curiosity when expressed.

Students are not given opportunities to express or explore their curiosities about the lesson content.

Students do not exhibit curiosity about the content.

Parallels and Real World Applications

Lesson design provides explicit links to related mathematical concepts. Lesson provides students with opportunities to build new knowledge by connecting new concepts to familiar, parallel concepts.

Lesson design incorporates real world applications as a means to deepen student learning of particular concepts or skills.

Instruction provides time and space for students to recall, share, imagine, hypothesize, or predict real-world applications of the concepts and skills they learn.

Teacher provides both formal (planned) and informal (spontaneous, unplanned) opportunities for formative assessments that capitalize on students' real-world experiences with the content. Or students hypothesize or predict under what circumstances concepts or skills might be applied in the real world as a method of formative assessment.

Lessons present content as discrete, disconnected, concepts or skills, isolated from any other parallel or related concepts.

Lessons do not incorporate real world applications or give students opportunities to explore real-world connections.



Literacy Peer to Peer Coaching Debrief Tool 1

Name: _____

Subject you teach: _____

Date and period you would like to be observed: _____

With what literacy component do you want help with?

Student engagement _____ Student work _____ Questions _____

Summative/ Formative Assessments _____ Vocabulary _____

Student metacognition (students can explain understanding from reading and/ or writing) _____

Other _____ Stations/ Conference with students _____

Goals: Briefly state your goals for this observation and when you can meet to discuss these goals.

Debrief

Date and period you were observed: _____

Observed Teacher rank your lesson observed:

1 = Low rigor

2 = Average rigor

3 = High rigor

1. What types of reading and writing were students asked to do to complete this assignment?

2. What were the cognitive demands of the assignment?

3. How does the assignment help students meet/exceed standards?

4. How does the assignment align with the demands of the State Standards and State Assessments?

5. How does the completion of the assignment indicate high-quality student performance?

6. What supports are needed?



Literacy Peer to Peer Coaching Observation in the Classroom Tool 2

Instructions: Rate each item from 'No evidence' to 'Clear Evidence'

Please copy Standard from the board:

The degree of evidence that the teacher... No evidence -----> Clear evidence

1. Explicitly teaches and models comprehension strategies before, during, and after reading	1	2	3	4	5
2. Explicitly teaches and models content area writing strategies	1	2	3	4	5
3. Explicitly teaches and models content area vocabulary strategies	1	2	3	4	5
4. Provides differentiated texts to support student learning at varying reading levels	1	2	3	4	5
5. Provides scaffolding or specific strategies for students to use to access more challenging texts, including, but not limited to, the textbook	1	2	3	4	5
6. Makes connections between the content at hand and the life experiences of students	1	2	3	4	5
7. Provides students with meaningful, frequent, and accurate feedback on their work	1	2	3	4	5
8. Provides a variety of assignments that include teacher-directed and student-centered hands-on projects and demonstrations.	1	2	3	4	5

The degree of evidence that the students... No evidence -----> Clear evidence

1. Are highly engaged with reading and writing and talking to one another and the teacher about content	1	2	3	4	5
2. Use literacy support strategies and the language associated with them (e.g., "I am marking the text to show where I am making connections and where I am confused")	1	2	3	4	5
3. Ask questions	1	2	3	4	5
4. Produce high-quality work	1	2	3	4	5

The degree of evidence that the classroom environment... No evidence -----> Clear evidence

1. Actively supports student success in literacy (e.g., a word wall that is current and referenced during the lesson; displays of student work; steps of writing process posted and referenced; sets of books to support content area reading)	1	2	3	4	5
2. Contains consistent, high-quality student-teacher and student-student interactions about content	1	2	3	4	5
3. Supports a learning community where it is safe to read, write, and talk and where good questions are encouraged	1	2	3	4	5



Literacy Content Area Writing Tool 3

Classroom Observation

Directions: When you observe in classrooms, notice what types of writing students are working on. The lists below are not an exhaustive list, but it represents typical writing assignments in each of four content areas. Note if students are engaged with the writing they are doing. Think about and comment on how effectively the writing assignment is being used to enhance content learning. You can use this tool to generate discussions by departments about the types and amount of writing typically assigned in each content area as well as the modeling and instructional practices teachers use to support students to do quality written work.

Writing in Science		
Lab reports ____	Write it/ Do it ____	Note-taking systems ____
Scientific posters or PowerPoint presentations ____		
Focused timed writings ____		
Descriptive essay ____	Process essay ____	Cause/ Effect essay ____
Other (Explain) _____		
Writing in Social Studies		
Argumentative essay ____	Inquiry Paper ____	Note-taking systems ____
Compare/contrast essay ____	Summaries ____	
Other (Explain) _____		
Writing in English		
Narrative writing ____	Expository writing ____	Persuasive writing ____
Poetry and lyrics ____	Journals ____	Critical response essays ____
Technical writing (Speeches, articles, reports, proposals) ____		
Biographies ____	Summaries ____	
Other (Explain) _____		
Writing in Math		
Explanation ____	Admit and exit slips ____	
Math journal entries/ learning logs ____	Proofs ____	
Portfolios ____	Note-taking systems ____	
Other (Explain) _____		

PROTOCOL FOR THE PRE-OBSERVATION CONFERENCE

It is at the teacher's discretion to complete this form and submit it to the administrator prior to the conference. However, the teacher must be prepared to discuss these questions at the conference.

