4/23/13 Time In: 10:25 Time Out: 11:00

uool: Allsport
Teacher: Charren
PD Focus: Engagement/Collaboration

sub

Subject: Soc. Studies
Classroom: 8th G

Observer: Mr. Montoya
Students: 8

Classroom Observation Form

A	Learning Environment	Growth Rating	Evidence
1	Teacher-student & student-student interactions demonstrate an environment of respect and rapport	2	classroom was quiet but generally disengaged.
2	Classroom atmosphere reflects a culture for learning and high expectations for all students	2	
3	Standards for Behavior, Routines, and Transitions are communicated and maintained		
4	Grouping students for instruction: whole group, small group, learning stations, individual, aligns to learning purpose (CIRCLE)		
B	Instructional Practices		
1	Learning Goal & Success Criteria for lesson is clear and shared with students; learning aligns to the correct level of rigor required by state academic standards	3	objective was posted, clear, and discussed w/students. These were aligned w/standards.
2	Teacher Communication with Students Teacher is engaged in the learning and communicates effectively; finding opportunities to enhance student's vocabulary; Teacher's directions and procedures are clear to students and anticipates possible student misunderstanding	1	Vocab. was clearly posted. Many Terms (stagflation, economic growth,) but some were part of vocab, were used prior to discussion.
3	Engaging Students in the Learning Teacher uses active participation strategies to ensure all students are cognitively engaged in the learning of the content	1	Open-ended questioning was used limitedly.
4	Instructional materials and activities are aligned to the purposes of the lesson and mentally engage students	2	Materials were aligned to standards w/minimal use of activities. - There was good use of computer lab.
5	Questioning and Discussion Techniques are used during the lesson to engage students and elicit evidence		
6	Teacher monitors and adjusts instruction based on evidence through formative assessment		
7	Teacher provides feedback to the students that is clear and based on success criteria and gives students time to use the feedback		
8	Teacher provides for student practice: guided practice, independent practice		
C	Student Behavior		
1	Students are engaged in the learning by saying, doing, making, or writing. (CIRCLE)		

Growth Ratings:

N/A = *Not observed/not applicable (no elements observed)*
0 = *Elements should have been present but were not*
1 = *Elements are used in a limited fashion / or have minimal impact*
2 = *Teacher is developing in use of elements*
3 = *Teacher is proficient in use of elements*
4 = *Teacher is exemplary in use of elements*

Classroom Observation – Discussion Form

Teacher: Charron	Subject: Social Studies	Date: 4/23/13

Objective: STUDENT will understand about the Presidency 1970's to present and pass an assessment with a score of 75% or greater each day.

Quantative Student Assessment Criteria:
shown on objective. =

Quantative Teacher's Self-Evaluation Criteria: – Not shown
① No number defining #/% of students that will score 75% or better

Comments on Objectives:
② What is it about the presidency that students will understand?

Goals for Improvement or Corrective Action:
1) To be more precise about what is expected from students to learn/understand.
2) Include Teacher's self-evaluation criteria/quantitative goal

General Comments – (Elements Observed / Not Observed / N/A:

Teacher Acknowledgement: _____ Date _____

Observer Name: M. Montoya

Follow-up to Visit

Corrective Goals Met:

Date Observed _____ Observer Name _____

Further Action Required:

Observer Name _____ Date to be Re-Review _____

rm3/13

Summative Teacher Evaluation Rubric

Teacher Name:	Grade Level:	School Year

Date of Goal-setting Conference:	Date of Summative Team Reflection Conference:	Observer/Evaluator:

Observation Dates:					

