

LANDER COUNTY SCHOOL DISTRICT



Licensed Employee Appraisal Report

Enhancing Professional Practice

Professional Domain Standards and Indicators Levels of Performance Rubric

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The employee maintained student records.	
The employee provided communication to parents/guardians and students related to behavior and achievement.	
The employee worked professionally with administration, staff, parents, and community.	
The employee used multi cultural resources, materials and activities to support multi cultural literacy, awareness and appreciation.	
The employee complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers.	

INTRODUCTION

“Because teaching is complex, it is helpful to have a road map through the territory, structured around a shared understanding of teaching.”

- Charlotte Danielson

An effective teacher evaluation system is not only a means for “quality assurance” but should also be designed to promote professional learning. It is generally recognized that an inordinate amount of time is spent writing teacher evaluations with little evidence the writing of a summative evaluation has significant impact on improving teacher performance. A framework for professional practice serves to structure conversations among educators about exemplary practice. A uniform framework allows those conversations to guide novices as well as to enhance the performance of veterans. (Educational Testing Services, 2001)

Elements of a comprehensive teacher evaluation system should include:

- A clear and accurate definition of good teaching.
- Fair and comprehensive methods to elicit evidence of good teaching.
- Trained evaluators who can make accurate and consistent judgments based on evidence.

PROFESSIONAL DOMAINS: A comprehensive teacher evaluation system should include not only what occurs in the classroom, but also acknowledge the other types of work that contribute significantly to a teacher’s success with students. The Lander County School District Licensed Employee Appraisal Report is organized by PROFESSIONAL DOMAINS that encompass the primary areas of teaching responsibility: planning and preparation, assessment of student achievement, learning environment, instruction, and professional responsibilities.

PROFESSIONAL STANDARDS: Standards are identified for each of the five professional domains and describe the expectancies of professional practice and teaching that a teacher should know and be able to do.

LEVELS OF PERFORMANCE

The Lander County School District Licensed Employee Appraisal Report includes descriptive performance indicators for each of the four LEVELS OF PERFORMANCE for each of the twenty-five (25) professional domain standards. These are as follows:

- **Level 4:** Performance exceeds standards consistently at a distinguished level.
- **Level 3:** Performance consistently meets standards and may occasionally exceed standards in some areas.
- **Level 2:** Performance approaches standards and/or does not consistently meet standards.
- **Level 1:** Performance is below standards and is not satisfactory.

LEVEL 4: PERFORMANCE EXCEEDS STANDARDS CONSISTENTLY AT A DISTINGUISHED LEVEL.

The “Performance Exceeds Standards” level represents the teacher that consistently meets the standard as defined in Level 3 and in addition consistently goes above and beyond the expectancies and performs at a distinguished level as defined by the *Levels of Performance Rubric* for Level 4.

LEVEL 3: PERFORMANCE CONSISTENTLY MEETS STANDARDS AND MAY OCCASIONALLY EXCEED STANDARDS IN SOME AREAS.

The “Performance Consistently Meets Standards” level represents solid, consistent practice typically displayed by a successful, experienced teacher. The teacher not only consistently meets the standards as identified in the *Levels of Performance Rubric*, Level 3, but may occasionally exceed the standards in some area.

LEVEL 2: PERFORMANCE APPROACHES STANDARDS AND/OR DOES NOT CONSISTENTLY MEET STANDARDS.

The “Performance Approaches Standards and/or Does Not Consistently Meet Standards” level represents the skill typically displayed by a teacher who has some understanding of the principles of the aspect of teaching. This teacher may come close to meeting the standards in some area(a), but does not consistently and/or successfully address the standards as defined in the *Levels of Performance Rubric* fo Level 3.

LEVEL 1: PERFORMANCE IS BELOW STANDARDS AND IS NOT SATISFACTORY.

The “Performance is Below Standards and is Not Satisfactory” level represents performance that is below standards and warrants immediate intervention.

LEVELS OF PERFORMANCE RUBRIC

The Levels of Performance Rubric includes descriptive criteria for teacher performance related to each professional domain standards. Descriptive criteria for each performance level indicate the degree to which the teacher’s performance has met the established expectancies.

It is recognized that every teaching situation is unique and each day, in each classroom, a particular combination of factors defines the events that occur. And yet beneath the unique features of each situation are commonalities that can be identifies as “best professional practice.” The performance rubric provides teachers and administrators a context for describing and discussing excellence. Having a common understanding of what represents effective teaching assists both the novice and experienced teacher to grow professionally and fosters professional dialogue among colleagues and supervisors.

