

TEACHER EVALUATION SYSTEM

LOWER KUSKOKWIM SCHOOL DISTRICT

May 31, 2016

The LKSD-Developed Educator Evaluation Process and Rubric

Professional Practice: Improvement, Growth, and Reflection
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The System Design		
Consistent and Clear Format and Rating Design	Measurable and Comprehensive Performance Standards	Connects to District Priorities and Initiatives

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The Structure		
3 Domains; each domain has multiple performance standards	Ratings are determined by observations, evidence and logic rules	Key concepts are noted for each performance standard

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The Key Understandings about the Rubrics		
Student-centered and strong culture of learning	Strong emphasis on cultural standards	Values teacher effectiveness and acknowledges complexity of teaching
Rigor and high expectations for teacher practice and student learning	Engaging all in respectful and collaborative relationships	Purposeful instructional practices

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Rigor and high expectations for teacher practice and student learning	Engaging all in respectful and collaborative relationships	Purposeful instructional practices

LKSD TEACHER EVALUATION SYSTEM

EVALUATION CYCLE (due dates)

	Non-Tenured Teachers	Tenured Teachers
Goal Setting Meeting	September 30	September 30
Performance Evaluation 1	December 15	February 28
Performance Evaluation 2	March 31	N/A
Additional Evaluations	Determined by supervisor	Determined by supervisor

OBSERVATION DESCRIPTIONS

OBSERVATION TYPE	MINIMUM NUMBER*	Duration	DESCRIPTION
Walk-through Observation	2	1-5 minutes	Unannounced Feedback provided
Informal Observation	1	10-15 minutes	Unannounced Feedback provided
Formal Observation	1	30 minutes to full class period	Scheduled Pre-observation conference Post-observation conference Feedback provided

*Minimum number of observation types per Performance Evaluation cycle

Pre and Post observation conferences must be held within 3 workdays of the formal observation, unless otherwise agreed by the teacher and evaluator.

The District-approved electronic observation tool for teacher observations is Observe4Success. Observations may also be conducted with hard-copy formats.

In addition to observations by the evaluator, a teacher's evaluation may include classroom observations made by other qualified administrators. Additional supporting evidence from other sources such as artifacts, input forms from students and parents, and student growth data may be considered in the teacher evaluation, but are not standalone pieces of evidence.

Input forms from students and parents may be submitted via electronic format or hard copy survey forms. Parent input forms may be anonymous.

Goal Setting meetings include the Self-Evaluation, Student Growth Index goals (at least one SGI form), and identified professional growth goals.

Tenured teachers with an overall rating of "Exemplary" may request an Evaluation Alternative for the next school year, subject to supervisor approval.

Teachers with an overall rating of "Basic" will be provided with specific growth plan recommendations in the narrative of the evaluation document.

Teachers with an overall rating of "Unsatisfactory" will be provided with a Plan of Improvement to address specific deficiencies as identified in the performance evaluation.

Lower Kuskokwim School District
TEACHER PERFORMANCE EVALUATION

SCHOOL YEAR:		Unsatisfactory	Basic	Proficient	Exemplary
TEACHER NAME:					
SITE:					
TENURE STATUS:	___ Tenured ___ Non-Tenured				
OBSERVATION DATES:					
EVALUATOR:					
DATE:					

DOMAIN A: INSTRUCTIONAL SKILLS

Performance Standards	1	Implements instructional best practices: Lesson Preparation				
	2	Implements instructional best practices: Building Background				
	3	Implements instructional best practices: Comprehensible Input				
	4	Implements instructional best practices: Strategies				
	5	Implements instructional best practices: Interaction				
	6	Implements instructional best practices: Practice/Application				
	7	Implements instructional best practices: Lesson Delivery				
	8	Implements instructional best practices: Review and Assessment				
	9	Incorporates instructional technologies into Lesson				
	10	Demonstrates knowledge of content area and pedagogy				
	11	Connects classroom to cultural context of community				
	12	Differentiates instruction to meet needs of diverse learners				
	DOMAIN 'A' Rating					

DOMAIN B: PROFESSIONAL CONDUCT AND RESPONSIBILITIES

Performance Standards	1	Maintains professional relationships with colleagues and supervisors				
	2	Maintains professional relationships with students				
	3	Implements school and district curriculum, policies and practices				
	4	Maintains relationships with parents, families, and community				
	5	Maintains standards of confidentiality and professional ethics				
	6	Participates in professional development and growth				
	DOMAIN 'B' Rating					

DOMAIN C: CLASSROOM ENVIRONMENT

Performance Standards	1	Manages the classroom in a manner that maximizes student learning				
	2	Manages student behaviors effectively				
	3	Creates a positive and engaging learning environment				
	4	Creates a strong culture of student learning				
	DOMAIN 'C' Rating					

EVALUATION SUMMARY and LEVEL OF SUPPORT:

___ Unsatisfactory (Plan of Improvement)
 ___ Basic (Growth Plan)
 ___ Proficient
 ___ Exemplary

Evaluator Signature _____ 0 Date _____

Teacher Signature _____ 0 Date _____

Comments Attached NO YES

Comments must be submitted within 7 days and signed by the teacher and evaluator

TEACHER NAME:	
SITE	
SCHOOL YEAR:	
DATE:	

Evaluator Narrative and Comments

Teacher Initials

EVALUATION SCORING INSTRUCTIONS and DECISION RULES

Determining 'DOMAIN' Ratings (Domains A, B, C)	
Exemplary	All performance standards rated at 'PROFICIENT' or 'EXEMPLARY', with 50% or more rated at 'EXEMPLARY'
Proficient	No more than 25% of performance standards rated 'BASIC', with all others rated at 'PROFICIENT' or 'EXEMPLARY'
Basic	More than 25% of performance standards rated 'BASIC', with no 'UNSATISFACTORY' rating
Unsatisfactory	One or more performance standards rated 'UNSATISFACTORY'

Determining 'EVALUATION SUMMARY and LEVEL OF SUPPORT' rating:	
EXEMPLARY: (Alternative Evaluation)	Two or more domains rated 'EXEMPLARY', no domain rated 'BASIC' or lower
PROFICIENT: (Professional Learning Focus)	No more than one domain rated 'BASIC', all other domains rated 'PROFICIENT' or 'EXEMPLARY'
BASIC: (Growth Plan)	Two or more domains rated 'BASIC', with no 'UNSATISFACTORY' domain
UNSATISFACTORY: (Plan of Improvement)	One or more domains rated 'UNSATISFACTORY'

Domain A INSTRUCTIONAL SKILLS

Performance Standard 1 Implements instructional best practices: Lesson Preparation

Key Concepts	✓	Content & language objectives	✓	Supplementary materials	✓	Age/grade appropriate content
	✓	Curriculum alignment	✓	Differentiation	✓	Cultural standards

Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher's lesson and/or unit plans demonstrate evidence of any (1 or more) of the following?

- (a) Little or no evidence of regular lesson planning.
- (b) Language objectives and content objectives are rarely or never included in lesson and unit plans.
- (c) Lesson and/or unit plans demonstrate limited awareness of District adopted materials; and/or lesson and unit plans do not follow the District Curriculum and/or Alaska state standards.

If **YES**, teacher receives an **UNSATISFACTORY** (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Content concepts are consistently appropriate for age/grade and educational background of students; clear evidence of sheltered instruction strategies that allow students to access age/grade appropriate materials.
- (b) Content concepts reflect recognition of the validity and integrity of the Heritage knowledge system; and/or students' cultural values and students' cultural backgrounds are clearly integrated into the lesson and unit plans (as appropriate to content).
- (c) Supplementary instructional resources and materials (e.g. computer programs, graphs, models, visuals, demonstrations) are incorporated to a high degree, and in a manner that makes the lesson clear and meaningful.
- (d) Clear evidence that lesson and unit plans are adapted and instructionally differentiated for all levels of student proficiency; lesson and unit planning demonstrates responsive planning that includes adjustment specifically based on formative assessment feedback.
- (e) Inclusion of meaningful activities (e.g., surveys, letter writing, simulations, constructing models) that integrate lesson concepts with language opportunities for reading, writing, listening and speaking; lesson and unit planning demonstrates purposeful selection of these types of meaningful activities.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
<p>Lesson and unit plans reflect or show evidence of content area objectives <u>and</u> language objectives. Objectives are aligned with grade-level curriculum standards and follow the District Curriculum, but the objectives and/or alignment may not be consistently coherent or clear. In addition, lesson and unit plans consistently and explicitly demonstrate the following:</p> <p><input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.</p>	<p>Lesson and unit plans consistently reflect or show evidence of content area objectives <u>and</u> language objectives; and objectives are clearly aligned with grade-level curriculum standards and the District Curriculum. There is clear evidence of multi-layer, year-long planning to ensure content coverage. In addition, lesson and unit plans consistently and explicitly demonstrate the following:</p> <p><input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas</p>	<p>Lesson and unit plans consistently reflect or show evidence of content area objectives <u>and</u> language objectives; and objectives are clearly aligned with grade-level curriculum standards and the District Curriculum. There is clear evidence of multi-layer, year-long planning to ensure content coverage. In addition, lesson and unit plans consistently and explicitly demonstrate the following:</p> <p><input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas</p>

Step 4: Enter performance rating below.