Domain 1 - Planning and Preparation

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Evidence Examples
1A: Aligns measurable and clear goals/objectives to Arizona Core & Academic Standards	**Measurable and clear goals/objectives:** • Correct grade level/level of difficulty • Aligned to AZ Core & Academic Standards • Aligned to school curriculum maps & pacing guides • **Interdisciplinary & connected** • **Measurable in multiple ways** ☐	**Measurable and clear goals/objectives:** • Correct grade level/level of difficulty • Aligned to AZ Core & Academic Standards • Aligned to school curriculum maps & pacing guides ☐	**Instructional goals/ objectives are not:** • Clear • Or measurable • Or at the correct grade level/level of difficulty • Or aligned to school curriculum maps & pacing guides ☐	**Instructional goals/ objectives are not:** • Aligned to AZ Core and Academic Standards • Or discernible ☐	➢ Lesson Plans ➢ Curriculum Maps/Pacing Guides ➢ Observations ➢ Posted Objectives
1B: Develops and uses lesson plans.	**Develops, submits, uses, and has available by door weekly lesson plans for all core subjects.** • Aligned standards and objectives • Activities and assessments • Any required content and formatting by LEA • **Tiered interventions to meet diverse student needs** ☐	**Develops, submits, uses, and has available by the door weekly lesson plans for all core subjects.** Lesson Plans include: • Aligned standards & objectives • Activities & assessments • Any required content & formatting by LEA ☐	**Usually develops, submits and uses weekly lesson plans for all core subjects.** Inconsistencies may include: • Lack of aligned standards & objectives • Lack of activities and assessments • Lack of required content and formatting by LEA • Lack of planning for all core subjects • Not having lesson plans available by door ☐	**Rarely develops and submits lesson plans for taught subjects.** ☐	➢ Lesson Plans ➢ Observations

BCS286

Domain 1 - Planning and Preparation

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Evidence Examples
1C: Knows the content and "best practices" appropriate to teaching area(s).	**Understands and appropriately uses for taught content area(s) the:** • Central concepts • Tools of inquiry • Academic language & structures • Research-based "best practices" • **Relationship between engagement and motivation to build learner self-direction and curiosity to extend subject area knowledge** ☐	**Understands and appropriately uses for taught content area(s) the:** • Central concepts • Tools of inquiry • Academic language & structures • Research-based "best practices" ☐	**Demonstrates a basic level of the taught content but may inconsistently use:** • Central concepts • Tools of inquiry • Academic language & structures • Research-based "best practices" ☐	**Demonstrates a lack of knowledge of the content area.** Does not use: • Central concepts • Tools of inquiry • Academic language & structures • Research-based "best practices ☐	➢ Student portfolios ➢ Observations ➢ Transcripts ➢ Professional Development ➢ Lesson Plans ➢ Student work ➢ Teacher Explanations
1D: Seeks to increase knowledge of content area(s).	**Seeks to increase knowledge of teaching and learning in content area(s) by:** • Keeping current in the field • Reading current research • Attending and participating in available on and off-site professional development • Applying new knowledge in the classroom • **Conducting action research to measure effectiveness of new knowledge in the classroom or school** ☐	**Seeks to increase knowledge of teaching and learning in content area(s) by:** • Keeping current in the field • Reading current research • Proactively attending and participating in available on and off-site professional development • Applying new knowledge in the classroom ☐	**Knows some current research-based approaches to teaching and learning in content area(s) but does not:** • Keep current in the field • Seek additional professional development other than what is required • Apply new knowledge in the classroom ☐	**Is not knowledgeable of current research-based approaches to teaching and learning in the content area(s).** ☐	➢ On-site/Off-site Professional Development ➢ Continuing Education ➢ Professional Memberships ➢ Book Studies/ Professional Literature ➢ Professional Learning Communities (PLCs)
1E: Analyzes student data to improve learning and teaching.	**Analyzes student data to effectively improve student learning by:** • Analyzing data from national, state, local, and classroom assessments • Thinking systematically and critically about learning in the classroom • Developing and communicating ideas to improve classroom learning • Implementing classroom instructional changes based on data • **Meeting the needs of diverse students based on data through enrichment and intervention** ☐	**Analyzes student data to effectively improve student learning by:** • Analyzing data from national, state, local & classroom assessments • Thinking systematically & critically about learning in the classroom • Developing & communi-cating ideas to improve classroom learning • Implementing classroom instructional changes based on data ☐	**Analyzes student data to improve student learning, but may not:** • Systematically analyze data from national, state, local & classroom assessments • Or think systematically & critically about learning in the classroom • Or clearly develop & communicate ideas to improve classroom learning • Or implement classroom instructional changes in the classroom ☐	**May recognize the need to improve student learning in the classroom, but:** • Does not often have ideas • Or strategies to do so. ☐	➢ Lesson Plans ➢ Explanations ➢ Observations during data analysis

