MADISON SCHOOL DISTRICT ANNUAL TEACHER EVALUATION SYSTEM

SCHOOL DISTRICT NAME: Madison School District

DATE: 0

NAME OF EVALUATOR: 0

NAME OF EMPLOYEE BEING EVALUATED 0

EMPLOYEE'S POSITION Teacher

DEPARTMENT: 0

| RATING SCALE						
C. Danielson Terminology (Michigan Required)	UNSATISFACTORY (INEFFECTIVE) 0 points	BASIC (MINIMALLY EFFECTIVE) 1 points	PROFICIENT (EFFECTIVE) 2 points	DISTINGUISHED (HIGHLY EFFECTIVE) 3 points	NOT OBSERVED (NA)	TOTAL POINTS

NOTE: Click on the gray colored box of the desired rating for each item of the evaluation system and then type an "x" in the box and press the 'ENTER" key. The points will automatically score and provide the overall rating at the end of the evaluation system. You may leave any colored box blank or type "x" in the NOT OBSERVED box if it does not apply.

TOTAL EVALUATION SCORE WEIGHTING BY COMPONENT/CRITERIA AREA

THE EVALUATION TOOL: DANIELSON FRAMEWORK FOR TEACHING, DOMAIN I, II, III, IV	35%
TEACHER ATTENDANCE	10%
SIGNIFICANT RELEVANT ACCOMPLISHMENT AND GOING "ABOVE AND BEYOND"	5%
PARTICIPATION IN PROFESSIONAL DEVELOPMENT AND RELEVANT SPECIAL TRAINING	5%
PERFORMANCE GOAL (UbD)	20%
STUDENT GROWTH AND ASSESSMENT DATA, SECTION B, C, D	25%
	100%
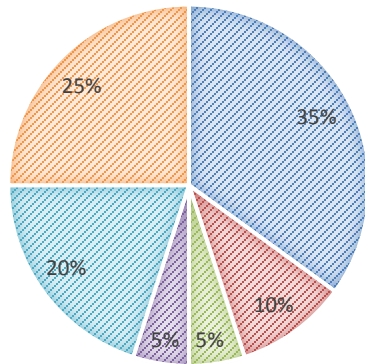
- THE EVALUATION TOOL: DANIELSON FRAMEWORK FOR TEACHING, DOMAIN I, II, III, IV
- TEACHER ATTENDANCE
- SIGNIFICANT RELEVANT ACCOMPLISHMENT AND GOING "ABOVE AND BEYOND"
- PARTICIPATION IN PROFESSIONAL DEVELOPMENT AND RELEVANT SPECIAL TRAINING
- PERFORMANCE GOAL (UbD)
- STUDENT GROWTH AND ASSESSMENT DATA, SECTION B, C, D

To copy/paste - double click on the cell and then paste.

DOMAIN 1: PLANNING AND PREPARATION

Component 1 a: Demonstrating Knowledge of Content and Pedagogy	In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers must be familiar with the particularly pedagogical approaches best suited to each discipline.				
Element					
	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.	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.	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.	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.	
Knowledge of content and the structure of the discipline					
	-	-	-	-	-
Knowledge of prerequisite relationships					
	-	-	-	-	-
Knowledge of content-related pedagogy					
	-	-	-	-	-

					Number of Items Rated:		-
					Component Average Points:	0	-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)					

Component 1b: Demonstrating Knowledge of Students	Teachers don't teach content in the abstract; they teach it to students. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.					
Element						
	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.	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.	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.	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.		
Knowledge of child and adolescent development	-	-	-	-	-
Knowledge of the learning process	-	-	-	-	-
Knowledge of students' skills, knowledge, and language proficiency	-	-	-	-	-

Knowledge of students' interests and cultural heritage											-
		-		-		-		-		-	-
Knowledge of students' special needs											
		-		-		-		-		-	-
						Number of Items Rated:					-
						Component Average Points:		0			-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)									

Component 1c: Setting Instructional Outcomes	Teaching is a purposeful activity; even the most imaginative activities are directed toward certain desired learning. Therefore, establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. Insofar as the outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed, they hold a central place in domain 1. Learning outcomes may be of a number of different types: factual and procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies. In addition, some learning outcomes refer to dispositions; it's important not only that students learn to read but also, educators hope, that they will like to read. In addition, experienced teachers are able to link their learning outcomes with outcomes both within their discipline and in other disciplines.			
Element				
	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.	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 the 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.	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.	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.