Name of Teacher:		Room Number:	
Grade Level/Subject(s):			
Name of Observer:			
Date of Pre-Observation Conference:			
Instructional Outcomes (1c):			

The following questions should be used to guide discussion during the pre-observation conference. Responses to the questions below will help the observer understand your classroom in addition to providing evidence that will be used to determine component ratings for Domain 1. Use the component(s) listed for each question to align your responses to the CPS Framework for Teaching.

NOTE: Consider bringing a sample lesson, in addition to your unit plan, to the pre-observation conference.

1. Which content standards will you address in the unit you're teaching? In other words, what will students know and be able to do by the end of the unit? (1a, 1b, 1c)
2. In what ways will you incorporate other disciplines into the unit (if at all)? How will disciplinary literacy skills be addressed, if appropriate? (1a, 1b, 1c)
3. Describe how you planned instruction to address the content standards. How did you design the unit to engage the students in learning the standards? (1d, 1a)
4. Briefly describe the varied learning needs of students in this class, including those with disabilities and English Language Learners, and how you plan and prepare to meet their needs. How did you plan instruction so it will address the learning needs of all students in the class? Provide two specific examples of what specific students with disabilities or English Language Learners will do and how they will do it. (1b, 1d, 1c)
5. How will you assess whether students have learned the content standards addressed in this unit of instruction? (1e)
6. Choose a particular lesson from within the unit. What objectives will be addressed in the lesson? How do these objectives align with the outcomes of the unit as a whole? How will all students be engaged in the learning, including students with disabilities and English Language Learners? How will you assess whether or not students met the objectives for the lesson? (1a, 1b, 1c, 1d, 1e)
7. Is there any additional information you would like to provide that will help the observer understand your classroom or instruction? Is there anything else you would like to discuss before the observation?

During the classroom observation, the observer will gather evidence for all components in domains 2 and 3. However, there might be specific components where additional feedback is requested (e.g. components related to your professional learning goals). Which specific components within Domains 2 and 3 would you like the observer to pay special attention to during the observation?

Component Focus	Domain 2: The Classroom Environment	Domain 3: Instruction
	Component: _____	Component: _____



PROTOCOL FOR THE POST-OBSERVATION CONFERENCE

The teacher is **required** to complete this form and submit it to the administrator prior to the post-observation conference. Refer to the CPS Framework for Teaching to prepare for the post-observation conference.

Name of Teacher:		Room Number:	
Grade Level/Subject(s):			
Name of Observer:			
Date of Post-Observation Conference:			
Date of Classroom Observation:		Class Period/ Time:	

The following questions should be used to guide discussion during the post-observation conference. Responses to the questions below should be used to help the observer understand what occurred during the classroom observation. The evidence discussed will be used to further inform component ratings for Domains 2 and 3 and component 4a. Use the component(s) listed for each question to align your responses to the CPS Framework for Teaching.

NOTE: Consider bringing student work samples and assessments to the post-observation conference if this is helpful in reflecting on the lesson.

1. In general, what was successful about the lesson? (4a)
2. Did students engage in the lesson? Did they learn what you intended for them to learn? How do you know? (4a, 3b, 3c, 3d)
3. For students who struggled with the content, what will you do next to ensure they grasp the concepts? How will you adjust the remainder of the unit, if at all? (4a, 3b, 3d, 3e)
4. Comment on your classroom environment (e.g. interactions, culture, procedures, and student conduct). To what extent did these aspects of the environment contribute to student learning? (4a, 2a, 2b, 2c, 2d)
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective? (4a, 3a, 3b, 3c, 3d, 3e)
6. Did you depart from your original plan? If so, how, and why? (3e)
7. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning through execution? (4a)
8. What components would you like to continue to work on? What professional development opportunities do you think would be most helpful? (4d)

Component(s) Focus:	Professional Learning Focus:

9. Is there anything else you would like to discuss? Are there any additional supports from our school community that would help you do your job more effectively?