Performance Rating for (A1) Lesson Preparation Unsatisfactory Basic Proficient Exemplary

Comments:

Domain A INSTRUCTIONAL SKILLS

Performance Standard 2 Implements instructional best practices: BUILDING BACKGROUND

Key Concepts	✓ Students' past learning	✓ Students' experiences	✓ Students' cultural backgrounds
	✓ Key academic language		

Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher's instructional practices demonstrate evidence of any (1 or more) of the following?

- (a) Teacher rarely or never links new concepts to students' past learning, personal and academic backgrounds and/or past experiences.
- (b) Teacher rarely or never presents new vocabulary in context; and/or new vocabulary is rarely or never explicitly introduced in the classroom.

If **YES**, teacher receives an **UNSATISFACTORY** (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher regularly and systematically uses techniques and formative assessments to become aware of students' operating skill level and content level.
- (b) Teacher regularly and consistently links content and concepts to students' past learning and students' experiences; and teacher uses multiple strategies and techniques to directly and explicitly link concepts to students' past learning and students' experiences.
- (c) Teacher regularly links concepts not only to students' personal and academic backgrounds, but also (as appropriate to content) to students' cultural backgrounds (e.g., incorporating local ways of knowing; building on students' cultural and traditional knowledge).
- (d) Teacher regularly and consistently introduces and defines key academic language and academic content vocabulary simply and concretely, and regularly demonstrates how terms are used in context.
- (e) Teacher regularly and consistently emphasizes key academic language and academic content vocabulary (e.g., introduced, written, repeated, highlighted for students to see, displayed); and regularly engages students in using academic and content vocabulary.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher often (at a minimum) links new concepts to students' past learning and to students' personal and academic backgrounds/experiences. In addition, teacher instructional practices demonstrate the following:	Teacher regularly links new concepts to students' past learning and to students' personal and academic backgrounds/ experiences. In addition, teacher instructional practices demonstrate the following:	Teacher regularly links new concepts to students' past learning and to students' personal and academic backgrounds/ experiences. In addition, teacher instructional practices demonstrate the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (A2) Building Background Unsatisfactory Basic Proficient Exemplary

Comments:

Domain A INSTRUCTIONAL SKILLS

Performance Standard 3 COMPREHENSIBLE INPUT: Implements instructional best practices: Comprehensible Input

Key Concepts ✓ Appropriate speech ✓ Clear explanations ✓ Clarification of concepts

Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher’s instructional practices demonstrate evidence of any (1 or more) of the following?

- (a) Teacher frequently uses speech that is not appropriate for students’ proficiency level, even after receiving feedback (e.g., teacher uses regular rate of speech and complex sentence structure for beginners).
- (b) Teacher rarely or never provides clear explanations of academic task; and/or teacher rarely or never uses any techniques to make content concepts clear (e.g., modeling, visuals, gestures, body language, demonstrations).

If **YES**, teacher receives an **UNSATISFACTORY** (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher consistently and effectively adapts and changes speech based on a students’ language proficiency level (e.g., rate, enunciation, sentence complexity, use of jargon and idiomatic expressions).
- (b) Teacher consistently and effectively uses verbal scaffolding as needed (i.e., restating a student response to model correct language usage and grammar).
- (c) Teacher consistently and effectively uses a wide variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on-activities, demonstrations, gestures, body language, graphic organizers to draw connections).
- (d) Teacher consistently and effectively uses a wide variety of techniques to make academic tasks/instructions clear (e.g., paraphrasing and repeating; using visuals; allowing students to explain instructions to the group).
- (e) Teacher consistently and effectively uses a wide variety of techniques for questioning (e.g., using a variety of question types, asking open ended questions that require true communication from and between students, allowing ample wait time for English Language Learners).

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
<p>Teacher often (at a minimum) uses speech that is appropriate to students’ language proficiency levels; and often (at a minimum) provides a clear and coherent explanation of academic tasks. In addition, teacher instructional practices demonstrate the following:</p> <p><input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.</p>	<p>Teacher always or almost always uses speech that is appropriate to students’ language proficiency levels; and always or almost always provides a clear and coherent explanation of academic tasks. In addition, teacher instructional practices demonstrate the following:</p> <p><input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas</p>	<p>Teacher always or almost always uses speech that is appropriate to students’ language proficiency levels; and always or almost always provides a clear and coherent explanation of academic tasks. In addition, teacher instructional practices demonstrate the following:</p> <p><input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas</p>

Step 4: Enter performance rating below.

Performance Rating for (A3) Comprehensible Input Unsatisfactory Basic Proficient Exemplary

Comments:

Domain A INSTRUCTIONAL SKILLS

Performance Standard 4 Implements instructional best practices: STRATEGIES

- Key Concepts** ✓ Learning strategies ✓ Variety of question types ✓ Higher-order thinking skills
 ✓ Scaffolding

Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher’s instructional practices demonstrate evidence of any (1 or more) of the following?

- (a) Teacher does not attempt to teach students routines, strategies and/or approaches to learning content.
- (b) Teacher rarely or never teaches learning strategies to students; and/or teacher rarely or never provides students with opportunities to practice learning strategies in the classroom.
- (c) Teacher rarely or never uses scaffolding techniques to assist or support student learning.
- (d) Teacher limits instruction almost exclusively to Bloom’s lowest two levels of learning taxonomy (i.e., remembering and understanding) when not appropriate (i.e., students’ disabilities do not warrant); and teacher rarely or never engages students in questions or task/assignments that promote higher order thinking (unless appropriate part of SPED instruction intervention).

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher explicitly and effectively teaches a broad variety of learning strategies to students (as opposed to one or two learning strategies).
- (b) Teacher provides frequent opportunities (daily or almost daily) for students to practice using learning strategies which have been taught through explicit instruction; and actively encourages student use of learning strategies.
- (c) Teacher regularly and effectively uses scaffolding (e.g., think aloud, preview and prediction, non-verbal representation) to support student learning, and appropriately decreases support as students acquire experience; and teacher encourages students to become more independent in self-monitoring in their own learning strategies.
- (d) Teacher regularly and consistently uses a variety of question types and tasks/assignments with students to explicitly promote higher order thinking skills.
- (e) Teacher consistently and effectively uses multiple strategies to promote students’ higher order thinking skills (e.g., analyzing, evaluating, creating) or to extend new learning (e.g., illustrations of new learning, graphic organizer, gallery walk to respond to a question or topic).

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher often (at a minimum) explicitly teaches learning strategies to students; and often (at a minimum) uses scaffolding techniques to assist or support student learning. In addition, teacher instructional practices demonstrate the following:	Teacher routinely and explicitly teaches learning strategies to students; and regularly uses scaffolding techniques to assist or support student learning. In addition, teacher instructional practices demonstrate the following:	Teacher routinely and explicitly teaches learning strategies to students; and regularly uses scaffolding techniques to assist or support student learning. In addition, teacher instructional practices demonstrate the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (A4) Strategies Unsatisfactory Basic Proficient Exemplary

Comments:

Domain	A INSTRUCTIONAL SKILLS		
Performance Standard	5 Implements instructional best practices: INTERACTION		
Key Concepts	<input checked="" type="checkbox"/> Teacher/student interaction <input checked="" type="checkbox"/> Student-to-student interaction	<input checked="" type="checkbox"/> Wait time	<input checked="" type="checkbox"/> Students clarify concepts

Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher's instructional practices demonstrate evidence of any (1 or more) of the following?