EVIDENCE OF PERFORMANCE

Data are gathered from a variety of sources, which include:

- Observation
- Conferences
- Teacher self-assessment
- Structured reflection
- Planning documents
- Teaching artifacts

EXAMPLES OF TEACHING ARTIFACTS AND OTHER SOURCES OF DATA

Assignments Worksheets Project directions Parent and community communications Logs of professional development activities Samples of student work Written lesson plans Written semester and/or unit plans	Interviews and conferences Attendance records, field trip logs Back-to-School handouts Class schedules Student interviews Activity descriptions Phone logs School or district projects	Classroom rules and discipline procedures Student achievement data Copies of quizzes and tests Copies of grade book Student profiles/portfolios Video/audio records of student performance
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THE BASIC ELEMENTS OF EFFECTIVE TEACHER EVALUATION

- Evaluation must be a cyclical process that occurs throughout the year.
- It must be closely tied to professional development.
- It must be informed by multiple types of information.
- It must provide meaningful information that will help improve instruction.

Mathematics and Science Education Center, Northwest Regional Educational Laboratory, 1999



**PROFESSIONAL STANDARDS
FOR
ENHANCING STUDENT LEARNING
Lander County School District**



GUIDING PRINCIPLES

Professional standards for enhancing student learning will:

- focus on student learning,
- acknowledge shared school leadership,
- support the collaborative nature of school leadership,
- upgrade the quality of the profession,
- reflect performance based systems of assessment and evaluation, and
- be predicated in the concepts of access, opportunity and empowerment of members of the school community.

PROFESSIONAL DOMAINS	
TEACHERS	ADMINISTRATORS
Planning and Preparation: Instructional planning and preparation support the teaching/learning process.	Vision of Learning: A vision of learning defines purpose, shapes all programs and practices, and sets clear direction for continuous school improvement.
Assessment of Student Achievement: Student Achievement corresponds to established expectancies.	Culture for Learning: A culture for learning fosters success for all students by advocating, structuring and sustaining high social and academic expectations as well as collaborating and communicating with school community members regarding the school's vision.
Learning Environment: The instructional environment is optimal for learning.	Instructional Program: An instructional program advocates, structures and sustains student learning and staff professional growth.
Instruction: Effective instruction is provided for all students.	Management: Management of the organization as well as human and fiscal resources promotes an optimal learning environment and an efficient school operation.
Professional Responsibilities: All school personnel perform professional responsibilities.	Leadership Capacity: Leadership is demonstrated through the vision, culture, instructional program, and management of the organization.

PROFESSIONAL STANDARDS

TEACHERS	ADMINISTRATORS
<p>PLANNING AND PREPARATION</p> <ol style="list-style-type: none"> 1. Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards. 2. Content knowledge was demonstrated in planning. 3. Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data. 	<p>VISION OF LEARNING</p> <ol style="list-style-type: none"> 1. Facilitate a collaborative process for the development of a vision of learning that is shared and supported by the school community. 2. Communicate, implement and align mission and goals to support the school's vision of learning. 3. Facilitate a school improvement process.
<p>ASSESSMENT OF STUDENT ACHIEVEMENT</p> <ol style="list-style-type: none"> 1. Student achievement, access/equity, and other site specific demographic data were analyzed. 2. Desired results for student learning/achievement were identified, measurable and used for instructional planning to determine and monitor student progress. 3. Assessment regulations and guidelines were followed. 	<p>CULTURE FOR LEARNING</p> <ol style="list-style-type: none"> 1. Develop and maintain a professional culture with high social and academic expectations. 2. Provide opportunities for members of the school community to collaborate, develop leadership, and share responsibility for student learning. 3. Promote equity, fairness and respect among members of the school community.
<p>LEARNING ENVIRONMENT</p> <ol style="list-style-type: none"> 1. An academic focus and on-task behavior were maintained. 2. A classroom management/discipline plan was in place, communicated and maintained. 3. Respect and courtesy were modeled by the teacher in student and parent interactions. 4. The physical environment supported the teaching/learning process. 	<p>INSTRUCTIONAL PROGRAM</p> <ol style="list-style-type: none"> 1. Maintain an accountability system of teaching and learning based on learning standards. 2. Facilitate and assist teachers to improve student learning by effectively using student performance data to drive instructional decisions. 3. Develop and implement results-driven, research-based collaborative professional development relative to the content standards and school improvement process.
<p>INSTRUCTION</p> <ol style="list-style-type: none"> 1. The components of an effective lesson and the basic principles of learning were used when providing instruction. 2. Varied instructional strategies, approaches, and resources, aligned with instructional objectives engaged students in learning. 3. Lessons had a clearly defined structure and pacing was appropriate. 4. Flexible instructional groupings were utilized. 5. Accommodations and/or modifications were used in alignment with instructional objectives to meet the needs of students. 6. Feedback to students was provided and promoted student success and achievement. 	<p>MANAGEMENT</p> <ol style="list-style-type: none"> 1. Ensure all responsibilities are carried out through appropriate management systems and routines. 2. Utilize principles of system management, organizational development, problem solving and decision making to handle the ongoing operation of the school. 3. Manage fiscal, human, and physical resources to support learning.
<p>PROFESSIONAL RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. The employee participated in the school improvement process and implemented school improvement goals. 2. The employee addressed identified individual improvement goals/directions. 3. The employee participated in on-going professional development of improve content knowledge and pedagogical skills. 4. The employee participated in required job-related meetings and activities and performed assigned duties. 5. The employee maintained student records. 6. The employee provided communication to parents/guardians and students related to behavior and achievement. 7. The employee worked professionally and collegially with administration, staff, parents, and community. 8. The employee used multi cultural resources, materials and activities to support multi cultural literacy, awareness and appreciation. 9. The employee complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers. 	<p>LEADERSHIP CAPACITY</p> <p>The administrator demonstrates leadership in developing and sustaining:</p> <ol style="list-style-type: none"> 1. a vision that supports student learning, 2. a culture for learning, 3. an instructional program that supports student learning, and 4. management of the organization to support student learning.