Observation Rubric based on Danielson Framework for Teaching

Component	Unsatisfactory	Basic	Proficient	Distinguished
<p>1a: Demonstrating Knowledge of Content and Pedagogy <i>Knowledge of:</i></p> <ul style="list-style-type: none"> • <i>Content Standards Within and Across Grade Levels</i> • <i>Disciplinary Literacy</i> • <i>Prerequisite Relationships</i> • <i>Content-Related Pedagogy</i> 	<p>Teacher's plans demonstrate lack of knowledge of the relevant content standards within and/or across grade levels. Teacher's plans do not demonstrate knowledge of the disciplinary way of reading, writing and thinking within the subject area. Teacher's plans do not reflect understanding of prerequisite relationships among topics and concepts important to student learning of the content. Teacher's plans reflect little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher's plans demonstrate knowledge of the relevant content standards within the grade level, but display lack of awareness of how these concepts relate to one another and build across grade levels. Teacher's plans demonstrate some knowledge of the disciplinary way of reading, writing, and thinking within the subject area. Teacher's plans reflect some understanding of prerequisite relationships among topics and concepts although such knowledge may be inaccurate. Teacher's plans reflect a limited range of pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher's plans demonstrate solid knowledge of the relevant content standards, both within a grade level and across grade levels. Teacher's plans demonstrate knowledge of the disciplinary way of reading, writing, and thinking within the subject area. Teacher's plans reflect accurate understanding of prerequisite relationships among topics and concepts. Teacher's plans reflect a wide range of effective pedagogical approaches suitable to student learning of the content.</p>	<p>Teacher's plans demonstrate extensive knowledge of the relevant content standards and how these relate both to one another and to other disciplines, both within a grade level and across grade levels. Teacher's plans demonstrate extensive knowledge of the disciplinary way of reading, writing, and thinking within the subject area. Teacher's plans reflect an understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students. Teacher's plans include a wide range of effective pedagogical approaches in the discipline and anticipate student misconceptions.</p>
DATA:				
<p>1b: Demonstrating Knowledge of Students <i>Knowledge of:</i></p> <ul style="list-style-type: none"> • <i>Child and Adolescent Development</i> • <i>The Learning Process</i> • <i>Students' Individual Skills, Knowledge, and Language Proficiency</i> • <i>Students' Interests and Cultural Heritage</i> 	<p>Teacher demonstrates little or no understanding of the levels of childhood/adolescent development. Teacher demonstrates little or no understanding of how students learn. Teacher demonstrates little knowledge of students' backgrounds, interests, cultures, skills, language proficiencies,</p>	<p>Teacher demonstrates some understanding of levels of childhood /adolescent development. Teacher indicates some understanding of how students learn. Teacher demonstrates some knowledge of students' backgrounds, cultures, skills, language proficiencies, interests, and special needs. Teacher attains this knowledge for the class as a whole or groups but not for individual students.</p>	<p>Teacher demonstrates knowledge of the levels of childhood /adolescent development. Teacher indicates an understanding of the active nature of student learning. Teacher purposefully gathers information from several sources about individual</p>	<p>Teacher demonstrates extensive knowledge of childhood /adolescent development and actively seeks new knowledge. Teacher indicates an understanding of the active nature of student learning, learning styles, and modalities, and incorporates that knowledge in planning for instruction. Teacher continually and purposefully gathers information from several sources about individual students' backgrounds, cultures, prior knowledge, skills,</p>

• <i>Students' Special Needs and Appropriate Accommodations/Modifications</i>	special needs, and does not seek such understanding.		students' backgrounds, cultures, prior knowledge, skills, language proficiencies, interests, and special needs.	language proficiencies, interests, and special needs.
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1c: Selecting Instructional Outcomes • <i>Sequence and Alignment</i> • <i>Clarity</i> • <i>Balance</i>	Teacher uses non-standards-based learning objectives to drive instruction or does not use objectives at all. Learning objectives are either unclear or stated as activities, rather than as student learning, prohibiting a feasible method of assessment. Teacher does not sequence and align learning objectives to build towards deep understanding and mastery of the standards. Learning objectives reflect only one type of learning and/or only one discipline.	Teacher regularly uses some standards-based learning objectives to drive instruction. Learning objectives are not always clear, written in the form of student learning, or aligned to methods of assessment. Teacher attempts to sequence and align some standards-based objectives to build student understanding, with limited depth or intentionality. Learning objectives reflect several types of learning, but teacher has made no attempt at coordination or integration of the disciplines.	Most of the learning objectives used to drive instruction are standards-based. Learning objectives are varied to account for the needs of groups of students and are all clear, written in the form of student learning, and aligned to methods of assessment. Teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. Learning objectives reflect several different types of learning and opportunities for coordination within and across the disciplines.	All the learning objectives used to drive instruction are standards-based. Learning objectives are varied to account for individual students' needs, written in the form of student learning, and aligned to multiple methods of assessment. Teacher skillfully sequences and aligns standards-based objectives in the discipline and in related disciplines to build towards deep understanding, mastery of the standards, and meaningful real-world application. Learning objectives reflect several different types of learning and provide multiple opportunities for both coordination and integration within and across the disciplines.
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1d: Designing Coherent Instruction	Teacher does not coordinate knowledge of content,	Teacher coordinates knowledge of some content, students, and resources to	Teacher coordinates knowledge of content,	Teacher coordinates in-depth knowledge of content, students' various needs, and