- (a) Teacher generally does most of the talking in the classroom (teacher-dominated interaction).
- (b) Teacher provides students with very limited or no opportunities to talk about or question lesson concepts with each other (student-to-student interaction); and/or teacher rarely or never uses grouping configurations (as numbers allow) to support the language and content objectives.
- (c) Teacher rarely or never provides sufficient wait time for student responses.
- (d) Teacher rarely or never provides English Language Learners and/or students with disabilities with opportunities to clarify key concepts.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher consistently engages in purposeful planning for interaction and regularly creates lesson and unit plans that include classroom routines and structures for purposefully encouraging student-to-student and teacher-student interactions.
- (b) Teacher regularly (daily or almost daily) and effectively creates opportunities for students to participate in meaningful interactions with other students (e.g., student-to-student in pairs or small groups) that allow them to practice speaking, negotiate meaning, clarify ideas, support hypotheses and other techniques.
- (c) Teacher regularly and effectively uses multiple grouping structures during lessons (e.g., whole class, flexible small groups, partnering); and when numbers allow, teacher regularly uses both homogenous and heterogeneous grouping structures to meet language and content objectives.
- (d) Teacher regularly and effectively uses strategies that encourage the active participation of all students, including students with differing language proficiencies, students from different cultural backgrounds, and students with disabilities (e.g., varying wait time based on cultural and language background and/or student needs noted in IEP; using Think-Pair-Share; having more advanced students write responses).
- (e) Teacher regularly and consistently provides English Language Learners and students with disabilities with opportunities to clarify key concepts.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher often (at a minimum) provides opportunities for interaction and discussion between teacher/student and among students; and often (at a minimum) uses grouping configurations to support language and content objectives. In addition, teacher instructional practices demonstrate the following:	Teacher regularly provides opportunities for interaction and discussion between teacher/student and among students; and regularly uses grouping configurations to support language and content learning. In addition, teacher instructional practices demonstrate the following:	Teacher regularly provides opportunities for interaction and discussion between teacher/student and among students; and regularly uses grouping configurations to support language and content learning. In addition, teacher instructional practices demonstrate the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (A5) Interaction	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
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Comments:

Domain A INSTRUCTIONAL SKILLS

Performance Standard 6 Implements instructional best practices: Practice/Application

Key Concepts	✓ Hands-on materials or manipulatives ✓ Connection of abstract & concrete	✓ Application of content & language	✓ Language skills (reading, writing, speaking, listening)
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Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher’s instructional practices demonstrate evidence of any (1 or more) of the following?

- (a) Classroom only requires passive learning; and/or teacher rarely or never provides students with opportunities to apply knowledge to real-life situations and/or use hands-on materials and/or manipulatives to learn and practice the content (as content allows).
- (b) Teacher rarely or infrequently engages students in activities that require students to apply content and language knowledge in their learning.
- (c) Typically only a single language domain (reading, writing, speaking or listening) is integrated into content activities across disciplines.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Students regularly (daily or almost daily) have multiple opportunities to practice and apply content, including engaging in hands-on experiences/activities, using manipulatives and/or engaging in projects to learn, practice and apply content (as content allows).
- (b) Teacher effectively uses hands-on activities, manipulatives and/or problem-based learning to encourage students to connect abstract concepts with concrete experiences (as content allows).
- (c) Teacher regularly and consistently implements activities that encourage students to discuss, interact and work together to make abstract concepts more concrete (e.g., solving problems in cooperative groups, partnering students for a project, engaging in discussion circles).
- (d) Oral language development and language skills such as listening, speaking, reading and writing are developed in conjunction with one another; and student content activities regularly and consistently integrate all four of the language skills (listening, speaking, reading and writing) with structured practice of academic language.
- (e) New content and abstract concepts are regularly and consistently presented in personally and/or culturally relevant ways that spark student’s prior knowledge, experiences and interests (e.g., keeping personal learning journals, students teaching a concept to another student).

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher often (at a minimum) provides opportunities for students to practice and apply content (e.g., hands-on materials and manipulatives, problem-based learning). In addition, teacher instructional practices demonstrate the following:	Teacher regularly provides opportunities for students to practice and apply content (e.g., hands-on materials and manipulatives; problem-based learning). In addition, teacher instructional practices demonstrate the following:	Teacher regularly provides opportunities for students to practice and apply content (e.g., hands-on materials and manipulatives; problem-based learning). In addition, teacher instructional practices demonstrate the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (A6) Practice/Application Unsatisfactory Basic Proficient Exemplary

Comments:

Domain	A INSTRUCTIONAL SKILLS		
Performance Standard	7 Implements instructional best practices: LESSON DELIVERY		
Key Concepts	<input checked="" type="checkbox"/> Communication of content & language objectives	<input checked="" type="checkbox"/> Pacing <input checked="" type="checkbox"/> Formative assessment	<input checked="" type="checkbox"/> High student engagement <input checked="" type="checkbox"/> Aligns with District Curriculum

Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher’s instructional practices demonstrate evidence of any (1 or more) of the following?

- (a) Content objectives (what students will learn during lesson) and language objectives (how students will learn the content of the lesson) are rarely or never clearly communicated to students; and/or lesson delivery does not support the content or language objectives.
- (b) Lesson pacing is frequently inappropriate for student proficiency levels.
- (c) As a result of instruction/lesson delivery, students are off-task/not engaged in learning 50% or more of the time.
- (d) Teacher rarely or never uses formative assessment checks during lesson delivery.
- (e) Lesson delivery is not aligned with the District Curriculum.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) One or two clear content objectives (what students will learn during lesson) and one or two language objectives (how students will learn the content of the lesson) are clearly defined for each lesson, stated orally by the teacher, and visually displayed in the classroom; teacher regularly reviews content and language objectives with students; and students can readily identify the content and language objectives of a given lesson (as grade appropriate).
- (b) Teacher regularly uses formative assessment checks throughout lesson delivery to maximize student learning and engagement.
- (c) Pacing of the lesson is consistently appropriate (i.e., both quick enough to keep students’ interest but not so quick that it makes understanding difficult); and teacher regularly and effectively adjusts pacing as needed to maximize student engagement/interest and content understanding.
- (d) As a result of instruction, most students are on-task and actively engaged in learning 90-100% of the time period set aside for the lesson; and the time devoted to off task activities (e.g., announcements) is minimized.
- (e) Teacher regularly and intentionally integrates strategies within the lesson that contribute to high levels of student engagement (e.g., actively involving students in the planning and implementation of activities, providing students with opportunities to apply learning in relevant and meaningful ways).

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Content and language objectives are communicated to students, and students are generally on-task and actively engaged in learning <u>50% or more</u> of the time. Lesson delivery is generally aligned with the District Curriculum. In addition, teacher instructional practices demonstrate the following:	Content and language objectives are clearly communicated to students both verbally and in writing, and students are generally on-task and actively engaged in learning <u>75% or more</u> of the time. Lesson delivery is aligned with the District Curriculum. In addition, teacher instructional practices demonstrate the following:	Content and language objectives are clearly communicated to students both verbally and in writing, and students are generally on-task and actively engaged in learning <u>90% or more</u> of the time. Lesson delivery is aligned with the District Curriculum. In addition, teacher instructional practices demonstrate the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (A7) Lesson Delivery Unsatisfactory Basic Proficient Exemplary

Comments:

Domain A INSTRUCTIONAL SKILLS

Performance Standard 8 Implements instructional best practices: REVIEW & ASSESSMENT

- Key Concepts** ✓ Student feedback ✓ Summative assessments ✓ Systematic review of student data
 ✓ Formative assessments

Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher’s instructional practices demonstrate evidence of any (1 or more) of the following?

- (a) Teacher rarely and/or inconsistently provides feedback to students.
- (b) Teacher rarely or never conducts formative assessments of student comprehension and learning.
- (c) Teacher rarely or never conducts summative assessments of student comprehension and learning of lesson objectives.
- (d) Teacher does not systematically review student formative and summative data.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher regularly and consistently provides both formal and informal feedback to students; and feedback to students is provided in a timely and meaningful manner.
- (b) Teacher regularly conducts formative assessment of student learning and comprehension in the classroom; and consistently and effectively uses this data to refine and revise lesson plans.
- (c) Teacher regularly conducts summative assessments of student learning and comprehension; and consistently and effectively uses this data to define levels of mastery, calculate grades and/or document achievement of content/language objectives.
- (d) Teacher regularly and systematically reviews student formative and summative data; and consistently and effectively uses student data to critically evaluate one’s own instructional practices and to help plan instruction.
- (e) Teacher regularly and systematically reviews student formative and summative data; and consistently and effectively uses student data to differentiate instruction and to design interventions and/or enrichments.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher often (at a minimum) incorporates assessment into lessons to assess student learning and effective teaching. In addition, teacher instructional practices demonstrate the following:	Teacher regularly incorporates assessment into lessons to assess student learning and effective teaching. In addition, teacher instructional practices demonstrate the following:	Teacher regularly incorporates assessment into lessons to assess student learning and effective teaching. In addition, teacher instructional practices demonstrate the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (A8) Review & Assessment Unsatisfactory Basic Proficient Exemplary

Comments:

Domain	A INSTRUCTIONAL SKILLS		
Performance Standard	9 Incorporates instructional technologies into Lesson (TECHNOLOGY)		
Key Concepts	<input checked="" type="checkbox"/> Instructional technologies <input checked="" type="checkbox"/> Online communication tools	<input checked="" type="checkbox"/> Online resources <input checked="" type="checkbox"/> New learning experiences	<input checked="" type="checkbox"/> Personalized learning

Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher's instructional practices demonstrate evidence of any (1 or more) of the following?