PROFESSIONAL DOMAIN: PLANNING AND PREPARATION

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
1. Instructional planning was documented in written lesson plans and based on adopted curriculum documents and standards.		<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated solid understanding and knowledge of the district's adopted curriculum documents and standards and used them regularly when planning and providing for instruction. • Maintained written lesson plans that clearly identified lesson objectives, assessment measures, grouping strategies, instructional procedures, resources, and time allocations that were age and content appropriate. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated general understanding and knowledge of the district's adopted curriculum documents and standards and/or used them inconsistently when planning and providing instruction. • Maintained written lesson plans that were very general. Plans did not consistently identify lesson objectives, assessment measures, grouping strategies, instructional procedures, resources, and time allocations that were age and content appropriate. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated minimal understanding and knowledge of the district's adopted curriculum documents and standards and/or rarely used them when planning and providing instruction. • Rarely or never maintained written lesson plans that clearly identified lesson objectives, assessment measures, grouping strategies, instructional procedures, resources, and time allocations that were age and content appropriate.
2. Content knowledge was demonstrated in planning.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level.</u></p> <p>The teacher;</p> <ul style="list-style-type: none"> • Demonstrated extensive content knowledge with evidence of continuing pursuit of such knowledge and best practices. • Demonstrated extensive knowledge of pedagogical issues and current research related to best practices within the discipline/curriculum with evidence of continuing pursuit of such knowledge. • Demonstrated leadership at the school and district level by providing professional development for other teachers. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated solid content knowledge and consistently made connections between the content and other parts of the discipline/curriculum. • Demonstrated solid knowledge of pedagogical issues and current research related to best practices within the discipline/curriculum. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated basic content knowledge but could not always articulate connections with other parts of the discipline/curriculum. • The teacher demonstrated a general understanding of pedagogical issues involved in student learning. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Made content errors and/or did not correct content errors that students made and the teacher demonstrated little understanding of pedagogical issues involved in student learning.

PROFESSIONAL DOMAIN: PLANNING AND PREPARATION

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>3. Planning reflected knowledge of student achievement, access/equity, students' interests and backgrounds, and other site specific demographic data.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Verbalized and documented extensive knowledge of student achievement, access/equity, students' interests and backgrounds, and site specific demographic data and patterns of achievement over time. • Used this knowledge for small group and individual instruction by setting very specific learning improvement outcome goals. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Verbalized and documented knowledge of student achievement, access/equity, students' interests and backgrounds, and site specific demographic data and patterns of achievement over time. • Used this knowledge when planning for small group and/or individual instruction. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Verbalized and documented minimal knowledge of student achievement, access/equity, students' interests and backgrounds, and site specific demographic data and patterns of achievement over time. • Used this knowledge when planning for instruction only for the classroom as a whole. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Rarely or never demonstrated verbal or documented knowledge of student achievement, access/equity, and site specific demographic data and patterns of achievement over time.