BCS287

Domain 2 - Classroom Environment

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Evidence Examples
2A: Creates high expectations for all students.	Creates, communicates & supports all students as they work to **meet high expectations** that stretch their thinking or work. • **Develops processes for student goal setting and/self-reflection** • **Creates a culture so that students independently hold high expectations for themselves.** ☐	Creates, communicates and supports all students as they work to meet **high expectations** that **stretch** their thinking or work. ☐	Has **high** expectations for students, but **inconsistently communicates** them or **inconsistently supports** students to reach them. ☐	**Does not** have **high expectations** for students **evident** in communications or assignments. ☐	➢ Observations ➢ Posted Student Friendly Objectives ➢ Lesson Plans ➢ Teacher language & communications ➢ Goal Setting Documentation ➢ Data Binders ➢ Family Feedback
2B: Creates a respectful and caring learning environment.	Classroom interactions between teacher & students and among students are: • **Polite & respectful** • Appropriate to the **cultural and developmental differences** of all sub-groups • **Reflect genuine warmth, caring, & sensitivity** • **Evident of strong rapport between teacher & students** The **teacher handles lack of respect** among students **effectively, efficiently, and positively.** **Students themselves ensure high levels of civility among members of the class.** ☐	Classroom interactions, between teacher and student and among students are: • **Polite and respectful** • Appropriate to the **cultural and developmental differences** of all sub-groups. **The teacher handles lack of respect** among students **effectively, efficiently, and positively.** ☐	Classroom interactions between the teacher and students and among students, are **generally appropriate** and free from conflict but may: • Be characterized by **occasional displays of insensitivity** to cultural or developmental differences among students • Show **insensitivity** to issues of gender, race/ ethnicity, special education, English learners, and socio-economic status **Minor exceptions** are either not handled by the teacher or have a negative impact. ☐	Classroom interactions between the teacher and students and among students, **are negative, inappropriate, or insensitive** and may include: • Sarcasm • Put-downs • Conflict Teacher may: • Use **sharp voice** • Be **impatient** • **Embarrass** students Students show disrespect to each other. ☐	➢ Observations ➢ Parent Surveys ➢ Learning Compacts ➢ Discipline Referrals ➢ Student Surveys
2C: Establishes a physical environment conducive to learning.	Physical environment has been organized to: • Ensure **safety** • **Promote effective instruction and learning** • Include a **print-rich environment** that emphasizes **cueing systems** and **authentic student work** • **Maximize student interaction** • **Print-rich environment continuously evolves to reflect current learning.** ☐	Physical environment has been organized to: • Ensure **safety** • **Promote effective instruction and learning** • Include a **print-rich environment** that emphasizes **cueing systems** and **authentic student work.** ☐	The physical arrangement of the room: • Ensures **safety** • **Sometimes impedes** effective instruction and learning • Includes a **minimal print-rich environment** • **Has few if any** cueing systems • **Has little authentic** student work. ☐	The physical arrangement of the room: • **Does not ensure safety** • **Hinders effective instruction** and learning • **Does not provide a print-rich environment.** ☐	➢ Photos ➢ Observations ➢ Teacher Description