- (a) Technology resources are rarely or never used during instruction even when ample opportunities exist to use technology to improve teaching and learning.
- (b) Teacher demonstrates little or no awareness of ways to use technology to enhance teaching and student learning.
- (c) Teacher does not engage in opportunities to learn new technologies even when requested; and/or teacher does not incorporate instructional technologies into lessons in ways that improve teaching and learning even when requested.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher effectively uses instructional technologies specifically for one or more of the following purposes: to differentiate instruction, to engage students in solving real-world problems, to increase student engagement, or to assess student learning.
- (b) Teacher gives students alternate means of discussion and asking question using online communication tools to bring out the ideas of all students; and/or teacher allows students to initiate discussions in online forums such as classroom blogs, discussion lists and social networking tools. *[Note: May not be applicable for all teachers.]*
- (c) Teacher encourages students to use online resources to answer questions and explore concepts, and teaches students effective search and information evaluation strategies. *[Note: May not be applicable for all teachers.]*
- (d) Teacher effectively uses technology to customize and personalize learning activities to address students' learning styles, personal and cultural backgrounds, and/or language and academic proficiencies.
- (e) Teacher moves beyond simply using technology to do conventional things to using technology to create new and different learning experiences for students (e.g., not simply watching a movie, but rather students learning from people they would not have been able to without the technology). *[Note: May not be applicable for all teachers.]*

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher understands at least some ways to use technology to improve teaching and learning; and uses instructional technologies intermittently (at a minimum) to enhance lessons as applicable. In addition, teacher instructional practices demonstrate the following: <input type="checkbox"/> Strong evidence for <u>1 or fewer</u> of the critical attributes above.	Teacher has a solid understanding of ways to use technology to improve teaching and learning; and regularly uses instructional technologies to enhance lessons as applicable. In addition, teacher instructional practices demonstrate the following: <input type="checkbox"/> Strong evidence for <u>2 to 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	Teacher has a solid understanding of ways to use technology to improve teaching and learning; and frequently uses instructional technologies to enhance lessons as applicable. In addition, teacher instructional practices demonstrate the following: <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (A9) Technology	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
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Comments:

Domain A INSTRUCTIONAL SKILLS

Performance Standard 10 Demonstrates knowledge of content area and pedagogy (CONTENT AREA & PEDAGOGY)

Key Concepts	✓ Content knowledge	✓ Content-related pedagogy	✓ Discipline-specific teaching strategies
	✓ Prerequisite relationships	✓ Student misconceptions	

Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher’s instructional practices demonstrate evidence of any (1 or more) of the following?

- (a) In lesson planning, and/or practice (i.e., lesson delivery), the teacher makes content errors; and/or teacher does not correct content errors made by students.
- (b) Teacher does not regularly and/or consistently consider prerequisite knowledge and relationships that are important to student learning of the content.
- (c) Lesson plans and/or lesson delivery demonstrate the use of inappropriate pedagogical strategies for the discipline or the district pedagogy (sheltered instruction).

If **YES**, teacher receives an **UNSATISFACTORY** (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Lesson and unit plans consistently demonstrate strong knowledge of both the content and the structure of the discipline (i.e., both the dominant structure, with smaller components and strands, as well as central concepts and skills); and lesson plans and lesson delivery consistently reflect recent developments in content-related pedagogy and district-related pedagogy (sheltered instruction).
- (b) Teacher demonstrates a solid understanding of which concepts and skills are prerequisite to the understanding of others; and teacher consistently and effectively uses the knowledge of prerequisite relationships to design lessons and units.
- (c) Teacher’s plans and practice consistently reflect familiarity with a wide range of effective pedagogical approaches in the discipline; and the teacher regularly and consistently uses discipline-specific teaching approaches and strategies to develop and strengthen students’ conceptual thinking (i.e., discipline-specific conceptual understanding).
- (d) Teacher demonstrates a strong awareness of typical student misconceptions in the discipline; and the teacher consistently and proactively uncovers these student misconceptions and addresses them before proceeding.
- (e) Teacher displays extensive knowledge of the ways in which important concepts in the discipline relate to other disciplines; and the teacher frequently makes interdisciplinary connections in plans and practice.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Lesson plans and/or instructional delivery demonstrate that the teacher is generally familiar with important concepts in the discipline and how these are related to one another. In addition, lesson plans and instructional practices demonstrate the following:	Lesson plans and/or instructional delivery demonstrate that the teacher is very familiar with important concepts in the discipline and how these are related to one another. In addition, lesson plans and instructional practices demonstrate the following:	Lesson plans and/or instructional delivery demonstrate that the teacher is very familiar with important concepts in the discipline and how these are related to one another. In addition, lesson plans and instructional practices demonstrate the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <i>or</i> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (A10) Content Area & Pedagogy

Unsatisfactory
 Basic
 Proficient
 Exemplary

Comments:

Domain A INSTRUCTIONAL SKILLS
Performance Standard 11 Connects classroom to cultural context of community (CULTURAL-RESPONSIVENESS)

Key Concepts	✓ Local cultural knowledge	✓ Student cultural identities	✓ Community resources & cultural activities
	✓ Racially & ethnically diverse cultures	✓ Parents, local leaders & Elders	

Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher’s instructional practices demonstrate evidence of any (1 or more) of the following?

- (a) Teacher does not demonstrate an appropriate level of knowledge and understanding of racially and ethnically diverse cultures, including local history and cultural tradition that may have bearing on work as a teacher; and the teacher does not make efforts to increase knowledge/understanding even when requested.
- (b) Teacher does not provide students with opportunities to connect content, concepts and skills learned in the classroom to students’ cultural context(s) even when requested.
- (c) Teacher does not use community resources to link classroom teaching to the everyday cultural life of students even when requested.
- (d) Teacher makes derogatory statements about the cultural practices, traditions and/or histories of any cultural group, including local culture(s).

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher recognizes the validity and integrity of diverse ethnic and cultural norms, traditions and practices, including local culture(s) and knowledge system(s), by regularly incorporating multiple ways of knowing and teaching in their work (e.g., links students’ prior knowledge and skills through cultural activities, language, etc.).
- (b) Teacher provides opportunities for students to learn in settings where ethnic and cultural knowledge and skills are naturally relevant when possible; and/or provides opportunities for students to learn through observation and hands-on demonstration of cultural knowledge and skills.
- (c) Teacher uses ethnic and cultural activities and available community resources to link what they are teaching to the everyday life of students (e.g., teacher ties lessons to relevant cultural events).
- (d) Teacher regularly and effectively works with parents, local leaders and/or Elders to achieve a high level of complementary educational expectations between home and school; teacher uses multiple (culturally-responsive) ways to actively promote involvement of parents, local leaders and/or Elders.
- (e) Teacher consistently supports and validates student cultural identities; and through classroom lessons and activities the teacher helps to connect the different ethnic and cultural groups in the world with the student’s own culture(s).

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
<p>Teacher has at least a rudimentary knowledge and understanding of racially and ethnically diverse cultures, including local history and cultural tradition that may have bearing on their work as a teacher. In addition, lesson plans and instructional practices demonstrate the following:</p> <p><input type="checkbox"/> Strong evidence for <u>1 or fewer</u> of the critical attributes above.</p>	<p>Teacher has a strong working knowledge and understanding of racially and ethnically diverse cultures, including local history and cultural tradition that may have bearing on their work as a teacher. In addition, lesson plans and instructional practices demonstrate the following:</p> <p><input type="checkbox"/> Strong evidence for <u>2 to 4</u> of critical attributes above</p> <p><u>or</u></p> <p><input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring</p>	<p>Teacher has a strong working knowledge and understanding of racially and ethnically diverse cultures, including local history and cultural tradition that may have bearing on their work as a teacher. In addition, lesson plans and instructional practices demonstrate the following:</p> <p><input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas</p>

Step 4: Enter performance rating below.

