Lighthouse Academies Professional Teacher Observation and Evaluation System

Real learning gets to the heart of what it means to be human. Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we repercieve the world and our relationship to it. Through learning we extend our capacity to create, to be part of the generative process of life. There is within each of us a deep hunger for this type of learning.

-from The Fifth Discipline: The Art and Practice of the Learning Organization by Peter Senge

Lighthouse Academies strives to be a learning organization. Our *professional teacher observation and evaluation system* aims to generate important conversation, reflection and learning that yield, as Senge says, a "hunger" to "do something we were never able to do."   Certainly, one purpose for the process and materials that are contained in this packet is to clarify how teachers are formally evaluated and to illuminate specific standards that we expect of exemplary educators. A second, and perhaps more important, purpose is to articulate how we, as a community of educators, continually learn from each other to improve the quality of our teaching, learning and leadership.

As always, we encourage you to reflect on how well this system works for you and to share with the LHA Education Team your ideas and insights for improvement.

1. The professional teacher observation and evaluation system policy provides:

> 1.1 Information for the continuous improvement in performance through an exchange of information between the person being evaluated and the evaluator(s).
> 1.2 A record of facts and assessments for personnel decisions.
> 1.3 Information for annual teacher performance bonus.

2. Observations and evaluations shall be based upon the following *Teacher Performance Standards*. We expect that the professional staff member:

> **Standard 1: Instructional Planning**
> *Demonstrates purposeful, objective-driven instructional planning that considers the needs of all learners while maintaining a sense of urgency in pursuing ambitious goals*
>
> **Standard 2: Instructional Delivery**
> *Delivers instruction in a clear, skillful, objective-driven manner that considers the learning modalities and levels of all learners*
>
> **Standard 3: Assessment**
> *Diligently collects and analyzes data to drive instruction and consistently leverages data as a motivational tool to drive students to achieve big goals*
>
> **Standard 4: Learning Environment**
> *Effectively creates and manages a safe and welcoming learning environment with clear behavioral expectations such that resources, instructional time, and student and teacher energy are maximized to master lesson objectives and reach the student, classroom, and school goals*

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Standard 5: Family and Community Relations
Effectively communicates and collaborates with parents/guardians and other members of the community to improve student learning

Standard 6: Professionalism
Demonstrates responsibility towards professional growth and development and effectively fulfills professional responsibilities

The *Teacher Performance Standards* and descriptors are included in Exhibit 1 of this document.

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3. The observation and evaluation cycle will include the following:

Summary Table of the Cycle of Observations			
Steps & Descriptions	**Forms Needed**	**Timeline for Teachers NEW to LHA**	**Timeline for RETURNING Teachers**
Step 1: Overview for Staff The principal convenes an initial staff meeting to review the evaluation system, school goals, compensation policy rubric and the proposed professional development activities for the school year.	*Teacher Evaluation Protocol*	Prior to the first day of school	
Step 2: Teachers Complete a Self-Assessment and Develop an IPDP Using the self-assessment (Exhibit 2) as a guide, each teacher develops an Individual Professional Development Plan (IPDP) with the guidance of the principal and/or Director of Instruction (DOI). Within the IPDP (Exhibit 3), the teacher and the principal agree to professional development goals. The plan is in writing and signed by the principal, the teacher and the mentor if one is assigned.	*Self-Assessment IPDP*	Prior to **September 30th**	Prior to the first day of school Note: Returning teachers may opt to use their end of the year self-evaluation and most recent IPDP from the previous year.
Step 3: Classroom Observation The principal completes a formal *classroom observation* (for **at least 30 minutes)** a minimum of three times per academic year.[1] The purpose of these observations and conferences is to provide feedback to teachers that impacts teaching and learning in the classroom throughout the year.		*By Nov. 15th* – 1st observation *By March 15th* - 2nd observation *By June 6th* – 3rd observation (same dates for returning teachers)	Note: School leaders may (but are not obligated to) conduct two rather than three formal observations for a returning teacher who received a "proficiency" or "mastery" rating on the previous end-of-year review. For these selected teachers, principals conduct a formal evaluation in the fall **OR** winter. All teachers receive a formal spring observation.

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[1] Returning teachers will be formally observed a minimum of two times during the academic year. Additional observations may be requested by the teacher or made by the Principal at any time.

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Step 4: Post-observation Conference There is a *post-observation conference* **within 24 hours** after each formal classroom observation to review the claims and evidence, student data, IPDP and discuss next steps. ****See Exhibit 4 for more detailed information and examples.*	*Notes on Observations* including: • Script • Claims and Evidence *IPDP*	Within 24 hours of the observation
Step 5: Develop Post-observation Conference Report (after each formal observation). Principals provide narrative feedback to the teachers in the *Post-observation Conference Report* **within a week** of the Post-observation conference. The teacher acknowledges receipt of the report by signing and dating after receipt. The teacher may attach written comments **within fifteen (15) days** to all observation reports. *A copy of all reports and comments shall be filed in the teacher's personnel file.*	*Notes on Observations* including: • Script • Claims and Evidence	Within seven (7) days of observation
Steps #3-5 will occur for all instructional staff by November 15 and repeated again between December and March 15 and between April and June 6.The *Final Post-observation process* includes other components described below:		
Step 5A. Final Post-observation Conference & Report The final post-observation meeting includes time for the teacher to share and discuss his/her results, IPDP and self–evaluation (Exhibit 5) in meeting the school's professional teaching standards. The teacher and the principal discuss classroom observations that were conducted during the year. A *Teacher Performance Standards Rubric* (Exhibit 6) is completed for ALL teachers for the final conference. The purpose of this final report is to evaluate how well a teacher has performed relative to the network rubric. This summary is placed in the teacher's personnel file. This will determine each individual teacher's performance bonus eligibility.	*IPDP* *Notes on Observations* *Teacher Self-Evaluation* *Teacher Self-Assessment (from beginning of the year)* *End of Year Review Rubric* *Final Narrative Report* based on observations, discussions at post	By May 16th Within one week of the conference/meeting

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	observation conferences, and collected data	

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Exhibit 1
TEACHER PERFORMANCE STANDARDS

Teacher Performance Standards

The following performance standards provide a general overview of expectations for all instructional staff.

Standard 1: Instructional Planning

Demonstrates purposeful, objective-driven instructional planning that considers the needs of all learners while maintaining a sense of urgency in pursuing ambitious goals

1.1   Creates a long-term curriculum plan demonstrating a rigorous knowledge of grade level requirements for subjects taught using the Lighthouse Academies' curriculum guides and state standards

1.2   Purposefully plans rigorous, objective-driven, arts-infused lessons and activities that account for various learning styles and need for physical movement

1.3   Differentiates for individual students based on their unique learning needs so all students are appropriately engaged and challenged

Standard 2: Instructional Delivery

Delivers instruction in a clear, skillful objective-driven manner that considers the learning modalities and levels of all learners

2.1   Explicitly introduces learning objectives to students, activates students' prior knowledge as it relates to the objectives, and concludes the lesson by revisiting the learning objective and having students apply it in context

2.2   Presents academic content through a variety of instructional strategies to relentlessly reach all learners

2.3   Provides many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception

Standard 3: Assessment

Diligently collects and analyzes data to drive instruction and consistently leverages data as a motivational tool to drive students to achieve big goals

3.1   Develops standards-based, measureable, ambitious goals that will increase student achievement toward or beyond LHA network goals

3.2   Uses standards-aligned assessments at the beginning, middle, and end of units (with tracking and grading systems) to measure progress toward or beyond LHA network goals

3.3   Continually collects and analyzes data to plan instruction for the full range of students within the classroom

3.4   Frequently checks for understanding, clears up or revisits areas of confusion, and provides timely feedback to students

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Standard 4: Learning Environment
Effectively creates and manages a safe and welcoming learning environment with clear behavioral expectations such that resources, instructional time, and student and teacher energy are maximized to master lesson objectives and reach the student, classroom, and school goals