Value, sequence, and alignment		-		-		-		-		-		-
Clarity		-		-		-		-		-		-
Balance		-		-		-		-		-		-
Suitability for diverse students		-		-		-		-		-		-
							Number of Items Rated:				-
							Component Average Points:	0			-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)									

Component 1d: Demonstrating Knowledge of Resources	Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide noninstructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.				
Element					
	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.	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.	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.	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.	
Resources for classroom use		-	-	-	-
		-	-	-	-

Resources to extend content knowledge and pedagogy										
		-		-		-		-		-
Resources for students										
		-		-		-		-		-
						Number of Items Rated:				-
						Component Average Points:		0		-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)								

Component 1e: Designing Coherent Instruction	Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the state, district, and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instruction plan addresses the learning needs of various groups of students; one size does not fit all. At the distinguished level, the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.
Element	

	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.	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 uneven, with only some reasonable time allocations.	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.	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.	
Learning activities					
		-		-		-		-		-

Instructional materials and resources		-		-		-		-		-
Instructional groups		-		-		-		-		-
Lesson and unit structure		-		-		-		-		-
					Number of Items Rated:					-
					Component Average Points:		0			-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)								

Component 1f: Designing Student Assessments	Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the earning outcomes.			
Element				
	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.	

Congruence with instructional outcomes		-		-		-		-		-		-
		-		-		-		-		-		-
Criteria and standards												
		-		-		-		-		-		-
Design of formative assessments												
		-		-		-		-		-		-
Use for planning												
		-		-		-		-		-		-
							Number of Items Rated:				-
							Component Average Points:		0		-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)									

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport	An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students. "Respect" shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2a (Creating an Environment of Respect and Rapport); while adherence to the established classroom rules characterizes success in component 2d (Managing Student Behavior).				
Element					

	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.	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 neutral, conveying neither warmth nor conflict.	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 businesslike, though students may be somewhat cautious about taking intellectual risks.	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.		
Teacher interactions with students, including both words and action						
	[ ] -	[ ] -	[ ] -	[ ] -	[ ] -	-
Student interactions with other students						
	[ ] -	[ ] -	[ ] -	[ ] -	[ ] -	-
				Number of Items Rated: Component Average Points:	0	- -
Evidence	[ ]	(Click the gray shaded box to the left and type your *Evidence* message here)				

| Component 2b: Establishing a Culture for Learning | A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An emphasis on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous. | | | |
|---|---|---|---|---|---|
| Element | | | | | |
| | 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. | 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. | 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. | 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. | |
Importance of the content and of learning					
	▭ -	▭ -	▭ -	▭ -	▭ -
Expectations for learning and achievement					

		-		-		-		-	-
Student pride in work									
		-		-		-		-	-
					Number of Items Rated:				-
					Component Average Points:		0		-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)							

Component 2c: Managing Classroom Procedures	A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."			
Element					
	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.	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.	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.	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.	
Management of instructional groups					
		-	-	-	-	-
Management of transitions					
		-	-	-	-	-
Management of materials and supplies					
		-	-	-	-	-

Performance of classroom routines									
		-		-		-		-	-
						Number of Items Rated:			-
						Component Average Points:	0		-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)							

Component 2d: Managing Student Behavior	In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.				
Element					
	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.	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.	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.	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.	
Expectations		-		-	
		-		-		-	-
Monitoring of student behavior					
		-		-		-	-
Response to student misbehavior					
		-		-		-	-
					Number of Items Rated:		-
					Component Average Points:	0	-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)				