BCS288

Domain 2 - Classroom Environment

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Evidence Examples
2D: Manages student behavior.	Classroom is managed very effectively: • **Consistent evidence** of **well-established** rules, routines, and procedures. • **Expectations of conduct are evident and clear** to the students. • Response to misbehavior is **subtle, proactive, consistent, respectful,** and culturally sensitive to the student's dignity. • **Holds students accountable** to the learning. • **Evidence of student participation in setting rules and expectations.** • **Students monitor their own and their peers' behavior and correct one another respectfully.** ☐	Classroom is managed effectively: • **Consistent evidence** of rules, routines, and procedures. • **Expectations of conduct are evident and clear** to the students. • Response to misbehavior is **consistent, respectful,** and culturally sensitive to the student's dignity. • **Holds students accountable** to the learning community. ☐	There is **some evidence** that the teacher has made an effort to manage the classroom, but: • No clear evidence of rules, routines, and procedures exist. • Expectations for conduct are inconsistent. • **Monitoring of** student behavior is inconsistent • Sometimes responds to student misbehavior in reactive or non-respectful ways. • **Attempts** to hold students accountable to the learning community with limited success. ☐	There is little or no evidence that the classroom is managed effectively: • Rules, routines, and procedures **have not been well-established.** • Little or no teacher monitoring of student behavior. • Response to student misbehavior is reactive, disrespectful, culturally insensitive, or inconsistent. • **Few if any attempts to hold students accountable** to the learning community. ☐	➢ Posting Class/ School Rules ➢ Behavior Plans ➢ Report Cards ➢ Administrative Log ➢ Referrals
2E: Manages classroom routines, procedures, and maximizes instructional time.	• Students contribute to the **seamless operation of classroom routines and procedures,** for transitions, handling of supplies, and performance of non-instructional duties. • **Pacing is skillful** with almost all students on task. • Instructional time is maximized and **clearly focused on academic learning.** ☐	• **Little instructional time is lost** due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. • **Pacing is appropriate to the lesson** with students remaining on task. • Instructional time is primarily **devoted to academic learning.** ☐	• Some instructional time is **lost due to only partially effective** classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. • Instructional time is sometimes interrupted. • **Pacing** may be **too slow** or **too fast,** unclear directions, and off-task discussions. ☐	• Much instructional time is **lost due to inefficient** classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties. • Instructional time is frequently **not focused** because of slow or fast pacing, unclear directions, off-task discussions, busy work, and lack of adequate lesson planning. ☐	➢ Observations ➢ Lesson Plans ➢ Posted classroom routines/ responsibilities ➢ Management Plans

BCS289

Domain 3 - Instruction

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Evidence Examples
3A: Communicates learning goals/ objectives to students.	**Students can clearly explain** the **goals/ objectives and why they are important to learn.** Students know the significance of the standard they are learning. ☐	**Clearly posts and communicates** learning goals/objectives to students and **explains why** they are important to learn. ☐	**Inconsistently posts, communicates** the learning goals/objectives, or why they are important to learn. ☐	**Rarely communicates** the learning goals/objectives or why they are important to learn. ☐	➢ Lesson Plans ➢ Observation ➢ Student Responses ➢ Student Friendly Objectives Posted
3B: Links learning with students' prior knowledge, personal experiences and backgrounds.	**Constantly provides examples and opportunities** for learners to connect and **activate prior knowledge** with respect to their personal experiences and backgrounds. ☐	**Links learning** with students' prior knowledge, personal experiences, and backgrounds. ☐	**Inconsistently links** learning with students' prior knowledge, personal experiences, and backgrounds. ☐	**Does not link** learning with students' prior knowledge, personal experiences, or backgrounds. ☐	➢ Observations ➢ Lesson Plans
3C: Provides relevant, meaningful, authentic learning experiences, and backgrounds.	Provides meaningful learning by explicitly assisting students: • In **making real world connections** between content, other disciplines and a global society. • To **understand the relevance** and importance of the content. • **To deepen understanding or use prior knowledge to complete authentic, real world tasks.** ☐	Provides meaningful learning by explicitly assisting students: • **In making real world connections** between content, other disciplines and a global society. • **To understand the relevance** and importance of the content. • **Incorporate authentic activities as able.** ☐	**There are sporadic attempts** to: • Make connections to learning beyond application within classroom and/or content area but **with limited success.** • Create activities that are classroom driven with **little application to real-world tasks.** ☐	There is **little or no evidence:** • Of connections of learning beyond knowledge acquisition in the individual content area or classroom. • That activities have application to real-world tasks. ☐	➢ Observations ➢ Lesson Plans ➢ Student Work/ Artifacts ➢ Project Photos ➢ Teacher Description
3D: Models the skills, concepts, attributes, or thinking processes to be learned.	**Models and explicitly teaches** skills, concepts, attributes and thinking processes. ☐	**Models skills**, concepts, attributes, or thinking processes to be learned. ☐	**Inconsistently models** the skills, concepts, attributes, or thinking processes to be learned. ☐	**Does not model** the skills, concepts, attributes, or thinking processes to be learned. ☐	➢ Observations ➢ Student Journals
3E: Uses a variety of methods and techniques to engage students.	**Uses an extensive repertoire** of strategies, methods, and techniques (i.e. cooperative learning, hands-on activities, projects, graphic organizers, learning conversations, movement, etc.) **to engage almost all** of the students throughout instruction. ☐	**Uses a variety** of strategies, methods, and techniques (i.e. cooperative learning, hands-on activities, projects, graphic organizers, learning conversations, movement, etc.) **to engage most** of the students throughout instruction. ☐	**Attempts to use strategies,** methods, and techniques to engage students during instruction with **inconsistent results.** ☐	**Does not use a variety** of strategies, methods, and techniques to involve students at an **adequate level of engagement** throughout instruction. ☐	➢ Lesson Plans ➢ Project Photos ➢ Student Portfolios