4.1   Creates a focused environment of fairness and respect that encourages students to take risks and strive to reach big goals
4.2   Communicates and enforces high standards for behavior and academic performance
4.3   Celebrates progress towards big goals and increases long-lasting investment in hard work and big goals
4.4   Organizes a user-friendly classroom to ensure a productive academic environment and a safe physical space
4.5   Implements classroom procedures, systems, and routines that provide structure for students and maximize instructional time
4.6   Establishes, models, practices, and reinforces age-appropriate rules and logical consequences and individual behavioral management plans (as needed)

Standard 5: Family and Community Relations
Effectively communicates and collaborates with parents/guardians and other members of the community to improve student learning

5.1   Communicates respectfully with parents/guardians and is sensitive to different families' cultures and values
5.2   Responds promptly and effectively to parent/guardian questions and concerns with positive interactions
5.3   Maintains timely and frequent communication with parents/guardians concerning curriculum, expectations, student progress or problems and is tenacious in contacting hard-to-reach parents/guardians

Standard 6: Professionalism
Demonstrates responsibility towards professional growth and development and effectively fulfills professional responsibilities

6.1   Collaborates with colleagues to continuously improve instruction, assessment, and achievement
6.2   Reflects critically upon teaching experience and effectiveness of lessons, identifies areas of strength and weakness, listens thoughtfully to others and responds constructively to feedback
6.3   Engages in meaningful learning experiences that may include reading current theory, research, and developments in relevant academic disciplines, professional development opportunities, and collecting ideas from colleagues and supervisors

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Exhibit 2

LHA TEACHER PERFORMANCE STANDARDS SELF-ASSESSMENT TOOL

Teacher Name: _____   **School:** _____   **Date Completed:** _____

Reviewed with: _____   **Date Reviewed:** _____

Overview

The *LHA Teacher Performance Standards Self-Assessment Tool* presents an opportunity for you to reflect on areas of your practice. This document has several purposes. As a precursor to your Individual Professional Development Plan, it can help inform the elements of your teaching that you would like to focus on during the year ahead. This tool may also be used in conversation with your principal and director of instruction to guide individual and all-school professional development. Finally, when the time comes for you to complete your end of the year self-evaluation, this tool may add to the understanding of your growth as a teacher in relation to the LHA performance standards. You are **not** expected to fill in all of the boxes in the "Notes & Comments" or the "Professional Development activities…" columns. Those spaces are for you to add additional information as you see fit. The "Professional development activities…" column may be used to guide your responses to Section IV (Development Activities) of your IPDP.

Standard 1: Instructional Planning						
Demonstrates purposeful, objective-driven instructional planning that considers the needs of all learners while maintaining a sense of urgency in pursuing ambitious goals						
Action	**Self-assessment** *Please refer to the teacher performance standards rubric to assess your teaching practice.*				**Notes & Comments**	**Professional development activities that support areas of growth and/or opportunities to share strengths with colleagues.** *This section may be completed in collaboration with your principal or director of instruction.*
	Novice	Beg. Prof.	Adv. Prof.	Ex.		
1.1 Creates a long-term curriculum plan demonstrating a rigorous knowledge of grade level requirements for subjects taught using LHA curriculum guides and state standards						
1.2 Purposefully plans rigorous, objective-driven, arts-infused lessons and activities that account for various learning styles and need for physical						

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	Novice	Beg. Prof.	Adv. Prof.	Ex.	Notes & Comments	Professional development activities
movement						
1.3 Differentiates for individual students based on their unique learning needs so all students are appropriately engaged and challenged						

Standard 2: Instructional Delivery
Delivers instruction in a clear, skillful objective-driven manner that considers the learning modalities and levels of all learners

	Novice	Beg. Prof.	Adv. Prof.	Ex.	Notes & Comments	Professional development activities
2.1 Explicitly introduces learning objectives to students, activates students' prior knowledge as it relates to the objectives, and concludes the lesson by revisiting the learning objective and having students apply it in context						
2.2 Presents academic content through a variety of instructional strategies to relentlessly reach all learners						
2.3 Provides many and varied opportunities for students to achieve mastery while working to promote achievement without exception						

Standard 3: Assessment
Diligently collects and analyzes data to drive instruction and consistently leverages data as a motivational tool to drive students to achieve big goals

	Novice	Beg. Prof.	Adv. Prof.	Ex.	Notes & Comments	Professional development activities
3.1 Develops standards-based, measureable, ambitious goals that will increase student achievement toward or beyond LHA network goals						

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	Novice	Beg. Prof.	Adv. Prof.	Ex.	Notes & Comments	Professional development activities
3.2 Uses standards-aligned assessments at the beginning, middle, and end of units (with tracking and grading systems) to measure progress toward or beyond LHA network goals						

3.3 Continually collects and analyzes data to plan instruction for the full range of students within the classroom						
3.4 Frequently checks for understanding, clears up or revisits areas of confusion and provides timely feedback to students						

Standard 4: Learning Environment
Effectively creates and manages a safe and welcoming learning environment with clear behavioral expectations such that resources, instructional time, and student and teacher energy are maximized to master lesson objectives and reach the student, classroom, and school goals

	Novice	Beg. Prof.	Adv. Prof.	Ex.	Notes & Comments	Professional development activities
4.1 Creates a focused environment of fairness and respect that encourages students to take risks and strive to reach big goals						
4.2 Communicating and enforcing high standards for behavior and academic performance						
4.3 Celebrates progress towards big goals and increases long-lasting investment in hard work and big goals						
4.4 Organizes a user-friendly classroom to ensure a productive academic environment and a safe physical space						
4.5 Implements classroom procedures, systems, and routines that provide structure for students and maximize instructional time						

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4.6 Establishes, models, practices, and reinforces age-appropriate rules and logical consequences and individual behavioral management plans (as needed)						

Standard 5: Family and Community Relations
Effectively communicates and collaborates with parents/guardians and other members of the community to improve student learning

	Novice	Beg. Prof.	Adv. Prof.	Ex.	Notes & Comments	Professional development activities
5.1 Communicates respectfully with parents/guardians and is sensitive to different families' cultures and values						
5.2 Responds promptly and effectively to parent/guardian questions and concerns with positive interactions						
5.3 Maintains timely and frequent communication with parents/guardians concerning curriculum, expectations, student progress or problems and is tenacious in contacting hard-to-reach parents/guardians						

Standard 6: Professionalism
Demonstrates responsibility towards professional growth and development and effectively fulfills professional responsibilities

	Novice	Beg. Prof.	Adv. Prof.	Ex.	Notes & Comments	Professional development activities
6.1 Collaborates with colleagues to continuously improve instruction, assessment, and achievement						
6.2 Reflects critically upon teaching experience and effectiveness of lessons, identifies areas of strength and weakness, listens thoughtfully to others and responds constructively to feedback						

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6.3 Engages in meaningful learning experiences that may include reading current theory, research, and developments in relevant academic disciplines, professional development opportunities, and collecting ideas from colleagues and supervisors					

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Exhibit 3

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP)

Name: _____   Date _____

Grade Level(s): _____   **READING** End of Year RIT Goal: [   ]   **MATH** End of Year RIT Goal: [   ]

Teaching Position for 20_____-20_____: _____

Certification: In order to meet all federal compliance regulations, all instructional staff needs to meet all *No Child Left Behind* requirements in regards to teacher certification. In addition to having a copy of your teaching certificate in your personnel file, please complete the following:

Teacher License #	State	Type or Status (i.e. provisional, emergency, professional)	Area (s) of certification	Expiration	Highly Qualified? (circle)	
					YES	NO

I. INTRODUCTION: Professional achievement is encouraged, cultivated and celebrated. This Individual Professional Development Plan (IPDP) enables each employee to analyze individual development needs, set specific annual goals and target opportunities to meet these identified goals. This achievement of our professional goals will, ultimately, benefit your students, school and our learning organization.

II. PROFESSIONAL PROFILE (SELF-ASSESSMENT)

A. List your strengths and interests in education specific to culture, assessment and instruction.

B. List your areas of potential growth in education specific to culture, assessment and instruction.

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III. GOALS

Each instructional staff member will develop three professional goals, which they will actively work on throughout the year. Goals will be measurable, in writing and have duration of one year (with the potential of two years depending on the goal). These goals will be developed in cooperation with the school principal. It is critical that these goals are measurable with quantitative data (i.e., NWEA and/or state assessment data) and qualitative data (i.e., work samples, portfolio documentation).