PROFESSIONAL DOMAIN: ASSESSMENT OF STUDENT ACHIEVEMENT

PROFESSIONAL STANDARDS	LEVELS OF PERFORMANCE INDICATORS			
	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>1. Student achievement, access/equity, and other site-specific demographic data were analyzed.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated a high level of ability in analyzing student achievement data; including data related to student access/equity and patterns of achievement over time. • Assumed a leadership role at the school level related to analyzing and effectively using achievement data. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Analyzed student achievement data; including data related to student access/equity and patterns of achievement over time. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Made some effort to analyze student achievement data; including data related to student access/equity and patterns of achievement over time. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Made minimal or no effort to analyze student achievement data; including data related to student access/equity and patterns of achievement over time.
<p>2. Desired results for student learning/ achievement were identified, measurable, and used for instructional planning to determine and monitor student progress.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated expertise in identifying learning outcomes that were measurable and specific which was demonstrated by improved student learning. • Demonstrated expertise in using student achievement data to determine student progress and to improve learning for all students. • Assumed a leadership role at the school level to assist other teachers with analyzing and using achievement data. • Developed and/or identified congruent assessment measures and record keeping tools aligned with identified "performance standards" to determine and monitor student progress. • Assumed a leadership role in working with other teachers to identify effective instructional interventions and strategies related to the "performance standards." 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Identified learning outcomes that were measurable and specific. • Identified learning outcomes that were consistently used for instructional planning and delivery. • Used student achievement data to determine and monitor student progress and to improve learning for all students. • Used identified "performance standards" and assessments aligned with the performance standards" to determine and monitor student progress. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Identified learning outcomes at times, but they were not always measurable and sometimes lacked specificity. • Identified learning outcomes that were not consistently used for instructional planning and delivery. • Used student achievement data in an inconsistent manner to determine and monitor student progress and to improve learning for all students. • Used "performance standards" information to a limited degree to monitor student progress. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Identified learning outcomes that were rarely or never measurable and specific. • Identified learning outcomes that were rarely or never used for instructional planning and delivery. • Made little or no effort to use student achievement data to determine and monitor student progress and to improve learning for all students. • Rarely or never used "performance standards" information to monitor student progress.

PROFESSIONAL DOMAIN: ASSESSMENT OF STUDENT ACHIEVEMENT

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
3. Assessment regulations and guidelines were followed.		<p>There is clear, convincing evidence that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Followed procedures for test security and test administration prescribed by the district and state. 	<p>There is clear, convincing evidence that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Followed procedures for test security and test administration prescribed by the district and state but had to be reminded of guidelines and timelines. 	<p>There is clear, convincing evidence that the teacher's performance was <u>below standards and was not satisfactory.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Rarely or never followed procedures for test security and test administration prescribed by the district and state.

PROFESSIONAL DOMAIN: LEARNING ENVIRONMENT

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>1. An academic focus and on-task behavior were maintained.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained, at a high level, a classroom environment that had an academic focus and actively engaged students in meaningful learning activities. Maintained groups that were productively engaged, with students assuming much of the responsibility for productivity. Maintained on-task behavior without the need for continuous monitoring. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained a classroom environment that had an academic focus and actively engaged students in meaningful learning activities. Organized and managed learning activities for individuals and groups so that most students were consistently engaged. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained an inconsistent classroom environment that had an academic focus and engaged students in meaningful learning activities. Maintained learning activities for individuals and groups, but sometimes lacked organization and management, resulting in off-task behavior. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never maintained a classroom environment that consistently had an academic focus and engaged students in meaningful learning activities. Rarely or never organized and/or well managed learning activities resulting in frequent off-task behaviors.
<p>2. A classroom management/discipline plan was in place, communicated and maintained.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Established a classroom management/discipline plan that fostered students monitoring their own and their peers' behavior, correcting one another respectively. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained a classroom management/discipline plan that was successfully in place. Maintained and communicated established procedures, routines and expectations to ensure the efficient management of the classroom. This included such things as transitions, student behavior, handling of materials and supplies, and the performance of non-instructional duties. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Established a classroom management/discipline plan, but did not consistently maintain it. Lacked consistency in maintaining and/or communicating the established procedures, routines and expectations to ensure the efficient management of the classroom. This included such things as transitions, student behavior, handling of materials and supplies, and performance of non-instructional duties. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Did not or rarely established and/or maintained a classroom management/discipline plan. Did not or rarely established, maintained and/or communicated classroom procedures, routines and expectations that ensured the efficient management of the classroom. This included such things as transitions, student behavior, handling of materials and supplies, and the performance of non-instructional duties.