<ul style="list-style-type: none"> • <i>Unit/Lesson Design that Incorporates Knowledge of Students and Their Needs</i> • <i>Unit/Lesson Alignment of Standards-Based Objectives, Performance Assessments, and Learning Tasks</i> • <i>Use of a Variety of Complex Texts, Materials, and Resources, Including Available Technology</i> • <i>Instructional Groups</i> • <i>Access for Diverse Learners</i> 	<p>students, and resources to design units and lessons. Learning activities are not aligned to standards-based learning objectives and/or are not designed to engage students in cognitive activities. The progression of activities is not coherent and has unrealistic time allocations. Units and lessons do not include grade-appropriate levels of texts and other materials and do not represent a cognitive challenge. There is no evidence of differentiation for students. The lesson or unit does not have a recognizable structure and makes no use of instructional groups to support the learning objectives.</p>	<p>design units and lessons. Learning activities are partially aligned to standards-based learning objectives and are suitable to engage the class as a whole in cognitive activities. The progression of activities in units and lessons is uneven, with mostly reasonable time allocations. Units and lessons include grade-appropriate levels of texts and other materials and represent a moderate cognitive challenge. There is some evidence of differentiation for students. The lesson or unit has a recognizable structure with some evidence of instructional groups that partially support the learning objectives.</p>	<p>students, and resources to design units and lessons. Learning activities are aligned to standards-based learning objectives and are suitable to engage groups of students in cognitive activities. The units and lessons are paced appropriately. Units and lessons include grade-appropriate levels of texts and other materials and task complexity, requiring students to provide evidence of their reasoning, and differentiation so most students can access the content. The lesson or unit has a clear structure with intentional and structured use of instructional groups that support the learning objectives.</p>	<p>available resources (including technology), to design units and lessons. Learning activities are fully aligned to standards-based learning objectives and are designed to engage students in high-level cognitive activities suitable for every student. The units and lessons are paced appropriately and are differentiated, as appropriate, for individual learners. Units and lessons include grade-appropriate levels of texts and other materials and task complexity, requiring students to provide evidence of their reasoning, so every student can access the content. The lesson or unit has a clear structure that incorporates student choice, allows for different pathways aligned with diverse student needs, and uses instructional groups intentionally.</p>
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1e: Designing Student Assessments <ul style="list-style-type: none"> • <i>Congruence with Standards-Based Learning Objectives</i> • <i>Levels of Performance</i> 	<p>Teacher's student assessment procedures are not aligned with the standards-based learning objectives identified for the unit and lesson. Assessments</p>	<p>Some of the teacher's plans for student assessment are aligned with the standards-based learning objectives identified for the unit and lesson but others are not. Assessments have been developed but do not clearly identify and/or describe student</p>	<p>Teacher's plan for student assessment is aligned with the standards-based learning objectives identified for the unit and lesson; assessment</p>	<p>Teacher's plan for student assessment is fully aligned with the standards-based learning objectives, with clear criteria; assessment methodologies have been adapted for individual students as needed. Assessment criteria are thorough, describe high</p>

<p><i>and Standards</i></p> <ul style="list-style-type: none"> • <i>Design of Formative Assessments</i> • <i>Use for planning</i> 	<p>contain no criteria or descriptors aligned to student expectations for each level of performance. Teacher selects or designs formative assessments that do not measure student learning and/or growth. Teacher does not use prior assessment results to design units and lessons.</p>	<p>expectations. Some levels of performance contain descriptors. Teacher's approach to the use of formative assessment is rudimentary, only partially measuring student learning or growth. Teacher uses some prior assessment results to design units and lessons that target students' individual needs.</p>	<p>methodologies may have been adapted for groups of students. Assessments clearly identify and describe student expectations and provide descriptors for each level of performance. Teacher selects and designs formative assessments that measure student learning and/or growth. Teacher uses prior assessment results to design units and lessons that target groups of students.</p>	<p>expectations for students, and provide clear descriptors for each level of performance. Teacher's formative assessment is complex and well designed, effectively measuring varying degrees of student learning and growth. Teacher uses assessment results to design units and lessons that intentionally and effectively meet the diverse needs of every student.</p>
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • <i>Teacher Interaction with Students, Including both Words and Actions</i> • <i>Student Interactions with Other Students, Including both Words and Actions</i> 	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative and disrespectful. Such interactions are insensitive to the ages and development of the students. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior. The net result of interactions has a negative impact</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies or incidences of disrespect. Such interactions are generally appropriate to the ages and development of the students. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages and development of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Such interactions are sensitive to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals.</p>

	on students and/or student learning.		respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but business-like.	
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
2b: Establishing a Culture for Learning <ul style="list-style-type: none"> • <i>Importance of Learning</i> • <i>Expectations for Learning and Achievement</i> • <i>Student Ownership of Learning</i> 	The classroom culture reflects a lack of teacher and/or student commitment to learning, with low expectations for students. The teacher does not convey that practice and perseverance is expected. Medium to low expectations for student learning are the norm with high expectations reserved for only a few students. There is little or no investment of student energy into the task at hand.	The classroom culture reflects some teacher and/or student commitment to learning but lacks high expectations for students. The teacher conveys that student success is the result of natural ability rather than practice and perseverance. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. There is some investment of student energy into the task at hand.	The classroom culture reflects the importance of teacher and/or student commitment to the learning and high expectations for students. The teacher conveys that with practice and perseverance students can reach desired goals. Students take some responsibility for their learning by indicating that they want to understand the content rather than simply complete a task. Classroom interactions support learning and hard work.	The classroom culture is characterized by a shared belief in the importance of learning. The teacher conveys high learning expectations for all students and insists on practice and perseverance. Students assume responsibility for high quality work by persevering, initiating improvements, making revisions, adding detail and/or helping peers.
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>