Individualized Professional Goals	
1. Professional Goal #1	*Measures:*
End of year EVIDENCE toward meeting goal:	
2. Professional Goal #2	*Measures:*
End of year EVIDENCE toward meeting goal:	
3. Professional Goal #3	*Measures:*
End of year EVIDENCE toward meeting goal:	

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IV. DEVELOPMENT ACTIVITIES

A. Professional Development Activities: How will you build your capacity to meet the goals above? Please list the specific people, activities, and/or programs necessary to help you meet your goals. **This section may be filled out with your principal/DOI as you discuss the options available to you that will best help you to meet your goals.

B. Additional Resources: List the budget/funding requirements and/or additional materials that would help you accomplish your goal.

V. CONCLUSION: Please discuss your personal development strategy with the principal and your mentor, if one has been assigned. Once terms have been established, sign the form and give to the principal. Remember to keep a copy for yourself.

The principal's signature implies that he/she supports reasonable goals in conjunction with the goals of the school

Teacher's Signature: _____

Date: _____

Principal's Signature: _____

Date: _____

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Exhibit 4

TEACHER CLASSROOM OBSERVATION AND POST-OBSERVATION CONFERENCE PROCEDURES

For each formal observation, the principal will**:**

- Complete a formal classroom observation for **at least** 30 minutes which will be scripted by the principal. Upon completion of the observation and scripting, principals will complete a Claims and Evidence chart which will guide the Post-observation Conference discussion.
- Hold a Post-observation Conference to review Claims and Evidence and discuss observations with the teacher
- Write a narrative Post-observation Conference Report which will be given to the teacher to review and sign. Copies of all reports will go into the personnel file.

Sample format for scripting:

Time	Teacher	Student
8:15	*Good morning class, today we are going to review our multiplication facts.*	Not again
	Who remembers what we did yesterday?	No hands up
	Etc….	

Claims and Evidence Chart

Claims	Evidence
Strategies utilized	*Data to support the claim*

Guiding Questions to consider regarding the observation
- Is the lesson related to the state standards and/or the long-term curriculum plan, demonstrating knowledge of grade level appropriate pedagogy?
- Is the lesson rigorous, objective-driven, and arts-infused (as appropriate)?
- Are thinking skills explicitly taught and how do students know if they have learned them?
- Is the lesson differentiated based on students' individual needs?
- Does the lesson incorporate activities and technology that meet students' learning and personality styles and/or the need for physical movement?
- Does the teacher explicitly introduce the learning objective?
- Does the teacher activate students' prior knowledge?
- Does the teacher revisit the lesson's objective at the lesson's conclusion?
- Are a variety of instructional strategies used?
- Are students provided with many and varied opportunities to achieve mastery?
- Does the teacher promote achievement by all students without exception?
- Are there goals that are standards-based, measureable, and ambitious to increase student achievement?
- Does the teacher collect data during the lesson to plan for future instruction to meet the full range of students' needs?
- Does the teacher provide students with timely feedback?
- Does the teacher frequently check for understanding and clear up or revisit areas of confusion?

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Name:	Ms. Star Scholar
Date/Time:	10/23/07 9:00-9:30am
Lesson:	Reading, Kindness unit
Objective:	"Drawing conclusions"

Time	Teacher Actions	Student Actions
9:00	*Teacher asks questions. SPED teacher on other side of classroom with 4 students.* What are neighbors? We talked about it yesterday.	*St sitting in circle on carpet. Each student takes a turn reading out loud. When Kameron reads, st next to him whispers words for him.* Aida: it's like if you have a house; it's the people next to you. *Dante bounces into room. Shows Ms. Scholar her work. Then joins the class.*
9:01	Thank you for reading. We know the frog was laughing at them. Do we know why? Did the author tell us? Let's draw our own conclusion. Look at the picture. They look pretty silly. Maybe he knows what will happen.	Enrique: because they were bunched under the mushroom. Alexis: because they were all under there.
9:02	*Calls her name. Redirects her.* We need to be looking at our books. *Says the words for him.*	*Dante stretches on carpet. 4 students raise hands, eager to read. Khalid struggles with word.*
9:04	Sit up please Dante. Let's draw some conclusions about the characters. Name some characters. So how many? Did the author ever tell us what kind of characteristics they had? Cole, I'm sorry. I can't hear Khalid. How did they act in the story? The author never told us. How did they act? What's a word we could use to describe them?	*14 hands raised.* *They say 7.* *Eyes down in book.* *4 hands raised.*
9:06	What's a word to describe them? Dante this is your last chance. How do we know? What did the author tell us? How else did the ant do? So all those words we wrote on the board were ways they treated each other. *On board, kindness is written. With list of descriptions and people who show these (firefighters, judge).*	Kind The ant let all the others in. He was kind. Alexis: he was generous. Shakirah: they were sharing the mushroom.

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		We are going to go to our desks to talk about ways we can draw conclusions from other stories. *Writes out behavior referral.*	They all do this.
9:08		*Gets out overhead with 3 column graphic organizer.* Take out your journal. Write the three columns on your paper. Desiree is doing a great job. She is already done writing her words and columns. Good job Alec, Paul, You need to be writing in your journal.	*They all do this.*
9:11		In the beginning who is the first character? And what does he do? You don't have to write this done. I am modeling for you. This is what I wonder. What clues do we have that might tell us? We are just talking about the first two pages. What else do we know? We know they are squished together under the mushroom. What is the conclusion we can make? What do the two characters have to do? We are just talking about the ant and the butterfly. How do they have to act? Jamal?	*3 hands.* Anthony. the ant *3 hands* *5 hands raised* Enrique: the ant moved over Alec: they squished under the mushroom. Ayden: that the mushroom starts to grow. Cole: The animals had to… Jamal: they were too little. They couldn't fit in.
9:15		Now I want you to draw your own conclusion. Yes How do they all fit under the mushroom? Gives wait time. Let's think of some clues from the story. What else do the characters have to do? What other clues? Paul	Armani: How do all the characters fit under the mushroom? Write that down? Anthony: They move over. Paul: They have to make enough room.
		Good word. She used one of our vocab words. Very good. What conclusion can we draw? What can we say about them? What is the author trying to teach us? Jamal. Thank you Cole.	They huddle Enrique: They are kind. Jamal to be kind Strangers, Others, everyone. Elijah: You are going too fast. Shakirah: Sometimes we can make

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		them feel good.
9:20	The next story we read, do you know enough to draw conclusions our own. Thumbs up if you think you can do it. I only see about 5 people.	*Majority do this.*
9:21	Take out your language arts book. Jasmin's got it. I want to show you what you will do for homework. Open up to pp. 24, 25. We will be doing 24 together and 25 for homework.	*Some chattering.* Elijah – kindness, look.

Claims	Evidence
Objectives/ Lesson Cycle	Clear objective with instructional strategies to reach objective (modeled through think alouds, asked targeted questions, graphic organizer, guided practice). Teacher-lead closing with thumbs up, thumbs down for application.
Clarity	Asked questions and called on students, but not all students. In 30 min. did not hear from several girls: Nakia, Evelyn, Jasmin, Symphony.
Pacing	Moved swiftly through lesson cycle. Transitions took 2-3 min and were not timed/counted down. Used positive re-enforcement to move students along.

Questions:
What decoding strategies can they use? Are they posted?

Great opportunity for arts infusion. They could act out the scene under the mushroom or use character cut outs to demonstrate with story board.

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Name:	Ms. Star Scholar
Date/Time:	10/24/07 1:00 P.M.

Lesson Reflection
Lesson was long. 2nd read of story so new comp strategy. By the time they got to the workbook they were done. Would split it up into two parts. 1 student was very disruptive. Checked their homework and so that they got it. Read 5 sentences and then drew their own conclusions. Sometimes uses sticks to call on students randomly.

Strengths
Typically 80% engagement. They understand why they are reading the story more than once. Understand that there are strategies they need to use. Good to have more practice at home.