PROFESSIONAL DOMAIN: LEARNING ENVIRONMENT

PROFESSIONAL STANDARDS	LEVELS OF PERFORMANCE INDICATORS			
	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
3. Respect and courtesy were modeled by the teacher in student and parent interactions.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher;</p> <ul style="list-style-type: none"> • Demonstrated a genuine caring and respect for students and was successful in creating an atmosphere where students demonstrated genuine caring for one another as individuals and as students. • Interacted with parents positively and efforts to engage families in the instructional program were frequent and successful. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Interacted with students in a consistently friendly manner and demonstrated genuine warmth, caring, and respect. • Interacted appropriately to developmental and cultural norms. • Interacted with parents in a positive manner and was successful in engaging families in the instructional program. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Interacted in a generally appropriate manner, but reflected occasional inconsistencies, negativism, and/or lack of understanding of developmental or cultural norms. • Interacted in a generally appropriate and positive manner making modest attempts to engage families in the instructional program. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Interacted, with at least some students, in a negative, demeaning, sarcastic, and/or inappropriate manner to the age or culture of the students. • Made little or no attempt to interact with parents in a positive manner and rarely made attempts to engage families in the instructional program.
4. The physical environment supported the teaching/learning process.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher;</p> <ul style="list-style-type: none"> • Worked with students to maintain a physical environment conducive to learning. • Involved students in the decisions related to how the room should be arranged to accommodate different learning activities. • Worked with students so that both the teacher and students used physical resources optimally. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Maintained a physical environment conducive to learning. • Adjusted the physical arrangement proactively to accommodate a variety of learning activities. • Maintained physical resources and materials in a manner that made them easily accessible to all students. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Maintained a physical environment conducive to learning but in an inconsistent manner. • Tended to be reactive rather than proactive in adjusting the physical arrangement of the room to accommodate different learning activities. • Maintained physical resources and materials and made them easily accessible to all students but in an inconsistent manner. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Rarely or never maintained a physical environment conducive to learning. • Rarely or never arranged the room to adjust and accommodate different learning activities. • Rarely or never maintained physical resources and materials in a manner that made them easily accessible to all students.

PROFESSIONAL DOMAIN: INSTRUCTION

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>1. The components of an effective lesson and the basic principles of learning were used when providing instruction, such as:</p> <ul style="list-style-type: none"> * Reviewed recently taught material. * Set the stage for learning. * Identified and focused attention on the learning objective(s). * Linked previously learned concepts to new concepts. * Used appropriate teacher-facilitated and student-directed instruction. * Assessed student understanding as the lesson progressed. * Used effective questioning techniques. * Used appropriate closure activities. * Modeled sensitivity to the cultural diversity of students. * Reviewed to address long-term knowledge and student deficiencies. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p><u>The teacher:</u></p> <ul style="list-style-type: none"> • Demonstrated extensive understanding and knowledge of the components of an effective lesson and principles of learning. • Used components to ensure students were mastering objectives. • Assumed a leadership role in assisting other teachers in this area as a part of staff development or school improvement efforts. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p><u>The teacher:</u></p> <ul style="list-style-type: none"> • Demonstrated solid understanding and knowledge of the components of an effective lesson and principles of learning. • Used the components or principles when providing instruction. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p><u>The teacher:</u></p> <ul style="list-style-type: none"> • Demonstrated general understanding and knowledge of the components of an effective lesson and basic principles of learning. • Used the components or principles inconsistently when providing instruction. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p><u>The teacher:</u></p> <ul style="list-style-type: none"> • Demonstrated little or no understanding and knowledge of the components of an effective lesson and basic principles of learning. • Rarely or never used the components or principles when providing instruction.