<p>2c: Managing Classroom Procedures</p> <ul style="list-style-type: none"> • <i>Management of Instructional Groups</i> • <i>Management of Transitions</i> • <i>Management of Materials and Supplies</i> • <i>Performance of Non-Instructional Duties</i> • <i>Direction of Volunteers and Paraprofessionals</i> 	<p>Inefficient classroom routines and procedures lead to loss of much instructional time. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is ineffective, leading to disruption of learning. There is little evidence that students know or follow established routines. The teacher does not give volunteers and/or paraprofessionals clearly defined duties to work with students or support teacher's instruction.</p>	<p>Partially effective classroom routines and procedures lead to loss of some instructional time. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines. The teacher assigns duties to volunteers and/or paraprofessionals during portions of class time and provides little supervision.</p>	<p>Effective classroom routines and procedures lead to minimal loss of instructional time. The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is consistent and effective with little disruption of learning. With minimal guidance and prompting, students follow established classroom routines. The teacher productively engages volunteers and/or paraprofessionals with clearly defined duties to support individuals or groups of students, or perform other instructional activities, with little supervision.</p>	<p>Efficient classroom routines and procedures maximize instructional time. Teacher orchestrates the environment so that students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies without disruption of learning. Routines are well understood and may be initiated by students. Teacher productively engages volunteers and/or paraprofessionals in tasks that make a substantive contribution to the classroom environment.</p>
<p>DATA:</p>				
<p>Component</p>	<p><i>Unsatisfactory</i></p>	<p><i>Basic</i></p>	<p><i>Proficient</i></p>	<p><i>Distinguished</i></p>

<p>2d: Managing Student Behavior</p> <ul style="list-style-type: none"> • <i>Expectations and Norms</i> • <i>Monitoring of Student Behavior</i> • <i>Fostering Positive Student Behavior</i> • <i>Response to Student Behavior</i> 	<p>Teacher has no established standards of conduct, or does not implement established standards of conduct. Teacher does not use positive framing to model and reinforce appropriate behavior or redirect inappropriate student behavior. The teacher engages in very little or no monitoring of student behavior. Teacher does not respond to students' inappropriate behavior, or the response is negative, repressive, and disrespectful of student dignity.</p>	<p>Teacher has established standards of conduct but there is inconsistent implementation so some student behaviors challenge the standards of conduct. Teacher inconsistently uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher tries, with uneven results, to monitor student behavior. Teacher's response to students' inappropriate behavior is inconsistent and is sometimes disrespectful.</p>	<p>Teacher has established standards of conduct with consistent implementation so most students follow the standards of conduct. Teacher monitors student behavior against established standards of conduct. Teacher uses positive framing to model and reinforce appropriate behavior and redirect inappropriate student behavior. Teacher's response to inappropriate behavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Teacher and students establish and implement standards of conduct so students follow the standards of conduct and self-monitor their behaviors. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teacher's monitoring of student behavior is subtle and preventive. Teacher and students use positive framing to model behavior. Teacher's response to students' inappropriate behavior is sensitive to individual student needs and respects students' dignity.</p>
<p>DATA:</p>				
<p>Component</p>	<p><i>Unsatisfactory</i></p>	<p><i>Basic</i></p>	<p><i>Proficient</i></p>	<p><i>Distinguished</i></p>
<p>3a: Communicating with Students</p> <ul style="list-style-type: none"> • <i>Standards-Based Learning Objectives</i> • <i>Directions for Activities</i> • <i>Content Delivery and Clarity</i> • <i>Use of Oral and Written Language</i> 	<p>Teacher neither clearly communicates standards-based learning objectives to students nor addresses any relevance within learning. Teacher's directions and procedures are confusing to students. Teacher's explanation of content is not clear or accurate; explanations do not connect with</p>	<p>Teacher attempts to explain the standards-based learning objective to students but without addressing its relevance within learning. Teacher clarifies directions and procedures after initial student confusion. Teacher's explanation of content contains minor errors: some portions are clear while other portions are difficult to follow. Explanations occasionally connect with students' knowledge and experience. Teacher's spoken and written language is unclear or</p>	<p>Teacher clearly communicates standards-based learning objectives to students, addressing the relevance to their learning. Teacher clearly explains directions and procedures. Teacher's explanation of content is clear and accurate, and connects with students' knowledge and experience.</p>	<p>Teacher clearly communicates standards-based learning objectives, guiding students to make connections with the relevance to their learning. Teacher's directions and procedures are clearly explained, anticipating possible student misunderstanding, or are student-led. Teacher's explanation of content is thorough, accurate, and clear, enabling students to develop a conceptual understanding of content while making connections to their interests,</p>

	students' knowledge and experience. Teacher's spoken and written language is unclear and incorrect. Vocabulary is vague, incorrectly used, or inappropriate for the students' ages and interests, leaving students confused.	incorrect. Vocabulary is limited or inappropriate for the students' ages or interests.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate for the students' ages and interests.	knowledge, and experience. Teacher's spoken and written language is clear, correct and builds on students' language development and understanding of content. Vocabulary is appropriate for the students' age and interests, and teacher finds opportunities to extend students' vocabularies.
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3b: Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • <i>Use of Low- and High- Level Questioning</i> • <i>Discussion Techniques</i> • <i>Student Participation and Explanation of Thinking</i> 	Teacher's questions are low-level, not text- or task-dependent, require only short, specific, right or wrong answers, and are asked in rapid succession. There are no authentic text-based investigations. The questioning is not at the level of complexity appropriate to the students' age or grade or the content under study. Interactions between teacher and student are predominantly in the form of recitations, with the teacher mediating all questions and answers. Few students are listening and responding to questions and answers from either the teacher or peers.	Teacher's questions are low-level but are text- or task-dependent. The questions are asked with limited "wait time." They lead students through only a single path of inquiry, with answers seemingly determined in advance. Teacher's discussion techniques sometimes result in authentic text-based investigations and the questioning is partially appropriate to the students' age or grade or the content under study. Teacher sometimes requires students to provide evidence of their thinking or construct viable arguments based on evidence. Some students are listening and responding to questions and answers from their teacher or peers, with uneven results.	Teacher's questions are low- and high-level, open-ended, text- or task-dependent and promote student thinking and understanding. The questions are asked with appropriate "wait time." Teacher's discussion techniques result in authentic text-based investigations and the questioning is at the level of complexity appropriate to the students' age or grade or the content under study. Teacher requires students to provide evidence of their thinking and construct viable arguments based on evidence. Most students are	Teacher uses a variety of low- and high-level open-ended, text- and task-dependent questions to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Teacher's discussion techniques enable students to engage each other in authentic and rich text- based investigations or complex dialogue of the content under study. Teacher provides structures for students to initiate questions and respond to one another with evidence of their thinking, using viable arguments based on evidence. All students are listening and responding to questions and answers from their teacher and peers. Students themselves ensure that all voices are heard in the discourse.