Component 2e: Organizing Physical Space	The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.				
Element					
	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.	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.	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.	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.	
Safety and accessibility	[ ] -	[ ] -	[ ] -	[ ] -	[ ] -
Arrangement of furniture and use of physical resources	[ ] -	[ ] -	[ ] -	[ ] -	[ ] -
				Number of Items Rated:	-
				Component Average Points:	0	-
Evidence	[ ]	(Click the gray shaded box to the left and type your Evidence message here)			

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students	Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.				
Element					
	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.	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.	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.	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.	
Expectations for learning		-		-		-		-		-
Directions for activities		-		-		-		-		-

Explanations of content			-		-		-		-		-		-
Use of oral and written language			-		-		-		-		-		-
			-		-		-		-		-		-
						Number of Items Rated:							-
						Component Average Points:				0			-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)											

| Component 3b: Using Questioning and Discussion Techniques | Questioning and discussion are the only instructional strategies specifically referred to in the Framework for Teaching, a decision that reflects their central importance to teachers' practice. In the Framework, it is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use divergent as well as convergent questions, framed in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers. Even when a question has a limited number of correct responses, the question, being nonformulaic, is likely to promote student thinking.

Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students), students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines.

Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught. |
|---|---|
| Element | |

	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.	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.	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, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or 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.		
Quality of questions/prompts						
	[ ] -	[ ] -	[ ] -	[ ] -	[ ] -	
Discussion techniques						
	[ ] -	[ ] -	[ ] -	[ ] -	[ ] -	
Student participation						
	[ ] -	[ ] -	[ ] -	[ ] -	[ ] -	
				Number of Items Rated: Component Average Points:	0	- -
Evidence	[ ]	(Click the gray shaded box to the left and type your *Evidence* message here)				

| Component 3c: Engaging Students in Learning | Student engagement in learning is the centerpiece of the Framework for Teaching; all other components contribute to it. When students are engaged in learning, they are not merely "busy," nor are they only "on task." Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy and one in which they are engaged is that in the latter, students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering "what if?" questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher-arranged) choices, and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement.

A lesson in which students are engaged usually has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. That is, the lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a worksheet or performing a rote procedure, they are unlikely to be cognitively engaged.

In observing a lesson, it is essential not only to watch the teacher but also to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a consequence of what the teacher does, or has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is, however, essential that they be challenged to be "minds-on." |
| Element | | | | | |

	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 "downtime."	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.		
Activities and assignments	▭ -	▭ -	▭ -	▭ -	▭	-
Grouping of students	▭ -	▭ -	▭ -	▭ -	▭	-
Instructional materials and resources	▭ -	▭ -	▭ -	▭ -	▭	-
Structure and pacing	▭ -	▭ -	▭ -	▭ -	▭	-
				Number of Items Rated:		-
				Component Average Points:	0	-
Evidence	▭	(Click the gray shaded box to the left and type your *Evidence* message here)				

| Component 3d:
Using Assessment in
Instruction | Assessment of student learning plays an important new role in teaching: no longer signaling the end of instruction, it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment for learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

A teacher's actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but his or her purpose in doing so is quite different in the two situations.

Similarly, on the surface, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students' misconceptions, whereas in the latter, the questions are designed to explore relationships or deepen understanding. Indeed, for the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, then, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards.

But as important as monitoring student learning and providing feedback to students are, however, they are greatly strengthened by a teacher's skill in making mid-course corrections when needed, seizing on a "teachable moment," or enlisting students' particular interests to enrich an explanation. |
| Element | | | | | |

	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.	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.	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. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	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.		
Assessment criteria						
	☐ -	☐ -	☐ -	☐ -	☐ -	-
Monitoring of student learning						
	☐ -	☐ -	☐ -	☐ -	☐ -	-
Feedback to students						
	☐ -	☐ -	☐ -	☐ -	☐ -	-
Student self-assessment and monitoring of progress						
	☐ -	☐ -	☐ -	☐ -	☐ -	-
				Number of Items Rated: Component Average Points:	0	- -
Evidence	☐	(Click the gray shaded box to the left and type your *Evidence* message here)				

