



# **GOTHENBURG** PUBLIC SCHOOLS

Excellence is an Expectation

Date: \_\_\_\_\_

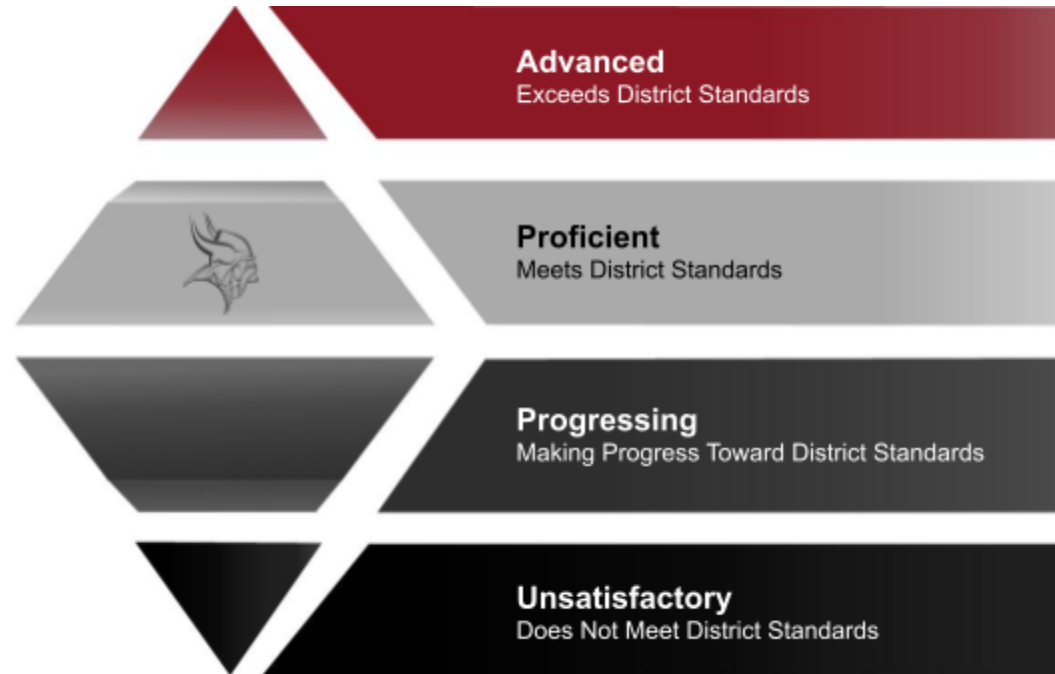
Teacher Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Administrator: \_\_\_\_\_

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








**Advanced** - The teacher **purposefully** demonstrates **current and comprehensive** knowledge of **highly** effective educational practices by incorporating **innovative** strategies as well as taking on both **formal and informal** leadership roles. (Exceeds District Standards)

**Proficient** - The teacher **consistently** demonstrates knowledge of effective educational practices by incorporating strategies as well as contributing to the professional community or **attempting** to take on leadership roles. (Meets District Standards)

**Progressing** - The teacher demonstrates **limited** knowledge of effective educational practices and/or **inconsistently** incorporates strategies. The teacher **attempts** to contribute to the professional community on an **initial** level. (Showing Progress Toward District Standards)

**Unsatisfactory** - The teacher **fails** to demonstrate knowledge of effective educational practices and **has not attempted** to incorporate basic strategies. The teacher **seldomly** attempts to contribute to the professional community and shows **little or no** desire to do so. (Does Not Meet District Standards)

## Legend


Icon	Four Critical Questions of the PLC Process								
	<ul style="list-style-type: none"> <li>• <b>What do we want our students to know and be able to do? (<i>curriculum</i>)</b> <ul style="list-style-type: none"> <li>• What should each student know and be able to do as a result of each unit, grade level, or department course?</li> <li>• Essential standards and targets are identified.</li> <li>• The curriculum is unpacked into learning targets.</li> <li>• Targets are written in kid-friendly terms or “I can” statements.</li> </ul> </li> </ul>								
	<ul style="list-style-type: none"> <li>• <b>How will we determine what our students know or can do? (<i>assessment</i>)</b> <ul style="list-style-type: none"> <li>• Common formative assessments aligned with the essential standards and targets are created or agreed upon.</li> <li>• Data are analyzed to inform student and adult learning.</li> <li>• Students track their own progress.</li> </ul> </li> </ul>								
	<ul style="list-style-type: none"> <li>• <b>What will we do if our students don't know it? (<i>instruction</i>)</b> <ul style="list-style-type: none"> <li>• Time is scheduled during the school day to provide skill-specific intervention.</li> <li>• Students are given multiple opportunities for success.</li> <li>• During this time, no new instruction takes place in the classroom.</li> </ul> </li> </ul> <table border="1" data-bbox="386 852 1820 1279"> <thead> <tr> <th>Icon</th><th>Marzano's Essential Instructional Strategies</th></tr> </thead> <tbody> <tr> <td></td><td><b>Communicating Learning Goals and Feedback (DQ1)</b> - The teacher sets and communicates clear targets, has a method for determining if those targets have been met, and celebrates those successes with students.</td></tr> <tr> <td></td><td><b>Engaging Students (DQ5)</b> - The teacher uses a variety of strategies to increase the degree in which students are inquisitive, interested, or inspired.</td></tr> <tr> <td></td><td><b>Helping Students Interact with New Knowledge (DQ2)</b> - The teacher guides students in actively processing new information in order to retain it by designing instruction that allows students to construct knowledge through their interactions.</td></tr> </tbody> </table>	Icon	Marzano's Essential Instructional Strategies		<b>Communicating Learning Goals and Feedback (DQ1)</b> - The teacher sets and communicates clear targets, has a method for determining if those targets have been met, and celebrates those successes with students.		<b>Engaging Students (DQ5)</b> - The teacher uses a variety of strategies to increase the degree in which students are inquisitive, interested, or inspired.		<b>Helping Students Interact with New Knowledge (DQ2)</b> - The teacher guides students in actively processing new information in order to retain it by designing instruction that allows students to construct knowledge through their interactions.
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	<ul style="list-style-type: none"> <li>• <b>What will we do if our students do know it? (<i>instruction</i>)</b> <ul style="list-style-type: none"> <li>• Opportunities are scheduled for extending the curriculum beyond whole group instruction.</li> <li>• Tier 2, Flex Time, or “No New Instruction” Days</li> <li>• No new instruction takes place during extension activities.</li> </ul> </li> </ul>								


**(1) EFFECTIVE PRACTICE: Foundational Knowledge** The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

**Overall Performance:**

Performance Level	Foundational Knowledge
<input type="checkbox"/> Advanced	The teacher demonstrates a <b>current and comprehensive</b> knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, <b>and</b> achievement.
<input type="checkbox"/> Proficient	The teacher demonstrates a <b>comprehensive</b> knowledge of content, pedagogy, students, <b>and</b> standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher demonstrates a <b>limited</b> knowledge of content, pedagogy, students <b>or</b> standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher demonstrates a <b>lack</b> of knowledge of content, pedagogy, students, <b>or</b> standards needed to provide each student with effective opportunity for learning, development, and achievement.
<b>Narrative Comments:</b>	


**Subcategories for Foundational Knowledge:**

Performance Level	Content 
<input type="checkbox"/> Advanced	Demonstrates <b>current and comprehensive</b> knowledge of his or her discipline's content and the components of an effective curriculum.
<input type="checkbox"/> Proficient	Demonstrates a <b>strong</b> knowledge of his/her discipline's content and the components of an effective curriculum.
<input type="checkbox"/> Progressing	Demonstrates a <b>limited</b> knowledge of his/her discipline's content and the components of an effective curriculum.
<input type="checkbox"/> Unsatisfactory	Demonstrates a <b>lack</b> of knowledge of his/her discipline's content, and the components of an effective curriculum.
Narrative Comments:	

Performance Level	Standards 
<input type="checkbox"/> Advanced	Demonstrates a <b>thorough</b> understanding, <b>and serves as a leader for development and/or implementation</b> of local, state, and national standards.
<input type="checkbox"/> Proficient	Demonstrates a <b>fundamental</b> understanding of local, state, and national standards.
<input type="checkbox"/> Progressing	Demonstrates a <b>limited</b> understanding of local, state, and national standards.
<input type="checkbox"/> Unsatisfactory	Demonstrates a <b>lack</b> of understanding of local, state, and national standards.
Narrative Comments:	

**Subcategories for Foundational Knowledge (continued):**

Performance Level	Social and Emotional
<input type="checkbox"/> Advanced	Has a <b>comprehensive</b> understanding of the intellectual, social, emotional, and physical development of students and the effect of cultural and societal influences to <b>positively impact</b> student learning.
<input type="checkbox"/> Proficient	Has a <b>strong</b> understanding of the intellectual, social, emotional, and physical development of students and <b>understands</b> the effect of cultural and societal influences on student learning.
<input type="checkbox"/> Progressing	Is <b>familiar</b> with the intellectual, social, emotional, and physical development of students and show <b>limited</b> knowledge of cultural and societal influences on learning.
<input type="checkbox"/> Unsatisfactory	Is <b>unfamiliar</b> with the intellectual, social, emotional, and physical development of students and a <b>lack</b> of knowledge of cultural and societal influences on learning.
Narrative Comments:	



Performance Level	Equal Access 
<input type="checkbox"/> Advanced	<b>Consistently</b> demonstrates responsibility for providing effective opportunities for each student's learning, development, and achievement.
<input type="checkbox"/> Proficient	<b>Regularly</b> demonstrates responsibility for providing effective opportunities for student learning, development, and achievement.
<input type="checkbox"/> Progressing	<b>Understands</b> the importance of providing effective opportunities for student learning, development, and achievement, but <b>has not consistently demonstrated</b> the ability to do so.
<input type="checkbox"/> Unsatisfactory	<b>Does not recognize nor demonstrate</b> the importance and responsibility for providing effective opportunities for student learning, development, and achievement.
Narrative Comments:	



**(2) EFFECTIVE PRACTICE: Planning and Preparation** The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

**Overall Performance:**

Performance Level	Planning & Preparation
<input type="checkbox"/> Advanced	The teacher <b>purposefully</b> and consistently integrates a <b>comprehensive</b> knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of <b>individual</b> student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher <b>consistently integrates</b> knowledge of content, pedagogy, students, and standards with the established curriculum to <b>develop</b> coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher demonstrates a <b>basic</b> knowledge of content, pedagogy, students, and curriculum standards, but <b>fails to integrate</b> coherent and rigorous units, lessons, and activities.
<input type="checkbox"/> Unsatisfactory	The teacher displays a very <b>limited</b> knowledge of content, pedagogy, students, or curriculum standards, and/or <b>fails to develop</b> coherent and rigorous units, lessons, and learning activities.
<b>Narrative Comments:</b>	





**Subcategories for Planning and Preparation:**

Performance Level	Unit Development  	Possible Evidence
<input type="checkbox"/> Advanced	Consistently develops <b>innovative</b> and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	<div>Lesson plans show:</div> <div><input type="checkbox"/> preplanned engagement strategies</div>
<input type="checkbox"/> Proficient	<b>Consistently</b> develops <b>rigorous</b> and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	
<input type="checkbox"/> Progressing	<b>Attempts</b> to develop <b>coherent</b> units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to develop coherent units, lessons, and activities.	
Narrative Comments:		

Performance Level	Differentiation  	Possible Evidence
<input type="checkbox"/> Advanced	Consistently designs and adapts instruction <b>in an exceptional manner</b> based on student’s prior knowledge, abilities, student progress, assessment results, circumstances, and interests.	<div>Lesson plans show:</div> <div><input type="checkbox"/> connection to prior knowledge</div> <div><input type="checkbox"/> small groups</div> <div><input type="checkbox"/> student surveys</div>
<input type="checkbox"/> Proficient	<b>Consistently</b> designs, and adapts instruction based on student’s prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
<input type="checkbox"/> Progressing	<b>Attempts</b> to design and adapt instruction based on student’s prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to design and adapt instruction based on student prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
Narrative Comments:		



**Subcategories for Planning and Preparation (continued):**


Performance Level	Teaching Strategies    	Possible Evidence
<input type="checkbox"/> Advanced	Consistently plans a variety of <b>innovative</b> , research-based teaching strategies to engage, challenge, and meet the needs of individual students.	<p>Lesson plans show:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> using academic games</li><li><input type="checkbox"/> physical movement</li><li><input type="checkbox"/> maintaining a lively pace</li><li><input type="checkbox"/> identifying critical content</li><li><input type="checkbox"/> organizing students to Interact with new content</li><li><input type="checkbox"/> previewing new content</li><li><input type="checkbox"/> chunking content Into “digestible bites”</li></ul> <p>Helping Students:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> process new content</li><li><input type="checkbox"/> elaborate on new content</li><li><input type="checkbox"/> record and represent knowledge</li><li><input type="checkbox"/> reflect on learning</li></ul>
<input type="checkbox"/> Proficient	<b>Consistently</b> plans a variety of appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students.	
<input type="checkbox"/> Progressing	<b>Attempts</b> to plan appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students, or may show inconsistent results.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to plan for research-based teaching strategies that engage, challenge, and meet the needs of individual students	
Narrative Comments:		


**(3) EFFECTIVE PRACTICE: The Learning Environment** The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

**Overall Performance:**

Performance Level	The Learning Environment
<input type="checkbox"/> Advanced	The teacher creates and maintains an <b>exceptional</b> learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher creates and maintains an <b>effective</b> learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to create and/or maintain an effective or engaging learning environment.
<b>Narrative Comments:</b>	


**Subcategories for The Learning Environment:**

Performance Level	Routines and Procedures 	Possible Evidence
<input type="checkbox"/> Advanced	Consistently establishes and maintains <b>highly</b> effective routines, procedures, and clear standards of conduct ensuring an engaging learning environment for <b>individual</b> students.	<input type="checkbox"/> actively engages students in self-regulation <input type="checkbox"/> classroom meetings <input type="checkbox"/> reminders of rules and procedures <input type="checkbox"/> cues or signals
<input type="checkbox"/> Proficient	<b>Consistently</b> establishes and maintains effective routines, procedures, and clear standards of conduct <b>ensuring</b> an engaging learning environment for students.	
<input type="checkbox"/> Progressing	<b>Attempts</b> to establish routines, procedures, and standards of conduct, which promotes, but does not ensure, an engaging learning environment for each student.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to establish routines, procedures, and standards of conduct, resulting in an ineffective learning environment for students.	
Narrative Comments:		

Performance Level	High Expectations 	Possible Evidence
<input type="checkbox"/> Advanced	<b>Advocates</b> for the school/district in establishing high expectations for student learning, development, and achievement.	<input type="checkbox"/> rigorous learning goals <input type="checkbox"/> tracking student knowledge <input type="checkbox"/> celebrating success <input type="checkbox"/> challenging DOK
<input type="checkbox"/> Proficient	<b>Consistently</b> establishes high expectations for learning, development, and achievement.	
<input type="checkbox"/> Progressing	<b>Attempts</b> to establish high expectations for learning, development, and achievement.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to establish high expectations for learning, development, and achievement.	
Narrative Comments:		

**Subcategories for The Learning Environment (continued):**

Performance Level	Positive Behavioral Supports
<input type="checkbox"/> Advanced	Purposefully interacts with students, <b>families, and the community</b> in ways that cultivate self-motivation and values diversity.
<input type="checkbox"/> Proficient	<b>Purposefully</b> interacts with students in ways that cultivate self-motivation and value diversity.
<input type="checkbox"/> Progressing	<b>Attempts</b> to interact with students in ways that cultivate self-motivation and value diversity.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to interact with students in ways that cultivate self-motivation or value diversity.
<b>Narrative Comments:</b>	

Performance Level	Student Learning Community 
<input type="checkbox"/> Advanced	<b>Intentionally promotes a strong and active</b> collaborative learning community built on a climate of mutual respect, trust, openness, and support that extends to the larger school community which values student, family, neighborhood, and community experiences.
<input type="checkbox"/> Proficient	<b>Consistently</b> establishes and maintains a collaborative learning community built on a climate of mutual respect, trust, openness, and support that extends to the larger school community.
<input type="checkbox"/> Progressing	<b>Strives</b> to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support, but with moderate success.
<input type="checkbox"/> Unsatisfactory	<b>Has not attempted</b> to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support.
<b>Narrative Comments:</b>	


#### (4) EFFECTIVE PRACTICE: Instructional Strategies

*The teacher uses effective instructional strategies to ensure growth in student achievement.*


##### Overall Performance:


Performance Level	Instructional Strategies
<input type="checkbox"/> Advanced	The teacher consistently uses <b>highly</b> effective instructional strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Proficient	The teacher <b>consistently</b> uses effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to use effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to use effective instructional strategies and growth in student achievement is <b>below</b> expectations.
Narrative Comments:	

##### Subcategories for Instructional Strategies:




Performance Level	Learning Goals 
<input type="checkbox"/> Advanced	Consistently provides <b>rigorous and measurable</b> learning goals.
<input type="checkbox"/> Proficient	<b>Consistently</b> provides developmentally appropriate and <b>measurable</b> learning goals.
<input type="checkbox"/> Progressing	<b>Attempts</b> to provide developmentally appropriate learning goals.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to provide developmentally appropriate learning goals.
Narrative Comments:	


**Subcategories for Instructional Strategies (continued):**

Performance Level	Student Engagement 	Possible Evidence
<input type="checkbox"/> Advanced	Continuously engages students by using <b>innovative</b> activities, assignments, groupings, structure, pacing, technologies, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> maintaining a lively pace <input type="checkbox"/> demonstrating intensity and enthusiasm <input type="checkbox"/> friendly controversy <input type="checkbox"/> academic games <input type="checkbox"/> physical movement <input type="checkbox"/> presenting unusual or intriguing information <input type="checkbox"/> identifying critical content <input type="checkbox"/> organizing students to interact with new content <input type="checkbox"/> previewing new content <input type="checkbox"/> chunking content into “digestible bites” <input type="checkbox"/> process new content <input type="checkbox"/> elaborate on new content <input type="checkbox"/> record and represent knowledge <input type="checkbox"/> reflect on learning
<input type="checkbox"/> Proficient	<b>Continuously</b> engages students by using varied activities, assignments, groupings, structure, pacing, technologies, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	
<input type="checkbox"/> Progressing	<b>Attempts</b> to engage students by using varied activities, assignments, groupings, structure, pacing, technology, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	
<input type="checkbox"/> Unsatisfactory	<b>Minimally</b> engages students due to limited or incorrect use of activities, assignments, groupings, structure, pacing, technology, and a variety of instructional techniques.	
Narrative Comments:		

Performance Level	Higher Level Thinking 
<input type="checkbox"/> Advanced	<b>Promotes</b> individual students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Proficient	<b>Develops</b> students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Progressing	<b>Attempts</b> to implement strategies to develop students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Unsatisfactory	<b>Rarely</b> uses strategies to develop students' skills in critical thinking, creativity, and problem solving.
<b>Narrative Comments:</b>	


**Subcategories for Instructional Strategies (continued):**

Performance Level	Differentiation   
<input type="checkbox"/> Advanced	Modifies, adapts, and differentiates instructional strategies based on data analysis, <b>observation, and student needs.</b>
<input type="checkbox"/> Proficient	Modifies, adapts, and differentiates instruction <b>based on data analysis.</b>
<input type="checkbox"/> Progressing	<b>Attempts</b> to modify, adapt, and differentiate instruction.
<input type="checkbox"/> Unsatisfactory	<b>Rarely</b> modifies, adapts, or differentiates instruction.
Narrative Comments:	

Performance Level	Student Growth 
<input type="checkbox"/> Advanced	Ensures a <b>high level</b> of student growth and achievement.
<input type="checkbox"/> Proficient	<b>Ensures</b> student growth and achievement.
<input type="checkbox"/> Progressing	Student growth and achievement is <b>limited or inconsistent.</b>
<input type="checkbox"/> Unsatisfactory	Student growth and achievement is <b>significantly below expectations.</b>
Narrative Comments:	



**Subcategories for Instructional Strategies (continued):**


Performance Level	Community Connections 	Possible Evidence
<input type="checkbox"/> Advanced	Effectively and <b>continuously</b> communicates with students and families to promote and support high expectations and/or <b>draws upon</b> community resources to positively impact student achievement.	<input type="checkbox"/> presenting unusual or intriguing information <input type="checkbox"/> guest speakers or presenters <input type="checkbox"/> partnerships with local businesses
<input type="checkbox"/> Proficient	<b>Effectively</b> communicates with students and families to promote and support high expectations and/or <b>draws upon</b> community resources to positively impact student achievement.	
<input type="checkbox"/> Progressing	Has <b>limited</b> communication with students and families and/or <b>does not</b> recognize or acknowledge community resources.	
<input type="checkbox"/> Unsatisfactory	Engages in <b>little or no</b> communication with students and families and/or <b>does not</b> recognize or acknowledge community resources.	
Narrative Comments:		




**(5) EFFECTIVE PRACTICE: Assessment** The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

**Overall Performance:**


Performance Level	Assessment
<input type="checkbox"/> Advanced	The teacher consistently and systematically <b>creates</b> and uses multiple methods of formative and summative assessment to measure student progress. The teacher <b>disaggregates</b> data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Proficient	The teacher consistently and systematically <b>develops</b> and uses multiple methods of formative and summative assessment to measure student progress. The teacher <b>uses</b> assessment results when planning, preparing for instruction, and reporting.
<input type="checkbox"/> Progressing	The teacher has <b>limited</b> understanding of the various methods of assessment, and/or the teacher uses assessment <b>inconsistently</b> .
<input type="checkbox"/> Unsatisfactory	The teacher has <b>little or no</b> understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are <b>ignored or not used appropriately</b> .
<b>Narrative Comments:</b>	

### Subcategories for Assessment:

Performance Level	Assessment Development 
<input type="checkbox"/> Advanced	<b>Excels</b> in the development and use of <b>highly effective</b> formative and summative assessments and accommodations that are effective free of bias.
<input type="checkbox"/> Proficient	<b>Consistently</b> develops and uses a <b>variety</b> of appropriate formative and summative assessments and accommodations that are effective and free of bias.
<input type="checkbox"/> Progressing	Possesses <b>limited</b> knowledge or makes limited efforts to develop and use appropriate formative and/or summative assessments. Assessment accommodations are effective but <b>inconsistent</b> .
<input type="checkbox"/> Unsatisfactory	Possess <b>minimal</b> knowledge of or <b>fails</b> to develop and use appropriate formative and/or summative assessments.
Narrative Comments:	

Performance Level	Data Analysis   
<input type="checkbox"/> Advanced	Uses <b>comprehensive data</b> analysis and interpretation to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Proficient	<b>Routinely</b> analyzes and interprets the resulting data to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Progressing	<b>Attempts</b> to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and meaningful feedback to each student.
Narrative Comments:	

**Subcategories for Assessment (continued):**

Performance Level	Student Reflection 	Possible Evidence
<input type="checkbox"/> Advanced	Models <b>highly effective</b> strategies that enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	<input type="checkbox"/> rigorous learning goals <input type="checkbox"/> performance scales <input type="checkbox"/> tracking student progress <input type="checkbox"/> celebrating success
<input type="checkbox"/> Proficient	<b>Systematically</b> uses strategies that enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
<input type="checkbox"/> Progressing	Makes <b>limited</b> use of strategies intended to enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
<input type="checkbox"/> Unsatisfactory	<b>Rarely</b> uses strategies intended to enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
Narrative Comments:		

**(6) EFFECTIVE PRACTICE: Professionalism** The teacher acts as an ethical and responsible member of the professional community.

**Overall Performance:**

Performance Level	Professionalism
<input type="checkbox"/> Advanced	The teacher <b>serves as a role model</b> for ethical and responsible behavior and serves as a leader in the professional community.
<input type="checkbox"/> Proficient	The teacher <b>consistently models</b> ethical and responsible behavior as a member of the professional community.
<input type="checkbox"/> Progressing	The teacher <b>understands</b> ethical and responsible behavior but is <b>inconsistent</b> in demonstrating a high level of professional practice.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails to act</b> in an ethical and/or professionally responsible manner.
<b>Narrative Comments:</b>	

**Subcategories for Professionalism:**

Performance Level	Policies and Procedures
<input type="checkbox"/> Advanced	Adheres to and <b>positively influences</b> school policies, procedures, and regulations.
<input type="checkbox"/> Proficient	<b>Adheres</b> to school policies, procedures, and regulations.
<input type="checkbox"/> Progressing	<b>Generally</b> adheres to school policies, procedures, and regulations.
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> regularly follow school policies, procedures, or regulations.
<b>Narrative Comments:</b>	

**Subcategories for Professionalism (continued):**

Performance Level	Confidentiality
<input type="checkbox"/> Advanced	<b>Advocates</b> for and protects the rights and confidentiality of students and families.
<input type="checkbox"/> Proficient	<b>Protects</b> the rights and confidentiality of students and families.
<input type="checkbox"/> Progressing	<b>Seeks</b> to protect the rights and confidentiality of students and families, but results may be inconsistent.
<input type="checkbox"/> Unsatisfactory	Actions <b>may compromise</b> the right and confidentiality of students and families.
<b>Narrative Comments:</b>	

Performance Level	Documentation
<input type="checkbox"/> Advanced	Maintains <b>accurate</b> records, documentation, and data and consistently uses them to meet <b>individual</b> student needs.
<input type="checkbox"/> Proficient	Maintains <b>accurate</b> records, documentation, and data.
<input type="checkbox"/> Progressing	Maintains <b>rudimentary</b> records, documentation, and data.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to maintain accurate records, documentation, and data.
<b>Narrative Comments:</b>	

**Subcategories for Professionalism (continued):**

<b>Performance Level</b>	<b>Professional Development</b>
<input type="checkbox"/> Advanced	Actively pursues <b>targeted</b> professional development and systematically and <b>thoughtfully</b> reflects on professional practices <b>in order to improve</b> .
<input type="checkbox"/> Proficient	<b>Actively pursues</b> meaningful professional development and <b>systematically</b> reflects on his/her own professional practices.
<input type="checkbox"/> Progressing	Participates in <b>required</b> professional development and/or a limited amount of optional activities and <b>periodically</b> reflects on own professional practices.
<input type="checkbox"/> Unsatisfactory	<b>Seldom</b> participates in any professional development and <b>rarely</b> reflects on professional practices.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Professional Contributions</b>
<input type="checkbox"/> Advanced	<b>Provides</b> leadership to and for the profession.
<input type="checkbox"/> Proficient	<b>Contributes</b> to and advocates for the profession.
<input type="checkbox"/> Progressing	Makes <b>limited</b> contributions to the profession.
<input type="checkbox"/> Unsatisfactory	Makes <b>very limited</b> contributions to the profession.
<b>Narrative Comments:</b>	

**(7) EFFECTIVE PRACTICE: Collaboration** The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.

**Overall Performance:**

Performance Level	Collaboration
<input type="checkbox"/> Advanced	The teacher takes a <b>leadership role</b> in contributing to and promoting the vision of the school and <b>continuously</b> collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher <b>contributes</b> to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to contribute to and promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails to contribute</b> to and promote the vision of the school and <b>fails to recognize</b> his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.
<b>Narrative Comments:</b>	



**Subcategories for Collaboration:**

Performance Level	Vision
<input type="checkbox"/> Advanced	<b>Provides leadership</b> for the development and implementation of the district's and/or school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Proficient	<b>Actively</b> participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Progressing	Participates <b>to some extent</b> in the development and/or implementation of the school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> participate in the development and/or implementation of the school's vision, mission, and goals for teaching and learning.
Narrative Comments:	

Performance Level	School Improvement
<input type="checkbox"/> Advanced	Takes a <b>leadership role</b> in the school improvement process by serving as a teacher mentor <b>and</b> team leader.
<input type="checkbox"/> Proficient	<b>Contributes</b> to the school improvement process by serving as a teacher mentor <b>and/or</b> team leader.
<input type="checkbox"/> Progressing	Makes <b>limited</b> contribution to the school improvement process.
<input type="checkbox"/> Unsatisfactory	Makes <b>little or no</b> contribution to the school improvement process.
Narrative Comments:	

**Subcategories for Collaboration (continued):**

Performance Level	Communication	Possible Evidence
<input type="checkbox"/> Advanced	Deliberately and consistently <b>models</b> effective communication strategies and technological resources to create and sustain meaningful and collaborative relationships with students, families, colleagues, and the community in order to <b>advance</b> the learning process.	<input type="checkbox"/> updated grades on PS <input type="checkbox"/> updated Google Classroom <input type="checkbox"/> teacher website <input type="checkbox"/> parent newsletters <input type="checkbox"/> emails/phone calls <input type="checkbox"/> permission slips <input type="checkbox"/> communication folder
<input type="checkbox"/> Proficient	Deliberately and consistently <b>uses</b> effective communication strategies to create meaningful and collaborative relationships with students, families, colleagues, and the community in order to <b>enhance</b> the learning process.	
<input type="checkbox"/> Progressing	<b>Sporadically</b> uses effective communication strategies while working with students, families, colleagues, and the community.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to use effective communication strategies while working with students, families, colleagues, and the community.	
Narrative Comments:		

**(8) EFFECTIVE PRACTICE: Professional Growth Target** The teacher utilizes the teacher evaluation document to facilitate self reflection based on the eight effective practices and utilizes this information to develop a professional growth target.

#### Professional Growth Target

*I will...*

- 

#### Professional Growth Target - Benchmarks / Actions

*By...*

- 

- 

- 

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

*The teacher's signature of this evaluation form does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with their supervisor. Any rebuttal or response by the teacher is contained on the attached pages and will be filed in the District office.*

*\*This section to be utilized for Special Education Case Managers only.*

**(9) SPECIAL EDUCATION: Specialized Instruction** The teacher designs and facilitates a focused, goal driven, and targeted/explicit instructional program addressing a deficiency in students' academics, behavior, or education environment.


**Overall Performance:**


Performance Level	Specialized Instruction
<input type="checkbox"/> Advanced	The teacher takes a <b>leadership role</b> in contributing to and promoting individualized instruction and <b>consistently</b> collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement as <b>evidenced by student performance data</b> .
<input type="checkbox"/> Proficient	The teacher <b>contributes</b> to and promotes individualized instruction and <b>routinely</b> collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to contribute to and promote individualized instruction but <b>inconsistently</b> collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to contribute to and promote individualized instruction and <b>fails to recognize</b> his/her responsibility to collaborate with general education teachers, and to share responsibility for the growth of student learning, development, and achievement.
<b>Narrative Comments:</b>	

**Subcategories for Special Education:**

Performance Level	Compliance	Possible Evidence
<input type="checkbox"/> Advanced	<b>Provides leadership</b> for the implementation of Rule 51 Program Standards within the district and <b>serves as a mentor</b> to other staff in an official or unofficial capacity.	<input type="checkbox"/> IEPs completed on time <input type="checkbox"/> Knowledge of Procedural Safeguard processes <input type="checkbox"/> Utilization of Special Education Handbook for guidance of paperwork. <input type="checkbox"/> Knowledge of the school's responsibility for summer services, support services, transportation, and assessment. <input type="checkbox"/> Knowledge of best practice for summer services, support services, transportation, and assessment.
<input type="checkbox"/> Proficient	<b>Actively</b> participates in the implementation of Rule 51 Program Standards within the district.	
<input type="checkbox"/> Progressing	<b>Strives</b> to implement Rule 51 Program Standards but still requires guidance on maintaining or implementing Program Standards.	
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> demonstrate an understanding of Rule 51 Program Standards and <b>does not strive</b> to implement said standards.	
Narrative Comments:		

Performance Level	Maintaining Accurate Records
<input type="checkbox"/> Advanced	The teacher writes IEPs that <b>rarely</b> require administrative correction for compliance. <b>All required aspects</b> are addressed at the meeting, recorded in meeting notes, and accurately represented in the IEP and PWN.
<input type="checkbox"/> Proficient	The teacher writes IEPs that <b>sometimes</b> require administrative correction for compliance. <b>Most required aspects</b> are addressed at the meeting, recorded in meeting notes, and accurately represented in the IEP and PWN.
<input type="checkbox"/> Progressing	The teacher writes IEPs that <b>often</b> require administrative correction for compliance. Most required aspects are addressed at the meeting <b>but not recorded</b> in meeting notes or accurately represented in the IEP and/or PWN.
<input type="checkbox"/> Unsatisfactory	The teacher writes IEPs that are <b>not in compliance</b> . Required aspects are <b>not addressed</b> or recorded in meeting notes, the IEP, or PWN.
<b>Narrative Comments:</b>	

Performance Level	Progress Monitoring 
<input type="checkbox"/> Advanced	Utilizes an <b>innovative</b> system to collect progress monitoring data <b>specific to each student</b> and consistently uses the data to meet <b>individual</b> student instructional needs.
<input type="checkbox"/> Proficient	Utilizes an <b>effective</b> system to collect progress monitoring data for students and <b>consistently</b> uses the data to meet student instructional needs.
<input type="checkbox"/> Progressing	Utilizes a <b>rudimentary</b> system to collect progress monitoring data for <b>groups of students</b> and <b>sometimes</b> uses the data to meet student instructional needs.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to utilize a system to collect progress monitoring data.
Narrative Comments:	

Performance Level	Relationships 	Possible Evidence
<input type="checkbox"/> Advanced	The teacher creates and maintains <b>exceptional</b> relationships with families and students that <b>ensures</b> active student engagement in learning, development of their individualized plan, and improved achievement evidenced by data.	<input type="checkbox"/> Gathers information from families in prep for IEP. <input type="checkbox"/> Uses a variety of means to gather data (i.e. phone calls, questionnaire, emails) <input type="checkbox"/> Communication logs show consistent and positive communication. <input type="checkbox"/> Family concerns are addressed and considered. <input type="checkbox"/> Parents feel like an important part of the IEP team. <input type="checkbox"/> Teacher communicates regularly with families. <input type="checkbox"/> Teacher incorporates parentally identified priorities outside school routines (i.e. social stories)
<input type="checkbox"/> Proficient	The teacher creates and maintains <b>good</b> relationships with families and students that <b>promotes</b> active student engagement in learning, development of their individualized plan, and improved achievement evidenced by data.	
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to create and maintain good relationships with families and students that promote active student engagement in learning, development of their individualized plan, and improved achievement but <b>data does not reflect these efforts</b> .	
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to create and maintain good relationships with families and students that promote active student engagement in learning, development of their individualized plan, and improved achievement.	
Narrative Comments:		