Performance Rating for (A11) Cultural-Responsiveness Unsatisfactory Basic Proficient Exemplary

Comments:

Domain A INSTRUCTIONAL SKILLS
Performance Standard 12 Differentiates instruction to meet needs of diverse learners (DIFFERENTIATES INSTRUCTION)

Key Concepts ✓ Content & process differentiation ✓ Varied performance indicators ✓ Varied instructional strategies
 ✓ Applies student learning theory

Step 1: Determine if an unsatisfactory performance rating is warranted.

Do the teacher’s instructional practices demonstrate evidence of any (1 or more) of the following?

- (a) Teacher rarely or never adjusts instruction to meet the needs of diverse learners; and/or in multi-age classrooms rarely or never adjusts instruction to meet the needs of varying grade levels.
- (b) Teacher rarely or infrequently uses formative and summative assessment data to design interventions or enrichments to meet the needs of specific students.

If **YES**, teacher receives an **UNSATISFACTORY** (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher regularly and consistently uses student data to select and plan varied (differentiated) content according to student’s learning strengths and needs (as well as grade levels in multi-age classrooms).
- (b) Teacher regularly applies student learning theory in practice to effectively accommodate differences in how students learn, including using varied instructional strategies to accommodate differences in student perceptions, learning styles and cognitive styles.
- (c) The teacher regularly and effectively differentiates the method (process differentiation) by which students gain access to the content (e.g., audio, visuals, guided notes, technological assistance); and regularly plans varied activities (e.g., projects with varying levels of difficulty) by which students can engage or make sense of the content based on student interest, need, learning style, cultural background, etc.
- (d) Teacher regularly plans and uses varied performance indicators (data) for students to demonstrate evidence of learning (e.g., tiered assessments, choice of culminating products, etc.).
- (e) Teacher regularly and effectively uses a wide variety of instructional strategies and programs in order to meet the diverse needs of students, including varied instructional groupings, tiered instruction, response to intervention (RTI), and teacher-made and standard protocol interventions.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher generally provides at least some differentiation of instruction to meet the needs of diverse learners. In addition, lesson plans and instructional practices plans demonstrate the following:	Teacher regularly differentiates instruction to meet the needs of diverse learners. In addition, lesson plans and instructional practices demonstrate the following:	Teacher regularly differentiates instruction to meet the needs of diverse learners. In addition, lesson plans and instructional practices demonstrate the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (A12) Differentiates Instruction Unsatisfactory Basic Proficient Exemplary

Comments:

Domain B PROFESSIONAL CONDUCT & RESPONSIBILITIES
Performance Standard 1 Maintains professional relationships with colleagues and supervisors (COLLEAGUES & SUPERVISORS)

Key Concepts	✓ Professional relationships with teachers	✓ Collaboration ✓ Team membership	✓ Professional relationships with supervisor
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Step 1: Determine if an unsatisfactory performance rating is warranted.

Does the teacher demonstrate evidence of any (1 or more) of the following?

- (a) Teacher is frequently inflexible and/or disrespectful in working relationships with other teachers; and/or teacher frequently undermines other staff members.
- (b) Teacher rarely or never works cooperatively with supervisor; and/or teacher is frequently inflexible in carrying out supervisor directives/undermines supervisor.
- (c) Teacher rarely or never participates as a team member; and/or teacher sometimes (or more) undermines team efforts.
- (d) Teacher makes malicious statements about a colleague's or supervisor's professional performance or conduct instead of addressing concerns through appropriate channels.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher regularly develops and consistently sustains professional and collegial working relationships with teachers and administrators that demonstrate respect, confidentiality, fairness, flexibility and trust.
- (b) Teacher regularly and consistently works collaboratively with other teachers and school staff as part of a professional team; and in team settings, teacher shares ideas and workload, helps teammates, collaboratively develops strategies and makes decisions, etc.
- (c) Teacher regularly collaborates with colleagues on lessons, instructional practices, and/or school/district initiatives for the purposes of improving instructional practice and student learning.
- (d) Teacher frequently reflects on his/her teaching practices with colleagues, including both teachers and school administrators; and/or teacher welcomes administrators and other teachers into the classroom and uses these observations as opportunities to engage in reflective conversations about students and their learning.
- (e) Teacher works collaboratively with administration to share instructional leadership and improvement throughout the school, as evidenced by the teacher's active and effective involvement in formal or informal leadership roles in the school and/or active participation in school-wide decisions with principal.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher generally maintains a positive working relationship with both other teachers (colleagues) and supervisor. In addition, teacher demonstrates the following: <input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	Teacher always or almost always maintains a positive working relationship with teachers (colleagues) and supervisor. In addition, teacher demonstrates the following: <input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <i>or</i> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	Teacher always or almost always maintains a positive working relationship with teachers (colleagues) and supervisor. In addition, teacher demonstrates the following: <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (B1) Colleagues & Supervisors	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
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Comments:

Addresses Alaska Standards 8c & 8d

Domain	B PROFESSIONAL CONDUCT & RESPONSIBILITIES			
Performance Standard	2 Maintains professional relationships with students (STUDENTS)			
Key Concepts	✓ Appropriate & positive relationships with students	✓ Communicates accurately & positively with students	✓ Prioritizes student needs	✓ Understanding students' interests and backgrounds

Step 1: Determine if an unsatisfactory performance rating is warranted.

Does the teacher demonstrate evidence of any (1 or more) of the following?

- (a) Teacher is rarely or infrequently positive and encouraging to students.
- (b) Teacher does not maintain appropriate relationships with students at all times (e.g., preferential treatment to some students, overly-friendly or inappropriately affectionate; shares too much personal information).
- (c) Teacher's interactions with students are demeaning, unprofessional and/or often unfriendly.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher understands the developmental stages of students; and the teacher regularly and consistently maintains relationships with students that are appropriate to the ages, cultures and developmental levels of the students.
- (b) Teacher is consistently positive and encouraging to students; and teacher demonstrates a caring and/or empathetic attitude about individual students' lives both within and outside the classroom.
- (c) Teacher regularly makes attempts to know about events in students' lives and topics in which they are interested; and teacher regularly uses this understanding of students' interests and backgrounds to build a community in the classroom.
- (d) Teacher regularly communicates accurately and positively with students about their successes and challenges.
- (e) Teacher consistently prioritizes student needs when problem solving and making decisions related to teaching and learning.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher maintains appropriate relationships with students at all times. In addition, teacher demonstrates the following:	Teacher maintains a positive working relationship with students at all times. In addition, teacher demonstrates the following:	Teacher maintains a positive working relationship with students, and contributes to positive student relationships through participation in school activities. In addition, teacher demonstrates the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <i>or</i> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (B2) Students	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
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Comments:

Domain B PROFESSIONAL CONDUCT & RESPONSIBILITIES
Performance Standard 3 Implements school and district curriculum, policies, and practices (DISTRICT CURRICULUM, POLICIES & PRACTICES)

- | | | | |
|---------------------|-----------------------|--------------------------------------|---|
| Key Concepts | ✓ District maps | ✓ School and/or district initiatives | ✓ Routine responsibilities, record-keeping and/or supervisory roles |
| | ✓ District technology | ✓ Rules & procedures | |

Step 1: Determine if an unsatisfactory performance rating is warranted.

Does the teacher demonstrate evidence of any (1 or more) of the following?

- (a) Teacher rarely or never uses District Curriculum maps.
- (b) Teacher rarely or never uses District provided technology (e.g., Gradebook, PowerSchool, Rubicon, Smart Board, e-mail, etc.).
- (c) Teacher rarely or never participates in major initiatives at the school and district level; and/or teacher consistently undermines major initiatives, mandates or changes.
- (d) Teacher records are rarely accurate, and/or are often not completed in a timely manner; and/or teacher does not stay current with student record keeping requirements.
- (e) Teacher rarely or infrequently performs required routine responsibilities and/or supervisory duties within the contract day.
- (f) Teacher does not consistently adhere to district and school rules and procedures; and/or does not fulfill responsibilities in a timely manner.

