

## **SUPERVISION AND EVALUATION OF PROFESSIONAL STAFF**

### **Introduction**

Supervision and evaluation of Pulaski Community School District professional staff is completed to ensure the fulfillment of the philosophy of supervision, evaluation, and instruction as defined in Board of Education Policy GCN, Supervision and Evaluation of Professional Staff, and the district's Educational Philosophy as defined in board of education policy AD.

The development of the district supervision and evaluation model for professional staff relied heavily upon the work of Charlotte Danielson (1). Other research and experiences of district staff members were relied upon to adapt Danielson's work to district purposes.

### **Definitions**

#### Professional Staff Member

Professional staff members included under this policy and administrative procedures includes all members of the Pulaski Education Association.

#### Framework

For ease of understanding and communication, the domains, components, and elements and related information included in the district professional staff supervision and evaluation plan are referred to as the Framework.

#### Domains and Components

The Framework is organized into four domains of teaching responsibility with each domain referring to a distinct aspect of teaching. Each domain involves several components that form a coherent body of teaching knowledge and skill. All domains and components are described in Appendix A.

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1 Danielson, C. (1996). *Enhancing Professional Practice, A Framework for Teaching*. Alexandria, Va.: Association for Supervision and Curriculum Development.

## **Supervision and Evaluation of Professional Staff**

### **Definitions (continued)**

#### Elements and Levels of Performance

Each component is subdivided into elements with each element described by four levels of performance (distinguished, proficient, basic, and unsatisfactory). The elements and levels of performance form the primary basis for the summative evaluation of professional staff and are outlined in Appendix A.

#### Supervisor

The supervisor of a professional staff member is an administrator assigned by the district administrator / designee for the purpose of completing district requirements for supervision and evaluation of professional staff. The supervisor for a professional staff member typically will be the staff member's principal and/or associate principal. Itinerant and special program professional staff members will be assigned a supervisor.

#### Informal Observation

Informal observations consist of announced and unannounced classroom visits; observing interactions with students, parents and staff; working with team members; observing staff at school or district events; and observing any other professional context within which the professional staff member functions.

#### Self-Assessment

Professional staff members are expected to reflect upon their practice and learn from experience and study. Self-assessment includes gathering evidence and data relative to Framework domains, components and elements for the pursuit of continuous professional improvement. This evidence and data may be presented to the professional staff member's supervisor for the purpose of helping the supervisor know the staff member better. This self-assessment can also help with goal setting and forming one's professional growth plan.

#### Formal Observation

Formal observations will consist of pre-observation planning, formal observation and post-observation conferences. The supervisor and professional staff member will collaborate to schedule a formal observation at least one week in advance of the event. The post-observation conference will normally be held within two weeks following an observation. These deadlines are applicable unless the supervisor and staff member mutually agree upon different deadlines.

## **Supervision and Evaluation of Professional Staff**

### **Definitions**

#### Supervision

Supervision is the process of helping professional staff members to continuously improve job-related performance.

#### Formative Conference

The formative conference is a conference held with the supervisor and professional staff member structured around formal and/or informal observations and artifacts supporting all Framework domains, components and elements.

#### Judgment

Judgment is the result of impressions or perceptions created via numerous episodes of interaction and observation that occur naturally between professional staff members and their supervisors. In the interest of time and efficiency, and in recognition of the level of professionalism expected of all parties, judgment is recognized as a legitimate means of establishing proficiency levels.

#### Assessment

Assessment is the process of gathering and analyzing data regarding the performance of the professional staff member relative to a standard. Assessment is a process that is engaged in by both professional staff members and supervisors. Data from self-assessment and assessment by a supervisor is recognized as a legitimate means of establishing proficiency levels.

#### Evaluation

Evaluation is the process of determining the professional staff member's achievement relative to the district's performance standards. The performance standard is based on the Framework and is to be established at the domain level and is supported by ratings at the element and component level.

#### Relationship Between Judgment, Assessment, and Evaluation

The supervision and evaluation process involves both judgment and assessment in arriving at conclusions regarding the performance of the professional staff member.

Elements of evaluation that are based on judgment require agreement between the supervisor and professional staff member regarding the performance of the professional staff member relative to each element of the Framework. When there is disagreement in judgment between the supervisor and staff member, assessment becomes necessary before the supervisor may conclude the evaluation.

## Supervision and Evaluation of Professional Staff

### Definitions

#### Relationship Between Judgment, Assessment, and Evaluation (continued)

Elements of evaluation that are based on assessment require a collection of relevant data that will be utilized by the supervisor in reaching his/her conclusions regarding the staff member's performance level. The staff member is required to cooperate with the supervisor's attempts to obtain data for assessment purposes. When disagreement occurs regarding the supervisor's conclusions based on assessment data, the staff member retains the right to offer an alternative interpretation of the data, and additional artifacts and data.

#### Evaluation Ratings

The performance of the professional staff member will be rated as unsatisfactory, basic, proficient, or distinguished for each domain and will be determined as follows.

1. The most frequently recorded element rating within each domain will be the rating for the domain.
2. In the event where there is an equal number of recorded ratings within the domain, the overall domain rating shall be the higher of the ratings.

#### Performance Standards

##### *Standard I (Unsatisfactory):*

1. Unsatisfactory in one or more domains and/or basic in three or four domains.
2. Probationary professional staff members may be recommended for contract non-renewal, or be assigned a professional development mentor and a mandated professional improvement plan. One additional year may be allowed to achieve at least standard II.
3. Non-probationary staff members will be assigned a mandated professional improvement plan and a professional development mentor. Unsatisfactory progress toward standard II may result in the staff member being recommended for contract non-renewal.

#### Performance Standards

##### *Standard II (Basic):*

1. Unsatisfactory in any element but not for a domain. All professional staff members receiving an unsatisfactory rating for any element will be assigned a directed goal related to each affected element.
2. Basic in one or two domains and at least proficient in the other domains.
3. Professional staff members rated in standard II will be assigned directed professional improvement goals including a timeline for attaining at least the proficient level in all four domains (i.e. Standard III). The professional staff member may request assignment of a professional development mentor.

## **Supervision and Evaluation of Professional Staff**

### **Definitions**

#### Performance Standards (continued)

##### *Standard II (Basic):*

4. Unsatisfactory progress toward standard III by the end of the evaluation cycle may result in the assignment of a professional development mentor and the assignment of a mandated professional improvement plan.
5. Probationary staff members are expected to achieve the proficient rating in domains II and III before being recommended for removal from probationary status.
6. Probationary staff members rated in standard II may be recommended for non-renewal if the supervisor determines that the staff member is unlikely to make satisfactory progress toward standard III.

##### *Standard III (Proficient):*

1. Proficient in all four domains.
2. All non-probationary professional staff members are expected to strive for and attain at least standard III as the district's standard of performance for professional staff members.
3. Staff members attaining standard III will establish self-directed professional development goals.
4. Staff members may attain a standard III rating but still be rated as basic for some elements. Such staff members are required to set their self-directed professional improvement goals to address those elements.

##### *Standard IV (Distinguished):*

1. Distinguished in at least one domain and proficient in all other domains.
2. Professional staff members rated in standard IV will:
  - a. Establish self-directed professional improvement goals.
  - b. Have priority consideration for assignment as a professional development mentor and other professional staff leadership opportunities.
  - c. Have priority consideration for assignment to district approved action research projects (which could supplant self-directed professional improvement goals).
  - d. Have priority for appointment to district committee service.
  - e. Have to gather data from students and/or parents to support a rating at this level for some elements.

#### Professional Development Mentor

A professional development mentor is an administrator, or a professional staff member who has attained standard IV, who may be assigned to assist another professional staff member in his/her effort to attain standard III.

## **Supervision and Evaluation of Professional Staff**

### **Definitions**

#### Action Research

Action research is continual disciplined inquiry conducted to inform and improve our practice as educators. Action research asks educators to study their practice and its context, explore the research base for ideas, compare what they find to their current practice, participate in training to support needed changes, and study the effects on themselves and their students and colleagues.<sup>2</sup>

### **Professional Improvement Goals**

Professional improvement goals are established as a result of the summative evaluation and are not implemented until the summative evaluation has been completed.

#### Self-Directed Professional Improvement Goal(s)

Any professional staff member determined to have met district performance standard III will develop one or more self-directed professional improvement goals in the pursuit of standard IV. A district approved action research project may be substituted in place of self-directed improvement goals.

The goals are submitted to and approved by the staff member's supervisor and may be changed or updated with the approval of the supervisor. A written report to document the effort and outcome of the goals must be submitted to the supervisor at the end of the evaluation cycle or upon completion of the goals.

#### Directed Professional Improvement Goals

The supervisor will write directed professional improvement goals in collaboration with the professional staff member. The supervisor will provide assistance to each professional staff member who is identified for directed goal development. The professional staff member may also request a professional development mentor.

The staff member will participate in a minimum of one conference with his or her supervisor each year. Formal and/or informal observations, portfolio, and artifacts will be included in the process to support the assessment.