Areas for Growth
Higher order questions and differentiating for students. Make sure they are all included. Help students take risks.
Take advantage off transition time for learning (ex: when having to deal with behavior).
Ensure students know what decoding strategies they can use.

Action Plan
Prepare students by saying, "I'm going to call on you next." Share with a partner. For lesson closing, have students articulate what they learned, the steps they need to take.
During transitions/down time, give them something to think about or talk with a partner about. Use this as learning time also.
Post decoding strategies/how to figure out a word, reference them, and ask students which one they could use.

_____   _____

Teacher's Signature   Date

_____   _____

Principal's Signature   Date

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Name:	Ms. Star Scholar
Date/Time:	May 23, 2008

Action Plan & Lesson Reflection

Introduction was strong. Students were excited to role play.

2nd G.O. was more effective – chain of events that happened in the story.

Would need to reteach the causal relationship between events.

Evidence	Strengths
Lessons	Arts infusion – mime and role play
Lessons	Students love graphic organizers, use frequently
Data, Reflection	Reteaching skills to students to make sure they are prepared for the state test.
	Given students many tools to support their writing.
	Reflecting upon behavior during closing meeting
	Students focused on learning, ask for more work.

Evidence	Areas for Growth
	Teach students to select a graphic organizer to use on their own. Encourage them to use GO in their journal.
	EOY focus: Extended response and writing – persuasive, expository (increase math and science journals).
	Increase group and partner work – vision for students to reflect individually
	Be positive throughout the whole year – re-enforce the expectations and move towards students holding each other accountable.
	For students to set goals and track it themselves.

Professional Development Needs

Arts-infusion

Differentiation – increase guided reading, more real time group work, centers.

See it more in action, create a planning template to account for low, medium, high

Leadership at the school

_____   _____

Teacher's Signature   Date

_____   _____

Principal's Signature   Date

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Teacher:	Ms. Star Scholar
Evaluator:	Mrs. Shine
Observation Date/Time:	May 22, 2008 9:30-10:00am
Post Observation Meeting Date:	May 23, 2008

Star Scholar is a second grade teacher who has been with LCS since August 2006. This is her third year teaching. During the lesson observed, she taught a reading lesson to 23 students. At our post-observation meeting, we reviewed her students' achievement and her self-evaluation.

Ms. Scholar uses a variety of effective instructional strategies to teach objectives. During the lesson observed, she used arts-infused strategies to engage students and to deepen their understanding of the content. She used mime and role play to show cause and effect. During the lesson observed, she used two types of graphic organizers to teach students cause and effect. The more challenging graphic organizer was given to challenge students who grasped the concept quickly. During our reflection meeting she shared that she uses graphic organizers frequently and that students enjoy using them. Students are able to comprehend and master content because of the instructional strategies she implements.

Ms. Scholar has created a culture of achievement in her classroom. Students are focused on learning and frequently ask for more work. During our reflection meeting, she shared that the class reflects upon their behavior and work ethic during closing meeting. She publicly tracks student progress by updating graphs in the classroom. She strives to teach targeted lessons and has been re-teaching skills students have not mastered to ensure they are prepared for the state test in third grade.

Ms. Scholar is a reflective practitioner who thinks long-term and creates detailed unit plans. We identified the following areas for professional growth:
- Teach more extended response (increase math and science journals) and variety of writing (persuasive, expository)
- Increase group and partner work. Provide more opportunities for students to reflect individually.
- Develop systems to allow students to set goals and track them themselves
- Increase differentiation by increasing guided reading and creating a planning template to account for low, medium, high

In summary, Ms. Scholar uses a variety of effective instructional strategies and creates a culture of achievement. Her next steps are to provide more opportunities for differentiation and to teach students to use writing to explain their thinking across subjects. Her vision is for students to be more internally motivated to achieve and to take more ownership for their learning. By doing this, her students will be challenged at all levels and will develop their critical thinking skills.

Student Achievement Data:

Reading Comprehension Mastery (OCR Unit tests)	81% class average
Math Mastery (Saxon tests)	90.7% class average on 2nd grade Saxon

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	84.7% class average on 3rd grade Saxon
NWEA Average growth	Reading: 25 RIT growth, 52% past goal Math: 19 RIT growth, 48% past goal

Performance on Teaching Standards:

Key: 4 = Exemplary, 3 = Advanced Proficiency, 2 = Beginning Proficiency, 1 = Novice

Performance Standard	Substandard Rating		Overall Rating
Instructional Planning	1.1	3	Advanced Proficiency (Approaching Exemplary)
	1.2	3	
	1.3	4	
Instructional Delivery	2.1	3	Advanced Proficiency
	2.2	3	
	2.3	3	
Assessment	3.1	4	Exemplary
	3.2	4	
	3.3	4	
	3.4	4	
Learning Environment	4.1	3	Advanced Proficiency
	4.2	3	
	4.3	3.5	
	4.4	3	
	4.5	3	
	4.6	3.5	
Family and Community Relations	5.1	4	Exemplary
	5.2	4	
	5.3	4	
Professionalism	6.1	3.5	Advanced Proficiency (Approaching Exemplary)
	6.2	4	
	6.3	4	

Teacher's Signature: _____   Date: _____

Principal's Signature: _____   Date: _____

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Exhibit 5

TEACHER SELF-EVALUATION

Teacher Name: _____   **School:**_____   **Date Completed:**_____

As a part of the self-evaluation process, teachers are asked to complete the following prior to their final conference with the principal:

1. **Review of Self-Assessment & IPDP:** In the spring of each year, teachers will be asked to review their self-assessment, IPDP, student performance data and school goals. Teachers will record on their IPDP specific evidence to support their progress toward meeting the school, class and professional goals set at the beginning of the year.

2. **Complete Self-reflection Tool** as follows.

Standard 1: Instructional Planning					
Action	**Self-assessment** **Self-assessment** *Please refer to the teacher performance standards rubric to assess your teaching practice*				*What specific strategies and practices did you use in order to effectively plan instruction to meet the needs of all students? Please describe the evidence to support your statements.*
	Novice	Beg. Prof.	Adv. Prof.	Ex.	
1.1 Creates a long-term curriculum plan demonstrating a rigorous knowledge of grade level requirements for subjects taught using the LHA curriculum guides and state standards					
1.2 Purposefully plans rigorous, objective-driven, arts-infused lessons that account for various learning styles and need for physical movement					
1.3 Differentiates for individual students based on their unique learning needs so all students are appropriately engaged and challenged					

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Standard 2: Instructional Delivery					
	Novice	Beg. Prof.	Adv. Prof.	Ex.	***What steps did you take this year to improve the quality of your teaching? Please describe the evidence to support your statements.***
2.1 Explicitly introduces learning objectives to students, activates students' prior knowledge as it relates to the objectives, and concludes the lesson by revisiting the learning objective and having students apply it in context					
2.2 Presents academic content through a variety of instructional strategies to relentlessly reach all learners					
2.3 Provides many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception					
Standard 3: Assessment					
	Novice	Beg. Prof.	Adv. Prof.	Ex.	***What did you do to collect and use data to improve your instruction and to motivate your students? Looking forward to next year, what might you do differently?***
3.1Develops standards-based, measureable, ambitious goals that will increase student achievement toward or beyond LHA network goals					
3.2 Uses standards-aligned assessments at the beginning, middle, and end of units (with tracking and grading systems) to measure progress toward or beyond LHA network goals					
3.3 Continually collects and analyzes data to plan instruction for the full range of students within the classroom					
3.4 Frequently checks for understanding, clears up or revisits areas of confusion, and provides timely					

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	Novice	Beg. Prof.	Adv. Prof.	Ex.	
feedback to students					

Standard 4: Learning Environment

	Novice	Beg. Prof.	Adv. Prof.	Ex.	*What did you do to create and manage an effective learning environment? Please include specific actions as they relate to behavioral expectations, resources and use of instructional time.*
4.1 Creates a focused environment of fairness and respect that encourages students to take risks and strive to reach big goals					
4.2 Communicates and enforces high standards for behavior and academic performance					
4.3 Celebrates progress towards big goals and increases long-lasting investment in hard work and big goals					
4.4 Organizes a user-friendly classroom to ensure a productive academic environment and a safe physical space					
4.5 Implements classroom procedures, systems, and routines that provide structure for students and maximize instructional time					
4.6 Establishes, models, practices, and reinforces age-appropriate rules and logical consequences and individual behavioral management plans (as needed)					