BCS290

Domain 3 - Instruction

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Evidence Examples
3F: Uses a variety of methods and techniques to promote rigor and ensure students think at high cognitive levels.	• Uses an extensive repertoire of strategies, methods and techniques to **ensure .instruction is rigorous.** • Frequently provides .opportunities for students to **think at high cognitive levels.** • **Frequently** uses **complex questions/ questioning techniques** that require **divergent thinking.** • **Almost all lessons** are designed for students to think at high cognitive levels (at least analysis) for most of the time. ☐	• Uses a variety of methods and techniques to **ensure instruction is rigorous.** • Frequently provides opportunities for students **to think at high cognitive levels.** • Uses **questions/ questioning techniques** that require **divergent thinking.** • **Most lessons** are designed for students to think at high cognitive levels (at least analysis) for some of the time. ☐	• Some **methods and techniques** are **occasionally** used to promote rigor and student thinking at **high cognitive levels.** • **Most questions** require **recall** responses. • Instruction is primarily **teacher-directed at lower cognitive levels.** ☐	• **Does not use** a variety of methods and techniques to promote rigor and student higher level thinking. • **Does not effectively use questions/questioning techniques** to elicit thinking. • Almost all the instruction is **teacher-directed at lower cognitive levels.** ☐	➢ Lesson Plans ➢ Observations ➢ Teacher Description
3G: Meets diverse needs/ uses differentiation.	Teacher meets the diverse needs of **almost all** students, including special education, ELL, gifted, etc. • **Uses an ample and wide variety** of methods, (modeling, visuals, music/art, manipulatives, graphic organizers, simulations, groupings, available technology, etc.) • **Frequently differentiates process, product, content,** and/or **environment.** • **Consistently uses tiered interventions** to meet needs of almost all students. ☐	Teacher meets the diverse needs of **most** students, including special education, ELL, gifted, etc. • **Uses a variety** of methods, (modeling, visual, music/ Art, manipulatives, graphic organizers, simulations, groupings, available technology, etc.) • **Differentiates process, product, content,** and/or **environment.** • Occasionally uses **tiered interventions.** ☐	The teacher **attempts to meet diverse needs** of some students with limited skill or success: • **Uses a few** methods to meet student needs. • **Little evidence** of effective differentiation. • **Little evidence** of effective tiered interventions. ☐	There is no evidence that the teacher uses: • Methods to meet student needs. • Differentiated tiered interventions. Most instruction is geared towards the whole class. ☐	➢ Lesson Plans showing Differentiation ➢ Manipulatives ➢ Technology ➢ Centers ➢ Visuals
3H: Monitors and adjusts instruction.	• **Monitors and assesses** student learning throughout instructional process. • **Adjusts instruction** to accommodate student questions, needs, and interests. • **Seizes opportunities to enhance learning, builds upon a spontaneous event related to objective.** • **Incorporates students' interests to expand learning.** ☐	• **Monitors and assesses** student learning throughout instructional process. • **Adjusts instruction** to accommodate student questions, needs, and interests. ☐	• **Attempts to monitor and assess** student learning. • **Sometimes makes adjustments** but with **limited success** in meeting student needs. • May **pursue interesting topics not directly related to objective.** ☐	• **Rarely monitors and assesses** student learning throughout instructional process. • **Rarely makes adjustments** to instruction. ☐	➢ Observations ➢ Teacher Description