PROFESSIONAL DOMAIN: INSTRUCTION

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>2. Varied instructional strategies, approaches, and resources, aligned with instructional objectives, engaged students in learning.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated extensive understanding, knowledge and use of varied and effective instructional strategies and approaches to meet instructional objectives and the needs of students. • Used instructional materials and resources that were not only suitable but allowed students to initiate choice and adapt or create materials to enhance their own learning. • Had students highly intellectually engaged throughout the lesson and students made material contributions to the representation of content, activities, and the materials. The structure and pacing of the lesson allowed for student reflection and closure. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met standards and <u>may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated solid understanding, knowledge and consistent use of varied and effective instructional strategies and approaches to meet instructional objectives and the needs of students. • Aligned instructional materials and resources to the instructional objectives and needs of students. • Engaged students in significant learning throughout the lesson, resulting from the use of appropriate activities and/or materials, instructive representations of content, and suitable lesson structure. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated basic understanding and knowledge of varied and effective instructional strategies and approaches but used only a few to meet instructional objectives and the needs of students. • Aligned instructional materials and resources inconsistently to the instructional objectives and/or needs of students. • Inconsistently engaged students in significant learning resulting from the occasional use of inappropriate activities and/or materials, inconsistent representations of content, and/or lack of lesson structure. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Demonstrated minimal understanding and knowledge and use of varied and effective instructional strategies and approaches to meet instructional objectives and needs of students. • Rarely or never correlated instructional materials and resources to the stated objective nor meet the instructional objectives and/or needs of students. • Rarely or never engaged students in significant learning, resulting from the use of inappropriate activities and/or materials, poor representations of content and/or lack of lesson structure.
<p>3. Lessons had a clearly defined structure and pacing was appropriate.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Maintained lesson structure that was highly coherent, allowing for reflection and closure as appropriate. • Paced lesson appropriately for all students. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met standards and <u>may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Maintained a clearly defined structure around which activities were organized. • Paced lessons appropriately for most students. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Had a recognizable structure in lessons although not uniformly maintained. • Inconsistently maintained appropriate pacing of lessons. Lesson pacing was sometimes too fast or too slow. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Rarely or never maintained lessons with a clearly defined structure. • Rarely or never maintained appropriate pacing of lessons. Lesson pacing was often too fast or too slow.

PROFESSIONAL DOMAIN: INSTRUCTION

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
4. Flexible instructional groupings were utilized.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher;</p> <ul style="list-style-type: none"> Utilized flexible instructional groups that were productive and were varied as appropriate to the different instructional objectives. Lead students to frequently demonstrate leadership by taking initiative within the groups to advance their understanding. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Utilized flexible instructional groups that were productive and were varied as appropriate to the different instructional objectives. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Utilized flexible instructional groups inconsistently and with limited success in advancing the instructional objectives of the lesson. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never used flexible instructional groups. Groupings that were used were generally inappropriate to the students or to the instructional objectives.
5. Accommodations and/or modifications were used in alignment with instructional objectives to meet the needs of students.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher;</p> <ul style="list-style-type: none"> Was highly successful in making accommodations and/or modifications based on students' needs, interests, and questions. Assisted other teachers in this area. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Sought ways to ensure successful learning for all students, making accommodations and/or modifications as needed for instruction. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Demonstrated moderate flexibility in making accommodations and/or modifications and moderate responsiveness to students' needs and participation during a lesson. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never made accommodations and/or modifications in spite of evidence of poor achievement and/or lack of participation.

PROFESSIONAL DOMAIN: INSTRUCTION

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>6. Feedback to students was provided and promoted student success and achievement.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met all of the criteria for Level 3. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher;</p> <ul style="list-style-type: none"> • Provided feedback to students that was timely and of consistently high quality, and students made use of the feedback in their learning. • Gave frequent feedback to individual students, as well as to student groups and sometimes to the whole class. • Provided feedback using a variety of methods, routinely facilitated student self-assessment, and provided opportunities for peer critique. • Acknowledged and/or recognized students' successes with genuine enthusiasm for specific accomplishments. • Worked with students to establish and maintain high expectations for the learning and behavior of all students by planning learning activities together, providing opportunities for interaction and establishing achievement expectations. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance consistently met standards and may have <u>occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Provided feedback to students that was timely and of consistently high quality. • Provided feedback to individual students, as well as to student groups and/or the whole class. • Gave feedback using a variety of methods and facilitated student self-awareness. • Acknowledged and/or recognized students' successes. • Conveyed high expectations for student achievement through instructional goals and activities, interactions, and the classroom environment. • Encouraged students to demonstrate pride in their work and/or behavior. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Provided feedback to students that was inconsistent in quality and/or timeliness. • Gave feedback to student groups and/or whole class; feedback was infrequently given to individual students. • Occasionally acknowledged and/or recognized students' successes. • Conveyed inconsistent expectations for student achievement through instructional goals and activities, interactions, and the classroom environment. • Inconsistently generated students' pride in work and behavior. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Provided feedback of poor quality and/or not provided to students in a timely manner. • Gave little or no feedback to individual students. • Rarely or never acknowledged and or recognized students' successes. • Conveyed only modest expectations for student achievement through instructional goals and activities, interactions, and the classroom environment. • Failed to generate students' pride in work and/or behavior.

PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES

PROFESSIONAL STANDARDS	LEVELS OF PERFORMANCE INDICATORS			
	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
1. The employee participated in the school improvement process and implemented school improvement goals.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Participated in the school improvement process at a high level by taking a leadership role in working collaboratively with staff to analyze data and identify school goals. Assumed a leadership role in identifying programs and/or strategies to address school goals. Demonstrated an extensive knowledge of the school's improvement plan and was involved in staff development related to school improvement. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Participated in the school improvement process by working collaboratively with staff to analyze data and identify school goals. Demonstrated a strong knowledge of the school's improvement plan. Made a consistent effort to implement identified programs and/or strategies to address school goals. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Participated in the school improvement process at a minimum level by working with staff to analyze data and identify school goals. Demonstrated general knowledge of the school's improvement plan. Maintained inconsistent effort to implement identified programs and/or strategies to address school goals. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never participated in the school improvement process through collaborative work with the staff to analyze data and identify school goals. Made little or no effort to implement identified programs and/or strategies to address school improvement goals. Demonstrated minimal knowledge of the school's improvement plan.
2. The employee addressed identified individual improvement goals/directions.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Addressed previously identified individual improvement goals and/or directions at a consistently high level including self-initiated improvement goals. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Addressed previously identified individual improvement goals and/or directions at a satisfactory level. Identified self-initiated improvement goals collaboratively with the administrator. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Made some progress at addressing previously identified individual improvement goals and/or directions. Needed continual improvement in addressing individual goals and directions. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never addressed previously identified individual improvement goals and/or directions at a satisfactory level.

PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES

PROFESSIONAL STANDARDS	LEVELS OF PERFORMANCE INDICATORS			
	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>3. The employee participated in on-going professional development to improve content knowledge and pedagogical skills.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher;</p> <ul style="list-style-type: none"> Participated in multiple and varied professional development activities beyond what was required by school and/or district designed to improve content knowledge and pedagogical skills. Implemented and described classroom applications of knowledge gained through required professional development. Shared professional development knowledge at the school level, in the district, and beyond. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Participated in required school/district professional development activities designed to improve content knowledge or pedagogical skills and demonstrated a consistent pattern of professional growth. Implemented and described classroom applications of knowledge gained through required professional development. Initiated opportunities to share professional development knowledge at the school level. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Participated in required school/district professional development activities. Implemented and documented some classroom applications of knowledge gained through required professional development. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Participated in required school/district professional development activities at a minimal level with little or no evidence that the teacher implemented knowledge gained through required professional development.
<p>4. The employee participated in required job-related meetings and activities and performed assigned duties.</p>	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher;</p> <ul style="list-style-type: none"> Participated in required job-related meetings, activities, and performed assigned duties and frequently assumed a leadership role in planning such events. Volunteered to participate, plan and coordinate activities beyond the school day. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Participated in required job-related meetings, activities, and performed all assigned duties. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Occasionally participated in required job-related meetings and activities. Had to be reminded frequently to perform assigned duties. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never participated in required job-related meetings and activities. Rarely or never performed assigned duties.

PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES

PROFESSIONAL STANDARDS	LEVELS OF PERFORMANCE INDICATORS			
	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
5. The employee maintained student records.		<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained instructional records that were accurate, thorough and submitted in a timely manner. Explained how his/her record keeping was used as a basis for assigning grades. Maintained and submitted non-instructional records (i.e., attendance/tardies) in the manner required by district and state policy. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained inconsistent instructional records that were sometimes inaccurate, incomplete, and not submitted in a timely manner. Was not always able to clearly explain how his/her record keeping procedures were used as a basis for assigning grades. Maintained and submitted non-instructional records (i.e., attendance/tardies) in the manner required by district and state policy most of the time, but occasionally had to be reminded to submit and maintain required records. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never maintained instructional records accurately or completely, and did not submit records in a timely manner. Rarely or never maintained or submitted non-instructional records (i.e., attendance/tardies) in the manner required by district and state policy.
6. The employee provided communication to parents/guardians and students related to behavior and achievement.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Adhered to established school and district procedures for communicating academic/ social progress to parents/guardians and/or students and promoted ongoing and interactive communication with the family, which might include custom website, e-mail and electronic newsletters. Had methods in place for students to be actively involved in communicating to parents/ guardians regarding the instructional program. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Adhered to established school and district procedures for communicating academic/ social progress to parents/guardians and/or students. Promoted ongoing communication with the family by providing information on both positive and negative aspects of the student's academic and social progress. Provided information to the family about the instructional program sometimes beyond school requirements. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Adhered to established school and district procedures for communicating academic/ social progress to parents/guardians and/or students but in an inconsistent manner. Provided information to parents/guardians and/or students regarding the instructional program only when required by the school. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never provided adequate or correct information to parents/guardians and/or students regarding the student's academic/ social progress. Did not adhere to established school and district procedures for communicating student's academic/ social progress. Provided little or no information to parents/ guardians and/or student regarding the instructional program.

PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES

PROFESSIONAL STANDARDS	LEVELS OF PERFORMANCE INDICATORS			
	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
7. The employee worked professionally with administration, staff, parents, and community.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher;</p> <ul style="list-style-type: none"> Maintained professional and collegial relationships with colleagues and took initiative in assuming leadership among the faculty in promoting a professional and collegial environment. Handled responses to parent concerns professionally and expediently. Volunteered to participate in school/ community events and frequently assumed a leadership role. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Maintained professional and collegial relationships with colleagues. Responded to parent/ guardian and/or student concerns. Participated in most school/ community events. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Generally maintained professional and collegial relationships with colleagues. Responded inconsistently to parent/ guardian and/or student concerns. Participated in some school/community events; primarily only those that were required. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Did not maintain professional and collegial relationships with colleagues. Rarely or never responded to parent/ guardian and/or student concerns. Avoided becoming involved in school/ community events.
8. The employee used multi cultural resources, materials and activities to support multi cultural literacy, awareness and appreciation.	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met all of the criteria for Level 3</u>. In addition, there is <u>clear, convincing evidence</u> that the teacher also <u>exceeded the standards consistently at a distinguished level</u>.</p> <p>The teacher;</p> <ul style="list-style-type: none"> Pursued related multi cultural resources actively from professional organizations and the community. Embedded multi cultural instruction in the curriculum as appropriate, with students actively engaged in planning and demonstrating understanding of the connections. Participated in and shared multiple and varied professional development activities designed to improve multi cultural instruction. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Used multi cultural resources, materials and activities to support multi cultural literacy, awareness, and appreciation for groups and individual students. Integrated multi cultural instruction in other curriculum areas as appropriate. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Occasionally used multi cultural resources, materials and activities to support multi cultural literacy, awareness, and appreciation. Centered instruction primarily around holiday themes with minimal or no integration in other content areas. 	<p>There is <u>clear, convincing evidence</u> that the teacher's performance was <u>below standards and was not satisfactory</u>.</p> <p>The teacher:</p> <ul style="list-style-type: none"> Rarely or never used multi cultural resources, materials and activities to support multi cultural literacy, awareness, and appreciation.

PROFESSIONAL DOMAIN: PROFESSIONAL RESPONSIBILITIES

LEVELS OF PERFORMANCE INDICATORS				
PROFESSIONAL STANDARDS	LEVEL 4 Performance exceeds standards consistently at a distinguished level.	LEVEL 3 Performance consistently meets standards and may occasionally exceed standards in some areas.	LEVEL 2 Performance approaches standards and/or does not consistently meet standards.	LEVEL 1 Performance is below standards and is not satisfactory.
<p>9. The employee complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers.</p>		<p>There is clear, convincing evidence that the teacher's performance <u>consistently met standards and may have occasionally exceeded standards</u> in some areas.</p> <p>The teacher:</p> <ul style="list-style-type: none"> • Complied with all school and district policies and regulations, as well as state and federal laws applicable to teachers. 	<p>There is clear, convincing evidence that the teacher's performance <u>approached the standards and/or evidence to indicate identified professional standards were inconsistently met.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Inconsistently complied and/or did not comply in a timely manner with all school and district polices and regulations, as well as state and federal laws applicable to teachers. 	<p>There is clear, convincing evidence that the teacher's performance was <u>below standards and was not satisfactory.</u></p> <p>The teacher:</p> <ul style="list-style-type: none"> • Did not comply with all school and district policies and regulations, as well as state and federal laws applicable to teachers.