			listening and responding to questions and answers from their teacher and peers. Teacher ensures that most voices are heard in the discourse.	
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3c: Engaging Students in Learning <ul style="list-style-type: none"> • <i>Standards-Based Objectives and Task Complexity</i> • <i>Access to Suitable and Engaging Texts</i> • <i>Structure, Pacing and Grouping</i> 	Teacher does not select or design activities and tasks that are aligned with standards-based learning objectives. Teacher selects tasks, text, and materials that require only rote responses and result in little to no active engagement and do not challenge student thinking. Teacher does not scaffold instruction to ensure student access to complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are too slow or rushed and are not sequenced to build students' depth of understanding. The teacher's grouping of students is unintentional and inhibits student mastery of the content.	Teacher selects or designs tasks and activities that are only partially aligned with standards-based learning objectives. Teacher selects tasks, test, and materials that require little active engagement and minimally challenge student thinking and result in active engagement by some students while allowing others to be passive or merely compliant. Teacher occasionally scaffolds instruction, allowing some students to access complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate, but are not sequenced to build students' depth of understanding. The teacher's grouping of students does not lead to student mastery of the content.	Teacher selects or designs tasks and activities that align with standards-based learning objectives. Teacher selects tasks, text, and materials that are complex and challenge student thinking, resulting in active engagement of most students. Teacher scaffolds instruction to ensure most students access to complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate and sequenced to build students' depth of understanding. The teacher's various techniques of grouping students are	Teacher selects or designs tasks and activities that are fully aligned with standards-based learning objectives and tailored so all students are intellectually engaged in challenging content. Teacher selects tasks, text, and materials that are complex and promote student engagement and initiation of inquiry and choice. Students contribute to the exploration of content. Teacher skillfully scaffolds instruction to ensure all students access to complex, developmentally and grade-level appropriate texts. The teacher's structure and pacing of the lesson are developmentally appropriate and sequenced so that students reflect upon their learning. Students may also help one another build depth of understanding and complete tasks. Students flexibly group themselves during the lesson and achieve mastery of the content.

			designed to lead to student mastery of the content.	
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3d: Using Assessment in Instruction <ul style="list-style-type: none"> • <i>Assessment Performance Levels</i> • <i>Monitoring of Student Learning with Checks for Understanding</i> • <i>Student Self-Assessment and Monitoring of Progress</i> 	<p>Teacher uses formative assessment infrequently to monitor student progress and check for understanding of student learning. Teacher rarely uses questions/prompt s/ assessments to evaluate evidence of learning. Students cannot explain the criteria by which their work will be assessed and do not engage in self-assessment. Teacher's feedback is absent or of poor quality.</p>	<p>Teacher sometimes uses formative assessment during instruction to monitor student progress and check for understanding of student learning. Teacher occasionally uses questions/prompts/assessments to evaluate evidence of learning. Students can partially explain criteria by which their work will be assessed; few engage in self- or peer-assessment. Teacher's feedback to students is general and doesn't advance specific learning.</p>	<p>Teacher regularly uses formative assessment during instruction to monitor student progress and to check for understanding of student learning. Teacher uses questions/prompts/assessments for evidence of learning. Students can explain the criteria by which their work will be assessed; some of them engage in self-assessment. Teacher provides accurate and specific feedback to individual students that advance learning.</p>	<p>Formative assessment is fully integrated into instruction, to monitor student progress, and to check for understanding of student learning. Teacher uses questions/prompts/assessments to evaluate evidence of learning. Students can explain, and there is some evidence that they have contributed to, the criteria by which their work will be assessed. Students self-assess and monitor their progress. Teacher and peers provide individual students a variety of feedback that is accurate, specific, and advances learning.</p>
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>