BCS291

Domain 3 - Instruction

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Evidence Examples
3I: Integrates and utilizes technology.	• **Consistently integrates** available **technology to enhance instruction** and maximize student learning. • **Facilitates students using technology to expand learning.** ☐	**Uses** available **technology to enhance instruction** and maximize student learning. ☐	**Demonstrates knowledge** of how to utilize technology in instruction but does so **inconsistently.** ☐	**Does not utilize** available technology to enhance instruction. ☐	➢ Observations ➢ Lesson Plans
3J: Uses a variety of assessments to monitor progress and inform instruction.	Teacher uses a **variety of formative and summative assessments:** • **Regularly** during instruction with **systematic monitoring of progress** • To gauge student achievement of learning objectives and **guide instruction** (re-teaching and enrichments) • **So that students know the assessment criteria** used to evaluate their work • **Knows where most students are** throughout the learning in meeting the instructional outcomes • **As appropriate students are involved in establishing the criteria for proficient work** • **Visually shows assessment data and shares results with students** ☐	Teacher uses a **variety of formative and summative assessments:** • **Regularly** during instruction with **systematic monitoring of progress** • To gauge student achievement of learning objectives and **guide instruction** (re-teaching and enrichments) • **So that students know the assessment criteria** used to evaluate their work • **Knows where most students are** throughout the learning in meeting the instructional outcomes ☐	**Some evidence** that assessment is used during instruction: • With only **some systematic monitoring of progress** of learning by teacher • **Inconsistently reflects** upon assessment data to inform teaching • Students are **aware of only some of the assessment** criteria used to evaluate their work ☐	**Little evidence** that assessment is used during instruction: • Teacher does not know if students are meeting objectives • Students are not aware of assessment criteria • No systematic monitoring of progress by teacher • **Little to no reflection** upon assessment data to inform teaching ☐	➢ Lesson Plans ➢ Curriculum maps/ assessments ➢ Rubrics ➢ Observations ➢ Assessment artifacts
3K: Provides timely assessment feedback to students.	• **Consistently provides** timely feedback to students of their progress based on both formative and summative assessments. • **Provides highly informative written and/or verbal feedback** which students consistently use to significantly enhance their learning. ☐	• **Consistently provides** timely feedback to students of their progress based on both formative and summative assessments. • **Provides useful direction and suggestions** on how students can **effectively use the feedback to improve performance.** ☐	• **Inconsistently** provides feedback to students of their progress. • **Does not provide both formative and summative assessment feedback.** • Suggestions on how students **can improve** their performance is inconsistent. ☐	• Does not provide **timely or adequate feedback** to students on their academic progress. ☐	➢ Progress reports ➢ Student assessment artifacts ➢ Students' goal-setting and improvement plan

BCS292

Domain 3 - Instruction

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Evidence Examples
3I: Encourages students to monitor and assess their own progress.	**Teacher consistently assists and provides the means** and encourages students to set: • Rigorous goals • Self-assess • Monitor and know where they stand academically at all times • Provides Opportunity for self-remediation • **Analyzes data from a variety of sources and draws conclusions** ☐	**Teacher provides the means** and encourages students to set: • Rigorous goals • Self-assess • Monitor and know where they stand academically at all times • Provides opportunity for self- remediation ☐	**Some evidence exists** that the teacher **inconsistently** provides the means and/or encourages students to set: • Rigorous goals • Self-assess • Monitor and know where they stand academically at all times • Provides opportunity for self-remediation ☐	**Little or no evidence** exists that teacher provides the means and encourages students to set: • Rigorous goals • Self-assess • Monitor and know where they stand academically at all times ☐	➢ Students' goal-setting and improvement plan ➢ Communications provided to families ➢ Communication Log