If **YES**, teacher receives an **UNSATISFACTORY** (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher regularly and consistently uses District maps on Rubicon (and/or Alaska State Standards when applicable) as their yearly/quarterly plan to ensure all content is taught and to ensure pacing.
- (b) Teacher regularly and effectively uses District provided technology (Gradebook, PowerSchool, Rubicon, e-mail, etc.).
- (c) Teacher is fluently able to describe the instructional program and major initiatives at the school and district level; and teacher regularly participates in, supports and implements major initiatives at the school and district level.
- (d) Teacher consistently adheres to, and supports, district and school rules and procedures; and the teacher completes required routine responsibilities, record-keeping and/or supervisory responsibilities in a timely and effective manner.
- (e) Teacher takes on a leadership and/or decision-making role related to school or district curriculum, policies and programs (e.g., modeling behaviors; serving on a school or district decision-making committee; helping other teachers to understand and buy-in to new initiatives or policies).

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher generally uses District maps and technology. In addition, teacher demonstrates the following: <input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	Teacher regularly uses District maps and technology. In addition, teacher demonstrates the following: <input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <i>or</i> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	Teacher always or almost always uses District maps and District provided technology. In addition, teacher demonstrates the following: <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (B3) District Curriculum, Policies & Practices	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
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Comments:

Domain B PROFESSIONAL CONDUCT & RESPONSIBILITIES
Performance Standard 4 Maintains relationships with parents, families and community (PARENTS, FAMILIES & COMMUNITY)

Key Concepts	✓ Communication ✓ Adaptation of Communication	✓ Two-way communication	✓ Activities to engage parents, families & community
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Step 1: Determine if an unsatisfactory performance rating is warranted.

Does the teacher demonstrate evidence of any (1 or more) of the following?

- (a) Little or no information regarding classroom instruction and/or activities is available to parents/guardians, families and/or community members.
- (b) Some or all of the teacher’s communications are inappropriate to parents’, families’ and/or communities’ cultural background or norms.
- (c) Teacher’s communication to parents/guardians about student progress’ is minimal and infrequent.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher regularly and effectively communicates information about the instructional program and student progress to parents/guardians and families using multiple tools; and teacher communicates information in a timely and positive manner.
- (b) Teacher adapts both the content and the process/tools of communication to the diverse needs of parents/guardians and families as needed and appropriate, (e.g., language proficiencies/needs, cultural norms).
- (c) Teacher effectively engages in two-way forms of communication with parents/guardians, families and community members, and is open and responsive to parent/guardian, family and community input, insights and feedback.
- (d) Teacher designs and implements activities that successfully engage parents/guardians and families in their child’s learning, celebrate student successes, and encourages the participation of parents/guardians in setting and monitoring student learning goals.
- (e) Teacher regularly communicates information regarding classroom instruction and/or activities to community members using multiple methods and tools; and teacher engages key stakeholders from the community in activities intended to increase community awareness and involvement in the school.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher communicates with parents/guardians and families about the instructional program and students’ progress, but communication may be sporadic/inconsistent or unclear at times. In addition, teacher demonstrates the following: <input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	Teacher regularly and consistently communicates with parents/guardians and families about the instructional program and students’ progress. In addition, teacher demonstrates the following: <input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	Teacher regularly and consistently communicates with parents/guardians and families about the instructional program and students’ progress. In addition, teacher demonstrates the following: <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (B4) Parents, Families & Community Unsatisfactory Basic Proficient Exemplary

Comments:

Domain B PROFESSIONAL CONDUCT & RESPONSIBILITIES
Performance Standard 5 Maintains standards of confidentiality and professional ethics (CONFIDENTIALITY & PROFESSIONAL ETHICS)

Key Concepts ✓ Professional Code of Ethics ✓ Confidentiality of data & records ✓ Cultural/intellectual property rights

Step 1: Determine if an unsatisfactory performance rating is warranted.

Does the teacher demonstrate evidence of any (1 or more) of the following?

- (a) Teacher does not follow the standards of the Code of Ethics of the profession; may be referred to PTPC for further action.
- (b) Teacher does not ensure student records and data are protected and secure at all times.
- (c) Teacher blames lack of student learning on the demographic and/or cultural characteristics of students or makes negative comments about groups of students based on their demographic and/or cultural characteristics.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher regularly and consistently follows the standards of the Code of Ethics of the profession.
- (b) Teacher keeps student records and data secure and shares only with appropriate persons in a secure environment; and teacher always respects and maintains confidentiality.
- (c) Teacher demonstrates consistency between professional beliefs and practices; and willingly and appropriately shares professional beliefs and practices with colleagues.
- (d) Teacher is aware of, and regularly adheres to (as appropriate) the cultural and intellectual property rights of the community and its members (e.g., requests permission or guidance to include traditional songs, stories and dances in the curriculum; cites original works by Native artists).
- (e) Teacher regularly displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public; and/or frequently takes a leadership role regarding professional ethics and responsibilities (e.g., modeling behaviors, mentoring colleagues, helping to implement safeguards and policies related to confidentiality of data and records).

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
<p>Teacher generally demonstrates professionalism in service both to students and to the profession. In addition, teacher demonstrates the following:</p> <p><input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.</p>	<p>Teacher always or almost always demonstrates professionalism in service both to students and to the profession. Teacher consistently acts with integrity and honesty. In addition, teacher demonstrates the following:</p> <p><input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas</p>	<p>Teacher always or almost always demonstrates professionalism in service both to students and to the profession. Teacher consistently acts with integrity and honesty. In addition, teacher demonstrates the following:</p> <p><input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas</p>

Step 4: Enter performance rating below.

Performance Rating for (B5) Confidentiality & Professional Ethics Unsatisfactory Basic Proficient Exemplary

Comments:

Domain B PROFESSIONAL CONDUCT & RESPONSIBILITIES
Performance Standard 6 Participates in professional development and growth (PROFESSIONAL DEVELOPMENT & GROWTH)

Key Concepts	✓ Professional development opportunities	✓ Reflection on teaching ✓ Stays current in field	✓ Professional growth goals
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Step 1: Determine if an unsatisfactory performance rating is warranted.

Does the teacher demonstrate evidence of any (1 or more) of the following?

- (a) Teacher rarely or never actively participates in opportunities for professional growth.
- (b) Teacher does not remain current with the content knowledge and pedagogical skills in his/her field.
- (c) Teacher resists reflecting on his/her teaching with colleagues and/or supervisors.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher regularly and consistently seeks out opportunities for continued professional development, and actively and regularly participates in professional development opportunities to enhance knowledge and/or skill.
- (b) Teacher maintains a solid knowledge and understanding of current content knowledge and pedagogical skills in his/her field through a variety of means (e.g., taking courses, reading professional literature, attending workshops).
- (c) Teachers regularly works with others as part of a team, study group and/or professional learning community as part of a collaborative effort to improve instruction and student learning.
- (d) Teacher regularly reflects on his/her teaching both independently (i.e., self-assessment), as well as with colleagues and/or supervisors; teacher actively seeks feedback from colleagues and supervisors for the purposes of professional growth.
- (e) Teacher regularly sets, monitors and achieves specific and measurable goals for professional growth and development.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher participates to at least some extent in professional development opportunities to enhance knowledge or skill. In addition, teacher demonstrates the following:	Teacher regularly participates in professional development opportunities to enhance knowledge or skill; and regularly seeks out opportunities for professional growth. In addition, teacher demonstrates the following:	Teacher regularly participates in professional development opportunities to enhance knowledge or skill and regularly seeks out opportunities for professional growth. In addition, teacher demonstrates the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (B6) Professional Development & Growth Unsatisfactory Basic Proficient Exemplary

Comments:

Domain C CLASSROOM ENVIRONMENT
Performance Standard 1 Manages the classroom in a manner that maximizes student learning (CLASSROOM MANAGEMENT)

Key Concepts	✓ Routines & responsibilities ✓ Physical Space	✓ Visual aids & resources ✓ Use of instructional time	✓ Access to resources, materials & technology
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Step 1: Determine if an unsatisfactory performance rating is warranted.

Does the teacher and/or classroom demonstrate evidence of any (1 or more) of the following?

- (a) Physical space in the classroom is frequently unorganized, chaotic and/or unsafe to the point of negatively impacting instruction.
- (b) Resources, materials and technology in the classroom do not consistently relate to the current lesson or unit; and/or are not accessible to all students.
- (c) Teacher regularly wastes instructional time due to inefficient, ineffective and/or nonexistent classroom routine or procedures (e.g., management of instructional groups, management of transitions, distribution and collection of materials).

