PERFORMANCE EVALUATION PLAN

Macomb Community Unit School District #185

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Acknowledgement


Macomb CUSD 185 Values

Responsibility
We value our responsibility to ensure our children become productive citizens.

Learning
We value an education which challenges individuals, promotes exploration, encourages collaboration and inspires all to become life-long learners.

Respect
We value integrity, honesty, and a respect for the ideas presented in the learning process and the environment in which they are presented.

Safety
We value safety by creating an environment that protects and nurtures the individual.

Service
We value service by giving back to our community.

Equity
We value diversity within our District by supporting fair treatment and equal opportunity.

Excellence
We value excellence in all that we do.
DEFINITIONS

Performance Evaluation Process: An administrator must insure the instructional quality of the learning experience and the integrity of the curriculum for all students. The process includes data collection, reflection, professional conversation, and both formal and informal observation. Review of professional practice develops on two levels—formative throughout the review cycle and summative which results in an overall rating. The State has designated four performance evaluation ratings: Unsatisfactory, Needs Improvement, Excellent, and Proficient.

Days: The term “day” associated with this Performance Evaluation Plan and its calendar refers to teacher and evaluator attendance days, not calendar days unless so specified in statute.

Formal Observation: Danielson sets forth a four-part process to the formal observation. It is formal in that the process is planned and therefore considered “announced.” The focus of the classroom visit/observation is to collect evidence related to Danielson’s Professional Framework.
   a. Pre-Observation conference. The teacher and evaluator discuss what is going to take place during the class. There is a set of prescribed items. Some evaluators ask to have the form completed prior to the conference. Other evaluators prefer to complete the form collaboratively with the teacher during the conference. In general, the purpose of the preconference is to gain an understanding of where students are in the educational process, how the teacher plans to meet the needs of diverse students within the class, how the teacher will know if the learning objective for the day has been met, and how this lesson fits into the overall unit of study.
   b. Observation. The evaluator is in the room for the full duration of one class period or a minimum of thirty minutes if working in early grades. Notes are taken in a variety of forms. A copy of the observation notes is provided to the teacher. Some evaluators provide notes prior to the post-observation conference, while others attach a copy of their notes to the Post-Observation Conference form.
   c. Teacher Reflection. One component of the process is teacher reflection. How did the lesson work within the planned unit? How engaged in learning were students? Was the lesson teacher-driven or inquiry-driven? The Reflection form is completed within two days of the classroom visit.
   d. Post-Observation conference. Within five days of the classroom observation the evaluator and teacher meet to discuss the lesson and teacher’s reflections. The completed Post-Observation Conference form is provided to the teacher at this conference.

Informal Observation: Observations of a teacher by an evaluator that are not announced in advance.
   a. Observation. The evaluator is in the room for the full duration of one class period or a minimum of thirty minutes if working in early grades. Notes are taken in a variety of forms. A copy of the observation notes is provided to the teacher. Some evaluators provide notes prior to the post-observation conference, while others attach a copy of their notes to the Post-Observation Conference form.
   b. Teacher Reflection. One component of the process is teacher reflection. How did the lesson work within the planned unit? How engaged in learning were students? Was the lesson teacher-driven or inquiry-driven? The Reflection form is completed within two days of the classroom visit.
   c. Post-Observation conference. Within five days of the classroom observation the evaluator and teacher meet to discuss the lesson and teacher’s reflections. The completed Post-Observation Conference form is provided to the teacher at this conference.

Data Gathering: Observers will be in and out of classrooms throughout the cycle. The observer may stay briefly or for an extended period. Examples of data include, but are not limited to:
   - Classroom observation
   - Walk-throughs
   - Checklists
   - Student growth
   - Classroom management
   - Student engagement/interactions
   - Grouping strategies
   - Transitions
**Professional Evidence**  In the course of planning for and facilitating learning, the teacher utilizes data to guide decisions. Throughout the school year, the teacher collects and provides data to the evaluator as it relates to the domains. Examples of data that will be shared/collected by the teacher are found in the Professional Evidence Exemplars.

**Professional Goal Plan.** The Professional Goal Plan is developed by the teacher and approved by the evaluator. Completion of the Self-Assessment may guide teachers in developing their Professional Goal Plan.

**Student Growth.** The Type 1 Assessment component is defined as whether students score at or above the state average on the college/career readiness exam (currently SAT). The Type 2/3 Assessment component is the Local District Assessment, defined as the percentage of students who showed improvement between pre- and post-assessments. For example, if 23 of 25 students in the group improved, the percentage reported is 92%.
PROFESSIONAL EVIDENCE EXEMPLARS

Sample items that may be included:

I. Planning and Preparation:
   - Lesson Plans
   - Long Range Plans
   - Assessment Plan
   - Grading Plan/Grade Book
   - Discipline Plan
   - Substitute Plans

II. Classroom Environment:
   - Positive climate (i.e. incentives, rewards, projects, etc.)
   - Physical Layout (rationale)
   - Seating Arrangement (rationale)
   - Grouping Strategies (i.e. Cooperative Learning)
   - Classroom Rules/Routine/Management Strategies
   - Bulletin Boards (interactive, instructional, affective)

III. Instruction:
   - Units of Study/Thematic Units
   - Literature/Book Lists
   - Extension/Enrichment Activities
   - Review/Reinforcement Activities
   - Modifications/Differentiations for Special Needs (IEP, 504, RtI)
   - Flexible Grouping Plans
   - Instructional Sequence
   - Student Work Samples
   - Technology