Domain 4 - Professional Responsibility and Leadership

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Evidence Examples
4A: Reflects on teaching.	The teacher: • Reflects on the lesson and is **thoughtful and accurate, citing specific evidence.** • Is able to identify planning and **pedagogical decisions that positively impact** the students' achievement • Suggests specific, alternative strategies and **predicts the likely success** of each of those strategies. ☐	The teacher: • Provides an **accurate and objective description** of the lesson, citing specific evidence. • **Makes some specific suggestions** as to how the lesson might be improved. ☐	The teacher: • **Provides a partially accurate and objective description** of the lesson, but **does not cite specific evidence.** • Makes only **general suggestions** as to how the lesson might be improved. ☐	The teacher: • **Does not accurately assess the effectiveness** of the lesson • Has few if any ideas about how **the lesson could be improved.** ☐	➢ Post-conference Reflections ➢ Observation/ Feedback Reflections ➢ Changes in Lesson Plans
4B: Participates in a professional community	The teacher: • Makes a **substantial contribution** to the professional community that is aligned to school goals, school events and projects. • **Assumes a leadership role among the faculty and promotes cohesion** and a shared vision. • **Professional relationships** are characterized by mutual support, cooperation and initiative in promoting culture of inquiry and reflection on current practices. ☐	The teacher: • **Participates actively** in the professional community and in school events and projects. • **Maintains positive productive relationships with colleagues** that are characterized by mutual support, cooperation, cohesion, a shared vision. • **Actively participates in a culture of inquiry and reflection** on current practices at the school and on an individual level. ☐	The teacher: • **Becomes involved** in the professional community and in school events and projects when **specifically asked** • **Maintains cordial relationships** with colleagues. • Is **not vocal** in developing a shared vision or in a culture of inquiry or reflection at the school or on an individual level. ☐	The teacher: • **Avoids participating** in a professional community or in school events and projects. • **Relationships with colleagues are negative or self-serving.** • **Does not reflect** on professional practices at any level. ☐	➢ Staff meetings and In-service Sign-in Sheets ➢ Professional Development Request Forms ➢ Observations

BCS293

Domain 4 - Professional Responsibility and Leadership

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Evidence Examples
4C: Communicates with families.	• Communication with families is **frequent and sensitive** to cultural traditions; students may participate in the communication. • **Successfully engages** families in the instructional program and encourages input from family to **enhance the academic/social success of students.** • **Promotes and documents two-way communication efforts with parents** through phone calls, notes home, email communication, as well as through report cards, progress reports and other school, or classroom correspondence. ☐	• **Consistently communicates** in a **positive and culturally appropriate** way with **students, staff, parents and community groups.** • **Solicits parental input** to engage families in the instructional program. • Uses a **variety of methods** including phone calls, notes, emails, as well as through report cards, progress reports and other school, or classroom correspondence. ☐	• **Adheres** to school procedures for communicating with families. • **Attempts** to engage families in the instructional program. • **Communications are not always appropriate** to the cultures of those families. • Communicates with parents to relay educational or behavioral concerns through report cards, progress reports, and other school, or classroom correspondence. ☐	• **Communication is sporadic**, may not follow school procedures or be culturally inappropriate. • Makes **no attempt to engage families** in the instructional program. • Communicates with parents or guardians **only when absolutely necessary.** ☐	➢ Parent Communication Logs ➢ Parent/Teacher Meetings ➢ Permission Slips ➢ Newsletters ➢ Report Cards ➢ Progress Reports
4D: Maintains accurate records.	• **Maintains accurate, up to date on daily basis, and complete records** as required by law, policy and administrative regulations. • **Consistent evidence that system of managing student data and monitoring progress is highly effective.** • **Maintains privacy** of student records and performance; respects confidentiality. • **Demonstrates leadership by proactively solving problems, shares with and mentors colleagues.** ☐	• **Maintains accurate, up to date on daily basis, and complete records** as required by law, policy, and administrative regulations. • Systems for maintaining both instructional and non-instructional records are **accurate, efficient and effective.** • **Maintains privacy** of student records and performance; respects confidentiality. ☐	• **Maintains accurate records** as required by law, policy, and administrative regulations. • Systems for maintaining both instructional and non-instructional **records are not always consistent and only partially successful**, and may not be up to date on a daily basis. • **Privacy and confidentiality** of student records is sometimes disregarded. ☐	• **Fails to consistently maintain records** as required by law, policy, and administrative regulations. • Systems for maintaining both instructional and non-instructional records are either **not up to date, non-existent, or in disarray, with errors and confusion.** • Has to be reminded to update records. • Doesn't maintain privacy. ☐	➢ Grade Book ➢ Attendance Records ➢ Student Data ➢ Curriculum Maps/ Pacing Guides