Standard 5: Family and Community Relations

	Novice	Beg. Prof.	Adv. Prof.	Ex.	*In what ways did you communicate with and provide guidance and support to your students and their parents/guardians this school year? How do you judge the effectiveness of your efforts?*
5.1 Communicates respectfully with parents/guardians and is sensitive to different families' cultures and values					

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	Novice	Beg. Prof.	Adv. Prof.	Ex.	
5.2 Responds promptly and effectively to parent/guardian questions and concerns with positive interactions					
5.3 Maintains timely and frequent communication with parents/guardians concerning curriculum, expectations, student progress or problems and is tenacious in contacting hard-to-reach parents/guardians					

Standard 6: Professionalism

	Novice	Beg. Prof.	Adv. Prof.	Ex.	*How will you go about improving the quality of your teaching for the next school year? What are your priorities for your own professional development? How were these determined? (These will help guide your IPDP revisions for the next school year.)How do you judge your effectiveness of fulfilling professional responsibilities?*
6.1 Collaborates with colleagues to continuously improve instruction, assessment, and achievement					
6.2 Reflects critically upon teaching experience and effectiveness of lessons, identifies areas of strength and weakness, listens thoughtfully to others and responds constructively to feedback					
6.3 Engages in meaningful learning experiences that may include reading current theory, research, and developments in relevant academic disciplines, professional development opportunities, and collecting ideas from colleagues and supervisors					

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Exhibit 6
TEACHER PERFORMANCE STANDARDS RUBRIC

Standard 1: Instructional Planning
Demonstrates purposeful, objective-driven instructional planning that considers the needs of all learners while maintaining a sense of urgency in pursuing ambitious goals

Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
IP-1 Creates a long-term curriculum plan demonstrating a rigorous knowledge of grade level requirements for subjects taught using the LHA curriculum guides and state standards	• **Completely lacks knowledge** of state standards • **Does not plan long-term** • **Does not follow** state standards • **Does not use** the LHA curriculum guides in planning • **Does not select pedagogy** appropriate to meet state standards or high rigor	• **Has some knowledge** of the state standards • **Inconsistently creates long-term plans** • **Selected pedagogy** used in lesson planning does not reflect state standards or rigorous content • Lessons are **generally aligned** with LHA curriculum guides and assessments	• **Exhibits detailed knowledge** of state standards for primary subjects taught (i.e. reading and math) • Designs long-term plans for **most** subjects • **Consistently** plans lessons aligned with state standards • Lessons **are aligned** with LHA curriculum guides and with state standards and assessments	• Exhibits detailed knowledge of state standards for **all** subjects • Continually designs long-term plans for **all** subjects • Consistently and **creatively** aligns planning to state standards and rigorous content • Lessons are **explicitly aligned** with LHA curriculum guides and with state standards and assessments
IP-2 Purposefully plans rigorous, objective-driven, arts-infused lessons and activities that account for various learning styles and need for physical movement	• **Does not plan** objective-driven, arts-infused lessons • **Does not thoughtfully** plan lessons that drive students toward achievement of learning objectives and goals • **Has a limited understanding** of how effective planning drives student learning is reflected in lesson plans and/or in discussions around planning • **Does not differentiate** instructional materials, resources, technology, and media in lesson planning that are appropriate to support student learning • Selected materials, resources, technology and media **do not** adequately meet student needs and abilities	• **Attempts** to create rigorous, objective-driven, arts-infused lessons aligned with state standards • **Plans some** lessons that drive students toward achievement of learning objectives and goals • **Attempts** to reflect the understanding of how effective planning drives student learning in lesson plans and/or in discussions around planning • **Minimally integrates** instructional materials, resources, technology, and media in lesson planning that are appropriate to support student learning • Selected materials, resources, technology and media meet a **limited number** of student needs and learning styles	• Writes **most** lesson plans that are objective-driven and arts-infused (50% of subjects) • **All** lessons drive students toward achievement of learning objectives and goals • **Consistently** reflects the understanding of how effective planning drives student learning in lesson plans and/or in discussions around planning • **Consistently uses** instructional materials, resources, technology, and media in lesson planning that are appropriate to support student learning • Selected instructional materials, resources, technology and media meet **a variety** of student needs and learning styles	• **All** lesson plans are rigorous, objective-driven, and arts-infused • Designs **innovative, data-driven** activities that clearly drive students toward achievement of learning objectives and goals • **Effectively and efficiently** communicates the understanding of how effective planning drives student learning in the lesson plans and/or in discussions around planning • **Identifies, modifies, and/or creates** instructional materials, resources, technology, and media in lesson planning that are appropriate to support student learning • **Student needs and abilities drive** the selected materials, resources, technology and media, **making the lesson accessible to all**

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Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
IP-3 Differentiates for individual students based on their unique learning needs so all students are appropriately engaged and challenged	• **Does not use data sources** to determine students' learning needs when creating lesson plans • **Does not** create differentiated lesson plans (content, processes, or products) • Plans include only **whole class work**	• **Uses a limited number of data sources** to determine students' learning needs when creating lesson plans • **Attempts** to create differentiated lesson plans (content, processes, and/or products) applicable to a **general group** of students • Designs plans and/or assessments that allow the teacher to **work with individual students** when the whole class is working	• **Uses multiple sources of data** (RIT scores, tracking sheets, IEPs, etc.) to determine students' learning needs when creating lesson plans • **Regularly** designs differentiated lesson plans (content, processes, and/or products) applicable to **subgroups** of students with different needs and interests • Designs plans and assessments that allow for **various forms of structured differentiation** (partner work, small group work, etc.) throughout the lesson	• **Consistently uses multiple sources of data** (RIT scores, tracking sheets, IEPs, etc.) to determine students' learning needs when creating lesson plans • **Regularly** designs differentiated lesson plans (content, processes, and products) **driven by individual students' needs** • Designs plans and assessments that allow for **flexible forms of structured differentiation** (work stations, teacher-guided group, independent work, etc.) throughout the lesson

Standard 2: Instructional Delivery

Delivers instruction in a clear, skillful objective-driven manner that considers the learning modalities and levels of all learners

Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
ID-1 Explicitly introduces learning objectives to students, activates students' prior knowledge as it relates to the objectives, and concludes the lesson by revisiting the learning objective and having students apply it in context	• **Does not** post or state the learning objective • **Often** presents material in a confusing way, using language that is inappropriate • Instructs students on the subject taught **in isolation** of other experiences, subjects and knowledge • **Does not** revisit the learning objective at the end of the lesson and/or offers **no opportunities** for students to apply it in context	• **Inconsistently** posts or states the learning objective • **Sometimes** uses language and explanations that are fuzzy, confusing, or inappropriate • **Makes superficial connections** to prior student knowledge and experiences • **Inconsistently** revisits the learning objective at the end of the lesson and offers **minimal opportunities** for students to apply it in context	• **Consistently** posts (on the BBC) and states the learning objectives • **Uses clear** explanations, appropriate language, and good examples to present material • **Consistently links** the learning objectives to past and future learning experiences, other subject areas, and real world experiences/applications • **Revisits** the learning objective at the end of the lesson and offers **opportunities** for students to apply it in a different context	• **Consistently** posts (on the BBC) and states the learning objectives such that **students can state the objective and lesson purpose** • **Presents** material **clearly and explicitly**, makes connections, and uses vivid and appropriate language • **Actively involves** students in making connections with prior knowledge, experiences, and other subject areas • **Consistently revisits** the learning objective at the end of the lesson and provides **multiple opportunities** for students to reflect upon and apply their learning

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Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
ID-2 Presents academic content through a variety of instructional strategies to relentlessly reach all learners	• **Rarely deviates** from a single instructional strategy (i.e., lecture) • **Attempts to use appropriate techniques** of tone, pace, volume, and body language to capture the attention and interest of the students in the classroom • **Rigid and inflexible** with lesson plans and **fails** to take advantage of teachable moments	• **Lacks variety** in the instructional approaches used • **Maintains adequate** tone, pace, volume, and body language well enough to **capture** the attention and interest of **more than half** of the students in the classroom • **Overly focused** on implementing lessons plans and **sometimes misses** teachable moments	• **Uses a variety** of instructional strategies that promote student learning • **Maintains effective** tone, pace, volume, and body language well enough to **command** the attention and interest of **almost all** of the students in the classroom • **Flexible** about modifying lessons and **regularly** takes advantage of teachable moments	• **Facilitates** student learning through **effective use** of questioning, organization, performance expectations, and instructional strategies • **Maintains persuasive and compelling** tone, pace, volume, and body language well enough to **captivate all** students in the classroom • **Deftly** adapts lessons to **exploit** teachable moments and correct misunderstandings
ID-3 Provides many and varied opportunities for students to achieve mastery while working to promote achievement by all students without exception	• **Makes** little or no attempt to motivate students or encourage them to work hard • **Rarely encourages** a "nothing less than excellence" attitude towards achievement • **No opportunities** provided for students to demonstrate that they have achieved mastery • **Does not** work with **individual** students during the lesson	• **Makes some attempt** to motivate students, although messages to work hard are too infrequent to be effective • **Inconsistent use** of strategies that encourage students to embrace a "nothing less than excellence" attitude towards achievement • **Limited number** of learning experiences provided for students to achieve mastery	• **Consistently encourages** students to work hard and to persist even when faced with difficult material • **Uses a variety** of strategies to convey a "nothing less than excellence" attitude towards achievement to reach a wide range of students • **Provides a variety** of learning experiences for students to achieve mastery	• **Exudes high expectations and tenacity** and convinces students they will master the material • **Students motivate themselves and their classmates to achieve and excel.** • **Monitors** individual students and **consistently provides** learning experiences based on their needs so they can personally achieve mastery as well as **empower** their classmates to achieve mastery

Standard 3: Assessment

Diligently collects and analyzes data to drive instruction and consistently leverages data as a motivational tool to drive students to achieve big goals

Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
A-1 Develops standards-based, measureable, and ambitious goals that will increase student achievement toward or beyond LHA network goals	• **Attempts** to set or adopt goals for students • **Generally describes** why big goals are important, but may not be able to describe how goals are aligned to grade level mastery standards and/or class, school, and network goals • **Needs assistance in identifying basic assessment tools** and why	• **Adopts broad, generic goals** that aspire to be ambitious and feasible for all students and achieve this for **at least half** of the students • **Generally describes** how goals are aligned to grade level mastery standards and/or class, school, and network goals • **Identifies basic assessment tools**	• **Designs** goals that are both ambitious and feasible for **most students**, based on data from **multiple sources** • **Specifically describes** how goals are aligned to grade level mastery standards as well as class, school, and network goals • **Identifies appropriate assessment tools** that will be meaningful to	• **Designs** highly ambitious and feasible goals that require intense work from **each and every student**, based on data from **multiple sources** • **Describes** how goals a re aligned to grade level mastery standards as well as class, school, and network goals and **explains the specific and prioritized**

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Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
	they are meaningful to students when measuring the different facets of the goals	that may be meaningful to students when measuring the different facets of the goals	students when measuring the different facets of the goals	**knowledge and skills** each student needs to master in order to reach the goals • **Identifies** a **specific set of balanced measurement tools** to measure different facets of the goals that will be **most meaningful** to students' lives
A-2 Uses standards-aligned assessments at the beginning, middle, and end of units (with tracking and grading systems) to measure progress toward or beyond LHA network goals	• **Seldom to never administers** diagnostic, formative, and/or summative assessments to determine student progress • **Does not design nor obtain** purposeful and rigorous assessments that accurately reflect student understanding of and progress towards big goals • **Seldom or never maintains** ELA and math tracking sheets and/or **seldom or never calculates and reports** individual and class progress toward big goals	• **Inconsistently administers** diagnostic, formative, and/or summative assessments to determine student progress • **Designs some purposeful and rigorous** assessments with **limited variation in the items** used to reflect student understanding of and progress towards big goals • **Inconsistently maintains** ELA and math tracking sheets and/or **inconsistently calculates and reports** individual and class progress toward big goals	• **Consistently administers** diagnostic, formative, and summative assessments to determine student progress • **Designs consistently** purposeful and rigorous assessments with **some variation in items** that accurately reflect student understanding of and progress towards big goals • **Consistently maintains** ELA and math tracking sheets, and **designs additional** tracking systems **as needed,** to **calculate and report** individual and class progress toward big goals	• Administers assessments **as often as necessary** for students to work toward **mastery** • **Designs multiple types of items** for purposeful and rigorous assessments, **accurately** reflecting student understanding of and progress towards big goals; through **multiple assessments** can demonstrate mastery in a number of ways • **Consistently maintains** ELA and math tracking sheets, **develops additional** tracking systems to **calculate and report** individual and class progress toward big goals, **highlights** individual students' areas of need, and **assists students in tracking their own progress** using individual tracking sheets
A-3 Continually collects data to plan further instruction for the full range of students within the classroom	• **Irregularly assesses** student performance and/or uses **inappropriate** assessment measures • **Does not show evidence** of using assessment data to inform instructional decision making • **Does not offer** struggling and/or failing students the opportunity to master material or progress towards goals	• **Relies** primarily on a limited number of assessment formats to measure student performance • **Minimally or inconsistently uses** assessment data to inform and modify content and approaches • **Sometimes offers** struggling students additional time or assistance in mastering material and/or achieving goals	• **Consistently provides** a variety of ongoing and culminating assessments to measure student performance • **Regularly uses** assessment results to make both daily and long-range instructional decisions • **Takes responsibility** for students who are not succeeding and tenaciously provides extra help for them to achieve goals	• **Consistently provides** a variety of formative and summative assessments to measure student performance • **Regularly pre-assesses** students and **adjusts** plans based on the data and **uses additional assessment data** to inform decisions about instructional content and pacing • **Relentlessly** follows up with struggling students with time

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Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
				and support to help them to achieve goals
A-4 Frequently checks for understanding, clears up or revisits areas of confusion, and provides timely feedback to students	• **Does not monitor** student performance • **Seldom or never** crafts questions that discern the level of student understanding • **Seldom or never** asks questions about the important ideas of the lesson • **Offers little or no feedback** on student performance and/or feedback is **not in a timely fashion** such that the student has an opportunity to improve • **Seldom or never** upholds high expectations for successful responses and/or **seldom or never** helps students reflect on correctness of responses	• **Monitors** student performance at the end of the lesson by revisiting learning objective • **Inconsistently** crafts questions that reliably discern **whether** students understand • **Occasionally** asks questions, using one or two types, about the most important ideas during the lesson • **Inconsistently** provides feedback on student performance and/or it is **not timely** or in a **usable** form • **Inconsistently** upholds high expectations for successful responses and tells students **whether** their responses are correct or incorrect	• **Consistently** monitors student performance throughout the lessons by asking questions about learning objectives • **Crafts** questions that reliably discern the extent of student understanding • **Asks** questions of **varying levels** about the most important ideas **throughout** the lesson • **Provides ongoing and timely** feedback to encourage student progress • **Upholds** high expectations for successful responses and tells students **why** their response is correct or incorrect	• **Consistently** monitors student performance and equips students to **self-monitor** • **Consistently** crafts questions that reliably discern the **extent and root** of a student's misunderstanding • **Consistently** asks **higher-level thinking questions** about the most important ideas at **key moments** throughout the lesson • Offers **prompt** feedback, opportunity for remediation, and suggestions for students to continue to excel • **Consistently engages** with students throughout the lesson and encourages them to **cooperate and support one another** in offering clarification and **extending their own understanding** • Students **know their progress towards big goals and can articulate** what they need to do to improve

Standard 4: Learning Environment
Effectively creates and manages a safe and welcoming learning environment with clear behavioral expectations such that resources, instructional time, and student and teacher energy are maximized to master lesson objectives and reach the student, classroom, and school goals

Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
LE-1 Creates a focused environment of fairness and respect that encourages students to take risks and	• **Does not have any** goals in classroom • Students **are not able** to explain why they come to school or what is important to learn in their classroom	• Has **broad and generic** goals attempting to be ambitious and motivational, but may be hard to measure or difficult for some students to achieve • Students **are not** able to explain	• Has **specific goals aspiring to be ambitious and feasible for the entire class**, but are not differentiated based on diagnostic results • Students can name **the**	• Designs **feasible highly ambitious goals** that require intense work from each and every student and takes into account diagnostic results for mastery goals • Students can name **their**

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Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
strive to reach big goals	• Students **ridicule each other** and/or get **visibly exasperated** with others when an answer is unknown • **Only uses student work with 90%** or higher mastery as exemplars and **does not** reinforce the idea of growth • Students **cannot** articulate or value their own growth and are upset because they have not hit 100%	how they are performing, or what their specific classroom goal is • **Some** students are visibly exasperated with each other for getting answers wrong or taking too long but teacher **attempts** to redirect children to be patient and allow the child space/time to answer • **Occasionally** articulates the idea that growth is what matters and that where other students are performing is just fine as long as they are trying	**classroom goals** and explain how they are progressing towards achieving the classroom goal • **Coaches** students when answering and scaffolds them up to being able to be successful on questions • Students are **consistently patient** with each other when getting wrong answers or taking risks in answering questions • **Consistently** articulates the idea that growth is what matters and where students are performing is fine as long as they are trying	**individualized goals** and the progress towards those goals, and explain why those are important • Students **patiently coach each other** when taking risks or answering questions incorrectly and **encourage one another** to keep trying • **Students can articulate** the idea that growth is what matters and that where other students are performing is fine as long as they are trying
LE-2 Communicates and enforces high standards for behavior and academic performance	• Allows student **misbehavior** to go **unchecked** • Allows student **underperformance on work** either with poor excuses or without explanation	• **Some** expectations are unclear or communicated passively • **Few students** internalize behavior expectations; class relies on **constant reminders** of behavior expectations • **Uses limited number** of techniques to redirect misbehavior or responds in ways that do not maintain student's dignity • Redirection techniques **do not stop** the misbehavior • **Inconsistently** responds to infractions – only certain students or only at certain times • Misbehavior derails lessons **frequently or for extended** periods of time • **Does not attempt** to determine **root causes** of student behavior • **Attempts** to create long term plans for behavior that **may not be effective** • Students perform at a level	• Communicates expectations and the purpose behind them **clearly and assertively** • **More than 90%** of students have **internalized behavior expectations** and **do not need constant** reminders • Chooses from **a range of techniques** to respond to misbehavior while maintaining student's dignity • **Consistently and assertively reacts in the moment** to misbehavior • **Misbehavior rarely prevents** a lesson from moving forward • **Attempts** to determine root cause of behavior and takes cursory steps to alleviate the root cause. • **At least 90%** of students produce excellent work **90% of the time** and can explain why that is important • When less than excellence is	• Communicates expectations and the purpose behind them **clearly, assertively and compellingly when necessary** • **Rarely** discusses behavior expectations because **students have internalized** them • Responds to misbehavior using a **variety of strategies** which maintain student dignity and can **articulate in reflection** which ones work with individual students and why • **Determines the root cause of misbehavior,** takes steps to alleviate that misbehavior, and over time the behavior changes • **Students can resolve and prevent misbehavior** by making good choices and problem solving • Misbehavior or behavior monitoring **does not** prevent a lesson from moving forward • Students **produce excellent work** and **can explain why** it is

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Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
		simply to "get by" • **Inconsistency** in requiring students to **fix less than excellent** assignments	turned in, students are **consistently asked to fix their work**	important to produce excellent work • **Students self-edit** before turning work in and **rarely** need reminders about excellence in work
LE-3 Celebrates progress towards big goals and increases long-lasting investment in hard work and big goals	• **Does not celebrate** individual or classroom successes • Systems only recognize mastery at the **highest level** and **do not** reward effort or growth • Reinforcement is **inconsistent or rare** and is **unconnected** to academic goals and **actually undermines** intrinsic motivation	• **Chooses a small set of reinforcements** for all students • System recognizes **basic academic effort** and mastery of a well-defined bar • **Regular** reinforcement and **attempts** to connect the reinforcement to the mastery of goals • **May not** communicate with families about achievement or **only at a perfunctory** level	• **Uses a variety of reinforcements** that reach a range of students • Reinforcement recognizes **significant academic effort** and meeting a mastery level bar • Reinforcements are **delivered at purposeful times** and help lead to intrinsic motivation • Communicates achievement of goals with families of **all** students	• **Chooses reinforcements based on the needs** of individual students and situations • **Reinforcement system recognizes effort** as being as significant as actual mastery level achievement • Reinforcements are delivered **as often as necessary** to supplement students' intrinsic motivation • Teaches students how to self-reward • Students are **largely intrinsically motivated** • Communicates information with families about student achievement and **includes them** in the reinforcement process
LE-4 Organizes a user-friendly classroom to ensure a productive academic environment and a safe physical space	• Classroom furniture arrangement may have **unsafe** aspects or be difficult to navigate around • Furniture only enables **one means of instruction** or may have areas where students can not work or see • There are **no wall displays** inside the classroom or wall displays are **messy and unkempt** • Wall displays in the hallway are non existent or **updated less than one time per quarter** or displays may be **messy or inappropriate** • Classroom space may be messy throughout the day and have **multiple pieces of trash/paper**	• Classroom is **safe** to move around in • Classroom **may get messy in the course of the day** (excess paper on the floor, etc.), **however there is a time when students clean** up their space • Wall displays inside the classroom are up, however they **may not have a clear link to the learning** and the students are unable to explain their purpose • Hallway displays are **updated one time per quarter** and **may** have tests, or other inauthentic assessments • Classroom furniture is arranged in a way that makes only 1-2	• Classroom is **neat, organized and child-friendly** • Furniture is used to **create multiple spaces** for different types of instruction • Wall displays in classrooms are **educationally important** and can be explained by the students • Wall displays in hallways are **updated monthly** and are **authentic pieces** of work • **Students clean up their messes as soon as a mess is created** with some prompting • Classroom **meets most** of the LHA checklist requirements	• Classroom is neat, organized, **well labeled** and child-friendly • **Table tops are uncluttered** and easily used for instruction • Furniture is used creatively and creates spaces **for centers, small group instruction, and multiple types of whole group** instruction • Wall displays in classroom are educationally important, **frequently used for instruction**, and students can explain their purpose and how to use them • Wall displays in hallways are updated **bi monthly**, and are **authentic pieces of work** labeled with **standards** and a clear expectation of performance

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Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
	around the room during instruction • Classroom **does not meet** the LHA checklist	ways of teaching possible • Classroom **meets some** of the LHA checklist requirements		• Students immediately clean up their own messes **without prompting** • Classroom **meets all** of the LHA checklist requirements •
LE-5 Implements classroom procedures, systems, and routines that provide structure for students and maximize instructional time	• **Has not** designed any procedures for how things are done or procedures and processes are **left to children to determine** • Procedures **exist but are never followed** by the students • There is a bulk of wasted instructional time because **all** processes/procedures rest on the teacher to perform	• **Attempts** to create procedures, but list may be incomplete in terms of scope, leave too much unplanned, or procedure itself may be too time consuming • **May not** see the root value of saving instructional time, but is instead concerned about having processes move smoothly • Students **occasionally follow procedures** or only follow certain ones and not others • Only recourse for not following procedures is **punitive** • Teaching procedures only occurs in **the first week** of school • Most procedures **adequately run with teacher's** facilitation and intervention	• Creates procedures addressing **most foreseeable inefficiencies** and is able to name timesaving procedures • Designs initial lesson plans that teach procedures within the **first 6 weeks** of school • Students **consistently** follow procedures • Students explain that procedures are important but **may not** be able to explain why • Uses **reminders, redirections and logical consequences** to respond to inappropriate use of procedures • Can **anticipate and prevent** procedural breakdowns • Procedures run **smoothly and urgently** with the teacher's facilitation	• Creates procedures **with the class** addressing all possible inefficiencies • Designs procedures that create **additional instructional time** and **conserve** the teacher's energy for instruction • Designs **ongoing plans** that teach students procedures and invest students in the purpose of them • **Evaluates** procedural inefficiencies on an **ongoing** basis and creates or refines procedures to address those inefficiencies • **Rarely** has to redirect students • Students follow **all** procedures **consistently** and **hold one another accountable** to not wasting instructional time • Procedures run smoothly and urgently **without** teacher's facilitation
LE-6 Establishes, models, practices, and reinforces age-appropriate rules and logical consequences and individual behavioral management plans (as needed)	• **Does not** have clear classroom rules • Logical consequences in the classroom are **non-existent or completely at the whim of the teacher** • **No differentiation** for individual students and their needs within the management system	• **Attempts** to craft rules that address core set of needs in the classroom though those rules may be **too incomprehensive** to be effective or may **stated in the negative** • **Some** consequences are **unpredictable** or **not incremental or effective** in deterring student behavior • Has an **initial short term plan** to introduce rules and	• Designs **age appropriate rules, addressing most foreseeable needs** in the classroom • Rules are **clear, positively stated, and posted** in the room • Designs **reasonable and logical consequences** and students respond **appropriately** • **Teaches** students the rules and consequences and **continues to model** them for the first 6 weeks of school while students show	• Designs rules applicable to any situation as well as **specialized rules** based on the understanding of a given situation • Rules are **clear and student friendly** and all students can explain the rules in their own words and apply them in daily life • Designs **reasonable and logical consequences** that deter **most students** from misbehavior

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Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
		consequences to students but **may not effectively** teach them • **Attempts to differentiate** the management system for students who are struggling with a **small set** of accommodations	their understanding of them • **Develops individual behavior management plans** for students who are not consistently performing against the expectations in the classroom	• Designs **ongoing plans to teach and invest students** in the rules and consequences for their misbehavior • Develops **highly individualized behavior management plans** for students struggling with the classroom management system

Standard 5: Family and Community Relations

Effectively communicates and collaborates with parents/guardians and other members of the community to improve student learning

Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
FC-1 Communicates respectfully with parents/guardians and is sensitive to different families' cultures and values	• Demonstrates **lack of respect** when communicating with parents/guardians • Exhibits **insensitivity towards** different cultures and values among families	• **Inconsistently communicates respectfully** with **some** parents/guardians • Demonstrates **some** knowledge and sensitivity to different families' cultures and values	• Communicates respectfully with **most** parents/guardians on a **consistent** basis • **Consistently** exhibits **knowledge and sensitivity** to family/student cultures and values	• **Consistently** communicates respectfully **with all** parents/guardians • **Consistently** exhibits knowledge and sensitivity to general and individual family/student cultures and values
FC-2 Responds promptly and effectively to parent/guardian questions and concerns with positive interactions	• **Does not** respond to parent/guardian concerns • Interacts with parents in an **inappropriate manner**	• **Rarely** responds to parent/guardian concerns and/or does so in a **lackadaisical and less than effective** manner • Responds to **certain** parent/guardian concerns **but not others** with inconsistency in the nature of the interactions	• Responds **promptly and effectively** (within 24 hours) to the parent/guardian concerns • Responds to **all** parent/guardian concerns through **positive** interactions	• **Consistently** responds promptly and effectively (in less than 24 hours) to parent/guardian concerns • Works **proactively** to address **potential** parent/guardian concerns through **constant** communication with families
FC-3 Maintains timely and frequent communication with parents/guardians concerning curriculum, expectations, student progress or problems and is tenacious in contacting hard-to-reach parents/guardians	• **Does not** communicate with parents/guardians regarding student progress or problems • **Does not** make an effort to communicate with hard-to-reach parents/guardians • Completes **less than 50%** of home visits prior to the first day of school • **Less than 50%** of parents/guardians attend quarterly report card conferences	• **Lacks initiative and promptness** when communicating with parents/guardians • Makes **some inconsistent attempts** to communicate with hard-to-reach parents • Communicates through **2 or less avenues** phone call, letter home, email, home visit, etc.) with parents/guardians • Completes **50% or more** of home visits prior to the first day of instruction • **50%** or more of parents/	• Initiates and maintains **consistent and timely communication** with parents/guardians through **3 or more avenues** (phone call, letter home, email, home visit, etc.) • **Consistently** attempts to communicate with hard-to-reach parents • Completes **70% or more** of home visits prior to the first day of instruction • **80% or more** of parents/guardians attend quarterly	• Parents/guardians and teacher have a **consistently open and timely line** of communication through **multiple avenues** (phone call, letter home, email, home visit, etc.) • **Consistently** attempts to communicate with hard-to-reach parents/guardians through **multiple avenues** • Completes **80% or more** of home visits prior to the first day of instruction • **81% or more** of parents/guardians

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Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
		guardians attend quarterly report card conferences	report card conference	attend quarterly report card conferences

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Standard 6: Professionalism

Demonstrates responsibility towards professional growth and development and effectively fulfills professional responsibilities

Teacher Action	Novice	Beginning Proficiency	Advanced Proficiency	Exemplary
P-1 Collaborates to continuously improve instruction, assessment, and achievement	• **Does not** collaborate to continuously improve instruction, assessment, and achievement • **Avoids** attending events that provide opportunities for collaboration • Meets **infrequently** with colleagues and conversations lack educational substance	• Collaborates to continuously improve instruction, assessment, and achievement **when asked** to do so • Attends events that provide opportunities for collaboration when it is **required** • Meets **occasionally** with colleagues to collaborate	• **Consistently** collaborate to continuously improve instruction, assessment, and achievement • **Actively seeks out** opportunities to collaborate with others	• **Leads** collaborative efforts to continuously improve instruction, assessment, and achievement • **Seeks out optional** opportunities for collaboration
P-2 Reflects critically upon teaching experience and effectiveness of lessons, identifies areas of strength and weakness, listens thoughtfully to others and responds constructively to feedback	• **Does not** reflect on experiences • **Unable** to identify areas of strength and/or weakness • **Unable** to listen thoughtfully to others and implement feedback • **Does not** respond constructively to feedback	• Reflects on teaching experiences **when asked** to do so • Identifies strengths and weaknesses **with prompting** • Listens to others thoughtfully **when reminded** • Responds constructively to feedback, but **inconsistently** implements feedback	• **Consistently** reflects critically on teaching experience • **Readily** identifies areas of strength and weakness • Listens to others thoughtfully and **asks** follow-up questions • **Consistently** responds constructively to feedback and implements the feedback with **commitment and follow through**	• **Seeks out** opportunities to reflect critically on teaching experience • Identifies areas of strength and weakness and **prepares** an action plan to address these areas • **Seeks out** opportunities to listen to others thoughtfully and engage in conversations to reflect on teaching experience • **Always** responds constructively to feedback and **pursues contingencies** if initial plan for implementation is unsuccessful
P-3 Engages in meaningful learning experiences that may include reading current theory, research, and developments in relevant academic disciplines, professional development opportunities, and collecting ideas from colleagues and supervisors	• **Does not attempt** to engage in meaningful learning experiences • **Is unable to describe** a process for determining and engaging in a meaningful learning experience • **Is unable to explain** the importance of engaging in a meaningful learning experience • **Rarely** uses strategies accessed from learning experiences	• Engages in learning experiences that **minimally** lead to teacher improvement • Engages in learning experiences that **improve** classroom practice • Performs the action **when asked** to do so • **Inconsistently** uses strategies accessed from learning experiences	• Engages in learning experiences that are **credible and meaningful**, aligning to the greatest areas of need • Engages in learning experiences that **maximize** opportunities for application to classroom practice and **mastery** of material to be learned • Performs the action **beyond staff-initiated, formal** interactions • **Appropriately applies** strategies accessed from learning experiences	• Engages in **varied and valuable** learning experiences that are **efficient, targeted, and customized** to classroom practice and teacher improvement • **Extends opportunities** to expand learning into other domains and needs • Performs action **continuously** • **Applies, reflects, and shares** with others strategies accessed from learning experiences

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