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Classroom routines/structure and student responsibilities are always, or almost always, clear and consistent; and students regularly follow established classroom routines and procedures with minimal guidance and prompting.
- (b) Classroom space and physical environment of the room is always safe, and the physical arrangement supports student learning (e.g., allows for teacher to strategically circulate through the classroom to monitor, observe and confer with students; allows for diverse instructional grouping configurations); and appropriate visual aids and student work are clearly and appropriately displayed.
- (c) The resources, materials, and technology in the classroom are always, or almost always, well organized, labeled and easy to find; resources, materials and technology in the classroom relate to the content of the lesson/unit being studied; and resources, materials and technology in the classroom are easily accessible to all students and intentionally used by the teacher to support learning.
- (d) Teacher regularly and consistently plans and uses multiple strategies to encourage student accountability and leadership in the learning process (e.g., cooperative and/or collaborative learning).
- (e) Teacher regularly and consistently plans and uses a variety of classroom management techniques to establish and maintain a positive environment in which all students are able to learn; and teacher maximizes instructional time by regularly and effectively managing instructional groups, effectively using high-engagement strategies, and efficiently managing smooth transitions and smooth distribution and collection of materials and supplies.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher generally maintains a classroom environment conducive to student learning, although classroom management and student engagement may not always be consistent, or may not be effective for all students. In addition, the teacher and/or classroom demonstrates the following: <input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	Teacher always or almost always maintains a classroom environment conducive to student learning. In general, the classroom environment is one in which all students are able to learn. In addition, the teacher and/or classroom demonstrates the following: <input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <i>or</i> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	Teacher always or almost always maintains a classroom environment that maximizes student learning. The classroom environment is always, or almost always, one in which all students are able to learn. In addition, the teacher and/or classroom demonstrates the following: <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (C1) Classroom Management	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Basic	<input type="checkbox"/> Proficient	<input type="checkbox"/> Exemplary
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Comments:

Addresses Alaska Standards 6a & 6c

Domain C CLASSROOM ENVIRONMENT

Performance Standard 2 Manages student behaviors effectively (STUDENT BEHAVIORS)

Key Concepts ✓ Standards of conduct ✓ Teacher’s response to student ✓ Student responsibility for own behavior
 ✓ Positive & motivational strategies misbehavior

Step 1: Determine if an unsatisfactory performance rating is warranted.

Does the teacher and/or classroom demonstrate evidence of any (1 or more) of the following?

- (a) Teacher and/or classroom environment shows little or no evidence that clear expectations and standards for student behavior have been established.
- (b) Teacher uses ineffective and/or punitive classroom management procedures, with little, inconsistent or no evidence of positive or motivational procedures.
- (c) Teacher tolerates chronic unruly student behaviors in the classroom; and/or teacher regularly removes the students immediately from the classroom without attempting to mitigate within the classroom.
- (d) Teacher inconsistently and/or unfairly applies disciplinary consequences; and/or rarely or never follows school disciplinary guidelines.
- (e) Teacher does not consistently attempt to de-escalate conflicts with students or between students; and/or teacher regularly sets up or engages in power struggles with students.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Clear and appropriate standards of conduct have been established and implemented successfully and students have a clear and solid understanding of the expectations for student behavior; teacher has effectively communicated and established model behavioral standards for all students; and most students know and can articulate that they are responsible for their own behavior.
- (b) Teacher consistently and fairly applies disciplinary consequences, de-escalates conflicts with and between students, and appropriately follows school guidelines; and teacher’s response to misbehavior is consistent, proportionate, and respectful to students.
- (c) Teacher regularly and effectively encourages appropriate student behavior by the use of positive and motivational procedures and by modeling and directly teaching respect for each other.
- (d) Students generally take responsibility for managing their own behavior, assisting each other in managing behavior, and/or reminding each other about classroom behavior norms when appropriate.
- (e) Teacher consistently and effectively communicates with the administration and parents/guardians regarding student behavior concerns and issues; teacher works with the administration on the behavior management team as needed; and teacher works with parents/guardians (when possible) on student behavior concerns and issues.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher has set clear expectations and standards for student behavior, but these standards of conduct may not be implemented consistently. Teacher may sometimes use ineffective or inconsistent behavior management procedures. In addition, the teacher and/or classroom demonstrates the following:	Teacher has set clear expectations and standards for student behavior, and standards of conduct are implemented consistently and successfully. Teacher uses effective and consistent behavior management procedures. In addition, the teacher and/or classroom demonstrates the following:	Teacher has set clear expectations and standards for student behavior, and standards of conduct are implemented consistently and successfully. Teacher uses effective and consistent behavior management procedures. In addition, the teacher and/or classroom demonstrates the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (C2) Student Behaviors Unsatisfactory Basic Proficient Exemplary

Comments:

Addresses Alaska Standards 6a, 6b, 6c, 6d, 7a & 7b

Domain C CLASSROOM ENVIRONMENT
Performance Standard 3 Creates a positive and engaging learning environment (POSITIVE & ENGAGING ENVIRONMENT)

Key Concepts ✓ Teacher-student interactions ✓ Respectful, caring/empathetic & safe environment ✓ Respects student diversity
 ✓ Student-to-student interactions

Step 1: Determine if an unsatisfactory performance rating is warranted.

Does the teacher and/or classroom demonstrate evidence of any (1 or more) of the following?

- (a) Classroom culture and/or environment is frequently disruptive to learning.
- (b) Classroom interactions between teacher and students are often negative, inappropriate and/or insensitive to students' ages, cultural backgrounds or developmental levels.
- (c) Teacher allows for student(s) to be disrespectful to one another with little or no attempt to intervene (student-to-student interactions).
- (d) Teacher rarely or never demonstrates a caring and/or empathetic attitude about individual students.
- (e) Classroom culture and/or environment show clear evidence of intolerance and/or hostility towards student diversity and/or differences.

If YES, teacher receives an UNSATISFACTORY (Skip to Step 4)

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher regularly and consistently demonstrates respect and caring/empathy in teacher-student interactions; and teacher regularly and consistently demonstrates knowledge and a caring and/or empathetic attitude about students' lives beyond the class and school.
- (b) Teacher creates an environment where students are respectful of one another (student-to-student interactions), and teacher responds successfully to disrespectful behavior among students.
- (c) Teacher successfully creates a positive environment where active listening and engaged learning are expected; and classroom interactions both between teacher and students and among students regularly and consistently show evidence of respectful talk, active listening and turn-taking.
- (d) Teacher successfully creates classroom environment where there is clear evidence that students generally feel valued, safe and comfortable taking intellectual risks; and there is clear evidence of classroom norms that support and encourage risk-taking, collaboration, respect for divergent thinking and respect of students' cultures.
- (e) Teacher regularly and consistently models a respectful and sensitive attitude towards student diversity and/or student cultural backgrounds; and teacher creates a classroom environment where there is clear evidence of sensitivity and responsiveness to student diversity.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher generally maintains a positive and engaging learning environment, although at times teacher-student and/or student-student interactions may not be conducive to active listening and engaged learning. In addition, teacher and/or classroom demonstrates the following: <input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	Teacher always or almost always maintains a positive and engaging learning environment. Teacher-student and student-student interactions promote active listening and engaged learning. In addition, teacher and/or classroom demonstrates the following: <input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <u>or</u> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	Teacher always or almost always maintains a positive and engaging learning environment. Teacher-student and student-student interactions promote active listening and engaged learning. In addition, teacher and/or classroom demonstrates the following: <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (C3) Positive & Engaging Environment Unsatisfactory Basic Proficient Exemplary

Comments:

Domain C CLASSROOM ENVIRONMENT

Performance Standard 4 Creates a strong culture of student learning (CULTURE OF LEARNING)

Key Concepts ✓ High expectations for student learning ✓ Celebrating student success ✓ Student pride in work
 ✓ Commitment to learning

Step 1: Determine if an unsatisfactory performance rating is warranted.

Does the teacher and/or classroom demonstrate evidence of any (1 or more) of the following?

- (a) Teacher rarely or never communicates high expectations for student learning; and/or teacher frequently communicates unclear and/or inappropriate expectations for student learning.
- (b) Teacher rarely or never provides students with opportunities to engage in higher level thinking (unless appropriate given student IEPS).
- (c) Teacher rarely or never finds ways to celebrate student success or to recognize student accomplishments.
- (d) Teacher regularly and actively fosters a classroom environment where students lack commitment to their own learning; teacher rarely or never encourages students to be accountable for their own learning and work.