IV. Personal and Professional Responsibilities:
   - Professional Involvement (District Committees, School Committees, Professional Organizations)
   - Research to Practice (Professional Reading, Journals)
   - Professional Growth Team/Grade Level/Group Planning Notes, etc.
   - Parent Communication (notes, letters, phone calls, surveys, newsletters, forms, etc.)
   - Coursework, Conferences, Workshops, Presentations
   - Attendance
NON-TENURED TEACHERS—YEAR 1

Year One:
1. Participation in the Year One District Mentor Program
2. Minimum of Three Classroom Observations:
   - Two must be formal observations
     Duration one class period or longer
     Pre- and Post- conferencing
     Teacher reflection
   - One may be informal observation
     Duration one class period or longer
     Post- conferencing
     Teacher reflection
3. Data Gathering; such as but not limited to:
   - Classroom observation
   - Walk-throughs
   - Checklists
   - Student growth
   - Classroom management
   - Student engagement/interactions
   - Grouping strategies
   - Transitions
4. Summative Review
   - Review student growth component
   - Professional Evidence Review (see Professional Evidence Exemplars)
   - Written Performance Review (Summative Review form)
   - Summative performance rating:
     Unsatisfactory, Needs Improvement, Proficient or Excellent

Calendar for Non-Tenured Teaching Staff:

- By the end of the first academic quarter: First observation cycle must be completed
- By the end of the second academic quarter: Second observation cycle must be completed
- Prior to the Summative Review:
  - Third classroom observation cycle must be completed
- By March 1:
  1. The evaluator has reviewed the body of professional evidence of the teacher.
  2. The evaluator has written the Summative Review of the teacher.
  3. The evaluator/s and teacher have had a formal conference where the Summative Review is discussed.
  4. Both parties sign the Summative Review.
  5. The teacher has five days to attach a written response to the Summative Review if desired.
NON-TENURED TEACHERS—YEAR 2

Year Two
1. Participation in the Year Two District Mentor Program
2. Minimum of Two Classroom Observations:
   - One must be formal observation
     Duration one class period or longer
     Pre- and Post-conferencing
     Teacher reflection
   - One may be informal observation
     Duration one class period or longer
     Post-conferencing
     Teacher reflection
3. Data Gathering: such as but not limited to:
   - Classroom observation
   - Walk-throughs
   - Checklists
   - Student growth
   - Classroom management
   - Student engagement/interactions
   - Grouping strategies
   - Transitions
4. Summative Review:
   - Review student growth component
   - Professional Evidence Review (see Professional Evidence Exemplars)
   - Written Performance Review (Summative Review form)
   - Summative performance rating:
     Unsatisfactory, Needs Improvement, Proficient or Excellent

Calendar for Non-Tenured Teaching Staff:

Year Two:
- **By October 31:** First observation cycle must be completed
- **By January 31:** Second observation cycle must be completed
- **By March 1:**
  1. The evaluator has reviewed the body of professional evidence of the teacher.
  2. The evaluator has written the Summative Review of the teacher.
  3. The evaluator/s and teacher have had a formal conference where the Summative Review is discussed.
  4. Both parties sign the Summative Review.
  5. The teacher has five days to attach a written response to the Summative Review if desired.
NON-TENURED TEACHERS—YEAR 3

Year Three
1. Minimum of One Formal Classroom Observation:
   - Duration one class period or longer
   - Pre- and Post-conferencing
   - Teacher reflection
2. Data Gathering; such as but not limited to:
   - Classroom observation
   - Walk-throughs
   - Checklists
   - Student growth
   - Classroom management
   - Student engagement/interactions
   - Grouping strategies
   - Transitions
3. Summative Review
   - Review student growth component
   - Professional Evidence Review (see Professional Evidence Exemplars)
   - Written Performance Review (Summative Review form)
   - Summative performance rating:
     - Unsatisfactory, Needs Improvement, Proficient or Excellent
4. Development of a Professional Goal Plan

Calendar for Non-Tenured Teaching Staff:

Year Three:
- By January 31: Formal observation cycle must be completed
- By March 1:
  1. The evaluator has reviewed the body of professional evidence of the teacher.
  2. The evaluator has written the Summative Review of the teacher.
  3. The evaluator/s and teacher have had a formal conference where the Summative Review is discussed.
  4. Both parties sign the Summative Review.
  5. The teacher has five days to attach a written response to the Summative Review if desired.
- By May 1: Professional Goals Plan
NON-TENURED TEACHERS—YEAR 4

Year Four

1. Minimum of One Formal Classroom Observation:
   Duration one class period or longer
   Pre- and Post-conferencing
   Teacher reflection

2. Data Gathering; such as but not limited to:
   - Classroom observation
   - Walk-throughs
   - Checklists
   - Student growth
   - Classroom management
   - Student engagement/interactions
   - Grouping strategies
   - Transitions

3. Summative Review
   - Review student growth component
   - Professional Evidence Review (see Professional Evidence Exemplars)
   - Written Performance Review (Summative Review form)
   - Summative performance rating:
     Unsatisfactory, Needs Improvement, Proficient or Excellent

4. Professional Goal Plan

Calendar for Non-Tenured Teaching Staff:

Year Four:
• By the January 31: Formal observation cycle must be completed
• By March 1:
  1. The evaluator has reviewed the body of professional evidence of the teacher
  2. The evaluator has written the Summative Review of the teacher
  3. The evaluator/s and teacher have had a formal conference where the Summative Review is discussed.
  4. Both parties sign the Summative Review.
  5. The teacher has five days to attach a written response to the Summative Review if desired.
• By May 1: Conference to check progress on Professional Goals Plan
TENURED TEACHERS

Year One
1. Teacher completes the Self-Assessment of Practice and Professional Goals Plan.
2. By October 1: Conference to finalize Professional Goals.
3. Teacher collects evidence of student learning and professional activities.
4. Data Gathering: such as but not limited to:
   - Classroom observation
   - Walk-throughs
   - Checklists
   - Student growth
   - Classroom management
   - Student engagement/interactions
   - Grouping strategies
   - Transitions
5. By May 1: Conference to check progress on Professional Goals Plan.

Year Two
1. Teacher reviews Self-Assessment and Professional Goals Plan.
2. By January 31: One Formal Classroom Observation:
   Duration one class period or longer
   Pre- and Post-conferencing
   Teacher reflection
3. Data Gathering: such as but not limited to:
   - Classroom observation
   - Walk-throughs
   - Checklists
   - Student growth
   - Classroom management
   - Student engagement/interactions
   - Grouping strategies
   - Transitions
4. Summative Review
   - Review student growth component
   - Professional Evidence Review (see Professional Evidence Exemplars)
   - Written Performance Review (Summative Review form)
   - Summative performance rating:
     Unsatisfactory, Needs Improvement, Proficient or Excellent
5. By March 1:
   1. The evaluator has reviewed the body of professional evidence of the teacher
   2. The evaluator has written the Summative Review of the teacher
   3. The evaluator/s and teacher have had a formal conference where the Summative Review is discussed.
   4. Both parties sign the Summative Review.
   5. The teacher has five days to attach a written response to the Summative Review if desired.
PROFESSIONAL ASSISTANCE PLAN

A Professional Assistance Plan is intended to support tenured staff who have received a rating of Needs Improvement in any one of the four Domains on the most recent summative review. The Plan will be developed within 30 days of receiving the rating.

Duration of the Professional Assistance Plan: 90 Days

Plan Development:
- A Professional Assistance Plan will be developed within 30 days of receiving the rating of Needs Improvement.
- The plan will be developed by the teacher, evaluators, and a consulting teacher.
- The plan will outline:
  - Instructional responsibilities of the teacher
  - Domain/s in need of professional support
- The consulting teacher will help the teacher improve teaching skills and assist in completing the Professional Assistance Plan.
- The teacher will be required to complete professional reflections.

Evaluation: District criteria for the Performance Evaluation Plan will be followed:
- Minimum of three classroom observations focused on Domain/s receiving needs improvement.
  - Two must be formal observations.
  - Duration one class period or longer.
  - Pre- and post-conferencing.
  - Teacher reflection.
  - One may be an informal observation.
  - Duration one class period or longer.
  - Post-conferencing.
  - Teacher reflection.
- Two evaluators will conduct observations.
  - One evaluator will be the teacher’s supervisor.
  - One evaluator will be assigned by the District.
- Summative Review focused on Domain/s rated Needs Improvement.
  - Written performance review.
  - Summative performance rating.

Calendar:
- Observations and Summative Review must be completed within 90-day duration.

Reinstatement to District Evaluation Plan:
- Teachers who receive at least a Proficient rating will return to the tenured teacher evaluation calendar.
- Teachers who do not receive at least a Proficient rating after 90 days move to the Remediation Plan.

Definition of Consulting Teacher:
- A consulting teacher will be assigned by the District.
  - MEA may supply a roster of all qualified consulting teachers within the District.
  - If District does not have a qualifying teacher, the District may request a teacher from the ROE.
  - If disputed, ISBE will determine whether the consulting teacher is qualified.
- Must have at least 5 years of teaching experience.
- Must be familiar with the assignment of the teacher.
- Received an Excellent rating on the most recent evaluation.
REMEDIATION PLAN

A Remediation Plan is intended to support tenured staff who have received a rating of Unsatisfactory in any one of the four Domains on the most recent summative review. The Plan will be developed within 30 days of receiving the rating.

Duration of the Remediation Plan: 90 Days

Plan Development:
- A plan will be developed within 30 days of receiving the rating
- The plan will be developed by the teacher, evaluators, and a consulting teacher
- The plan will outline:
  - Instructional responsibilities of the teacher
  - Domain/s in need of professional support
- The consulting teacher will help the teacher improve skills and assist in completing the remediation plan
- The teacher will be required to complete professional reflections

Evaluation: District criteria for the Performance Evaluation Plan will be followed
(These observations are separate and distinct from the required Performance Evaluation Plan)
- Two classroom observations focused on Domain/s receiving Unsatisfactory
  - One observation will occur at midpoint of the remediation period
  - One observation must occur at the end of the remediation period
- One must be formal observation
  - Duration one class period or longer
  - Pre- and post-conferencing
  - Teacher reflection
- One may be an informal observation
  - Duration one class period or longer
  - Post-conferencing
  - Teacher reflection
- Two evaluators will conduct observations
  - One evaluator will be the teacher’s supervisor
  - One evaluator will be assigned by the District
- Summative Review focused on Domain/s rated Unsatisfactory
  - Written performance review
  - Summative performance rating

Reinstatement to the District’s Performance Evaluation Plan
- Must achieve a rating equal to or better than Proficient at the end of the Remediation period
- Must achieve a rating equal to or better than Proficient at the end of the following school year

Calendar:
- Observations and Summative Review must be completed within 90-day duration

Dismissal:
- Dismissal in accordance with subsection (d) of Section 24-12 or Section 24-16.5 or 34-85 of this School Code will result for any teacher who fails to complete any applicable remediation plan with a rating equal to or better than a "proficient" rating. Districts and teachers subject to dismissal hearings are precluded from compelling the testimony of consulting teachers at such hearings under subsection (d) of Section 24-12 or Section 24-16.5 or 34-85 of this Code, either as to the rating process or for opinions of performances by teachers under remediation.

Definition of Consulting Teacher:
- A consulting teacher will be assigned by the District
- MEA may supply a roster of all qualified consulting teachers within the District
- If District does not have a qualifying teacher, the District may request a teacher from the ROE
- If disputed, ISBE will determine whether the consulting teacher is qualified

- Must have at least 5 years of teaching experience
- Must be familiar with the assignment of the teacher
- Received an Excellent rating on the most recent evaluation
Expectations for Professional Practice

Macomb CUSD 185

and

Illinois Professional Teaching Standards
ISBE 23 ILLINOIS ADMINISTRATIVE CODE 24.130
SUBTITLE A SUBCHAPTER b
Section 24.130 The Illinois Professional Teaching Standards Beginning July 1, 2013

Standard A: Teaching Diverse Students –
The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

Knowledge Indicators – The competent teacher:
A) understands the spectrum of student diversity (e.g., race and ethnicity, socioeconomic status, special education, gifted, English language learners (ELL), sexual orientation, gender, gender identity) and the assets that each student brings to learning across the curriculum;
B) understands how each student constructs knowledge, acquires skills, and develops effective and efficient critical thinking and problem-solving capabilities;
C) understands how teaching and student learning are influenced by development (physical, social and emotional, cognitive, linguistic), past experiences, talents, prior knowledge, economic circumstances and diversity within the community;
D) understands the impact of cognitive, emotional, physical, and sensory disabilities on learning and communication pursuant to the Individuals with Disabilities Education Improvement Act (also referred to as “IDEA”) (20 USC 1400 et seq.), its implementing regulations (34 CFR 300; 2006), Article 14 of the School Code [105 ILCS 5/Art.14] and 23 Ill. Adm. Code 226 (Special Education);
E) understands the impact of linguistic and cultural diversity on learning and communication; ISBE 23 ILLINOIS ADMINISTRATIVE CODE 24.130 SUBTITLE A SUBCHAPTER b
F) understands his or her personal perspectives and biases and their effects on one’s teaching; and
G) understands how to identify individual needs and how to locate and access technology, services, and resources to address those needs.

Performance Indicators – The competent teacher:
A) analyzes and uses student information to design instruction that meets the diverse needs of students and leads to ongoing growth and achievement;
B) stimulates prior knowledge and links new ideas to already familiar ideas and experiences;
C) differentiates strategies, materials, pace, levels of complexity, and language to introduce concepts and principles so that they are meaningful to students at varying levels of development and to students with diverse learning needs;
D) facilitates a learning community in which individual differences are respected; and
E) uses information about students’ individual experiences, families, cultures, and communities to create meaningful learning opportunities and enrich instruction for all students.

Standard B: Content Area and Pedagogical Knowledge –
The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

Knowledge Indicators – The competent teacher:
A) understands theories and philosophies of learning and human development as they relate to the range of students in the classroom;
B) understands major concepts, assumptions, debates, and principles; processes of inquiry; and theories that are central to the disciplines;
C) understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem-structuring and problem-solving, invention, memorization, and recall) and ensures attention to these learning processes so that students can master content standards;
D) understands the relationship of knowledge within the disciplines to other content areas and to life applications;
E) understands how diverse student characteristics and abilities affect processes of inquiry and influence patterns of learning; 
F) knows how to access the tools and knowledge related to latest findings (e.g., research, practice, methodologies) and technologies in the disciplines; 
G) understands the theory behind and the process for providing support to promote learning when concepts and skills are first being introduced; 
H) understands the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills.

Performance Indicators – The competent teacher: 
A) evaluates teaching resources and materials for appropriateness as related to curricular content and each student’s needs; 
B) uses differing viewpoints, theories, and methods of inquiry in teaching subject matter concepts; 
C) engages students in the processes of critical thinking and inquiry and addresses standards of evidence of the disciplines; 
D) demonstrates fluency in technology systems, uses technology to support instruction and enhance student learning, and designs learning experiences to develop student skills in the application of technology appropriate to the disciplines; 
E) uses a variety of explanations and multiple representations of concepts that capture key ideas to help each student develop conceptual understanding and address common misunderstandings; 
F) facilitates learning experiences that make connections to other content areas and to life experiences; 
G) designs learning experiences and utilizes assistive technology and digital tools to provide access to general curricular content to individuals with disabilities; 
H) adjusts practice to meet the needs of each student in the content areas; and 
I) applies and adapts an array of content area literacy strategies to make all subject matter accessible to each student.

Standard C: Planning for Differentiated Instruction –
The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

Knowledge Indicators – The competent teacher: 
A) understands the Illinois Learning Standards (23 Ill. Adm. Code 1.Appendix D), curriculum development process, content, learning theory, assessment, and student development and knows how to incorporate this knowledge in planning differentiated instruction; 
B) understands how to develop short- and long-range plans, including transition plans, consistent with curriculum goals, student diversity, and learning theory; 
C) understands cultural, linguistic, cognitive, physical, and social and emotional differences, and considers the needs of each student when planning instruction; 
D) understands when and how to adjust plans based on outcome data, as well as student needs, goals, and responses; 
E) understands the appropriate role of technology, including assistive technology, to address student needs, as well as how to incorporate contemporary tools and resources to maximize student learning; 
F) understands how to co-plan with other classroom teachers, parents or guardians, paraprofessionals, school specialists, and community representatives to design learning experiences; and 
G) understands how research and data guide instructional planning, delivery, and adaptation.

Performance Indicators – The competent teacher: 
A) establishes high expectations for each student’s learning and behavior; 
B) creates short-term and long-term plans to achieve the expectations for student learning; 
C) uses data to plan for differentiated instruction to allow for variations in individual learning needs; 
D) incorporates experiences into instructional practices that relate to a student’s current life experiences and to future life experiences; 
E) creates approaches to learning that are interdisciplinary and that integrate multiple content areas; 
F) develops plans based on student responses and provides for different pathways based on student needs;
G) accesses and uses a wide range of information and instructional technologies to enhance a student’s ongoing growth and achievement;

H) when planning instruction, addresses goals and objectives contained in plans developed under Section 504 of the Rehabilitation Act of 1973 (29 USC 794), individualized education programs (IEP) (see 23 Ill. Adm. Code 226 (Special Education)) or individual family service plans (IFSP) (see 23 Ill. Adm. Code 226 and 34 CFR 300.24; 2006);

I) works with others to adapt and modify instruction to meet individual student needs; and

J) develops or selects relevant instructional content, materials, resources, and strategies (e.g., project-based learning) for differentiating instruction.

Standard D: Learning Environment –
The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

Knowledge Indicators – The competent teacher:
A) understands principles of and strategies for effective classroom and behavior management;
B) understands how individuals influence groups and how groups function in society;
C) understands how to help students work cooperatively and productively in groups;
D) understands factors (e.g., self-efficacy, positive social interaction) that influence motivation and engagement;
E) knows how to assess the instructional environment to determine how best to meet a student’s individual needs;
F) understands laws, rules, and ethical considerations regarding behavior intervention planning and behavior management (e.g., bullying, crisis intervention, physical restraint);
G) knows strategies to implement behavior management and behavior intervention planning to ensure a safe and productive learning environment; and
H) understands the use of student data (formative and summative) to design and implement behavior management strategies.

Performance Indicators – The competent teacher:
A) creates a safe and healthy environment that maximizes student learning;
B) creates clear expectations and procedures for communication and behavior and a physical setting conducive to achieving classroom goals;
C) uses strategies to create a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, use appropriate technology, and engage in purposeful learning activities;
D) analyzes the classroom environment and makes decisions to enhance cultural and linguistic responsiveness, mutual respect, positive social relationships, student motivation, and classroom engagement;
E) organizes, allocates, and manages time, materials, technology, and physical space to provide active and equitable engagement of students in productive learning activities;
F) engages students in and monitors individual and group-learning activities that help them develop the motivation to learn;
G) uses a variety of effective behavioral management techniques appropriate to the needs of all students that include positive behavior interventions and supports;
H) modifies the learning environment (including the schedule and physical arrangement) to facilitate appropriate behaviors and learning for students with diverse learning characteristics; and
I) analyzes student behavior data to develop and support positive behavior.

Standard E: Instructional Delivery –
The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

Knowledge Indicators – The competent teacher:
A) understands the cognitive processes associated with various kinds of learning;
B) understands principles and techniques, along with advantages and limitations, associated with a wide range of evidence-based instructional practices;
C) knows how to implement effective differentiated instruction through the use of a wide variety of materials, technologies, and resources;
D) understands disciplinary and interdisciplinary instructional approaches and how they relate to life and career experiences;
E) knows techniques for modifying instructional methods, materials, and the environment to facilitate learning for students with diverse learning characteristics;
F) knows strategies to maximize student attentiveness and engagement;
G) knows how to evaluate and use student performance data to adjust instruction while teaching; and
H) understands when and how to adapt or modify instruction based on outcome data, as well as student needs, goals, and responses

Performance Indicators – The competent teacher:
A) uses multiple teaching strategies, including adjusted pacing and flexible grouping, to engage students in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities;
B) monitors and adjusts strategies in response to feedback from the student;
C) varies his or her role in the instructional process as instructor, facilitator, coach, or audience in relation to the content and purposes of instruction and the needs of students;
D) develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students’ understanding and presenting diverse perspectives to encourage critical and creative thinking;
E) uses strategies and techniques for facilitating meaningful inclusion of individuals with a range of abilities and experiences;
F) uses technology to accomplish differentiated instructional objectives that enhance learning for each student; G) models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning;
H) uses student data to adapt the curriculum and implement instructional strategies and materials according to the characteristics of each student;
I) uses effective co-planning and co-teaching techniques to deliver instruction to all students;
J) maximizes instructional time (e.g., minimizes transitional time); and
K) implements appropriate evidence-based instructional strategies

Standard F: Reading, Writing, and Oral Communication –
The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Knowledge Indicators – The competent teacher:
A) understands appropriate and varied instructional approaches used before, during, and after reading, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas;
B) understands that the reading process involves the construction of meaning through the interactions of the reader's background knowledge and experiences, the information in the text, and the purpose of the reading situation;
C) understands communication theory, language development, and the role of language in learning;
D) understands writing processes and their importance to content learning;
E) knows and models standard conventions of written and oral communications;
F) recognizes the relationships among reading, writing, and oral communication and understands how to integrate these components to increase content learning;
G) understands how to design, select, modify, and evaluate a wide range of materials for the content areas and the reading needs of the student;
H) understands how to use a variety of formal and informal assessments to recognize and address the reading, writing, and oral communication needs of each student; and
I) knows appropriate and varied instructional approaches, including those that develop word knowledge, vocabulary, comprehension, fluency, and strategy use in the content areas

Performance Indicators – The competent teacher:
A) selects, modifies, and uses a wide range of printed, visual, or auditory materials, and online resources appropriate to the content areas and the reading needs and levels of each student (including ELLs, and struggling and advanced readers);
B) uses assessment data, student work samples, and observations from continuous monitoring of student progress to plan and evaluate effective content area reading, writing, and oral communication instruction;
C) facilitates the use of appropriate word identification and vocabulary strategies to develop each student’s understanding of content;
D) teaches fluency strategies to facilitate comprehension of content;
E) uses modeling, explanation, practice, and feedback to teach students to monitor and apply comprehension strategies independently, appropriate to the content learning;
F) teaches students to analyze, evaluate, synthesize, and summarize information in single texts and across multiple texts, including electronic resources;
G) teaches students to develop written text appropriate to the content areas that utilizes organization (e.g., compare/contrast, problem/solution), focus, elaboration, word choice, and standard conventions (e.g., punctuation, grammar);
H) integrates reading, writing, and oral communication to engage students in content learning;
I) works with other teachers and support personnel to design, adjust, and modify instruction to meet students’ reading, writing, and oral communication needs; and
J) stimulates discussion in the content areas for varied instructional and conversational purposes.

Standard G: Assessment –
The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

Knowledge Indicators – The competent teacher:
A) understands the purposes, characteristics, and limitations of different types of assessments, including standardized assessments, universal screening, curriculum-based assessment, and progress monitoring tools;
B) understands that assessment is a means of evaluating how students learn and what they know and are able to do in order to meet the Illinois Learning Standards;
C) understands measurement theory and assessment-related issues, such as validity, reliability, bias, and appropriate and accurate scoring;
D) understands current terminology and procedures necessary for the appropriate analysis and interpretation of assessment data;
E) understands how to select, construct, and use assessment strategies and instruments for diagnosis and evaluation of learning and instruction;
F) knows research-based assessment strategies appropriate for each student;
G) understands how to make data-driven decisions using assessment results to adjust practices to meet the needs of each student;
H) knows legal provisions, rules, and guidelines regarding assessment and assessment accommodations for all student populations; and
I) knows assessment and progress monitoring techniques to assess the effectiveness of instruction for each student.

Performance Indicators – The competent teacher:
A) uses assessment results to determine student performance levels, identify learning targets, select appropriate research-based instructional strategies, and implement instruction to enhance learning outcomes;
B) appropriately uses a variety of formal and informal assessments to evaluate the understanding, progress, and performance of an individual student and the class as a whole;
C) involves students in self-assessment activities to help them become aware of their strengths and needs and encourages them to establish goals for learning;
D) maintains useful and accurate records of student work and performance;
E) accurately interprets and clearly communicates aggregate student performance data to students, parents or guardians, colleagues, and the community in a manner that complies with the requirements of the Illinois School Student Records Act [105 ILCS 10], 23 Ill. Adm. Code 375 (Student Records), the Family Educational
Standard H: Collaborative Relationships

**The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development.** This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

**Knowledge Indicators** – The competent teacher:

A) understands schools as organizations within the larger community context;
B) understands the collaborative process and the skills necessary to initiate and carry out that process;
C) collaborates with others in the use of data to design and implement effective school interventions that benefit all students;
D) understands the benefits, barriers, and techniques involved in parent and family collaborations;
E) understands school- and work-based learning environments and the need for collaboration with all organizations (e.g., businesses, community agencies, nonprofit organizations) to enhance student learning;
F) understands the importance of participating on collaborative and problem-solving teams to create effective academic and behavioral interventions for all students;
G) understands the various models of co-teaching and the procedures for implementing them across the curriculum;
H) understands concerns of families of students with disabilities and knows appropriate strategies to collaborate with students and their families in addressing these concerns; and
I) understands the roles and the importance of including students with disabilities, as appropriate, and all team members in planning individualized education programs (i.e., IEP, IFSP, Section 504 plan) for students with disabilities.

**Performance Indicators** – The competent teacher:

A) works with all school personnel (e.g., support staff, teachers, paraprofessionals) to develop learning climates for the school that encourage unity, support a sense of shared purpose, show trust in one another, and value individuals;
B) participates in collaborative decision-making and problem-solving with colleagues and other professionals to achieve success for all students;
C) initiates collaboration with others to create opportunities that enhance student learning;
D) uses digital tools and resources to promote collaborative interactions;
E) uses effective co-planning and co-teaching techniques to deliver instruction to each student;
F) collaborates with school personnel in the implementation of appropriate assessment and instruction for designated students;
G) develops professional relationships with parents and guardians that result in fair and equitable treatment of each student to support growth and learning;
H) establishes respectful and productive relationships with parents or guardians and seeks to develop cooperative partnerships to promote student learning and well-being;
I) uses conflict resolution skills to enhance the effectiveness of collaboration and teamwork;
J) participates in the design and implementation of individualized instruction for students with special needs (i.e., IEPs, IFSP, transition plans, Section 504 plans), ELLs, and students who are gifted; and
K) identifies and utilizes community resources to enhance student learning and to provide opportunities for students to explore career opportunities.
Standard I. Professionalism, Leadership, and Advocacy — The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

Knowledge Indicators — The competent teacher:
A) evaluates best practices and research-based materials against benchmarks within the disciplines;
B) knows laws and rules (e.g., mandatory reporting, sexual misconduct, corporal punishment) as a foundation for the fair and just treatment of all students and their families in the classroom and school;
C) understands emergency response procedures as required under the School Safety Drill Act [105 ILCS 128/1], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies (e.g., first aid and life-saving techniques);
D) identifies paths for continuous professional growth and improvement, including the design of a professional growth plan;
E) is cognizant of his or her emerging and developed leadership skills and the applicability of those skills within a variety of learning communities;
F) understands the roles of an advocate, the process of advocacy, and its place in combating or promoting certain school district practices affecting students;
G) understands local and global societal issues and responsibilities in an evolving digital culture; and
H) understands the importance of modeling appropriate dispositions in the classroom.

Performance Indicators — The competent teacher:
A) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect;
B) maintains accurate records, manages data effectively, and protects the confidentiality of information pertaining to each student and family;
C) reflects on professional practice and resulting outcomes; engages in self-assessment; and adjusts practices to improve student performance, school goals, and professional growth;
D) communicates with families, responds to concerns, and contributes to enhanced family participation in student education;
E) communicates relevant information and ideas effectively to students, parents or guardians, and peers, using a variety of technology and digital-age media and formats;
F) collaborates with other teachers, students, parents or guardians, specialists, administrators, and community partners to enhance students’ learning and school improvement;
G) participates in professional development, professional organizations, and learning communities, and engages in peer coaching and mentoring activities to enhance personal growth and development;
H) uses leadership skills that contribute to individual and collegial growth and development, school improvement, and the advancement of knowledge in the teaching profession;
I) proactively serves all students and their families with equity and honor and advocates on their behalf, ensuring the learning and well-being of each child in the classroom;
J) is aware of and complies with the mandatory reporter provisions of Section 4 of the Abused and Neglected Child Reporting Act [325 ILCS 5/4];
K) models digital etiquette and responsible social actions in the use of digital technology; and
L) models and teaches safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
(Source: Added at 34 Ill. Reg. 11505, effective July 26, 2010)
FORMS & OUTLINES

All forms will be provided electronically and staff are encouraged to submit data and associated forms electronically whenever and wherever possible.
PRE-OBSERVATION CONFERENCE FORM

This form must be completed in advance of the pre-observation conference between the teacher and evaluator. A copy of the lesson to be observed will be brought to the conference.

Teacher_____________________________ Evaluator ______________________
Grade______________________________ Subject__________________________
Pre-Conference Date______ Observation Date ____________ Time___________

1. What standards are being addressed in this lesson?

2. How does this lesson fit into the sequence of learning for this class/unit?

3. What are the learning outcomes for this lesson? [What should students know and be able to do]

4. Please describe this group of learners--their strengths and needs.

5. How will you differentiate learning experiences to meet the needs you have outlined? [RtI Tiers]

6. How will students be engaged in their learning? [What will students do?]

7. How will you facilitate student understanding? [What will you do?]

8. How and when will you know whether students have attained the outcomes you have established during this lesson?

9. Is there anything you would like [specifically] to be observed?
# LESSON PLAN

<table>
<thead>
<tr>
<th>Lesson Title</th>
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<tr>
<td>Standards</td>
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<td>Objectives</td>
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<td>Procedures</td>
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<td>Homework/Assessments</td>
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<td>Accommodations</td>
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</table>
TEACHER LESSON REFLECTION FORM

Teacher_____________________________  Evaluator____________________
Grade______________________________  Subject_______________________
Observation Date ___________  Time___________

As you reflect upon the lesson that was observed:

1. To what extent were students actively engaged in the lesson?

2. Based on students’ work as it relates to the lesson objective, what conclusions can you make about students’ learning?

3. How were you able to determine whether or not the lesson objectives were met?

4. Did you alter lesson objectives or the lesson plan as you taught the lesson? If so, why?

5. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently and why?
**POST-OBSERVATION CONFERENCE FORM**

*A copy of the observation notes will be given to the teacher.*

Teacher_____________________________ Evaluator____________________
Grade_____________________________ Subject____________________
Observation Date ___________ Time___ Post-Conference Date ____________

**Strengths of the lesson observed:**

<table>
<thead>
<tr>
<th>Strength</th>
<th>Evidence</th>
<th>Domain</th>
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</table>

**Suggestions for instructional improvement:**

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<tr>
<th>Suggestion</th>
<th>Rationale</th>
<th>Domain</th>
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**Other domain data discussed during the conference:**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Comments</th>
<th>Domain</th>
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**Areas to consider for growth:**

We have participated in a conversation regarding the items outlined above.

Teacher’s signature_____________________________ Date__________
Evaluator’s signature_____________________________ Date__________
PROFESSIONAL GOALS PLAN

Teacher__________________________________  Evaluator ________________

PART ONE: Professional Goal/s Setting          Conference Date:________
During the evaluation cycle, my professional goal/s are:
A. 

B.  

C.  

We have had a conversation regarding the professional goals stated above.
Teacher’s signature __________________ Date________
Evaluator’s signature__________________________ Date __________

PART TWO: Professional Goal/Growth Reflection  Conference Date:________

1. To what extent did you achieve your goal/s?

2. What did you do and use to help you attain your goal/s and grow professionally?

3. Did you find it necessary to modify your goal/s as you learned more? Why?

4. In what ways were you able to share how you have grown with colleagues?

5. Do you intend to continue working on this goal/these goals during the next year or evaluation cycle? Why or why not?

We have had a conversation regarding my reflection of my professional growth.
Teacher’s signature __________________ Date________
Evaluator’s signature__________________________ Date __________

Part 1
By October 1— Tenured Teachers
By May 1—Year 3
Non-tenured Teachers

Part 2
By May 1— Tenured Teachers
And Year 4 Non-Tenured Teachers
### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>1a: Demonstrating Knowledge of Content and Pedagogy</strong></td>
<td>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</td>
<td>The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</td>
<td>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</td>
<td>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</td>
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<tr>
<td><strong>1b: Demonstrating Knowledge of Students</strong></td>
<td>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</td>
<td>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</td>
<td>The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</td>
<td>The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students’ varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</td>
</tr>
<tr>
<td>1c: Setting Instructional Outcomes</td>
<td>1d: Demonstrating Knowledge of Resources</td>
<td>1e: Designing Coherent Instruction</td>
<td>interests and cultural heritages.</td>
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<td>The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</td>
<td>The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one’s own professional skill.</td>
<td>Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.</td>
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<tr>
<td>Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.</td>
<td>The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one’s professional skill but does not seek to expand this knowledge.</td>
<td>Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is</td>
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<td>Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.</td>
<td>The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one’s professional skill, and seeks out such resources.</td>
<td>Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</td>
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<td>All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.</td>
<td>The teacher’s knowledge of resources for classroom use and for extending one’s professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.</td>
<td>The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</td>
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### Domain 2: The Classroom Environment

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<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Excellent</th>
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<tbody>
<tr>
<td><strong>2a: Creating an Environment of Respect and Rapport</strong></td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students’ ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.</td>
<td>Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is rude, condescending, and inappropriate.</td>
<td>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though</td>
<td>Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</td>
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<tr>
<td>2b: Establishing a Culture for Learning</td>
<td>2c: Managing Classroom Procedures</td>
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<td>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</td>
<td>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks.</td>
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<td>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</td>
<td>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and</td>
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<td>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.</td>
<td>There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and</td>
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<td>The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</td>
<td>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</td>
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<td>2d: Managing Student Behavior</td>
<td>2e: Organizing Physical Space</td>
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<td>There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students’ misbehavior is repressive or disrespectful of student dignity.</td>
<td>The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</td>
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<td>Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</td>
<td>The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</td>
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<td>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</td>
<td>The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</td>
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<td>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.</td>
<td>The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</td>
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## Domain 3: Instruction

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<th>Proficient</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3a: Communicating with Students</strong></td>
<td>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher’s spoken or written language contains errors of grammar or syntax. The teacher’s academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</td>
<td>The teacher’s attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher’s spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.</td>
<td>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. The teacher’s use of academic vocabulary is precise and serves to extend student understanding.</td>
<td>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher’s spoken and written language is expressive, and the teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</td>
</tr>
<tr>
<td><strong>3b: Using Questioning and Discussion Techniques</strong></td>
<td>The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.</td>
<td>The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</td>
<td>While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion,</td>
<td>The teacher uses a variety of series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</td>
</tr>
</tbody>
</table>

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| 3c: Engaging Students in Learning | The learning tasks/activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.” | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. |
### 3d: Using Assessment in Instruction

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Feedback to groups of students is accurate and specific; some students engage in self-assessment.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings.</td>
</tr>
</tbody>
</table>

### 3e: Demonstrating Flexibility and Responsiveness

<table>
<thead>
<tr>
<th>Level 1</th>
<th>The teacher ignores students’ questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don’t understand the content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</td>
</tr>
<tr>
<td>Level 3</td>
<td>The teacher successfully accommodates students’ questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</td>
</tr>
<tr>
<td>Level 4</td>
<td>The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students’ interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</td>
</tr>
</tbody>
</table>
## Domain 4: Professional Responsibilities

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4a: Reflecting on Teaching</strong></td>
<td>The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</td>
<td>The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</td>
<td>The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</td>
<td>The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</td>
</tr>
<tr>
<td><strong>4b: Maintaining Accurate Records</strong></td>
<td>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for noninstructional activities are in disarray, the result being errors and confusion.</td>
<td>The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.</td>
<td>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</td>
<td>The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</td>
</tr>
<tr>
<td><strong>4c: Communicating with Families</strong></td>
<td>The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</td>
<td>The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.</td>
<td>The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</td>
<td>The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.</td>
</tr>
<tr>
<td>4d: Participating in the Professional Community</td>
<td>The teacher’s relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.</td>
<td>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.</td>
<td>The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</td>
<td>The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.</td>
</tr>
<tr>
<td>4e: Growing and Developing Professionally</td>
<td>The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
<td>The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</td>
<td>The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</td>
<td>The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</td>
</tr>
<tr>
<td>4f: Showing Professionalism</td>
<td>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students’ needs and contributes to school practices that result in some students’ being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.</td>
<td>The teacher is honest in interactions with colleagues, students, and the public. The teacher’s attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher’s decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.</td>
<td>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.</td>
<td>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in</td>
</tr>
</tbody>
</table>
team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.
SUMMATIVE PROFESSIONAL PERFORMANCE REVIEW

Teacher: _____________________  Primary Evaluator _____________________
Assignment___________________  Secondary Evaluator/NA______________

Non-Tenured Year: 1  2  3  4  Tenured

Professional Strengths and Weaknesses

Domain One: Planning and Preparation:
Unsatisfactory   Needs Improvement   Proficient   Excellent

Domain Two: Classroom Environment:
Unsatisfactory   Needs Improvement   Proficient   Excellent

Domain Three: Instruction
Unsatisfactory   Needs Improvement   Proficient   Excellent

Domain Four: Professional Responsibilities:
Unsatisfactory   Needs Improvement   Proficient   Excellent

Area/s for consideration:
Macomb CUSD 185 Performance Evaluation Plan

**Overall Summative Performance Rating:**

Unsatisfactory  Needs Improvement  Proficient  Excellent

I have reviewed this Summative Performance Review with my evaluator and have been given a copy.

Teacher’s Signature ____________________  Date__________
Evaluator’s Signature ____________________  Date _________

A teacher may, if desired, write a statement with regard to this Summative Performance Review and it will be attached. The statement to be attached is to be given to the evaluator within five days of the summative conference.
## SAMPLE CALCULATION PAGE

<table>
<thead>
<tr>
<th>Teacher Practice</th>
<th>Domain 1</th>
<th>Domain 2</th>
<th>Domain 3</th>
<th>Domain 4</th>
<th>Teacher Practice Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratings</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>% of Students</td>
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<td>70</td>
</tr>
<tr>
<td>Local District Assessment</td>
<td>% of Students Showing Growth</td>
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<td>% of Students Showing Growth</td>
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<td></td>
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<td>10</td>
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<tr>
<td>College Readiness Exam</td>
<td>Students Attained ≥ State Average</td>
<td>Yes</td>
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<td></td>
<td></td>
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<tr>
<td>Yes or No</td>
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<td></td>
<td>10</td>
</tr>
<tr>
<td>Summative Score</td>
<td>90</td>
<td></td>
<td></td>
<td></td>
<td>Excellent</td>
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</tbody>
</table>

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