

Woodland Consolidated School

# *Teacher Professional Evaluation*

Professional Growth  
System



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## **PROFESSIONAL EVALUATION /PROFESSIONAL GROWTH COMMITTEE STATEMENT**

The Woodland Consolidated School Teacher Professional Evaluation Professional Growth System satisfies the requirements of Chapter 508 of the Maine Revised Statutes, Title 20-A and Rule Chapter 180 by including:

- Standards of Professional Practice (Marzano Model)
- Multiple Measures of educator effectiveness (professional practice, professional growth goals and student learning and growth measures)
- A rating scale consisting of 4 levels of effectiveness with professional growth opportunities and employment consequences tied to each level
- A system for using information from the evaluation process to inform professional development and other personnel decisions
- A mechanism for training evaluators and for on-going training
- A mechanism for training educators in components and procedures of the system ❖ A process for determining teacher of record.
- A framework for observation and feedback on a regular basis
- A framework for peer review and collaboration
- Plans for professional growth and improvement

## **MISSION**

The goal of the PEPG - Teacher Evaluation Committee (PE/PG), is to provide all students with effective teachers throughout their public school experience and improve student learning and growth. To work collaboratively to create a manageable and effective teacher evaluation tool and system of accountability that meets the parameters of the law.

## **STEERING COMMITTEE**

The Woodland Consolidated School Steering Committee shall be comprised of teachers and administrators. The majority of members will be teachers selected and approved of by a local representative of the collective bargaining unit. Any revision to the PEPG made by the steering committee must be reached by consensus.

The Steering Committee will determine the dates of meetings, and plan the frequency of meetings during initial implementation, as well as yearly as required by Chapter 180. They will then meet for long-term meetings to review and evaluate the plan and to make changes as needed.

## **PE/PG COMMITTEE MEMBERS**

- |                         |  |                     |                            |
|-------------------------|--|---------------------|----------------------------|
| • Karla Michaud         | Superintendent                             | • Katelyn Robertson | Teacher                    |
| • Gillian Laird Sleeper | Principal                                  | • Katie Stephens    | Teacher                    |
| • Carrie St. Peter      | Speech Language<br>Pathologist, and Parent | • Debbie Fowler     | Teacher                    |
|                         |  | • Jennifer Holmes   | Music Education Specialist |

## **SYSTEM PURPOSE**

The overarching purpose of the PE/PG System is to improve instruction and student achievement by:

- Serving as a meaningful measurement of performance of individual teachers;
- Clarifying expectations and serving as a guide for teachers as they reflect upon and improve their effectiveness;
- Facilitating collaboration by providing a common language to discuss performance and growth;
- Serving as a basis for identifying areas where professional development can improve instructional effectiveness;
- Focusing on the goals of schools and the district as they support, monitor, evaluate and make employment decisions about teachers.

The system includes the following key features:

- Allows administrators to provide on-going, formative feedback to teachers about their performance.
- Utilizes a Proficiency Level Rating Chart that includes multiple rating options and related language that enables administrators to clearly identify and describe differences in instructional performance .
- Incorporates a process of on-going self-reflection, goal setting and evaluation to drive continuous performance improvement and professional growth
- Incorporates building administration and assigned peer mentors to provide the training and support for teachers new to our district
- Provides personalized support and/or resources for teachers who fall below performance standards

## INTRODUCTION

The Woodland Consolidated School PE/PG system establishes procedures for a performance evaluation and professional growth system that complies with the requirements of Maine statute as defined in Chapter 180 of Title 20-A and Public Law (2019) Chapter 27. The system is based on a model developed by Dr. Robert Marzano. Although the system is required to have an evaluative component, the primary focus of the model is to support teachers to be successful and assist them to continually improve their abilities as professional educators.

## NOTICE OF PERSON OVERSEEING EVALUATION PROCESS

Each year, evaluated educators must be provided with the name and contact information of the administrator(s) responsible for overseeing the evaluation and support process. Teachers will be made aware of any changes, including their designated evaluators.

## OVERVIEW

The PE/PG system is based on the Marzano Rubrics and is built around the four domains in The Art and Science of Teaching Framework:

1. Classroom Strategies and Behaviors
2. Planning and Preparing
3. Reflecting on Teaching
4. Collegiality and Professionalism

Understanding that evaluators are not going to see everything that a teacher is achieving in the teacher/learner relationship in the classroom, an educator may be responsible for collecting evidence.