Component 3e: Demonstrating Flexibility and Responsiveness	"Flexibility and responsiveness" refer to a teacher's skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different possible scenarios. But even the most skilled, and best prepared, teachers will occasionally find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Furthermore, teachers who are committed to the learning of all students persist in their attempts to engage them in learning, even when confronted with initial setbacks.				
Element					
	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.	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.	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.	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.	
Lesson adjustment	-	-	-	-	-
Response to students	-	-	-	-	-
Persistence	-	-	-	-	-
				Number of Items Rated:	-
				Component Average Points: 0	-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)			

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching	Reflecting on teaching encompasses the teacher's thinking that follows any instructional event, an analysis of the many decisions made in both the planning and the implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions and choose which aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning—whether excellent, adequate, or inadequate—becomes a habit of mind, leading to improvement in teaching and learning.				
Element					
	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.	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.	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.	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.	
Accuracy					
	_____ -	_____ -	_____ -	_____ -	_____ -
Use in future teaching					
	_____ -	_____ -	_____ -	_____ -	_____ -
				Number of Items Rated: Component Average Points:	0	- -
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)			

Component 4b: Maintaining Accurate Records	An essential responsibility of professional educators is keeping accurate records of both instructional and noninstructional events. These include student completion of assignments, student progress in learning, and noninstructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.				
Element					
	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 non-instructional activities are in disarray, the result being errors and confusion.	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.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	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.	
Student completion of assignments	☐ -	☐ -	☐ -	☐ -	☐ -
Student progress in learning	☐ -	☐ -	☐ -	☐ -	☐ -
Noninstructional records	☐ -	☐ -	☐ -	☐ -	☐ -
				Number of Items Rated:	-
				Component Average Points:	0	-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)			

Component 4c: Communicating with Families	Although the ability of families to participate in their child's learning varies widely because of other family or job obligations, it is the responsibility of teachers to provide opportunities for them to understand both the instructional program and their child's progress. Teachers establish relationships with families by communicating to them about the instructional program, conferring with them about individual students, and inviting them to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher's effort to communicate with families conveys the teacher's essential caring, valued by families of students of all ages.				
Element					
	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.	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.	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.	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.	
Information about the instructional program					
	[ ] -	[ ] -	[ ] -	[ ] -	[ ] -
Information about individual students					
	[ ] -	[ ] -	[ ] -	[ ] -	[ ] -
Engagement of families in the instructional program					
	[ ] -	[ ] -	[ ] -	[ ] -	[ ] -
				Number of Items Rated: Component Average Points:	- 0	-
Evidence	[ ]	(Click the gray shaded box to the left and type your *Evidence* message here)			

Component 4d: Participating in a Professional Community	Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are, in other words, professional organizations for teachers, with their full potential realized only when teachers regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization. With experience, teachers assume leadership roles in these activities.				
Element					
	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.	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.	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.	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.	
Relationships with colleagues					
	-	-	-	-	-
Involvement in a culture of professional inquiry					
	-	-	-	-	-
Service to the school					
	-	-	-	-	-
Participation in school and district projects					
	-	-	-	-	-
			Number of Items Rated:		-

				Component Average Points:	0	-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)				

Component 4e: Growing and Developing Professionally	As in other professions, the complexity of teaching requires continued growth and development in order for teachers to remain current. Continuing to stay informed and increasing their skills allows teachers to become ever more effective and to exercise leadership among their colleagues. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students in learning; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues through such activities as joint planning, study groups, and lesson study provides opportunities for teachers to learn from one another. These activities allow for job-embedded professional development. In addition, professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes. As they gain experience and expertise, educators find ways to contribute to their colleagues and to the profession.					
Element						
	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.	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.	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.	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.		
Enhancement of content knowledge and pedagogical skill		-		-		-	-
Receptivity to feedback from colleagues		-		-		-	-
Service to the profession		-		-		-	-

				Number of Items Rated:		-
				Component Average Points:	0	-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)				

Component 4f: **Showing Professionalism**	Expert teachers demonstrate professionalism in service both to students and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. For example, they conduct interactions with colleagues in a manner notable for honesty and integrity. Furthermore, they know their students' needs and can readily access resources with which to step in and provide help that may extend beyond the classroom. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. They also display professionalism in the ways they approach problem solving and decision making, with student needs constantly in mind. Finally, accomplished teachers consistently adhere to school and district policies and procedures but are willing to work to improve those that may be outdated or ineffective.			
Element				

	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.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute 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.	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.	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 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.	
Integrity and ethical conduct					
	☐ -	☐ -	☐ -	☐ -	☐ -
Service to students					
	☐ -	☐ -	☐ -	☐ -	☐ -
Advocacy					
	☐ -	☐ -	☐ -	☐ -	☐ -
Decision making					
	☐ -	☐ -	☐ -	☐ -	☐ -

Compliance with student and district regulation		-		-		-		-		-

				Number of Items Rated:		-
				Component Average Points:	0	-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)				

End of DANIELSON FRAMEWORK FOR TEACHING Tool (Components for Domains 1, 2, 3, and 4)

TOTAL ALLOWABLE %: THIS INCLUDES CHARLOTTE DANIELSON FRAMEWORK **TOOL**	**35%**
NUMBER OF SEPARATE ITEMS RATED	**0**
RATING POINTS SUBTOTAL	**0**
SCORE AS % OF TOTAL ANNUAL EVALUATION	**0.00%**
POINTS EARNED THIS SECTION	**0**

SECTION A: OTHER NON-STUDENT GROWTH EVALUATION CRITERIA

TEACHER ATTENDANCE (20 points)		
Madison School District believes that employee attendance impacts student achievement. To that end, points will be awarded for employee attendance to create an atmosphere and culture where perfect attendance (employee is not absent any work days) or outstanding attendance (employee is absent only up to 3 contractual personal business/sick days) is the norm. Absences that count towards FMLA, bereavement as defined by the Master Agreement , and/or jury duty will not count towards these limits.		
Days Absent	Possible Points	**Points**
0-3	20	
4	16	
5	13	
6	10	
7	7	
8	4	
9	1	
10+	0	
		0
		-
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)	

TOTAL ALLOWABLE %: TEACHER ATTENDANCE	**10%**
NUMBER OF SEPARATE ITEMS RATED	**0**
POINTS SUBTOTAL	**0**
SCORE AS % OF TOTAL ANNUAL EVALUATION	**0.00%**
POINTS EARNED THIS SECTION	**0**

SIGNIFICANT, RELEVANT ACCOMPLISHMENT AND GOING "ABOVE AND BEYOND" (15 points)

Above and beyond acts are considered accomplishments and contributions significantly impacting the overall performance of Madison School District. Examples include:	Points
Provide leadership and coordination of an overnight or out of town student trip	
Organize and participate with stakeholders in school and/or community events beyond the school day (must be approved by the building administrator prior to initiating activity)	
Participate with stakeholders in school and/or community events beyond the school day, includes but not limited to P.A.T.T./A.T.P sponsored events	
Chaperone/supervise school events which occur outside the school day	
Chaperone/supervise school events which require overnight supervision (2 points per night, up to maximum of 6 points)	
Initiate positive public relations including the facilitation of an article in the newspaper, on the radio, etc.	
Organize a school sponsored activity	
Participate with a school sponsored service activity	
Actively participate with Open house/Orientation event	
Assist with the supervision or production of a Fine Arts Event/Performance	
Secure grant funding for the improvement of student learning opportunities	
Attend a P.A.T.T./A.T.P., Athletic Boosters, Band Boosters, etc. meeting	
Complete a Student of the Day nomination (one point per nomination, maximum five points)	
Attend an athletic or fine arts event with the intention to support Madison students (one point per event, maximum three points)	
Allow a teacher to observe within your classroom (one point per occurence, maximum two points)	
Complete a recommendation letter for a Madison student (one point per letter, maximum five points)	
	0
A teacher cannot earn a point for attending an event for which their child is participating, except attendance at a PATT/ATP event, an academic night, or when chaperoning a school sponsored event that is held or extended beyond the school day	-

Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)

TOTAL ALLOWABLE %: ACCOMPLISHMENTS & CONTRIBUTIONS	5%
NUMBER OF SEPARATE ITEMS RATED	0
POINTS SUBTOTAL	0
SCORE AS % OF TOTAL ANNUAL EVALUATION	0.00%
POINTS EARNED THIS SECTION	0

PARTICIPATION IN PROFESSIONAL DEVELOPMENT AND RELEVANT SPECIAL TRAINING (13 POINTS)

Above and beyond acts are considered accomplishmentsOn-going professional development of teachers impacts student achievement. To that end, points will be awarded to teachers attending district provided PD. These days include early release days designated for PD, faculty meetings, grade level team meetings, and departmental meetings. Absences for pre-approved school business will be excused. Absence from a full day of PD will result in a six point reduction. Absence from an early release PD will result in four point reduction. Absence from a faculty, grade level, or departmental meeting will result in a reduction of two points. Absences that count towards FMLA, bereavement as defined by the Master Agreement , and/or jury duty will not count towards these limits.s and contributions significantly impacting the overall performance of Madison School District. Examples include:

	Points
Professional Development points.	
	-

Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)

TOTAL ALLOWABLE %: RELEVANT SPECIAL TRAINING	**5%**
NUMBER OF SEPARATE ITEMS RATED	**0**
POINTS SUBTOTAL	**0**
SCORE AS % OF TOTAL ANNUAL EVALUATION	**0.00%**
POINTS EARNED THIS SECTION	**0**

PERFORMANCE Goal (UbD) (15 points)	
	Points
Performance Goal points.	
	-

Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)

TOTAL ALLOWABLE %: PROFESSIONAL CONDUCT	**20%**
NUMBER OF SEPARATE ITEMS RATED	**0**
POINTS SUBTOTAL	**0**
SCORE AS % OF TOTAL ANNUAL EVALUATION	**0.00%**
POINTS EARNED THIS SECTION	**0**

NOTE: Click on the yellow shaded box in each of the Student Growth CATEGORY columns titled "Select Measurement Instrument" and a drop down arrow will appear. Select the desired instrument and press the 'ENTER" key. You may leave any gray shaded box blank or type n/a if it does not apply.

SECTION B: LOCAL STUDENT GROWTH AND ASSESSMENT DATA

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	N/A	
LOCAL ASSESSMENT 1	Instructor shows no demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows some demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows clear and indisputable demonstration of having a direct impact on student growth, at least average compared to other instructors, that is evident according to the objective results of this assessment instrument.	Instructor shows mastery of teaching. Demonstrates significant and indisputable evidence of having a direct impact on student growth, beyond average of other instructors, according to the objective results of this assessment instrument.		
(Select measurement Instrument)	-	-	-	-	-	-
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)					

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	N/A	
LOCAL ASSESSMENT 2	Instructor shows no demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows some demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows clear and indisputable demonstration of having a direct impact on student growth, at least average compared to other instructors, that is evident according to the objective results of this assessment instrument.	Instructor shows mastery of teaching. Demonstrates significant and indisputable evidence of having a direct impact on student growth, beyond average of other instructors, according to the objective results of this assessment instrument.		
(Select measurement Instrument)	-	-	-	-	-	-
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)					

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	N/A	
LOCAL ASSESSMENT 3	Instructor shows no demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows some demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows clear and indisputable demonstration of having a direct impact on student growth, at least average compared to other instructors, that is evident according to the objective results of this assessment instrument.	Instructor shows mastery of teaching. Demonstrates significant and indisputable evidence of having a direct impact on student growth, beyond average of other instructors, according to the objective results of this assessment instrument.		
(Select measurement Instrument)	-	-	-	-	-	-
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)					

SECTION C: STATE STUDENT GROWTH AND ASSESSMENT DATA

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	N/A	
STATE ASSESSMENT 1	Instructor shows no demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows some demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows clear and indisputable demonstration of having a direct impact on student growth, at least average compared to other instructors, that is evident according to the objective results of this assessment instrument.	Instructor shows mastery of teaching. Demonstrates significant and indisputable evidence of having a direct impact on student growth, beyond average of other instructors, according to the objective results of this assessment instrument.		
(Select measurement instrument)	-	-	-	-		-
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)					