Upon completion of the goals, the staff member will submit a written report to the supervisor to document the effort and outcome. The supervisor will evaluate the outcome and determine whether the professional staff member has achieved standard III. Unsatisfactory progress may result in a continuation of the directed professional improvement goals, development of new directed goals, or may result in the development of a mandated professional improvement plan.

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<sup>2</sup> Calhoun, Emily F. (March, 2002). *Action Research for School Improvement*. Educational Leadership, 55(6), 18-23.  
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## **Supervision and Evaluation of Professional Staff**

### **Professional Improvement Goals (continued)**

#### Mandated Professional Improvement Plan

The supervisor will direct the professional staff member in the development of a mandated professional improvement plan based on the staff member's summative evaluation or when deemed necessary by the supervisor. A professional development mentor will be assigned to advise the staff member in completing the plan.

Progress on the mandated professional improvement plan will be evaluated following the timeline set forth in the plan. Unsatisfactory progress on a mandated professional improvement plan may result in non-renewal of the staff member's contract.

### **Staff Development**

Administrators, supervisors, and other professional staff members are provided a copy of the Framework and are provided staff development to ensure fair, consistent, and effective implementation of these administrative procedures and the related board of education policy.

Administrators who are responsible for supervising and evaluating professional staff participate in periodic discussion and reviews of the process under the direction of the district administrator. The district administrator directs the development of all new administrators to ensure their ability to complete their professional supervision and evaluation responsibilities.

All professional staff members are provided with staff development by their supervisor to ensure their knowledge and understanding of the Framework and applicable processes. Mentor professional staff members and administrators who supervise professional staff members may also assist in pre-service and in-service staff development.

## **Supervision and Evaluation of Professional Staff**

### **Evaluation and Professional Growth Cycle – Non-probationary Professional Staff**

#### Year Prior to the beginning of the cycle

1. The supervisor notifies staff members during the school term preceding the beginning of the evaluation cycle. This could be completed in a group meeting.
2. If a teacher transfers to a new site, the meeting can occur within the first four weeks of evaluation year one.

#### Year One

1. The supervisor will meet with the new group of professional staff members by the end of the third week of school to review the evaluation process and cycle. Assessment strategies and sources of information that may be utilized for the evaluation will be reviewed and discussed.
2. Supervisors may conduct formal and informal classroom visitations/observations, collect artifacts, and elicit the support of the staff member in administering assessment instruments as necessary to complete their responsibilities. While classroom observations are not required for non-probationary staff, the supervisor may conduct observations as necessary to assess performance, particularly for domains II and III.
3. Supervisors are required to conduct a formative conference before January 15 of year one.
  - a. In preparation for the formative conference, both supervisor and staff member will use appendix A to highlight a preliminary proficiency rating for every element. The results will be compared during the formative conference. This step will serve as a self-assessment by the professional staff member and as a preliminary assessment by the supervisor.
  - b. The need for additional information in preparation of the summative evaluation will be discussed. The staff member is to have an opportunity to prepare materials for the summative evaluation that will assist the supervisor in making related decisions.
  - c. It is anticipated that the supervisor and staff member will be able to agree on a proficiency rating for most elements. Additional assessment will be established for those elements where agreement has not been reached, using the Formative Conference Record (Appendix B).
  - d. This formative conference supports the philosophy that there should be no surprises in store for the staff member when the summative evaluation is completed.
4. The staff member and supervisor will collect artifacts, records, and relevant data to present in support of the evaluation.
5. The supervisor schedules a summative evaluation meeting during the second half of the year to review the Summative Evaluation form (Appendix B) and supporting artifacts with the professional staff member.

## **Supervision and Evaluation of Professional Staff**

### **Evaluation and Professional Growth Cycle – Non-probationary Professional Staff**

#### Year One (continued)

6. The supervisor completes the written Summative Evaluation form by the end of the first year of the evaluation cycle, based on judgments and assessments as appropriate to their responsibilities.
7. The summative evaluation process is to be completed during year one with the written evaluation being completed and submitted to the district personnel office no later than June 30.
8. Begin the process of establishing goals based on the ratings that the staff member received.

#### Year Two

1. A Self-Directed Professional Improvement Goals, Directed Professional Improvement Goals, or a Mandated Professional Improvement Plan form (Appendix B) is completed within the first month of the school year.
2. The supervisor and staff member plan the goal(s), action plan(s), target date(s), assistance, and monitoring or progress reporting strategies.
3. The staff member works on goals. The goal document will determine whether meetings and/or ongoing meetings or supervision are necessary.

#### Year Three

1. The staff member continues working on goals. If modifications are needed, communication with the supervisor is required.
2. The staff member provides a written goal report before the end of the year or in accordance with the plan.
3. The supervisor notifies the staff member that a new three-year evaluation and professional growth cycle begins with the upcoming school year.

### **Evaluation and Professional Growth Cycle – Probationary Professional Staff Members**

*Note: Professional staff probationary status is established by the negotiated agreement between the Pulaski Board of Education and the Pulaski Education Association. Regulation of probationary status is addressed in board of education policy GCG, Professional Staff Probation.*

#### Year One - New Professional Staff Member Inservice

All professional staff members who are new to the school district are:

1. Provided with a copy of policy and procedures GCN (group process).
2. Provided with a brief overview of the four domains and introduced to the rubrics.
3. Assigned to familiarize themselves with the rubrics.
4. Introduced to the portfolio/artifact collection process.

## **Supervision and Evaluation of Professional Staff**

### **Evaluation and Professional Growth Cycle – Probationary Professional Staff Members**

#### Year One - Building Inservice (Group meetings during first four weeks of the school year)

1. Thorough review of the four domains
2. Discuss portfolio/artifact collection
3. Review and familiarize with the evaluation process

#### Year One

1. The supervisor completes two or more formal observations during the first year.
2. Each formal observation must include the pre-observation and post-observation conferences and will focus primarily on domains II and III.
3. An additional conference to discuss domains I and IV will be conducted. The portfolio/artifact collection will be used in this conference.
4. The supervisor will schedule a summative evaluation meeting to discuss all domains, components and elements and the supervisor determines the staff member's evaluation ratings for each element and the performance standard for each domain.
5. Evaluation of probationary staff members during the first year will focus primarily, but not exclusively, on domains II and III.
6. The supervisor completes the written summative evaluation by the end of the school year.
7. The probationary staff member will have goals established based on their performance standard for each domain.
8. The supervisor will make a recommendation to the board of education before February 1 of year one regarding the probationary staff member's contract renewal.
9. The district performance standards are applied to the probationary teacher but the depth of analysis may be affected by the staff member's experience level and the time and emphasis devoted by the supervisor to classroom analysis (domains II and III).

#### Year Two

1. The supervisor completes one or more formal observations during the second year including the pre-observation and post-observation conferences.
2. An additional conference to discuss domains I and IV will be conducted. The portfolio/artifact collection will be used in this conference.
3. The supervisor will schedule a summative evaluation meeting to discuss all domains, components and elements and the supervisor determines the staff member's evaluation ratings for each element and the performance standard for each domain.
4. Greater emphasis on evaluating domains I and IV will be evident during the second year.
5. The supervisor completes the written summative evaluation by the end of the school year.
6. The probationary staff member will have goals established based on their performance standard for each domain.
7. The supervisor will make a recommendation to the board of education before February 1 of year two regarding the probationary staff member's contract renewal.

#### Year Three

1. Begin in year two of the non-probationary professional staff member plan.

### **Sample Assessment Strategies and Sources of Information**

## Supervision and Evaluation of Professional Staff

Supervisors will collaborate with the professional staff member in clearly identifying the targets for assessment and then selecting the sources of information and strategies that would be appropriate to yield the information that is being sought.

Following is a sample of assessment strategies and sources of information to utilize in the supervision and evaluation process. Many of these sources will require some evaluative criteria for analysis and determining the level of performance. Danielson and McGreal were used as a source for the development of this list (3).

- Classroom observations
- Videotaped lessons
- Unit or other long-range plans
- Lesson or other short-range plans
- Other planning documents
- Teaching artifacts (e.g. assignments, worksheets, project directions)
- Samples of student work (reflecting full range of student ability or skill)
- Analysis or diagnosis of student work samples
- Evidence of student learning
- Description of a teaching practice
- Teacher self-assessments
- Student surveys
- Parent surveys
- Feedback from colleagues
- Interviews
- Communications
  - Newsletters
  - Curriculum outlines or maps
  - Student progress reports
- Portfolio (using standards and evaluative criteria to be established by the district)
- Completed supervision and evaluation forms (Appendix B)
- Records
  - Students sent to office or other student interventions
  - Attendance
  - Professional study group
  - Field trip planning
  - Letters or notes to parents
  - Handouts
  - Professional goals and improved practice
  - Conferences, workshops
  - Professional reading
- Logs
  - Written self-reflections
  - Contacts to/from parents
  - Professional activities
- Professional contributions with explanation of role
  - Organizing a student activity
  - Articles
  - Presentations
  - Committees or councils
  - Action research
  - Additional responsibilities that were accepted

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3 Danielson, C and McGreal, T. (2000). *Teacher Evaluation to Enhance Professional Practice*. Alexandria, Va.: Association for Supervision and Curriculum Development

## **Supervision and Evaluation of Professional Staff**

### **Sample Assessment Strategies and Sources of Information (by domain)**

#### **I. Planning and Preparation**

1. Study Group
2. Strategies to assist at-risk youngsters
3. Develop strategies to support tolerance and diversity
4. Work on portfolios for teachers and students
5. Participate in an action research project
6. Developing student resources
7. Developing strategies for scheduling
8. Analyzing a series of videotape lessons
9. Evaluating classroom/teacher using student input
10. Implementing team teaching or looping models

#### **II. Classroom Environment**

1. Strategies to strengthen teacher-student relationships
2. Developing teaching strategies to promote tolerance
3. Formulating strategies to assist at-risk students
4. Teacher portfolio
5. Action research project
6. Cooperative learning group
7. Parent/student surveys or interviews

#### **III. Instruction**

1. Strategies/at-risk youth
2. Portfolios (teacher/student)
3. Action research project
4. Cooperative learning group
5. 360 degree formative evaluative process
6. Instructional strategies for learning styles or multiple intelligences

#### **IV. Professional Responsibilities**

1. Mentor
2. Study group
3. Portfolio (teacher)
4. Technology support group
5. Action research project
6. Strategies to promote quality meetings (staff/team)
7. Developing and sharing student resources
8. Developing strategies for scheduling
9. Developing an educational grant
10. Book talks
11. Serving on a staff development committee or other building or district level committees
12. Analyzing lessons on videotape
13. 360 degree formative evaluative process
14. Reporting on a professional conference
15. Strategies to strengthen parent/community relations
16. Team teaching or looping models
17. Peer coaching group

# Appendix A

Domains, Components, Elements,  
and Level of Performance

**QUICK REFERENCE GUIDE**

**Domains, Components, Elements, and Level of Performance**

<b>Domain</b>	<b>Component</b>	<b>Element</b>	<b>PI34.02</b>
<b>I: Planning and Preparation</b>	1a: Demonstrating Knowledge of Content and Pedagogy	1. Knowledge of Content	1
		2. Knowledge of Prerequisite Relationships/Prior Knowledge	1
		3. Knowledge of Content-Related Pedagogy	1
	1b: Demonstrating Knowledge of Students	4. Knowledge of Characteristics of Age Group	2
		5. Knowledge of Students' Varied Approaches to Learning	2
		6. Understanding of Students' Skills and Knowledge	2
	1c: Selecting Instructional Goals/Learning Targets	7. Curriculum Congruence	7
		8. Clarity	7
	1d: Planning for Use of Resources	9. Instructional Resources	6
		10. Use of Technology in Learning	7
	1e: Designing Coherent Instruction	11. Learning Activities	4, 7
		12. Instructional Materials and Resources	0
		13. Instructional Groups	2, 3, 4, 5
		14. Lesson and Unit Structure	7
	1f: Assessing Student Learning	15. Congruence with Instructional Goals	8
		16. Criteria and Standards	8
		17. Use for Planning	7, 8
		18. Variety of Assessment Strategies	8
<b>II. The Classroom Environment</b>	2a: Creating an Environment of Respect and Rapport	19. Teacher Interaction with Students	0
		20. Student Interaction: Student to Student, Student to Teacher	0
		21. Student Diversity	3
	2b: Establishing a Culture for Learning	22. Importance of the Content	1
		23. Expectations for Learning and Achievement	0
	2c: Managing Classroom procedures	24. Management of Groups	5
		25. Management of Transitions	7
		26. Management of Materials and Supplies	0
		27. Performance of Non-Instructional Duties	0
		28. Volunteers and Paraprofessionals	0
	2d: Managing Student Behavior	29. Behavioral Expectations	5
		30. Student Behavior	5
2e: Organizing Physical Space	31. Use of Physical Resources	0	
<b>III. Instruction</b>	3a: Communicating Clearly and Accurately	32. Directions and Procedures	3, 6, 7
		33. Oral and Written Language	6
	3b: Using Questioning and Discussion Techniques	34. Quality of Questions	1, 4, 6
		35. Discussion Techniques	4, 5, 6
	3c: Engaging Students in Learning	36. Student Engagement in Content	1, 4, 7
		37. Activities and Assignments	2, 3, 4, 7
		38. Structure and Pacing	3, 7
	3d: Providing Feedback to Students	39. Quality: accurate, substantive, constructive, and specific	2, 3, 4, 6, 8
		40. Timeliness	0
	3e: Demonstrating Flexibility and Responsiveness	41. Adjustments to Instructional Plans	1, 2, 3, 7
42. Response to Students		3, 6, 7	
43. Persistence		1, 3, 4, 7	
3f: Ongoing Assessment of Benchmarks	44. Checking for Student Understanding	8	
3g: Use of Multiple Intelligences	45. Engages Various Student Intelligences (8 are listed)	3	
<b>IV. Professional Responsibilities</b>	4a: Reflecting on Teaching	46. Accuracy	8, 9
		47. Use in Future Teaching	9
	4b: Maintaining Accurate Records	48. Student Completion of Assignments	10
		49. Student Progress in Learning	10
		50. Non-instructional Records	0
	4c: Communicating with Families	51. Information About The Instructional Program	10
		52. Information About Individual Students	10
		53. Communication of Classroom Expectations to Parents	10
	4d: Contributing to the School District	54. Relationships With Colleagues	10
		55. Service to the School	10
	4e: Growing and Developing Professionally	56. Professional Growth and Development	9
		57. Service to the Profession	10
	4f: Showing Professionalism	58. Service to Students	2, 5, 8
59. Positive Advocacy for Students		10	
60. Decision Making		10	
4g: Team Teaching	61. Mutual Respect and Joint Planning	10	
	62. Sharing Responsibility for Student Learning	10	
	63. Roles and Responsibilities are Clear	10	

## CORRELATION OF ELEMENTS WITH PI34.02 STANDARDS

Element Numbers	Standard
1, 2, 3, 22, 34, 36, 41, 43	1. The teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
4, 5, 6, 13, 37, 39, 41, 58	2. The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
12, 21, 32, 37, 38, 39, 41, 42, 43, 45	3. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
11, 13, 34, 35, 36, 37, 39, 43	4. The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.
13, 24, 29, 30, 35, 58	5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
9, 32, 33, 34, 35, 39, 42	6. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7, 8, 10, 11, 14, 17, 25, 32, 36, 37, 38, 41, 42, 43	7. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
15, 16, 17, 18, 39, 44, 46, 58	8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
46, 47, 56	9. The teacher is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
48, 49, 51, 52, 53, 54, 55, 57, 59, 60, 61, 62, 63	10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well being and who acts with integrity, fairness and in an ethical manner.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN I: PLANNING AND PREPARATION</b>				
<b>Component 1a: Demonstrating Knowledge of Content and Pedagogy</b>				
Element – <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>KNOWLEDGE OF CONTENT</b> <i>PI34.02 (1)</i>	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline and other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
<b>KNOWLEDGE OF PREREQUISITE RELATIONSHIPS/PRIOR KNOWLEDGE</b> <i>PI34.02 (1)</i>	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prior knowledge, although such knowledge may be incomplete or inaccurate.	Teacher’s plans and practices reflect understanding of prior knowledge among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
<b>KNOWLEDGE OF CONTENT-RELATED PEDAGOGY</b> <i>PI34.02 (1)</i>	Teacher displays little understanding of pedagogical practices involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student's misconceptions.	Teacher uses best pedagogical practices applying current research within the discipline and anticipates student misconceptions.	Teacher displays continuing search for and application of best practice and current research. Anticipates student misconceptions and responds to that knowledge

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 1: PLANNING AND PREPARATION</b>				
<b>Component 1b: Demonstrating Knowledge of Students</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>KNOWLEDGE OF CHARACTERISTICS OF AGE GROUP</b> <i>PI34.02 (2)</i>	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
<b>KNOWLEDGE OF STUDENTS' VARIED APPROACHES TO LEARNING</b> <i>PI34.02 (2)</i>	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understandings of and attempts to use different approaches to learning.	Teacher displays solid understanding of and uses different approaches to learning that students exhibit.	Teacher frequently uses, knowledge of students' varied approaches to learning in instructional planning.
<b>UNDERSTANDING OF STUDENTS' SKILLS AND KNOWLEDGE</b> <i>PI34.02 (2)</i>	Teacher displays little understanding of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class as a whole.	Teacher displays understanding of students' skills and knowledge for individual students and groups of students, and recognizes the value of this knowledge.	Teacher demonstrates understanding of the knowledge and skill level of each student by reporting student achievement by standards and benchmarks.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 1: PLANNING AND PREPARATION</b>				
<b>Component 1c: Selecting Instructional Goals/Learning Targets</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>CURRICULUM CONGRUENCE</b> <i>PI34.02 (7)</i>	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect learning district standards/benchmarks..	Goals meet some of the district's standards and benchmarks. Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals consistently meet the district's standards benchmarks.	Goals are relevant and measurable. The teacher can clearly articulate how goals establish high expectations and connect to curriculum standards/benchmarks.
<b>CLARITY</b> <i>PI34.02 (7)</i>	Goals are either not clear or are stated as student activities.	Goals are only moderately clear or include a combination of goals and activities.	All of the goals are clear and are written in a form of targets for student learning based on the district standards and benchmarks.	Teacher satisfies proficient standard. In addition, the learning targets specifically describe the knowledge, skill, reasoning, product, and lifelong learning targets of the unit or lesson.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 1: PLANNING AND PREPARATION</b>				
<b>Component 1d: Planning for Use of Resources</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>INSTRUCTIONAL RESOURCES</b> <i>PI34.02 (6)</i>	Teacher is unaware of and/or has not learned to incorporate resources available through the school or district.	Teacher displays limited use of and/or has not become proficient in planning for the use of resources available through the school or district.	Teacher is aware of a variety of resources available through the school or district and is adept at incorporating resources that are appropriate to the teacher’s instructional plans.	Teacher actively seeks additional materials to enhance instruction, for example, from professional organizations or through the community. Teacher is an expert at incorporating resources and serves as a resource for other teachers.
<b>USE OF TECHNOLOGY IN LEARNING</b> <i>PI34.02(4)(7)</i>	Teacher is unprepared or unskilled in using a variety of technology-supported strategies for teaching and learning.	Teacher has basic skills in using a variety of technology-supported strategies.	Teacher effectively integrates a variety of technology-supported strategies for teaching and learning.	Teacher is a leader in the effective integration of technology-supported strategies and serves as a resource for other teachers.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 1: PLANNING AND PREPARATION</b>				
<b>Component 1e: Designing Coherent Instruction</b>				
Element	Level of Performance			
<i>PI34.02 (Standard No.)</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>LEARNING ACTIVITIES</b> <i>PI34.02 (2)(3)(4)(7)</i>	Learning activities are not suited to students. They do not reflect an organized progression, and/or do not reflect recent professional research and/or do not incorporate appropriate curriculum content.	Some learning activities are suited to students. Progression of activities appears uneven, and only some activities reflect recent professional research and curriculum content.	Most of the learning activities are appropriate and relevant to students. Progression of activities is fairly even, and most activities reflect recent professional research and curriculum content.	Learning activities are relevant to students. Learning activities progress coherently, producing a unified whole reflecting recent professional research and curriculum content.
<b>INSTRUCTIONAL MATERIALS AND RESOURCES</b> <i>PI34.02 (none)</i>	Materials and resources do not support the instructional goals or engage students.	Some of the materials and resources support the instructional goals, and some engage students.	Most materials and resources support the instructional goals, and most engage students.	Materials and resources support the instructional goals, and engage all students. There is evidence of adapting materials to meet student needs.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 1: PLANNING AND PREPARATION</b>				
<b>Component 1e: Designing Coherent Instruction (continued)</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>INSTRUCTIONAL GROUPS</b> <i>PI34.02 (2)(3)(4)(5)</i>	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals and the characteristics of the students.	Instructional groups are varied, as appropriate to the different instructional goals and student characteristics. There is evidence of different patterns in selecting instructional groups.
<b>LESSON AND UNIT STRUCTURE</b> <i>PI34.02 (7)</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure in which activities are organized around student needs. Time allocations are reasonable.	Teacher satisfies proficient standard criteria and allows for student choice from among varied activities.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 1: PLANNING AND PREPARATION</b>				
<b>Component 1f: Assessing Student Learning</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>CONGRUENCE WITH INSTRUCTIONAL GOALS</b> <i>PI34.02 (8)</i>	Content and methods of assessment in the proposed plan lacks congruence with instructional goals.	Some of the instructional goals are assessed throughout the proposed plan.	Instructional goals are assessed through the proposed plan.	The proposed plan to assess is congruent with the instructional goals, both in content and process.
<b>CRITERIA AND STANDARDS</b> <i>PI34.02 (8)</i>	The proposed plan contains no clear criteria or standards.	Assessment criteria and standards have been developed but they are not clear, have not been clearly communicated to students, or are not understood by students.	Assessment criteria and standards are clear, have been clearly communicated to students, and are understood by students.	Assessment criteria and standards are clear and have been clearly communicated to and understood by students. There is evidence that students contributed to the development of the criteria and standards.
<b>USE FOR PLANNING</b> <i>PI34.02(7)(8)</i>	The assessment results affect planning minimally or not at all.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals, groups of students, and the class as a whole.	Teacher/students use assessment results to plan for individuals, groups of students, and the class as a whole.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 1: PLANNING AND PREPARATION</b>				
<b>Component 1f: Assessing Student Learning</b>				
Element	Level of Performance			
<i>PI34.02 (Standard No.)</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>VARIETY OF ASSESSMENT STRATEGIES</b> <i>PI34.02 (8)</i>	Teacher only uses traditional assessment at the end of the lesson/unit to assess the learning targets.	Teacher uses a few assessment methods throughout the unit/lesson plan (traditional or performance) to document student learning of the knowledge, skills, and concepts being taught.	Teacher assesses ongoing throughout the lesson/unit for understanding of the concepts/skills/targets being taught using a variety of assessment strategies including performance assessments with rubrics and traditional assessments (selected response/constructed response).	Teacher satisfies proficient standard criteria. In addition students are engaged in ongoing self-assessment of their level of achievement/understanding of the learning targets of the unit/lesson plan.

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>				
<b>Component 2a: Creating an Environment of Respect and Rapport</b>				
Element	Level of Performance			
<i>PI34.02 (Standard No.)</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>TEACHER INTERACTION WITH STUDENTS</b> <i>PI34.02 (none)</i>	Teacher interaction with at least some students or classes is negative, demeaning, sarcastic, or inappropriate to the individual learners.	Teacher-student interactions are but may reflect occasional inconsistencies, favoritism, or disregard for individual learners.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect for individual learners.	Teacher demonstrates genuine caring and respect for individual learners.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>				
<b>Component 2a: Creating an Environment of Respect and Rapport</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>STUDENT TO STUDENT INTERACTION:</b> <i>PI34.02 (none)</i>	Students exhibit disrespect and the teacher is unresponsive or inappropriately responds to the behavior.	When students exhibit negative behavior, the teacher usually responds appropriately.	When students exhibit inappropriate behavior, the teacher utilizes appropriate strategies that encourage polite and respectful student interactions.	Students demonstrate genuine caring for one another. Teacher creates a learning community where students are self-correcting when inappropriate behavior occurs.
<b>STUDENT DIVERSITY</b> <i>PI34.02 (3)</i>	Teacher is disrespectful of diverse students or does not protect their dignity.	Teacher recognizes and respects student diversity and usually enforces respect for diverse students	Teacher respects diverse students and teaches students to always be respectful of all students.	Teacher respects and welcomes student diversity, and creatively incorporates diversity into the learning community.

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>				
<b>Component 2b: Establishing a Culture for Learning</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>IMPORTANCE OF THE CONTENT</b> <i>PI34.02 (1)</i>	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important.	Teacher communicates importance of the content but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys enthusiasm for the content, and students demonstrate consistent commitment to its value.	Due to the teacher's enthusiasm for the content, students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>				
<b>Component 2b: Establishing a Culture for Learning</b>				
Element	Level of Performance			
<i>PI34.02 (Standard No.)</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>EXPECTATIONS FOR LEARNING AND ACHIEVEMENT</b> <i>PI34.02 (none)</i>	Instructional goals and activities, interactions, and the classroom environment convey only minimal expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment consistently convey high expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment are collaborative with high expectations for every student.

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>				
<b>Component 2c: Managing Classroom Procedures</b>				
Element	Level of Performance			
<i>PI34.02 (Standard No.)</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>MANAGEMENT OF GROUPS</b> <i>PI34.02 (5)</i>	Students in groups are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so students are engaged in learning.	Groups working independently are productively engaged, with students assuming responsibility for productivity.
<b>MANAGEMENT OF TRANSITIONS</b> <i>PI34.02 (7)</i>	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>				
<b>Component 2c: Managing Classroom Procedures</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>MANAGEMENT OF MATERIALS AND SUPPLIES</b> <i>PI34.02 (none)</i>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well with some loss of instructional time.	Routines for handling materials and supplies function smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
<b>PERFORMANCE OF NON-INSTRUCTIONAL DUTIES</b> (e.g. lunch count, taking attendance, collecting forms, on time for class) <i>PI34.02 (none)</i>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in little loss of instructional time.	Systems for performing non-instructional duties are well established and efficient.
<b>VOLUNTEERS AND PARAPROFESSIONALS</b> (This element is only applicable to teachers who use volunteers or paraprofessionals) <i>PI34.02 (none)</i>	Teacher does not clearly define duties for volunteers and paraprofessionals or inadequately supervises their activities.	Teacher organizes volunteers and paraprofessionals but does not make effective use of their time.	Teacher effectively organizes and supervises volunteers and paraprofessionals and ensures that they are productively and independently engaged.	Teacher effectively organizes and supervises volunteers and paraprofessionals to ensure that they are a seamless part of the classroom environment.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>				
<b>Component 2d: Managing Student Behavior</b>				
Element	Level of Performance			
<i>PI34.02 (Standard No.)</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>BEHAVIORAL EXPECTATIONS</b> <i>PI34.02 (5)</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are written, modeled and understood by all students and shared with parents.	Standards of conduct are written, modeled, and understood by all students and shared with parents, and were developed with student participation.
<b>STUDENT BEHAVIOR (positive/negative)</b> <i>PI34.02 (5)</i>	Teacher is unaware of and/or does not respond to behavior. With negative behavior the response is inconsistent, overly repressive, or does not respect the students' dignity.	Teacher attempts to respond to student behavior. Negative behavior is addressed with inconsistent results but no serious disruptive behaviors occur.	Teacher response to behavior is appropriate, successful and respects the student's dignity. Student behavior is generally appropriate.	Teacher response to behavior is highly effective and sensitive to students' individual needs. Student behavior is entirely appropriate.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 2: THE CLASSROOM ENVIRONMENT</b>				
<b>Component 2e: Organizing Physical Space</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>USE OF PHYSICAL RESOURCES</b> <i>PI34.02 (none)</i>	Teacher uses physical resources poorly. Learning is not accessible to some students. The classroom is unsafe.	Teacher uses physical resources adequately. Essential learning is accessible to most students. The classroom is safe.	Teacher uses physical resources skillfully. Learning is equally accessible to all students. The classroom is safe, and the furniture arrangement is a resource for learning activities.	Teacher recognizes limitations of physical resources and uses student input to creatively utilize available resources. The classroom is safe and the furniture arrangement is a resource for learning activities.

<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3a: Communicating Clearly and Accurately</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>DIRECTIONS AND PROCEDURES</b> <i>PI34.02 (3)(6)(7)</i>	Teacher directions are inadequate or confusing to students.	Teacher directions and procedures are clarified when needed after initial student confusion.	Teacher directions and procedures are understood by students, provided in a variety of ways, and contain an appropriate level of detail.	Students understand teacher directions and procedures. A variety of examples are provided to ensure understanding. Teacher anticipates possible student misunderstanding.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3a: Communicating Clearly and Accurately</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>ORAL AND WRITTEN LANGUAGE</b> <i>PI34.02 (6)</i>	Teacher's spoken and /or written language as well as vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken and /or written language as well as vocabulary are correct but limited or not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Language and vocabulary are appropriate to students' age, interests and abilities.	Teacher's spoken and written language is clear and correct. The use of a well-chosen vocabulary, tone and expression enriches and clarifies the lesson.

<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3b: Using Questioning and Discussion Techniques</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>QUALITY OF QUESTIONS</b> <i>PI34.02 (1)(4)(6)</i>	Teacher's questions are virtually all recall and fact based. Students are not given an opportunity to formulate questions.	The majority of questions focus on recall and facts. Often inadequate time is available for students to respond. Students rarely formulate their own questions.	Teacher's questions are effective and require reasoning skills, which enable students to apply previous knowledge or experiences. Adequate time is available for students to respond. Students formulate some of their own questions.	Teacher meets proficient standard criteria. Students formulate many of their questions to reach new levels of discourse.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3b: Using Questioning and Discussion Techniques</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>DISCUSSION TECHNIQUES</b> <i>PI34.02 (4)(5)(6)</i>	Interaction between teacher and students is predominantly direct instruction with teacher mediating all questions and answers.	Teacher attempts to engage students in an exchange of information and dialogue, with uneven results.	Teacher guides classroom interaction for the exchange of information and dialogue with consistent results.	Teacher and students assume responsibility for initiating topics and participating in the ensuing discussion.

<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3c: Engaging Students in Learning</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>STUDENT ENGAGEMENT IN CONTENT</b> <i>PI34.02(1)(4) (7)</i>	Presentation of content is not meaningful to the students. Students are not engaged in the content.	Presentation of content is meaningful to students. Selection of strategies is appropriate. Students are frequently engaged in the content.	Presentation of content is meaningful to students and links well with students' knowledge and experience. Teacher effectively uses a wide variety of strategies. Students are actively engaged in the content.	Students become engaged in continuing to pursue related learning.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3c: Engaging Students in Learning (continued)</b>				
Element	Level of Performance			
<i>PI34.02 (Standard No.)</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>ACTIVITIES AND ASSIGNMENTS</b> <i>PI34.02 (2)(3)(4)(7)</i>	Activities and assignments are inappropriate for students in terms of their age, abilities, learning styles, or backgrounds and are irrelevant to the learning target.	Activities and assignments are appropriate for students in terms of their age, abilities, or backgrounds and are somewhat relevant to the learning target.	Activities and assignments are varied and appropriate to address student learning styles. Students have choices that encourage additional exploration.	All students are engaged in problem solving, which encourages their thinking and depth of understanding. Students choose how they show their knowledge and skills.
<b>STRUCTURE AND PACING</b> <i>PI34.02 (3)(7)</i>	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lessons is appropriate for students.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lessons is appropriate for students.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3d: Providing Feedback to Students</b>				
Element	Level of Performance			
<i>PI34.02 (Standard No.)</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>QUALITY: ACCURATE, SUBSTANTIVE, CONSTRUCTIVE, AND SPECIFIC</b> <i>PI34.02 (2)(3)(4)(6)(8)</i>	Feedback is not provided or is not accurate, substantive, constructive or specific.	Feedback is inconsistent in quality: Some elements of quality (accurate, substantive, constructive, specific) are present; others are not.	Feedback is consistently accurate, substantive, constructive, and specific. Provision is made for students to use feedback in their learning.	Teacher provides consistent, highly accurate, substantive, constructive and specific feedback. Provision is made for students to utilize feedback from peers and the teacher in their learning.
<b>TIMELINESS</b> <i>PI34.02 (none)</i>	Teacher feedback is not provided in a timely manner.	Timeliness of teacher feedback is inconsistent.	Teacher feedback is consistently provided in a timely manner.	Teacher and students consistently provide feedback in a timely manner.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3e: Demonstrating Flexibility and Responsiveness</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>ADJUSTMENTS TO INSTRUCTIONAL PLANS</b> <i>PI34.02 (1)(2)(3)(7)</i>	Teacher adheres rigidly to instructional plans, and does not recognize when changes are necessary for student learning.	Teacher sometimes recognizes the need to make adjustments for student learning.	Teacher makes successful adjustments to instructional plans when it is in the best interest of student learning.	Teacher utilizes student input when making adjustments to instructional plans.
<b>RESPONSE TO STUDENTS</b> <i>PI34.02 (3)(6)(7)</i>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests.	Teacher successfully accommodates students' questions or interests within the context of instructional goals.	Teacher provides opportunities that enhance learning in the classroom, building on students' questions or interests.
<b>PERSISTENCE</b> <i>PI34.02(1)(3)(4)(7)</i>	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher seeks approaches for students who have difficulty learning, but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3f: Ongoing Assessment of Benchmarks</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>CHECKING FOR STUDENT UNDERSTANDING</b> <i>PI34.02 (8)</i>	Teacher does not use strategies to check for student understanding	Teacher strategies to check for student understanding of the benchmarks are unsuccessfully used or limited to use at the end of the lesson.	Teacher regularly and effectively uses strategies to check for understanding of the benchmarks.	Students check for their own understanding of the benchmarks, with teacher facilitating.
<b>DOMAIN 3: INSTRUCTION</b>				
<b>Component 3g: Use of Multiple Intelligences</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Engages various student intelligences in each lesson</b> ➤ V/L: Verbal/Linguistic ➤ M/R: Musical/Rhythmic ➤ L/M: Logical/Mathematical ➤ V/S: Visual/Spatial ➤ B/K: Bodily/Kinesthetic ➤ Intra: Intrapersonal ➤ Inter: Interpersonal ➤ Nat: Naturalist <i>PI34.02 (3)</i>	Teacher does not recognize or limits use of intelligences.	Teacher is knowledgeable about the listed student intelligences; effectively uses some.	Teacher is knowledgeable about the listed intelligences and uses many as are an integral part of instruction.	Teacher creates an environment where students engage in developing their unique intelligences. Teacher utilizes strategies to help students develop and use intelligences other than those that they prefer.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>Component 4a: Reflecting on Teaching</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>ACCURACY</b> <i>PI34.02 (8)(9)</i>	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of lessons.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgement.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
<b>USE IN FUTURE TEACHING</b> <i>PI34.02 (9)</i>	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	The teacher offers several ideas about how a lesson may be improved.	Teacher makes specific suggestions of how a lesson may be improved.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>Component 4b: Maintaining Accurate Records</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>STUDENT COMPLETION OF ASSIGNMENTS</b> <i>PI34.02 (10)</i>	Teacher’s system for maintaining information on student completion of assignments is in disarray.	Teacher’s system for maintaining information on student completion of assignments is rudimentary and partially effective.	Teacher’s system for maintaining information on student completion of assignments is comprehensive and effective.	Teacher’s system for maintaining information on student completion of assignments is comprehensive and effective. Students have knowledge of their records and progress.
<b>STUDENT PROGRESS IN LEARNING</b> <i>PI34.02 (10)</i>	Teacher has no system for recording information on student progress; or the system is in disarray.	Teacher’s system for recording information on student progress is rudimentary and partially effective.	Teacher’s system for recording information on student progress is comprehensive and effective, and is effectively communicated to students and parents.	Teacher meets proficient criteria and can demonstrate extension beyond “proficient” expectations in one or more ways.
<b>NONINSTRUCTIONAL RECORDS</b> (e.g. lunch, student activities, and attendance) <i>PI34.02 (none)</i>	Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher’s records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher’s system for maintaining information on non-instructional activities is accurate and clear.	Teacher’s system for maintaining information on non-instructional activities is accurate and clear, and is achieved with little loss of instructional time.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>Component 4c: Communicating with Families</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM</b> <i>PI34.02 (10)</i>	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher participates in the school's activities for parent communication and offers additional information about the instructional program.	Teacher provides frequent information to parents about the instructional program. Students participate in preparing materials for their families.
<b>INFORMATION ABOUT INDIVIDUAL STUDENTS</b> <i>PI34.02 (10)</i>	Teacher does not adhere to the school's required procedures for communicating to parents and/or does not respond professionally to parental inquiries.	Teacher adheres to the school's required procedures for communicating to parents and responds professionally to parent inquiries.	Teacher adheres to the schools required procedures for communicating with parents and responds professionally to parent inquiries. Teacher initiates communication with parents.	Teacher effectively forms partnerships with parents in the mutual pursuit of the child's education. Attainment of this level will require data obtained from parents.
<b>COMMUNICATION OF CLASSROOM EXPECTATIONS TO PARENTS</b> <i>PI34.02 (10)</i>	Teacher makes no effort to communicate classroom expectations to parents.	Teacher sends an expectation sheet home at the beginning of the year to communicate classroom expectations.	Teacher communicates with parents using a oral and written forms throughout the school year.	Teacher provides ongoing updates to parents on classroom expectations through a variety of methods and may adjust the expectations based on parental input.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>Component 4d: Contributing to the School District</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>RELATIONSHIPS WITH COLLEAGUES</b> <i>PI34.02 (10)</i>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership in the school.
<b>SERVICE TO THE SCHOOL</b> (either within or outside the school day) <i>PI34.02 (10)</i>	Teacher avoids becoming involved in school events or district projects.	Teacher participates in school events or district projects when specifically asked.	Teacher volunteers to participate in school events/district projects.	Teacher volunteers to participate in school events or district projects, , and assumes a leadership role in at least some aspect of school life.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>Component 4e: Growing and Developing Professionally</b>				
Element <i>PI34.02 (Standard No.)</i>	Level of Performance			
	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>PROFESSIONAL GROWTH AND DEVELOPMENT</b> <i>PI34.02 (9)</i>	Teacher engages in no professional growth and development activities to enhance knowledge or skill.	Teacher participates in professional activities as required by Wisconsin law.	Teacher seeks out opportunities for professional growth and development and applies new skills to their instructional practices.	Teacher seeks out opportunities for professional development and assesses the effectiveness of professional practice through reflection.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>Component 4e: Growing and Developing Professionally</b>				
Element	Level of Performance			
<i>PI34.02 (Standard No.)</i>	Unsatisfactory	Basic	Proficient	Distinguished
<b>SERVICE TO THE PROFESSION</b> <i>PI34.02 (10)</i>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher contributes to the profession when asked.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring teachers, writing articles for publication, and making presentations.

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>Component 4f: Showing Professionalism</b>				
Element	Level of Performance			
<i>PI34.02 (Standard No.)</i>	Unsatisfactory	Basic	Proficient	Distinguished
<b>SERVICE TO STUDENTS</b> <i>PI34.02 (2)(5)(8)</i>	Teacher is not alert to students' personal needs.	Teacher occasionally attempts to address students' personal needs.	Teacher routinely addresses the personal needs of students.	Teacher is highly proactive in serving the personal needs of students, seeking out resources when necessary.
<b>POSITIVE ADVOCACY FOR STUDENTS</b> <i>PI34.02 (10)</i>	Teacher does not advocate for students.	Teacher attempts to advocate for students.	Teacher is a persistent advocate for students.	Teacher leads student advocacy initiatives.
<b>DECISION MAKING</b> <i>PI34.02 (10)</i>	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on a commitment to students and the highest professional standards.

**APPENDIX A**  
**DOMAINS, COMPONENTS, ELEMENTS, AND LEVEL OF PERFORMANCE**

<b>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</b>				
<b>Component 4g: Team Teaching</b>				
Element	Level of Performance			
<i>PI34.02 (Standard No.)</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>MUTUAL RESPECT AND JOINT PLANNING AMONG PROFESSIONAL STAFF WORKING IN THE SAME CLASSROOM</b> (cooperative, collaborative, and communicative) <i>PI34.02 (10)</i>	There is no evidence of mutual respect and joint planning. Students' reaction to team is negative as well as little communication between educators	Teachers are respectful of each other and plan class objective inconsistently. Apparent collaborative work inconsistent, which creates student confusion.	Evidence of mutual respect and joint planning displayed in positive student involvement and modeling or respect. Students use collaborative learning strategies most of time.	Teachers' mutual respect and planning obvious in learning activities which inspires students to collaborate, communicate, and cooperate.
<b>SHARING RESPONSIBILITY FOR STUDENT LEARNING</b> (and IEP goals when applicable) <i>PI34.02 (10)</i>	Shared responsibility for the creation and implementation of student learning goals is not evident.	Some sharing of responsibility for the creation and implementation of student learning goals is evident.	Consistent sharing of responsibility for the creation and implementation of student learning goals is evident for all students.	Teachers meet proficient criteria. Students regard teachers as equal members of the team and consider them to be equally approachable.
<b>ROLES AND RESPONSIBILITIES ARE CLEAR</b> <i>PI34.02 (10)</i>	There appears to be only one manager of curriculum and instruction. Students and/or other teachers not sure what role the other educator plays.	Both teachers manage curriculum and instruction. Shared responsibilities are not clear to students	Curriculum and instruction are managed by both teachers as evidenced by students understanding of shared goals. And presentation of instructional goals.	Students understand that there is equal sharing of responsibilities and roles-played by each teacher as demonstrated by equal respect shown to both teachers.

# **Appendix B**

## **Professional Staff Supervision and Evaluation Documentation**

# PULASKI COMMUNITY SCHOOL DISTRICT

## Supervision and Evaluation Forms

Following is a list of forms that have been developed for use in the district supervision and evaluation plan for professional staff. A copy of each form is included with these administrative procedures.

1. Pre-Observation Planning
  - a. To be completed by the professional staff member and submitted to the supervisor.
  - b. The supervisor will review the planning form and it will be an important influence and artifact while the supervisor is completing the formal observation and conference, and while preparing the summative evaluation.
2. Formal Observation Reflection
  - a. To be completed by the professional staff member following each formal observation.
  - b. Submitted to and reviewed with the supervisor during the post-observation conference.
  - c. Included in the supervisor's artifacts for reference while preparing the summative evaluation.
3. Classroom Observation Record
  - a. To be completed by the supervisor following each formal observation and post-observation conference.
  - b. The supervisor may provide other narrative in addition to this form.
  - c. Included in the supervisor's artifacts for reference while preparing the summative evaluation.
4. Formative Conference Record
  - a. To be completed by the supervisor in cooperation with the professional staff member during the formative conference. A comparative review of all appendix A elements supports the identification of elements targeted on the formative conference record.
  - b. Intended for identifying elements from all domains requiring further assessment before the summative evaluation.
  - c. Assists the professional staff member and supervisor with preparation for the summative evaluation.
5. Summative Evaluation
  - a. To be completed by the supervisor after considering all evidence and artifacts, and after conducting the summative evaluation conference.
  - b. Provides the supervisor's assessment of the professional staff member's performance for all elements and domains of the Framework.
  - c. Establishes the professional staff member's performance standard and initiates the professional improvement activities that the professional staff member will engage in.
  - d. Original provided to the teacher and a copy is sent to the district administrator for review and placement in the teacher's personnel file.
6. Professional Improvement Goals
  - a. *Self-Directed Professional Improvement Goal Commitment and Achievement Report*
    - i) The teacher establishes goals that are submitted to and approved by the supervisor.
  - b. *Directed Professional Improvement Goals*
    - i) The teacher establishes goals with direction from the supervisor. The supervisor provides direction based on the teacher's summative evaluation.
7. Mandated Professional Improvement Plan
  - a. Completed by the supervisor while conferring with the staff member.
  - b. Original provided to the teacher and a copy is sent to the district administrator for review and placement in the teacher's personnel file.
  - c. Unsatisfactory progress on a Mandated Professional Improvement Plan may result in non-renewal of the staff member's contract.
8. Professional Staff Supervision and Evaluation Feedback
  - a. Required form that the professional staff member is to use to provide feedback regarding their experience with the Framework and its application to their practice.

# PULASKI COMMUNITY SCHOOL DISTRICT

## Pre-Observation Planning

(Required for probationary, optional or as needed for non-probationary professional staff members.)

Teacher \_\_\_\_\_ School \_\_\_\_\_

Grade \_\_\_\_\_ Subject \_\_\_\_\_ Lesson Date \_\_\_\_/\_\_\_\_/\_\_\_\_

### CURRICULUM

1. What are the facts/concepts (declarative knowledge) and / or skills/processes (procedural knowledge) you will be teaching in this lesson or unit. What are the corresponding standard (s) and benchmarks?

FACTS / CONCEPTS

STANDARDS / BENCHMARKS

SKILLS / PROCESSES

STANDARDS / BENCHMARKS

### ASSESSMENT

2. What types of assessment (s) will you use to determine whether or not your students understand the facts or concepts taught and/or have acquired the skills / processes you taught?

3. How do you plan to use the results of the assessment (s)?

# **PULASKI COMMUNITY SCHOOL DISTRICT**

## **Pre-Observation Planning**

(Required for probationary, optional or as needed for non-probationary professional staff members.)

### **INSTRUCTION**

4. What activities do you plan to use to teach the curriculum indicated in question 1? What are the various strategies you plan to use in this lesson or unit to address the diverse learning styles and intelligence of your students?
  
  
  
  
  
  
  
  
  
  
5. How do you plan to engage the students in the content? What will you do? What will they do?
  
  
  
  
  
  
  
  
  
  
6. What difficulties do students typically experience in this area, and how do you plan to respond to these difficulties?
  
  
  
  
  
  
  
  
  
  
7. What instructional materials, computer software or other resources will you use?

### **GENERAL INFORMATION**

8. Briefly describe the students in this class, including those with special needs.
  
  
  
  
  
  
  
  
  
  
9. What other relevant information do you feel would be important to share prior to the observation?



# PULASKI COMMUNITY SCHOOL DISTRICT

## Classroom Observation Record

(To be completed by the supervisor and provided to the professional staff member after the post-observation conference.)

\_\_\_\_\_

**Teacher** **Grade** **Subject** **Observation M/D/Y**

Dom.	Component	Element	Comment
<b>II. The Classroom Environment</b>	2a: Creating an Environment of Respect and Rapport	19. Teacher Interaction with Students	
		20. Student to Student Interaction	
		21. Student Diversity	
	2b: Establishing a Culture for Learning	22. Importance of the Content	
		23. Expectations for Learning and Achievement	
	2c: Managing Classroom procedures	24. Management of Groups	
		25. Management of Transitions	
		26. Management of Materials and Supplies	
		27. Performance of Non-Instructional Duties	
		28. Volunteers and Paraprofessionals	
	2d: Managing Student Behavior	29. Behavioral Expectations	
30. Student Behavior			
2e: Organizing Physical Space	31. Use of Physical Resources		

# PULASKI COMMUNITY SCHOOL DISTRICT

## Classroom Observation Record

(To be completed by the supervisor and provided to the professional staff member after the post-observation conference.)

Dom.	Component	Element	Comment
<b>III. Instruction</b>	3a: Communicating Clearly and Accurately	32. Directions and Procedures	
		33. Oral and Written Language	
	3b: Using Questioning and Discussion Techniques	34. Quality of Questions	
		35. Discussion Techniques	
	3c: Engaging Students in Learning	36. Student Engagement in Content	
		37. Activities and Assignments	
		38. Structure and Pacing	
	3d: Providing Feedback to Students	39. Quality: accurate, substantive, constructive, and specific	
		40. Timeliness	
	3e: Demonstrating Flexibility and Responsiveness	41. Adjustments to Instructional Plans	
		42. Response to Students	
		43. Persistence	
	3f: Ongoing Assessment of Benchmarks	44. Checking for Student Understanding	
	3g: Use of Multiple Intelligences	45. Engages Various Student Intelligences (8 are listed)	

*Teacher acknowledges receipt of the Classroom Observation Record. Signature does not necessarily imply agreement.*

**PULASKI COMMUNITY SCHOOL DISTRICT**

**Classroom Observation Record**

(To be completed by the supervisor and provided to the professional staff member after the post-observation conference.)

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**Supervisor Signature**

**Date**

---

**Teacher Signature**

**Date**





**PULASKI COMMUNITY SCHOOL DISTRICT  
SUMMATIVE EVALUATION, PROFESSIONAL STAFF**

**SUMMATIVE RATING BY ELEMENT**

Proficiency Levels: **U** = *Unsatisfactory* **B** = *Basic* **P** = *Proficient* **D** = *Distinguished*

<b>Domain</b>	<b>Component</b>	<b>Element</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
<b>I: Planning and Preparation</b>	Ia: Demonstrating Knowledge of Content and Pedagogy	1. Knowledge of Content				
		2. Knowledge of Prerequisite Relationships/Prior Knowledge				
		3. Knowledge of Content-Related Pedagogy				
	Ib: Demonstrating Knowledge of Students	4. Knowledge of Characteristics of Age Group				
		5. Knowledge of Students' Varied Approaches to Learning				
		6. Understanding of Students' Skills and Knowledge				
	Ic: Selecting Instructional Goals/Learning Targets	7. Curriculum Congruence				
		8. Clarity				
	Id: Planning for Use of Resources	9. Instructional Resources				
		10. Use of Technology in Learning				
	Ie: Designing Coherent Instruction	11. Learning Activities				
		12. Instructional Materials and Resources				
		13. Instructional Groups				
		14. Lesson and Unit Structure				
	If: Assessing Student Learning	15. Congruence with Instructional Goals				
		16. Criteria and Standards				
		17. Use for Planning				
		18. Variety of Assessment Strategies				
<b>Summary Domain I</b>		<b>Domain I Proficiency Level Count</b>				
		<b>Rating for Domain I</b> (Mark the most frequently recorded proficiency level)				

**Supervisor's Comments:**

**PULASKI COMMUNITY SCHOOL DISTRICT  
SUMMATIVE EVALUATION, PROFESSIONAL STAFF**

SUMMATIVE RATING BY ELEMENT						
Proficiency Levels: <u>U</u> = <i>Unsatisfactory</i> <u>B</u> = <i>Basic</i> <u>P</u> = <i>Proficient</i> <u>D</u> = <i>Distinguished</i>						
Domain	Component	Element	U	B	P	D
<b>II. The Classroom Environment</b>	2a: Creating an Environment of Respect and Rapport	19. Teacher Interaction with Students				
		20. Student Interaction: Student to Student, Student to Teacher				
		21. Student Diversity				
	2b: Establishing a Culture for Learning	22. Importance of the Content				
		23. Expectations for Learning and Achievement				
	2c: Managing Classroom procedures	24. Management of Groups				
		25. Management of Transitions				
		26. Management of Materials and Supplies				
		27. Performance of Non-Instructional Duties				
		28. Volunteers and Paraprofessionals				
	2d: Managing Student Behavior	29. Behavioral Expectations				
		30. Student Behavior				
	2e: Organizing Physical Space	31. Use of Physical Resources				
<b>Summary Domain II</b>						
<b>Domain II Proficiency Level Count</b>						
<b>Rating for Domain II</b> (Mark the most frequently recorded proficiency level)						
<b>Supervisor's Comments:</b>						

**PULASKI COMMUNITY SCHOOL DISTRICT  
SUMMATIVE EVALUATION, PROFESSIONAL STAFF**

**SUMMATIVE RATING BY ELEMENT**

Proficiency Levels: U = *Unsatisfactory* B = *Basic* P = *Proficient* D = *Distinguished*

<b>Domain</b>	<b>Component</b>	<b>Element</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
<b>III. Instruction</b>	3a: Communicating Clearly and Accurately	32. Directions and Procedures				
		33. Oral and Written Language				
	3b: Using Questioning and Discussion Techniques	34. Quality of Questions				
		35. Discussion Techniques				
	3c: Engaging Students in Learning	36. Student Engagement in Content				
		37. Activities and Assignments				
		38. Structure and Pacing				
	3d: Providing Feedback to Students	39. Quality: accurate, substantive, constructive, and specific				
		40. Timeliness				
	3e: Demonstrating Flexibility and Responsiveness	41. Adjustments to Instructional Plans				
		42. Response to Students				
		43. Persistence				
	3f: Ongoing Assessment of Benchmarks	44. Checking for Student Understanding				
3g: Use of Multiple Intelligences	45. Engages Various Student Intelligences (8 are listed)					
<b>Summary Domain III</b>		<b>Domain III Proficiency Level Count</b>				
		<b>Rating for Domain III</b> (Mark the most frequently recorded proficiency level)				

**Supervisor's Comments:**

**PULASKI COMMUNITY SCHOOL DISTRICT  
SUMMATIVE EVALUATION, PROFESSIONAL STAFF**

**SUMMATIVE RATING BY ELEMENT**

Proficiency Levels: U = *Unsatisfactory* B = *Basic* P = *Proficient* D = *Distinguished*

Domain	Component	Element	U	B	P	D
<b>IV. Professional Responsibilities</b>	4a: Reflecting on Teaching	46. Accuracy				
		47. Use in Future Teaching				
	4b: Maintaining Accurate Records	48. Student Completion of Assignments				
		49. Student Progress in Learning				
		50. Non-instructional Records				
	4c: Communicating with Families	51. Information About The Instructional Program				
		52. Information About Individual Students				
		53. Communication of Classroom Expectations to Parents				
	4d: Contributing to the School District	54. Relationships With Colleagues				
		55. Service to the School				
	4e: Growing and Developing Professionally	56. Professional Growth and Development				
		57. Service to the Profession				
	4f: Showing Professionalism	58. Service to Students				
		59. Positive Advocacy for Students				
60. Decision Making						
4g: Team Teaching	61. Mutual Respect and Joint Planning					
	62. Sharing Responsibility for Student Learning					
	63. Roles and Responsibilities are Clear					
<b>Summary Domain IV</b>		<b>Domain IV Proficiency Level Count</b>				
		<b>Rating for Domain IV</b> (Mark the most frequently recorded proficiency level)				

**Supervisor's Comments:**

**PULASKI COMMUNITY SCHOOL DISTRICT  
SUMMATIVE EVALUATION, PROFESSIONAL STAFF**

<b>Summary of Domain Ratings</b>				
<b>Domain</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>I. Planning and Preparation</b>				
<b>II. Classroom Environment</b>				
<b>III. Instruction</b>				
<b>IV. Professional Responsibilities</b>				

<b>Mark One</b>	<b>Performance Standard</b>	<b>Professional Improvement Goal</b>
	<b>Standard I</b> (Unsatisfactory in one or more domains and/or basic in three or four domains.)	Mandated professional improvement plan and a professional development mentor. Unsatisfactory progress may lead to non-renewal of contract.
	<b>Standard II</b> (Unsatisfactory in any element but not for a domain.)	Directed goal related to each affected element.
	<b>Standard II</b> (Basic in one or two domains and at least proficient in the other domains.)	Directed professional improvement goals including a timeline for attaining standard III. Professional development mentor may be requested.
	<b>Standard III</b> (Proficient in all four domains)	Self-directed professional improvement goals.
	<b>Standard IV</b> (Distinguished in at least one domain and proficient in all other domains.)	Self-directed professional improvement goals.

**PULASKI COMMUNITY SCHOOL DISTRICT**  
**SELF-DIRECTED PROFESSIONAL IMPROVEMENT GOAL COMMITMENT AND ACHIEVEMENT REPORT**

**Directions:** Identify your professional goals for this evaluation cycle and indicate your action plan(s) and target date(s). Use one form for each goal. Submit your planned goals to your supervisor for approval. Complete the goal report, including evidence of goal achievement, to your supervisor in the spring at the end of the evaluation cycle or upon completion of the goals.

GOAL STATEMENT:	
ACTION PLAN	TARGET DATE (S)
GOAL REPORT - EVIDENCE OF GOAL ACHIEVEMENT	

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Supervisor	Date	Teacher	Date
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**PULASKI COMMUNITY SCHOOL DISTRICT  
DIRECTED PROFESSIONAL IMPROVEMENT GOALS**

**Directions:** The supervisor will assist the teacher in setting directed professional improvement goals based on the professional staff member's summative evaluation. The supervisor will schedule at least one conference each year to review the staff member's progress on the goals. The staff member will submit a written report to the supervisor based on the dates noted herein.

GOAL	ACTION PLAN	DEADLINE DATE (S)	DATE (S) RESULTS RECEIVED

---

Supervisor

Date

---

Teacher

Date

**PULASKI COMMUNITY SCHOOL DISTRICT  
MANDATED PROFESSIONAL IMPROVEMENT PLAN**

**Directions:** *The supervisor will direct the professional staff member in the development of a Mandated Professional Improvement Plan based on the staff member's summative evaluation or when deemed necessary by the supervisor. Progress on the Mandated Professional Improvement Plan will be evaluated following the timeline set forth in the plan. Unsatisfactory progress on a Mandated Professional Improvement Plan may result in non-renewal of the staff member's contract.*

		Domain(s) to be improved to the proficient level of performance:
<b>Staff Member Name:</b>		Planning and Preparation
<b>School:</b>		Classroom Environment
<b>Supervisor:</b>		Instruction
<b>Date:</b>		Professional Responsibilities

Elements <i>(One or more per activity)</i>	Activity (include deadline dates)	RESOURCES NEEDED (People, materials, staff development)	DOCUMENTATION AND ASSESSMENT OF PROGRESS (What will constitute acceptable documentation and how will assessment of progress be completed?)



**PULASKI COMMUNITY SCHOOL DISTRICT  
MANDATED PROFESSIONAL IMPROVEMENT PLAN**

<b>Mark One</b>	<b>Performance Standard</b>	<b>Professional Improvement Goal</b>
	<b>Unsatisfactory Progress</b>	Recommended for non-renewal of contract. Written recommendation attached.
	<b>Standard I</b> (unsatisfactory in one or more domains and/or basic in three or four domains.)	Mandated professional improvement plan and a professional development mentor. Unsatisfactory progress may lead to non-renewal of contract.
	<b>Standard II</b> (Unsatisfactory in any element but not for a domain.)	Directed goal related to each affected element.
	<b>Standard II</b> (Basic in one or two domains and at least proficient in the other domains.)	Directed professional improvement goals including a timeline for attaining standard III. Professional development mentor may be requested.
	<b>Standard III</b> (Proficient in all four domains)	Self-directed professional improvement goals.
	<b>Standard IV</b> (Distinguished in at least one domain and proficient in all other domains.)	Self-directed professional improvement goals.

**Staff Member's Comments:**

**Staff Member's Signature:** \_\_\_\_\_

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

**Supervisor's Signature:** \_\_\_\_\_

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

## PULASKI COMMUNITY SCHOOL DISTRICT

### PROFESSIONAL STAFF SUPERVISION AND EVALUATION FEEDBACK

- *The purpose of this form is quality control regarding your experience with the district’s supervision and evaluation policy and administrative procedures.*
- *You are required to complete this form and submit it directly to the district administrator after an evaluation cycle is completed and summative evaluation has been received.*
- *The feedback will be used for assessing the supervision and evaluation program and to work toward continuous improvement.*
- *Your feedback will not be included in your evaluation record.*

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Professional staff member’s feedback regarding his/her experience with school board policy GCN and administrative procedures GCN-ADM, Supervision and Evaluation of Professional Staff Members.
					1. The supervision and evaluation process improved the effectiveness of my instruction.
					2. The supervision and evaluation process resulted in improved learning by my students.
					3. The process provided guidance for me in using the Pulaski Framework for Teaching Model.
					4. The evaluation process was based upon clear standards and procedures.
					5. The evaluation process assisted me in identifying my strengths.
					6. The evaluation process assisted me in identifying areas for improvement.
					7. The supervision and evaluation process provided clear direction and support.
					8. The supervision and evaluation process complied with all applicable laws and regulations as I understand them.
					9. The supervision and evaluation process complied with applicable provisions of the negotiated agreement with my professional staff bargaining unit.
					10. The process provided me with sufficient support with my formative professional growth plan.
					11. The process provided me with sufficient support with my professional goals that were determined following my previous summative evaluation.
					12. My evaluation was completed as established in policy GCN and administrative procedures GCN-ADM.
					13. The supervision and evaluation process is well designed and functions satisfactorily for the established purposes.
					14. The evidence that was used in assessing my performance was sufficient to support the conclusions recorded in my summative evaluation.

**PULASKI COMMUNITY SCHOOL DISTRICT**

**PROFESSIONAL STAFF SUPERVISION AND EVALUATION FEEDBACK**

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Professional staff member's feedback regarding his/her experience with school board policy GCN and administrative procedures GCN-ADM, Supervision and Evaluation of Professional Staff Members.
					15. The process takes into account the context in which I work .
					16. I believe that the process supported a thorough and analytical assessment of my performance.
17. Please list below the primary assessment strategies and sources of information used in your evaluation (see sample list in administrative procedures).					
a.			b.		
c.			d.		
e.			f.		

**Professional Staff Member's Comments** *(Please comment on how the process worked for you, what you liked, what you didn't like, and how you would improve upon it. Use an additional page if necessary):*

Date the process was completed:	Date this form was completed:
Staff Member's Name:	