<p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson Adjustment • Response to Student Needs • Persistence • Interventions and Enrichment 	<p>Teacher adheres to the instructional plan in spite of evidence of little student understanding or interest. Teacher does not provide differentiated instructional approaches for students nor does teacher provide intervention or enrichment as needed.</p>	<p>Teacher makes minor adjustments as needed to the instructional plans and accommodates student questions, needs, and interests, with moderate success. Teacher provides limited differentiated instructional approaches for students, drawing on a narrow repertoire of strategies to provide intervention and enrichment as needed.</p>	<p>Teacher successfully makes adjustments as needed to instructional plans and accommodates student questions, needs and interests. Teacher persists in differentiating instructional approaches for students, drawing on a varied repertoire of strategies to provide intervention and enrichment as needed.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Teacher persists in seeking effective instructional approaches for students at all levels of learning, drawing on an extensive repertoire of strategies, and effectively matches various intervention and enrichment strategies to students' learning differences as needed.</p>
<p>DATA:</p>				
<p>Component</p>	<p><i>Unsatisfactory</i></p>	<p><i>Basic</i></p>	<p><i>Proficient</i></p>	<p><i>Distinguished</i></p>
<p>4a: Reflecting on Teaching and Learning</p> <ul style="list-style-type: none"> • Effectiveness • Use in Future Teaching 	<p>Teacher is unable to describe whether or not a lesson or unit was effective or achieved its objective, or teacher misjudges the success of a lesson or unit and its impact on student learning. Teacher is not able to analyze the aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes no suggestions about how a lesson could be improved.</p>	<p>Teacher is able to accurately describe whether or not a lesson or unit was effective but is unable to describe the extent to which it achieved its lesson or unit objective or its impact on student learning. Teacher is able to analyze some aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its lesson or unit objective and its impact on student learning and can provide evidence to support the judgment. Teacher is able to analyze aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher makes specific suggestions about how a</p>	<p>Teacher makes an accurate assessment of a lesson's or unit's effectiveness and the extent to which it achieved its lesson or unit's objective and its impact on student learning, citing many specific examples and evidence. Teacher is able to analyze many aspects of his/her practice that led to the outcome of the lesson and the impact on student learning. Teacher offers specific alternative actions, complete with the probable success of each courses of action for how a lesson could be improved.</p>

			lesson could be improved.	
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
4b: Communicatin g with Families <ul style="list-style-type: none"> • <i>Information and Updates about Grade Level Expectations and Student Progress</i> • <i>Engagement of Families and Guardians as Partners in the Instructional Program</i> • <i>Response to Families</i> • <i>Cultural appropriatenes s</i> 	<p>Teacher rarely or does not communicate with families to inform them of class activities, to convey an individual student’s progress, and to solicit the family’s support in relationship to grade level expectations. Teacher does not engage families in the instructional program. Teacher does not respond to family’s concerns either professionally or in a timely manner. Teacher’s communication with families is not conveyed in a culturally appropriate manner.</p>	<p>Teacher rarely or does not communicate with families to inform them of class activities, to convey information about an individual student’s progress, and to solicit the family’s support in relationship to grade level expectations. Teacher engages families in the instructional program only for attendance at activities or events. Teacher sometimes responds to family’s concerns in a professional and/or timely manner. Teacher’s communication with families is not always appropriate to the cultural norms of students’ families.</p>	<p>Teacher initiates communication regularly with families in a two-way interactive manner via phone, email, newsletters, notes, letters, and/or in person to discuss class activities and individual activities, soliciting the family’s support in relationship to grade level expectations. Teacher meaningfully engages families as partners in the instructional program through classroom volunteering, working at home with their child, and involvement in class projects in and out of school. Teacher responds to family’s concerns professionally and in a timely manner. Teacher’s communication with families is appropriate to the cultural norms and needs of the students’ families.</p>	<p>Teacher and students frequently communicate with families to convey information about an individual student’s progress and to solicit and utilize the family’s support in relationship to grade level expectations. Teacher meaningfully and successfully engages families as partners in the instructional program through classroom volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops and training. Response to families’ concerns is handled professionally and in a timely manner. Teacher provides resources and solutions that address family concerns. Teacher’s communications with families is sensitive to cultural norms and needs, with students contributing to the communication as appropriate.</p>
DATA:				

Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Growing and Developing Professionally • <i>Enhancement of Content Knowledge and Pedagogical Skill</i> • <i>Collaboration and Professional Inquiry to Advance Student Learning</i> • <i>Participation in School Leadership Team and/or Teacher Team</i> • <i>Incorporation of Feedback</i>	<p>Teacher rarely or does not engage in professional growth activities to enhance content knowledge or pedagogical skill to improve practice. Teacher rarely meets and collaborates with colleagues or resists meeting and collaborating with colleagues.</p> <p>Teacher rarely makes or makes no effort to participate in team-based professional inquiry to advance student learning, and does not volunteer to participate in a leadership and/ or teaching team. Teacher resists feedback from colleagues or administrators and makes no effort to incorporate it to improve practice and advance student learning.</p>	<p>Teacher participates in required professional growth activities to enhance content knowledge or pedagogical skill to a limited extent and/or when it is convenient, using new knowledge inconsistently to improve practice. Teacher reluctantly meets to collaborate with colleagues, and reluctantly provides or accepts support to/from them.</p> <p>Teacher participates in team-based professional inquiry to advance student learning and participates in a leadership and/or teaching team only when invited. Teacher accepts feedback from colleagues and administrators with some reluctance, using feedback inconsistently to improve practice and advance student learning.</p>	<p>Teacher seeks opportunities for professional growth to enhance content knowledge and pedagogical skill and uses new knowledge to improve practice. Teacher regularly collaborates with and provides and receives support to/from colleagues. Teacher participates actively in team based professional inquiry that advances student learning and makes substantial contribution to the school leadership team and/or grade-level/content /department teaching team. Teacher accepts and consistently uses feedback from colleagues and administrators to improve practice and advance student learning.</p>	<p>Teacher initiates opportunities for professional growth and makes a systematic effort to enhance content knowledge and pedagogical skill of self and colleagues. S/he uses new knowledge to improve practice of self and colleagues. Teacher invites meetings and initiates collaborations with colleagues. Teacher provides and accepts collegial support and provides and accepts valuable feedback to/from colleagues. Teacher participates in and facilitates professional inquiry with school team to advance student learning and serves on a leadership and/or teaching team. Teacher welcomes and uses feedback from a variety of stakeholders (e.g. colleagues, administrators, students, parents, external education partners) to improve practice and advance student learning.</p>
DATA:				
Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Demonstrating Professionalism, Part 1 • <i>Integrity and Ethical Conduct</i>	<p>Teacher does not hold student or required school information confidential, and is dishonest in professional and</p>	<p>Teacher holds student and required school information confidential, and is honest in professional and student/family interactions most of the</p>	<p>Teacher always holds student and required school information confidential, and displays</p>	<p>Teacher is highly proactive, seeking out resources when needed in order to serve students effectively and working to ensure every student is college and career ready.</p>

<ul style="list-style-type: none"> • <i>Commitment to College and Career Readiness Advocacy</i> • <i>Decision Making</i> 	<p>student/family interactions. Teacher does not attempt to serve students and ensure students are college and career ready. Teacher makes decisions and recommendations for self and/or students based on self-serving interests and is not open-minded or respectful of others' opinions. Teacher does not comply with school and district regulations.</p>	<p>time. Teacher inconsistently attempts to serve students effectively and ensure students are college and career ready. Teacher inconsistently makes decisions and recommendations for self and/or students based on self-serving interests and is not always open-minded or respectful of others' opinions. Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. Teacher consistently serves students effectively, working to ensure that every student is college and career ready. Teacher makes decisions and recommendations for self and/or students based on team contributions and is open-minded or respectful of others' opinions. Teacher complies fully with school and district regulations.</p>	
DATA:				
Component	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<p>4e: Demonstrating Professionalism, Part 2 <i>Complies with school and district regulations</i></p>	<p>Teacher seldom complies fully with school regulations and procedures which include, but are not limited to:</p> <ul style="list-style-type: none"> • Taking accurate attendance within the first 5 minutes of class • Updating grades on a regular basis • Arriving to work on time • Posting required materials in classroom and/or on door • Following proper procedure for absences (submission of sub plans, etc.) 	<p>Teacher sometimes complies fully with school regulations and procedures which include, but are not limited to:</p> <ul style="list-style-type: none"> • Taking accurate attendance within the first 5 minutes of class • Updating grades on a regular basis • Arriving to work on time • Posting required materials in classroom and/or on door • Following proper procedure for absences (submission of sub plans, etc.) • Supervising students outside of the classrooms during assigned and non-assigned supervisory times 	<p>Teacher mostly complies fully with school regulations and procedures which include, but are not limited to:</p> <ul style="list-style-type: none"> • Taking accurate attendance within the first 5 minutes of class • Updating grades on a regular basis • Arriving to work on time • Posting required materials in classroom 	<p>Teacher always complies fully with school regulations and procedures which include, but are not limited to:</p> <ul style="list-style-type: none"> • Taking accurate attendance within the first 5 minutes of class • Updating grades on a regular basis • Arriving to work on time • Posting required materials in classroom and/or on door • Following proper procedure for absences (submission of sub plans, etc.) • Supervising students outside of the classrooms during assigned and non-assigned supervisory times

	<ul style="list-style-type: none"> • Supervising students outside of the classrooms during assigned and non-assigned supervisory times • Following proper procedure to schedule field trips. 	<ul style="list-style-type: none"> • Following proper procedure to schedule field trips. 	and/or on door <ul style="list-style-type: none"> • Following proper procedure for absences (submission of sub plans, etc.) • Supervising students outside of the classrooms during assigned and non-assigned supervisory times • Following proper procedure to schedule field trips. 	<ul style="list-style-type: none"> • Following proper procedure to schedule field trips.
DATA:				

Glossary

Culture Walks are conducted by the Phoenix Way Universal Team (PWUT) which consists of Administration, Teachers, Counselor, Deans, students and parents. The goal of the culture walks is to collect data from classrooms, hallways and the cafeteria and to provide data and feedback to staff to improve student and student relationships, as well as student and teacher relationships.

Culture of a school generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions; the physical and emotional safety of students, the orderliness of classrooms, cafeteria and hallways, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity.

Formal Observation means a specific window time that is scheduled with the teacher for the administrator, at any point during that window of time, to directly observe professional practices in the classroom or in the school.

Informal Observation means observations of a teacher by the administrator that are not announced in advance of the observation which can be a minimum of 15 minutes.

Instructional Rounds are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection.

Peer Coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research; or solve problems in the workplace.

Phoenix Way Pillars (PBIS) - Be Respectful, Be Responsible, Be Prepared and Be Peaceful.

Walk-throughs are a brief, structured, non-evaluative classroom observations that are followed by a conversation between administration and the teachers about what was observed.

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