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	N/A	
STATE ASSESSMENT 2	Instructor shows no demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows some demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows clear and indisputable demonstration of having a direct impact on student growth, at least average compared to other instructors, that is evident according to the objective results of this assessment instrument.	Instructor shows mastery of teaching. Demonstrates significant and indisputable evidence of having a direct impact on student growth, beyond average of other instructors, according to the objective results of this assessment instrument.		
(Select measurement instrument)	-	-	-	-		-
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)					

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	N/A	
STATE ASSESSMENT 3	Instructor shows no demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows some demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows clear and indisputable demonstration of having a direct impact on student growth, at least average compared to other instructors, that is evident according to the objective results of this assessment instrument.	Instructor shows mastery of teaching. Demonstrates significant and indisputable evidence of having a direct impact on student growth, beyond average of other instructors, according to the objective results of this assessment instrument.		

(Select measurement instrument)		-		-		-		-		-
Evidence		(Click the gray shaded box to the left and type your *Evidence* message here)								

SECTION D: NATIONAL STUDENT GROWTH AND ASSESSMENT DATA

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	N/A	
NATIONAL ASSESSMENT 1	Instructor shows no demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows some demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows clear and indisputable demonstration of having a direct impact on student growth, at least average compared to other instructors, that is evident according to the objective results of this assessment instrument.	Instructor shows mastery of teaching. Demonstrates significant and indisputable evidence of having a direct impact on student growth, beyond average of other instructors, according to the objective results of this assessment instrument.		
(Select measurement instrument)	-	-	-	-		-
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)					

	INEFFECTIVE	MINIMALLY EFFECTIVE	EFFECTIVE	HIGHLY EFFECTIVE	N/A	
NATIONAL ASSESSMENT 2	Instructor shows no demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows some demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows clear and indisputable demonstration of having a direct impact on student growth, at least average compared to other instructors, that is evident according to the objective results of this assessment instrument.	Instructor shows mastery of teaching. Demonstrates significant and indisputable evidence of having a direct impact on student growth, beyond average of other instructors, according to the objective results of this assessment instrument.		
(Select measurement instrument)	-	-	-	-		-
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)					

NATIONAL ASSESSMENT 3	Instructor shows no demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows some demonstration of having a direct impact on student growth according to the objective results of this assessment instrument.	Instructor shows clear and indisputable demonstration of having a direct impact on student growth, at least average compared to other instructors, that is evident according to the objective results of this assessment instrument.	Instructor shows mastery of teaching. Demonstrates significant and indisputable evidence of having a direct impact on student growth, beyond average of other instructors, according to the objective results of this assessment instrument.		
(Select measurement instrument)		-		-		-		-		-
Evidence	(Click the gray shaded box to the left and type your *Evidence* message here)					

Note: the row above contains values " - " across the gray-shaded measurement cells.

End of OTHER EVALAUTION CRITERIA for Sections B, C and D

TOTAL ALLOWABLE %: THIS SECTION INCLUDES STUDENT GROWTH AND ASSESSMENT DATA ONLY (SECTIONS B, C, D)	25%
NUMBER OF ITEMS RATED	-
RATING POINTS SUBTOTAL	-
SCORE AS % OF TOTAL ANNUAL EVALUATION	0.00%
POINTS EARNED THIS SECTION	0

RATING SCORE SCALE FOR OVERALL TOTAL ANNUAL EVALUATION

Total Percent		Rating Score
<57	=	*INEFFECTIVE*
58-66	=	*MINIMALLY EFFECTIVE*
67-82	=	*EFFECTIVE*
83-100	=	*HIGHLY EFFECTIVE*

OVERALL TOTAL ANNUAL EVALUATION SCORE RATING: 0.00%

TOTAL POINTS EARNED: 0.00

INEFFECTIVE   *based on %*

Evaluator's Signature: 0   Date

Educator's Signature: 0   Date:

By signing above, I acknowledge that I have reviewed and understand the results of this annual evaluation report.

cc: Personnel file