BCS294

Domain 4 - Professional Responsibility and Leadership

	Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Evidence Examples
4E: Demonstrates professionalism and ethical behavior.	• Professional interactions and practices display **the highest standards of honesty, integrity, and confidentiality.** • Is not only positive, but **challenges negative attitudes/practices.** • **Encourages and contributes to a culture of continuous improvement.** • Is **always ethical in actions and behavior** and actively seeks to avoid any perception of impropriety. • **Always dresses in a professional manner.** • Is **punctual,** attends elective school and/or community events, **consistently attends** to school responsibilities, and **rarely is absent or tardy.** ☐	• Professional interactions and practices are characterized by **honesty, integrity, confidentiality.** • Participates **positively** in team or grade-level decision-making, and **contributes to a culture of continuous improvement** in school initiatives. • Is **ethical in actions and behavior.** • **Consistently dresses in a professional manner.** • Is **punctual,** attends required school events, **meets school responsibilities, has few absences and tardies.** ☐	• Professional interactions/ practices are **not always characterized by honesty, integrity, confidentiality and positive attitude.** • **Complies minimally** with school regulations, doing just enough to "get by". • May **demonstrate questionable behavior or actions.** • On occasion, **dress may be unprofessional or inappropriate.** • Is **frequently absent or tardy** from school, required school events, and school responsibilities. ☐	• **Does not demonstrate ethics and professionalism** in interactions or behavior. • **Practices are self-serving or harmful to students or staff morale.** • **Fails to comply** with school regulations and timelines. • May **engage in unethical behavior.** • **Dress is frequently unprofessional** or teacher has to be **frequently reminded about dress.** • Does **not demonstrate punctually and dependability** at school. ☐	➢ Office Records ➢ Letters of Direction ➢ Incident Reports ➢ Parent/Student Complaints
4F: Demonstrates leadership in the classroom and school.	• **Actively participates** in professional learning and **consistently implements** new learning into the classroom. • **Encourages students** to take responsibility for their own learning and mastering Common Core, Career and College readiness. • **Collaborates with colleagues to improve** the quality of learning in the school. • **Assumes a leadership role in developing/implementing the school improvement plan.** ☐	• **Participates** in professional learning and implements new learning into the classroom. • **Communicates to students** the vision of being prepared for Common Core and College readiness. • **Collaborates with school personnel on school improvement activities.** • **Promotes positive working relationships** through professional growth activities and collaboration. ☐	• **Inconsistent in participating** in professional learning or implementation of new learning in the classroom. • **Inconsistently participates in developing** and/or implementing the school improvement plan. ☐	• **Does not fully participate** in professional learning or does not implement learning into the classroom. • **Does not adequately participate in developing and implementing the school improvement plan.** • **May undermine or make negative comments about professional learning and implementing the school improvement plan.** ☐	➢ Observations ➢ Teacher Reflection/ Description ➢ Documentation of Implementation of School Improvement Plan ➢ Professional Development

BCS295

Summary

Evaluator's Reflections
Area(s) of Strength
Recommendations for Growth

I have reviewed this evaluation and discussed the results with my evaluator. 1. I accept this evaluation ☐ 2. I wish to attach additional information ☐

Teacher Signature Date

Evaluator Signature Date

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