If **YES**, teacher receives an **UNSATISFACTORY (Skip to Step 4)**

Step 2: Determine which (if any) of the following critical attributes are CONSISTENTLY evident.

For which of the following critical attributes (if any) is there clear and strong evidence?

- (a) Teacher regularly and consistently communicates and models enthusiasm for both learning and the subject.
- (b) Teacher consistently and clearly communicates high academic expectations for both learning and participation to all students (including those in multi-age classrooms) through both verbal and nonverbal behaviors.
- (c) Teacher has effectively created a classroom learning culture where most or all students believe they are capable of challenging work and higher level thinking if they work hard; most or all students know the teacher has high expectations for their learning and hard work; and all students (including those in multi-age classrooms) have opportunities to engage in higher level thinking.
- (d) Teacher regularly and effectively conveys the educational value of what students are learning and the importance of hard work; and as a result most students demonstrate a commitment to their own learning (e.g., consistent efforts to complete work on own, student initiative in improving the quality of their work).
- (e) Teacher frequently finds ways to celebrate student success through diverse means (e.g., show of hands, parent notification, round of applause); teacher provides students with appropriate recognition of their current status and knowledge gain relative to their learning goal; and/or students regularly exhibit pride in their work and accomplishments.

Step 3: Determine the performance rating of basic, proficient or exemplary based on the descriptors below.

Basic	Proficient	Exemplary
Teacher generally communicates high academic expectations for student learning, although the communication may not be frequent and/or consistent (i.e., may not be communicated to all students). In addition, the teacher and/or classroom demonstrates the following:	Teacher always or almost always communicates high academic expectations for student learning, for all students. In addition, the teacher and/or classroom demonstrates the following:	Teacher always or almost always communicates high academic expectations for student learning, for all students. In addition, the teacher and/or classroom demonstrates the following:
<input type="checkbox"/> Strong evidence for <u>2 or fewer</u> of the critical attributes above.	<input type="checkbox"/> Strong evidence for <u>3 or 4</u> of critical attributes above <i>or</i> <input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes <u>but</u> the teacher is not yet fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas	<input type="checkbox"/> Strong evidence for <u>all 5</u> critical attributes above, <u>and</u> the teacher is fully and fluently engaged in implementing, collaborating and/or mentoring related to all or most of these areas

Step 4: Enter performance rating below.

Performance Rating for (C4) Culture of Learning Unsatisfactory Basic Proficient Exemplary

Comments:

***PARENT AND COMMUNITY INPUT
ON THE PERFORMANCE OF
CERTIFIED TEACHERS AND ADMINISTRATORS***

Forms are available at the school office during regular school hours.

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Parents and community members are encouraged to complete input forms on the performance of the certified teachers and administrators at your school.

The information from the input forms will be shared with the certified teacher and administrator as part of the new evaluation process mandated by state law AS 14.20 (HB465).

Students will be completing input forms to provide input to the site administrator on their teachers' performance. Students and staff will also complete input forms on the site administrator that will be shared with the superintendent when he evaluates the site administrator.

You may complete the input forms during your child/rens parent/teacher report card conference or an input form may be picked up at any time during the week of the parent/teacher conferences.

Input forms are due November 15 (or after Parent/Teacher conferences).

****ANY QUESTIONS?****

Please contact your school Site Administrator or the LKSD Superintendent's office at 543-4810

LOWER KUSKOKWIM SCHOOL DISTRICT
TEACHER PERFORMANCE INPUT FORM

PARENT OR COMMUNITY MEMBER
 SCHOOL _____

TEACHER _____

SUBJECT _____

To be shared with the Teacher and Site Administrator/Principal.
 Please check the box that matches your response for each question.

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

- | | | | | | |
|--|--|--|--|--|--|
| 1. I am satisfied with this teacher's performance. | | | | | |
| 2. Students enjoy this class and teacher. | | | | | |
| 3. This teacher respects the students. | | | | | |
| 4. This teacher seems to enjoy teaching. | | | | | |
| 5. This teacher shows an awareness and sensitivity to cultural differences. | | | | | |
| 6. This teacher keeps the students engaged in learning. | | | | | |
| 7. Students are challenged to do their best in this class. | | | | | |
| 8. This teacher keeps me informed about my student's academic progress. (parents only) | | | | | |
| 9. My conversations with this teacher have been productive. | | | | | |
| 10. This teacher knows his/her subject. | | | | | |
| 11. This teacher knows the strengths and weaknesses of the students. | | | | | |

Print Name and Sign (required)

Printed Name _____ Signature _____ Date _____

If you'd like to make comments, please use the back of this form.

Indicate the number of times you have done the following this year: 1 to 2 3 to 5 5 or more

Attended a school event			
Talked with the teacher			
Visited the classroom			
Volunteered in the school/classroom			

LOWER KUSKOKWIM SCHOOL DISTRICT
TEACHER PERFORMANCE INPUT FORM

High School

SCHOOL _____

TEACHER _____

DATE _____

Please check the box that best describes how you feel about this teacher. If you have any comments about this teacher, please write them on the bottom and back of this page.

Strongly Agree	Agree	Agree - Some - Disagree	Disagree	Strongly Disagree
----------------	-------	-------------------------	----------	-------------------

- 1. This teacher makes class interesting.

--	--	--	--	--
- 2. This teacher keeps me informed about how I am doing.

--	--	--	--	--
- 3. This teacher gives me individual attention when I ask.

--	--	--	--	--
- 4. This teacher allows me to express different opinions.

--	--	--	--	--
- 5. This teacher explains the material clearly.

--	--	--	--	--
- 6. This teacher involves me in an active way.

--	--	--	--	--
- 7. This teacher returns my work in a timely manner.

--	--	--	--	--
- 8. This teacher is prepared for class.

--	--	--	--	--
- 9. This teacher encourages me to do my best.

--	--	--	--	--
- 10. This teacher is fair.

--	--	--	--	--
- 11. This teacher makes the classroom a safe place to learn.

--	--	--	--	--
- 12. This teacher seems to enjoy teaching.

--	--	--	--	--
- 13. This teacher cares about me.

--	--	--	--	--
- 14. This teacher encourages me to do my best.

--	--	--	--	--

Comments about your teacher:

LOWER KUSKOKWIM SCHOOL DISTRICT
TEACHER PERFORMANCE INPUT FORM

Grades 7-8

SCHOOL _____

TEACHER _____

DATE _____

Please check the box that best describes how you feel about the teacher. If you have any comments about the teacher, please write them on the bottom and back of this page.

Yes	Some-times	No	I don't know
-----	------------	----	--------------

- 1. This teacher is prepared for class.

--	--	--	--
- 2. This teacher knows a lot about his/her subjects.

--	--	--	--
- 3. This teacher helps me to learn.

--	--	--	--
- 4. This teacher tells me how I'm doing in class.

--	--	--	--
- 5. This teacher makes class interesting.

--	--	--	--
- 6. This teacher explains things clearly.

--	--	--	--
- 7. This teacher encourages us to ask questions.

--	--	--	--
- 8. This teacher uses different activities to help me learn.

--	--	--	--
- 9. This teacher helps students work together.

--	--	--	--
- 10. This teacher seems to enjoy teaching.

--	--	--	--
- 11. This teacher treats me fairly.

--	--	--	--
- 12. This teacher makes this class a safe place to learn.

--	--	--	--
- 13. This teacher cares about me.

--	--	--	--
- 14. This teacher encourages me to do my best.

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Comments about your teacher:

LOWER KUSKOKWIM SCHOOL DISTRICT
TEACHER PERFORMANCE INPUT FORM

Grades 4-6

SCHOOL _____

TEACHER _____

DATE _____

Please check the box that best describes how you feel about the teacher. If you have any comments about the teacher, please write them on the bottom and back of this page.

Yes	Some-times	No	I don't know
-----	------------	----	--------------

- 1. My teacher makes my class a safe place to learn.

--	--	--	--
- 2. My teacher cares about me.

--	--	--	--
- 3. I enjoy learning in my classroom.

--	--	--	--
- 4. My teacher encourages me to do my best.

--	--	--	--
- 5. My teacher helps me understand how I'm doing in class.

--	--	--	--
- 6. My teacher uses different activities to help me learn.

--	--	--	--
- 7. My teacher has taught me the class rules.

--	--	--	--
- 8. My teacher makes sure my class follows the rules.

--	--	--	--

Comments about your teacher:
