DISTRICT 41

TEACHER APPRAISAL PLAN

TEACHER

(NON-TENURED)

DISTRICT 41 BOARD OF EDUCATION

AND

GLEN ELLYN EDUCATION ASSOCIATION

DISTRICT 41 TEACHER APPRAISAL PLAN

Agreement between the District 41 Board of Education and the Glen Ellyn Education Association

Philosophy for Teacher/Specialist Appraisal

Teaching is a complex and difficult skill. We recognize and value the preparation required for effective instruction of children, the learning environment that is created, the importance of reflection about teaching and the teacher's professional participation outside the classroom. The district appraisal plan should provide common language for discussing and assessing teaching as well providing for the development of a shared understanding regarding high quality teaching. It should promote dialogue between the teacher and administrator creating a collaborative, trusting relationship focused upon reflection, improvement and growth.

The appraisal plan contains a framework for assessing effective professional practice that is based upon the research of Charlotte Danielson and reflected in her book Enhancing Professional Practice: A Framework for Teaching. The framework is defined by four domains: Planning and Preparation; The Classroom/Learning Environment; Instruction/Delivery of Services; Professional Responsibilities. The domains are further broken down into components and performance indicators. A similar framework for Specialists has domains, components and indicators that relate to the specialized type of work they do.

Appraisal Process

This process provides an approach that differentiates between non-tenured and tenured teachers. Additionally, the framework allows for differentiation within a category of non-tenured and tenured. The model is based on assisting teachers both new and experienced in the profession to maximize potential and to continuously improve through professional development, reflective inquiry and support. The plan is designed to provide more monitoring and observation in the early non-tenured years and provide the gradual release of monitoring to a full model of reflective inquiry based in a teacher's professional practice.

YEARS ONE AND TWO NON-TENURED PROCESS

The appraisal cycle for the first two years of the non-tenured teacher includes the following:

- Notification of assigned evaluator (No later than September 15)
- Staff Orientation Meeting to the Appraisal Process
- Professional Inquiry Conference Meeting with Evaluator (No later than October 15) **(Form A or A1)**
- Observation Cycles: Three cycles are included in years one and two. One cycle must be completed by the start of Winter Break.
  - Planning Conference **(Form B or B1)**
  - Classroom/Learning Environment Observation (No less than 40 minutes)
  - Post-Observation Conference (Must be completed within five days of the observation) **(Form D through D7)**
    - Reflective Questions (Optional) **(Form C or C1)**
    - Post Conference Observation/Formative Next Steps **(Form E) (Personnel File)**
- Summative Conference (Must be completed by March 1)
  Note: The Summative Conference may be held at the same time as the final Post Conference for Observation Cycle 3, or as a separate meeting. The Summative Rubric **(Form I through I7)** is completed by the evaluator following a reflective conference.

YEARS THREE AND FOUR OF NON-TENURED PROCESS

- Notification of assigned evaluator (No later than September 15)
- Staff Orientation Meeting to the Appraisal Process
- Professional Inquiry Conference Meeting with Evaluator (No later than October 15)
- Observation Cycles: Two cycles are included in years three and four. One cycle must be completed by the start of Winter Break
  - Planning Conference **(Form B or B1)**
  - Classroom/Learning Environment Observation (No less than 40 minutes)
  - Post-Observation Conference (Must be completed within five days of the observation) **(Form D through D7)**
    - Reflective Questions (Optional) **(Form C or C1)**
    - Post Conference Observation/Formative Next Steps **(Form E)**
- Summative Conference (Must be completed by March 1)

Note: The Summative Conference may be held at the same time as the final Post Conference for Observation Cycle 3, or as a separate meeting. The Summative Rubric (**Form I through I 7**) is completed by the evaluator following a reflective conference.

TENURED TEACHERS PROFESSIONAL INQUIRY (TPI) ONE AND TWO

The tenured teacher rotates in a cycle of two years. These two years are grounded in the teacher's professional inquiry into his/her practice. There are some required components to this cycle, but there is also greater flexibility in the two-year process. Teachers will determine in collaboration with their evaluator the direction of their professional inquiry. The observation in cycle one will focus on the area of inquiry and the teacher will pursue most often his/her inquiry in cycle two using a variety of strategies and tools to assist in deepening an understanding of the topic being studied.

TEACHER PROFESSIONAL INQUIRY (TPI) ONE

- Notification of assigned evaluator (No later than September 15)
- Professional Inquiry Review Conference with Evaluator (No later than November 1) (**Form F**)

The table below may occur in either TPI 1 or TPI 2 and will be decided jointly by the teacher and evaluator. The tenure cycle emphasizes the inquiry process in order for tenure teachers to deepen their knowledge of some aspect of their professional practice. The observation and summative review may fit appropriately in either of the two years.

• Staff Orientation Meeting to the Appraisal Process Meeting
• Inquiry-Related Observation
• Post-Observation Conference (No later than five days after the observation and prior to May 15)
• Summative Rubric will be completed by the evaluator following a reflective conference with the teacher completed by May 15 (**Form I through I 7**)

TEACHER PROFESSIONAL INQUIRY (TPI) TWO

- Notification of assigned evaluator (No later than September 15)
- Professional Inquiry Review Conference with Evaluator (No later than November 1) (**Form G**)
- Two-Year Review Conference with Evaluator (No later than May 15) (**Form H**)

Working Definitions

Professional Inquiry Conference – (Non-Tenured)

The purpose of this conference is to establish the broad goals that the teacher has for the year. The use of the inquiry relates to questions educators have about teaching. Novice and experienced teachers both ask questions and establish goals to improve and deepen their understanding of their professional practice. This conference establishes the mutual understanding of the evaluator and the teacher on an area(s) of focus for the school year. This is an opportunity as well to build the relationship of trust and support necessary in a professional growth model.

Planning Conference (Non-Tenured)

This conference occurs prior to the formal observation and the teacher and evaluator utilize the Professional Profile Form (**Form A and A1**) and the Planning Conference Form (**Form B and B1**). The purpose of this session is to fully discuss the planning components in Domain 1 and to explore which components of Domain 3 are appropriate for the lesson. In some cases, Domains 2 and 4 may be applicable.

Post Observation Conference (Formative) (Non-Tenured)

This conference occurs within five days after the observation (**Forms D – D7 and Form E**) and is defined as a reflective conversation in which the teacher and evaluator debrief the lesson and reflect upon the teacher's performance. Prior to the conference being held, both the teacher and the evaluator will complete the formative rubric (**Forms D – D7**) and bring those rubrics to the conference. The conference is guided by the reflective questions (optional Form C or C 1) or other reflections from the observation. During this conference a formative rubric will be jointly marked to denote progress. Artifacts may be collected during this conference as evidence of performance. The Next Steps Form (**Form E**) will be completed by the evaluator in conjunction with the conference and will be utilized as part of the planning conference in the next observation cycle. During the formative cycle, three rubrics will be utilized: one for the teacher, one for the evaluator, and one that is jointly marked.

Summative Conference (Non-tenured and Tenured)

This conference may be held in conjunction with the final observation conference or as a separate conference. The purpose of the conference is to summarize and reflect on the year's performance, examine relevant artifacts, and jointly examine the year's growth on the performance rubric. Both the teacher and the evaluator will complete the summative rubric (**Form I through I(7)**) prior to the meeting. The rubrics will be used for discussion in the summative conference. The rubric will be finalized by the evaluator during this conference. The teacher has the right to submit a written response to the summative evaluation if he/she chooses to do so.

Artifacts

Artifacts serve as evidence which demonstrate the teacher's application and understanding of the performance indicators in the rubric. Selection of appropriate and meaningful artifacts can be jointly determined by the teacher and the evaluator as well as collected by the teacher during an observation cycle. Some components of the framework are observable (Domains 2 and 3) and some are not (Domains 1 and 4). The following examples represent artifacts that may be considered meaningful depending on the context of the lesson observed or the component being evaluated.

Journals	Concept maps	Collaboration records
Lesson plans	Diagnostic tests	Learning logs
Student work	Videotape	University coursework
Assessments	Parent communication	Team meeting records

Tenured Professional Inquiry

Experienced teachers enter the appraisal cycle seeking to deepen their knowledge of their professional practice and how it impacts student learning. The focus of this cycle for the teacher is to find an area which they wish to pursue for at least a two-year period. Some examples of inquiry include but are not limited to action research or a collaborative project among colleagues to collectively examine their practice. Other forms of inquiry may be agreed to by the teacher and the evaluator. The purpose of this component is to provide a supportive, collaborative and flexible environment which promotes professional learning for the purpose of enhancing students' academic success. The tenure process recognizes the importance of self-directed inquiry on the part of the tenured teacher.

Professional Inquiry Review Conference (Tenured)

The conference is an opportunity for the teacher and the evaluator to share ideas about the teacher's progress in the inquiry process. The use of the forms that guide this conference (**Forms F, G, and H**) will be determined by how far along in the inquiry the teacher may be. For example, a teacher may begin to initiate a reflective inquiry in year four of the non-tenure process. As a result, the appropriate conversation that will be held in the fall of this teacher's first tenured year may be about the teacher's progress, thus using **Form G** as the fall conference record. In the second year of the tenure cycle, the teacher may be ready to start a new area of inquiry, so **Form F** would be used. Each year of the two-year cycle **form H** will be utilized to mark the progress and formalize a reflective conversation.

District 41 Teacher Appraisal Plan
Process Timeline
Non-Tenure Years 1 & 2

Cycle 1 Observation

(Must be completed prior to the 1st day of Winter Break)

Planning Conference

Observation

Post Conference
(progress recorded on rubric jointly within 5 days of the observation)

Cycle 2 Observation

Planning Conference

Observation

Post Conference
(progress recorded on rubric jointly within 5 days of the observation)

Cycle 3 Observation

Planning Conference

Observation

Post Conference
(progress recorded on rubric jointly within 5 days of the observation)

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr

Notification to Teachers who the evaluator will be for the school year

(By 9/15)

Staff Orientation Meeting

Professional Inquiry Conference

(By 10/15)

Summative Conference

(By 3/1)

**may occur at the same time as the post-conference for Cycle 3*

Summative rubric completed by administrator

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District 41 Teacher Appraisal Plan
Process Timeline
Non-Tenure Years 3 & 4

Cycle 1 Observation

(Must be completed prior to the 1st day of Winter Break)

Planning Conference

Observation

Post Conference
(progress recorded on rubric jointly within 5 days of the observation)

Cycle 2 Observation

Planning Conference

Observation

Post Conference
(progress recorded on rubric jointly within 5 days of the observation)

Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr

Notification to Teachers who the evaluator will be for the school year

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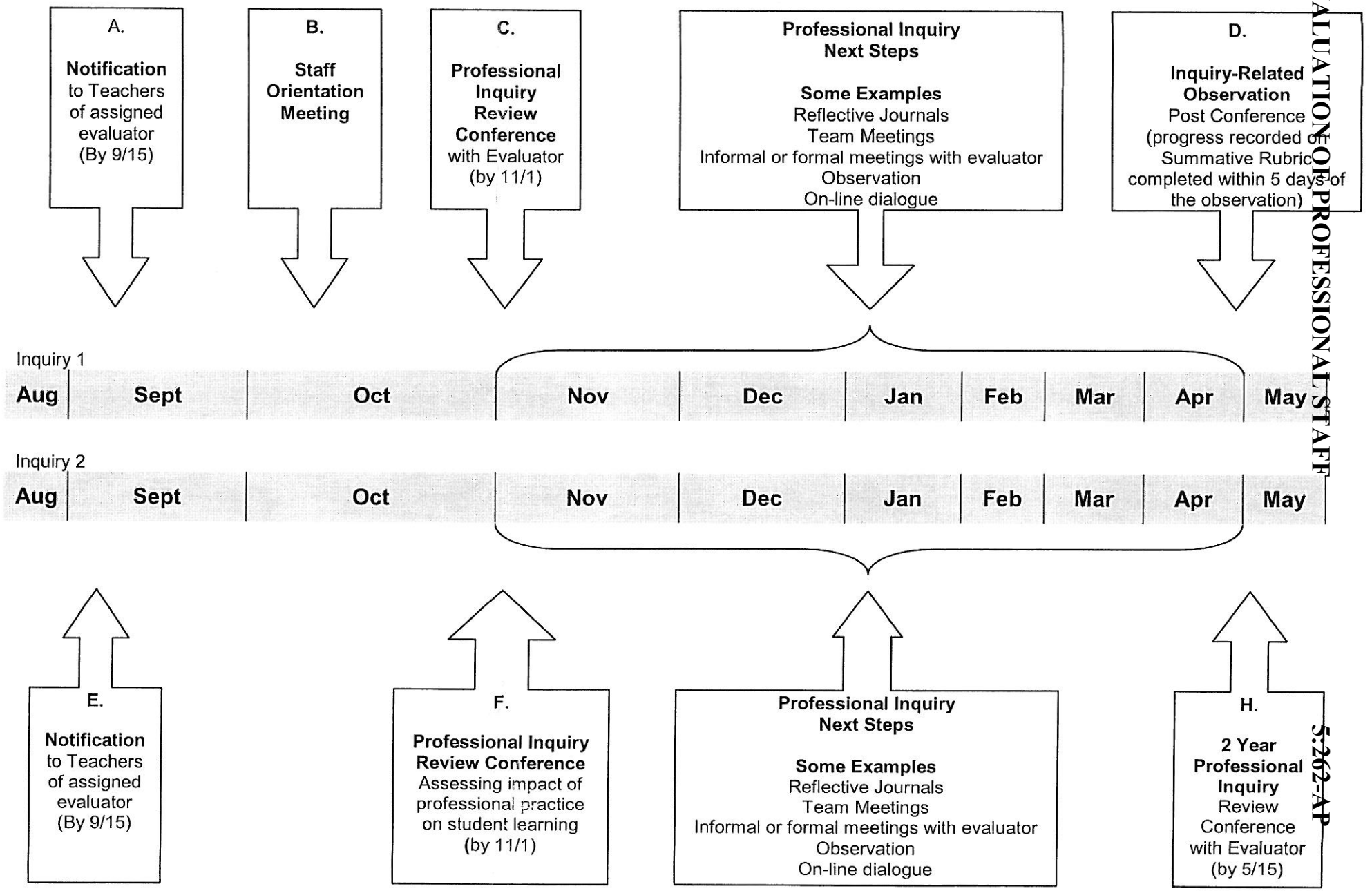
Summative Conference

(By 3/1)

**may occur at the same time as the post-conference for Cycle 3*

Summative rubric completed by administrator

District 41 Teacher Appraisal Plan
Process Timeline
Tenure Teachers Professional Inquiry 1 & 2



DISTRICT 41 TEACHER APPRAISAL PLAN

Danielson Framework for Teaching

Professional Profile-Teacher

Teacher_____ **Evaluator**_____

Assignment_____ **School Year**_____

Professional Inquiry (where applicable) _____

Directions to the Teacher: Teacher completes this form and brings it to the first Professional Inquiry meeting with the evaluator. Complete these questions with respect to the students you teach. Teachers with more than one class should choose one class and focus on it. (Responses may be in bullet form.)

1. **How do you stay current in the subjects you teach and in the most recent research on best teaching practices?** *(e.g., attending courses and workshops, reading professional literature)*

2. **How do you become familiar with students' academic level, individual level, individual interests, and cultural background?** *(e.g. diagnostic assessments, information from previous teacher, interest/cultural inventories, dialogue with parents and/or community members, attendance at students' musical or athletic events)*

3. **What resources do you use for planning instruction and providing academic and personal assistance to students?** *(e.g., curriculum resource person, museums, local experts, videos and print materials, web sites)*

4. **How do you plan/share/coordinate learning activities and monitor student progress with colleagues?** *(e.g., common planning time, departmental meetings, exchange of lesson plans)*

5. **Describe how you establish and maintain an atmosphere of trust, openness, and mutual respect in your classroom.** *(e.g. model respectful language, recognize students who demonstrate respect)*

6. **Describe how you establish standards of conduct and monitor student progress in meeting these standards.** *(e.g. establishing and posting classroom expectations, conducting classroom meetings, assigning detention)*

7. **Describe how you encourage students to take responsibility for their own learning and take pride in their work.** *(e.g. offer choice in activities, teach students to pace themselves on a big project, employ self-assessment skills)*

8. **Describe how you convey the importance of the content and your expectations for achievement.** *(e.g. connect content to real-life applications, require revision of work that does not meet quality standards)*

9. **How do you use physical environment, classroom procedures and routines to maximize student achievement?** *(e.g., distribution and collection of material, transitions between activities)*

10. **Discuss the ways in which you interact and engage with parents/guardians/caregivers in regard to their child's learning.** *(e.g., parent-teacher conferences, back-to-school nights, phone and in- person conversations)*

Additional comments or questions:

_____

_____

_____

DISTRICT 41 TEACHER APPRAISAL PLAN

Danielson Framework for Teaching

Planning Conference Questions-Teacher

Teacher_____ **Evaluator**_____

Assignment _____ **School Year**_____

Date and time of Observation _____

Professional Inquiry (where applicable) _____

Directions to the Teacher: Teacher completes this form and submits to evaluator prior to the planning conference preceding each formal observation).

1. **How does this lesson fit within the context of your professional inquiry?**

2. **How does this learning fit in the sequence of learning for this class and align with district curriculum?**

3. **Briefly describe the students in this class, including those with special needs.**

4. **What are your learning outcomes for this lesson? What do you want the students to understand?**

5. **How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Share any materials the students will be using.**

6. **How will you differentiate instruction for different individuals or groups of students in the class?**

7. **How and when will you know whether the students have learned what you intended?**

8. **Is there anything that you would like me to specifically observe during the lesson?**

DISTRICT 41 TEACHER APPRAISAL PLAN

Danielson Framework for Teaching

Reflection Questions-Teacher

Teacher_____ **Evaluator**_____

Assignment _____ **School Year**_____

Date and time of Observation: _____

Directions to the Teacher: Completion of this form is optional and could be done anytime during the process but may be used by teachers and evaluator to guide the post-conference conversation. *(If deemed necessary, the evaluator may request completion of this form at any point during the process.)*

1. **How successful was the lesson? Did the students learn what you intended for them to learn? How do you know?**

2. **What evidence do you have of students' levels of engagement and understanding?**

3. **Comment on how your classroom procedures, student conduct, and use of physical space contribute to student learning.**

4. **Did you modify your plan? If so, how and why?**

5. **Comment on different aspects of your instructional delivery** *(e.g., activities, grouping of students, materials and resources.)* **. To what extent were they effective?**

6. **If you had a chance to teach this lesson again to the same group of students, what would you do differently?**

7. **To what extent did this experience help you address your area of professional inquiry?**

DISTRICT 41 TEACHER APPRAISAL PLAN

Danielson Framework for Teaching

Formative Rubric-*Teacher*

Name of Person Completing Framework:	**Date:**
Professional Inquiry:	

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating Knowledge of Resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

1e: *Designing Coherent Instruction*	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs
1f: *Designing Student Assessment*	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Comments/Evidence for Domain 1

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: *Creating an Environment of Respect and Rapport*	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among member of the class.
2b: *Establishing a Culture for Learning*	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.

2c: *Managing Classroom Procedures*	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	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.	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.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: *Managing Student Behavior*	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students; tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior
2e: *Organizing Physical Space*	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Comments/Evidence for Domain 2

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using Questioning and Discussion Techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level or rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Comments/Evidence for Domain 3

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4b: Maintaining Accurate Records	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful.
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modes attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
4d: Participating in a Professional Community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.
4f: Demonstrating Professionalism	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by".	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.

Comments/Evidence for Domain 4

DISTRICT 41 TEACHER APPRAISAL PLAN

Danielson Framework for Teaching

Post Observation Conference Form

(Completed by evaluator for both teachers and specialists with a copy sent to the Personnel file)

Teacher_____ **Evaluator**_____

Assignment _____ **School Year**_____

Date and time of Observation: _____

Follow-up from Previous Post Observation:
Strengths:
Areas for Growth:
Recommended Next Steps:

_____ _____

*Teacher Signature Date

_____ _____

Evaluator Signature Date

*Teacher signature indicates that she/he has read the observation report, participated in the conference, and received a copy of the report. It does not necessarily mean the teacher is in agreement.

DISTRICT 41 TEACHER APPRAISAL PLAN

Danielson Framework for Teaching

Summative Rubric-*Teacher*

Teacher:	**School:**	**Assignment:**
Evaluator:	**Date:**	
Professional Inquiry:		

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c: Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
1d: Demonstrating Knowledge of Resources	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

1e: *Designing Coherent Instruction*	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs
If: *Designing Student Assessment*	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Comments/Evidence for Domain 1

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among member of the class.
2b: Establishing a Culture for Learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.

2c: *Managing Classroom Procedures*	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	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.	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.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: *Managing Student Behavior*	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students; tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior
2e: *Organizing Physical Space*	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Comments/Evidence for Domain 2

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using Questioning and Discussion Techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level or rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using Assessment in Instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.

3e: *Demonstrating Flexibility and Responsiveness*	Teacher adheres to the instruction plan, even when a change would improve the lesson or students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Comments/Evidence for Domain 3

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.
4b: Maintaining Accurate Records	Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful.
4c: Communicating with Families	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
4d: Participating in a Professional Community	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.

4f: *Demonstrating Professionalism*	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by".	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.

Comments/Evidence for Domain 4

Areas of Strength:

Areas for Growth

Date of Observation	Time of Observation (Start & End Times)

I have conducted a conversation on/about the above items.

_____ _____

*Teacher Signature Date

_____ _____

Evaluator Signature Date

Administrative Recommendation for the _____ school year:

	Track I – Non-Tenure – Renewal of Contract
	Track 1 – Non-Tenure – Non-Renewal of Contract
	Track II – Tenured Professional Inquiry – 1
	Track II – Tenured Professional Inquiry –2
	Track III – Tenured Teacher Assistance

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