In state law Chapter 180: SAU's are required to use the following reporting language which will correlate with the language used in our system as shown below:

- Level 1 = Beginning
- Level 2 = Developing
- Level 3 = Applying
- Level 4 = Innovating

## **PROCEDURES**

### **Component 1: Administrator Training**

Administrators will be provided with copies of *Becoming a Reflective Teacher* by Robert Marzano.

### **Component 2: Teacher Training and Orientation**

Each new teacher to Woodland School will be provided a copy of the text, *Becoming a Reflective Teacher*. All documents pertinent to the PEPG system will be on the school website for teachers to access throughout the year. An administrator will review the overall intent of the PE/PG system with new teachers.

### **Component 3: Pre-Conference**

- All teachers must complete, and submit to the evaluator, the Marzano Growth Goals Form at the beginning of every cycle.
- Teachers may meet with an administrator to discuss the Pre-Observation Conference Form. Its purpose is to enhance and clarify the understanding of what the teacher and the administrator will see during the observation.

### **Component 4: Observations and Post-Observation Conference(s)**

#### **4a. For All Teachers**

- An 'unplanned' observation (walk through) can be a short visit or walk through.
- Any documentation the administrator does during an "unplanned" observation will be shared with the classroom teacher.
- The administrator may conduct a post-observation conference as soon as is feasible, which under normal circumstances shall be within two (2) school days after each formal 'planned' observation. During the post-observation conference, the administrator and teacher shall discuss and document on the PE/PG evaluation form, goal status, performance strengths, and improvement opportunities observed during the lesson.
- Teachers will have an opportunity to respond to feedback from any observations.

#### **4b. For Continuing Contract Teachers**

- A minimum of 2 observations will be completed during an evaluation cycle
- A 'planned' observation shall last at least 30-45 minutes.

#### **4c. Probationary Teachers**

- An administrator shall conduct at least three formal observations of all probationary teachers each year.

### **Component 5: Peer Support and Mentoring**

Teacher Evaluation may include a peer feedback component, allowing educators opportunities to share, learn, and continually improve their practice. Peer feedback includes, but is not limited to: observation of peers, review of evidence of proficiency, review of professional improvement plans and discussion of ideas and practices. Peer feedback is designed as an opportunity to improve and support a teacher's pedagogy and for the betterment of the teaching profession. Peer feedback is self-selected and is only used as part of the Summative Evaluation Rating when the teacher, through written consent, chooses to include the evidence.

### **Component 6: Summative Evaluation Conference**

Either the administrator or the teacher may request a Summative Evaluation Conference to review the observations, artifacts and other items included in the teacher's collection of evidence. At the conclusion of the Summative Evaluation Conference, after all evidence is discussed, the administrator shall prepare the final rating for the teacher. The administrator and teacher will sign the final Summative Evaluation Form before it is placed in the teacher's personnel file.

**EXPECTATIONS/PROCESS AND PRACTICE**

Prior to an evaluator coming in for a formal observation, a Pre-Observation Conference form will be completed by the teacher and submitted a minimum of one day prior to the scheduled observation. A Pre-Observation conference may be scheduled if requested by either the teacher or evaluator.

**TEACHER EVALUATION TIMELINE**

**Probationary Teacher – 1 Year Cycle (Remains there for First 2 Years of Employment)**

August - May	<ul style="list-style-type: none"> <li>- Collect Evidence in all areas.</li> <li>- Three (3) planned classroom observations.</li> <li>- Unlimited unplanned classroom observations (Walk-Throughs).</li> <li>- Peer Mentoring and Support Required</li> </ul>
May	<ul style="list-style-type: none"> <li>- Summary Evaluation Conference.</li> <li>- Review progress with Building Administrator</li> </ul>

**Continuing Contract Teacher – 1 Year Cycle (Teachers Receiving Rating Level of 1 or 2)**

August – May	<ul style="list-style-type: none"> <li>- Collect Evidence in all areas.</li> <li>- Two (2) planned classroom observations.</li> <li>- Unlimited unplanned classroom observations (Walk-Throughs).</li> </ul>
May	<ul style="list-style-type: none"> <li>- Summary Evaluation Conference</li> <li>- Review progress with Building Administrator</li> </ul>

**Continuing Contract Teacher – 3 Year Cycle (Teachers Receiving Rating Level of 3 or 4)**

August – May	<ul style="list-style-type: none"> <li>- Collect Evidence in all areas</li> <li>- Unlimited unplanned classroom observations (Walk-Throughs)</li> <li>- Two (2) planned observations will be held over the three (3) year cycle.</li> </ul>
May	<ul style="list-style-type: none"> <li>- Summary Evaluation Conference.</li> <li>- Review progress with Building Administrator</li> </ul>



**PROFESSIONAL GROWTH PLANS**

Professional growth plans will be tailored to teachers based on their overall summary performance rating.

**Probationary Teachers (All Teachers New to Woodland School)**

All probationary teachers shall be placed on a Monitored Growth Plan for each year of the probationary period. An administrator must generally rate a final year probationary teacher with a summary performance classification of Level 3 or Level 4 on the most recent Teacher Summary Rating Form before recommending that teacher for continuing contract status.

**Continuing Contract Teachers**

Teachers performing at an **Innovating** or **Applying** level of performance will be placed in a 3-year Individualized Growth Plan. Teachers performing at a **Developing** level will be placed in a 1-year Monitored Growth Plan, while teachers rated as **Beginning** will be placed in a 1-year Directed Improvement Plan.

Summary Rating of Level 4 (Innovating)	Summary Rating of Level 3 (Applying)	Summary Rating of Level 2 (Developing)	Summary Rating of Level 1 (Beginning)
<ul style="list-style-type: none"> <li>• Move to new 3-year cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Move to new 3-year cycle</li> </ul>	<ul style="list-style-type: none"> <li>• Move to Continuing Contract, 1 Year Cycle (maximum 2 consecutive years).</li> <li>• Placed on Monitored Growth Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Move to Continuing Contract 1 Year Cycle.</li> <li>• Move to a Directed Improvement Plan.</li> <li>• Must show improvement and move to level 3 or 4 within one year.</li> <li>• Second year of a Level 1 rating could lead to termination.</li> </ul>

**Monitored Growth Plans**

A continuing contract teacher with a summary performance classification of Level 2 shall be placed on a one-year Monitored Growth Plan. A teacher on a Monitored Growth Plan will participate in all components of the evaluation system.

A Monitored Growth Plan shall, at a minimum, identify the Performance Evaluation Criteria to be improved, the goals to be accomplished, the activities the teacher should undertake, and a timeline to achieve a minimum performance classification of Level 3.

A teacher on a Monitored Growth Plan who subsequently receives a summary performance classification of Level 3 or Level 4 shall have successfully completed the Monitored Growth Plan.

**Directed Improvement Plan**

A continuing contract teacher with a summary performance classification of Level 1, or two (2) consecutive years at Level 2, shall be placed on a Directed Improvement Plan. A teacher on a Directed Improvement Plan will participate in all components of the evaluation system.

The Directed Improvement Plan shall, at a minimum, identify the Performance Evaluation Criteria to be improved, the goals to be accomplished, the activities the teacher shall undertake, and a timeline to achieve a performance classification of Level 3 or Level 4.

- Any teacher on a Directed Improvement Plan will be observed by a second administrator, who will participate in the determination of the summary performance classification.
- A teacher who subsequently receives a summary performance classification of Level 3 or Level 4 shall have successfully completed their Directed Improvement Plan.
- A teacher who subsequently receives a summary performance classification of Level 1 will, with the approval of the Superintendent, be presented to the Woodland School Board for non-renewal.

<b>TEACHER PERFORMANCE EVALUATION CRITERIA AND DESCRIPTIONS</b>
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**MISSION**

The mission of the Teacher Evaluation Committee (PE/PG) is to work collaboratively to create a manageable and effective teacher evaluation tool and system of accountability that meets the parameters of the law. This system will provide clear expectations as well as support growth opportunities to improve educators' professional practice with the goals of informing instruction and increasing student learning.

A teacher's performance will be evaluated in terms of 16 criteria. The descriptors are included as guidelines for what is meant by a particular criterion. Their function is to illustrate and provide examples for a given criterion. They are not, nor were they intended to be, all-inclusive. They are intended to help teachers and administrators develop a common understanding about the expectations and provide a common language for discussing performance as it pertains to the following criteria:

Some standards may be documented through observation and others may require additional evidence.

Online Form: [Click Here](#)

1. PLANS LESSONS/UNITS & ALIGNS RESOURCES TO CURRICULUM.			
	Follows prescribed curriculum.		Chooses activities, materials, and resources appropriate for students with special needs.
	Uses available materials and resources.		Considers time available in planning and demonstrates flexibility in planning.
	Chooses activities relevant to the prescribed curriculum.		Organizes students to interact with content.
	Chooses activities appropriate to student abilities.		Develops long-range plans and daily lessons.
	Other:		
	Comments:		

2. IMPLEMENTS THE LESSON.			
	Focuses student attention.		Provides feedback and reteaches when necessary.
	Informs students of objective of the lesson.		Provides opportunities for students to practice under direct supervision of the teacher.
	Relates the lesson to previous and future lessons to help students process new content.		Provides opportunities for students to practice independently.
	Presents new material clearly and logically.		Conducts smooth transition from one activity to the next.
	Models, demonstrates, and provides examples.		Monitors student learning continuously.
	Other:		
	Comments:		

**3. USES ENGAGEMENT STRATEGIES TO MOTIVATE STUDENTS**

	Shows concern for students.		Uses student interests and background.
	Establishes feeling/tone.		Uses extrinsic/intrinsic motivators.
	Establishes a level of instruction that encourages success.		
	Other:		
	Comments:		

**4. COMMUNICATES LESSON**

	Uses variability in presentation		Puts ideas across logically
	Demonstrates enthusiasm, vigor, involvement, and interest in lesson presentation		Praises, elicits, and responds to student questions
	Speaks clearly		Chunks content into digestible bites
	Other:		
	Comments:		

**5. DEMONSTRATES KNOWLEDGE OF THE CURRICULUM**

	Teaches accurate and up-to-date information		Presents learning content in a logical, sequential order
	Coordinates learning content with instructional objectives		Identifies critical content from curriculum
	Uses effective examples and illustrations		
	Other:		
	Comments:		

**6. COMMUNICATES HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT**

	Communicates expectations of performance to students		Encourages participation from all students
	Uses objective student data to set expectations		Uses higher order questioning techniques to promote critical thinking skills
	Uses evaluative feedback to determine level of skill acquisition		Provides appropriate interventions
	Other:		
	Comments:		

**7. MAXIMIZES TIME ON TASK**

	Schedules learning time according to policy for the subject area		Minimizes transition time
	Begins class work promptly		Makes effective use of academic learning time
	Minimizes the time needed for classroom management		Gives clear and concise directions
	Other:		
	Comments:		

**8. INTEGRATES MATERIALS AND METHODOLOGY**

	Demonstrates ability to conduct lessons using a variety of methods		Utilizes available supplemental resources
	Organizes materials, supplies and equipment prior to the lesson		Uses available technology
	Integrates materials and resources smoothly into the lesson		
	Other:		
	Comments:		

**9. USES FORMATIVE AND SUMMATIVE DATA TO PLAN INSTRUCTION**

	Makes methods of evaluation clear and purposeful to students.		Prepares assignments/assessments which reflect the content that has been taught.
	Monitors student progress through a variety of appropriate evaluation techniques.		Uses student data to plan instruction.
	Other:		
	Comments:		

**10. PROVIDES FEEDBACK ON PROGRESS**

	Provides feedback on assignments as quickly as possible		Makes opportunities for one-to-one conferences to discuss student progress
	Gives written and oral comments, as well as points or scores		Interprets scoring/ test results to students and parents
	Other:		
	Comments:		

**11. MANAGES THE CLASSROOM**

	Manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements		Manages disruptive behavior constructively
	Clearly communicates rules and procedures for classroom behavior		Demonstrates fairness and consistency
	Promotes self-discipline		Arranges the classroom for effective instruction
	Other:		
	Comments:		

12. ESTABLISHES AND MAINTAINS EFFECTIVE RELATIONSHIPS WITH STUDENTS			
	Gives constructive feedback		Promotes positive self-image in students.
	Makes an effort to know each student as an individual		Communicates with students accurately and with understanding
	Provides opportunities for each student to celebrate progress and success.		Creates a climate in which students display initiative and assume a personal responsibility for learning
	Other:		
	Comments:		

13. INTERACTS WITH PARENTS AND COMMUNITY.			
	Encourages community involvement with the school		Supports parents/teachers activities
	Provides a climate which opens up communication between the teacher and parent		Provides information related to support resources
	Communicates with parents in the best interest of the students		
	Other:		
	Comments:		

14. PROMOTES TEACHER LEADERSHIP AND COLLABORATION			
	Cooperates with other teachers, the administration, and other educational personnel.		Shares and collaborates on ideas and methods with other teachers.
	Makes use of support services as needed.		Communicates information to administration and/or appropriate personnel.
	Other:		
	Comments:		

15. PARTICIPATES IN PROFESSIONAL GROWTH ACTIVITIES			
	Is involved in professional associations		Attends professional meetings
	Participates on district/state committees, etc.		Maintains expertise in content and pedagogy
	Participates in professional workshops		Engages in continuing education
	Other:		
	Comments:		

16. ADHERES TO SCHOOL AND DISTRICT POLICIES, PROCEDURES AND ACCEPTED PRACTICES.			
	Adheres to authorized policies		Strives to stay informed regarding policies and regulations applicable to his/her position.
	Selects appropriate channels for resolving concerns/problems		Exercises responsibility for student management throughout the entire building
	Participates in the development and review of school policies and regulations		Uses discretion in handling confidential information.
	Other:		
	Comments:		



### Professional Growth Goals Form

Online Form: [Click Here](#)

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

Evaluator: \_\_\_\_\_

Class: \_\_\_\_\_

Cycle Years: \_\_\_\_\_

Please list your two Growth Elements, (Marzano), that you have selected based on your Self-Rating, description of the Growth Element/ Goal, and your plan to achieve them.

Growth Element #	Description of the Growth Element	Your Plan to Achieve This Growth Goal

### Pre-Observation Form

*This form should be submitted prior to the planned classroom visitation. Its purpose is to enhance and clarify the understanding of both the teacher and administrator of what will be observed during the visitation.*

Online Form: [Click Here](#)

**Teacher:** \_\_\_\_\_

**Subject/Grade:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

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

**Growth Element #:** \_\_\_\_\_

**Growth Element #:** \_\_\_\_\_

**Content to be taught:**

**List the grade level/course expectations aligned with the lesson presented during instruction.**

**Describe the method(s) you will use to evaluate that student learning has taken place.**

**Identification of Materials:** List the materials that you and your students will use during the lesson.

**Identification and Sequencing of Activities:** *List the activities that you and your students will engage in during the lesson and indicate their sequence by numbering the activities in the order in which they will occur in the lesson.*

**What preceded this lesson?**

**What will follow the lesson?**

## Sample Conference Questions

The following are the types of questions which may be covered during the pre-observation conference. It may be helpful for you to reflect on your process or answers in advance.

1. What do you plan to teach in this period or time of instruction?
2. Why are you teaching this content?
3. How is the content aligned to standards or needs of students?
4. How did you determine that students were ready for this lesson?
5. How did you decide how much content would be taught?
6. Why were the materials selected?
7. What teaching and learning strategies will you use during the lesson?
8. How will you determine what students have learned?
9. How will the class be organized?
10. What is the sequence of activities to be used in this lesson?
11. What strategies do you have to assist students who struggle?
12. How does the evaluation of this lesson fit into the overall evaluation of student progress?
13. What process(es) do you have in place to improve the lesson and learning?

## Post-Observation Conference Form

Online Form: [Click Here](#)

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

Subject/Grade: \_\_\_\_\_

Date of Conference: \_\_\_\_\_

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

### Topics Discussed:

### Recommendations made:

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

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

**Summative Evaluation Form**Online Form: [Click Here](#)

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

Subject/Grade: \_\_\_\_\_

**Level 1 = Beginning****Level 2 = Developing****Level 3 = Applying****Level 4 = Innovating**

<b>Level of Proficiency</b>	<b>Criteria</b>	<b>Comments</b>
	Plans Lessons/Units & Aligns Resources to Curriculum	
	Implements the Lesson	
	Uses Engagement Strategies to Motivate Students	
	Communicates Lesson	
	Demonstrates Knowledge of the Curriculum	
	Sets High Expectations for Student Achievement	
	Maximizes Time on Task	
	Integrates Materials & Methodology	
	Uses Formative and Summative Data to Plan Instruction.	
	Provides Evaluative Feedback	
	Manages the Classroom	
	Establishes and Maintains Effective Relationships with Students	
	Interacts with Parents and Community	
	Promotes Teacher Leadership and Collaboration	
	Participates in Professional Growth Activities	
	Adheres to School and District Policies, Procedures and Accepted Practices	

Some standards may be documented through observation and others may require additional evidence.

### Proficiency Level Rating Chart

Path Forward	Level of Proficiency	Expectation Ratings
3 Year Evaluation Cycle.	Level 4: Innovating	<b>Shows Evidence</b> in all 16 criteria
3 Year Evaluation Cycle.	Level 3: Applying	<b>Shows Evidence</b> in 12 or more of the 16 criteria and <b>Shows Some Evidence</b> in all the remaining criteria. There are NO <b>'Shows No Evidence'</b> for any of the criteria.
1 Year Evaluation Cycle Until You Reach a Level 3 Proficiency	Level 2: Developing	<b>Shows Evidence</b> in 10 or more of the 16 criteria, and has 2 or fewer <b>'Shows No Evidence'</b> .
1 Year Evaluation Cycle with an Action Plan with an Administrator	Level 1: Beginning	Has 3 or more <b>'Shows No Evidence'</b> .

**Data Collection Observation Tool**Online Form: [Click Here](#)

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

Subject/Grade: \_\_\_\_\_

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

Time: \_\_\_\_\_

**1. Plans Lessons/ Units & Aligns Resources to Curriculum**

Follows prescribed curriculum.	Organizes students to interact with content.
Uses available materials and resources	Develops long-range plans and daily lessons
Chooses activities relevant to the prescribed curriculum.	Chooses activities, materials, and resources appropriate for students with special needs.
Considers time available in planning.	Chooses activities appropriate to student abilities.
Demonstrates flexibility in planning.	Other:

**2. Implements the Lesson**

Focuses student attention.	Informs student of objective of the lesson.
Relates the lesson to previous and future lessons to help students process new content.	Provides opportunities for student to practice under direct supervision of the teacher
Provides opportunities for students to practice independently.	Conducts smooth transition from one activity to the next..
Presents new material clearly and logically.	Models, demonstrates, and provides examples.
Monitors student learning continuously.	Provides feedback and re-teaches when necessary.
Other:	

**3. Uses Engagement Strategies to Motivate Students**

Shows concern for students.ent attention.	Uses student interest and background.
Establishes feeling/tone.	Uses extrinsic/intrinsic rewards.
Establishes a level of difficulty which encourages success.	Other:

**4. Communicates Lesson**

Uses variability in presentation.	Speaks clearly
Puts ideas across logically	Chunking content into digestible bites.
Demonstrates enthusiasm, vigor, involvement, and interest in lesson presentation.	Praises, elicits, and responds to student questions.
Other:	

**5. Demonstrates Knowledge of the Curriculum**

Teaches accurate and up-to-date information.	Coordinate learning content with instructional objectives.
Uses effective examples and illustrations.	Identifies critical content from curriculum.
Presents learning content in a logical sequential order.	Other



**6. Communicates High Expectations for Student Achievement**

	Communicates expectations of performance to student.		Uses objective student data to set expectations.
	Encourages participation from all students		Provides appropriate interventions
	Uses high order questioning techniques to promote critical thinking skills.		Uses evaluative feedback to determine level of skill acquisition.
	Other:		

**7. Maximizes Time on Task**

	Begins work promptly.		Maximizes management time.
	Maximizes transition time.		Gives clear and concise directions
	Makes effective use of academic learning time.		Schedules learning time according to policy for the subject area.
	Other:		

**8. Integrates Materials and Methodology**

	Utilizes available supplemental resources.		Integrates materials and resources smoothly into a lesson.
	Organizes materials, supplies, and equipment prior to the lesson.		Demonstrates ability to conduct lessons using a variety of methods.
	Uses available technology.		Other:

**9. Uses Formative and Summative Data to Plan Instruction**

	Makes methods of evaluation clear and purposeful to students.		Uses student data to plan instruction.
	Prepares assignments/assessments which reflect the materials which has been taught.		Monitors student progress through a variety of appropriate evaluation techniques.
	Uses available technology.		Other:

**10. Provides Feedback on Progress**

	Provides feedback on assignments as quickly as possible.		Gives written and oral comments, as well as points or scores
	Makes opportunities for one-to-one conferences to discuss student progress.		Interpret test results to students and parents.
	Other:		

**11. Manages the Classroom**

	Promotes self-discipline.		Clearly communicates rules and procedures for classroom behavior
	Manages disruptive behavior constructively.		Demonstrates fairness and consistency.
	Manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements.		Arranges the classroom for effective instruction.
	Other:		

**12. Establishes and Maintains Effective Relationships with Students**

	Gives constructive feedback	Promotes positive self-image in students.
	Makes an effort to know each student as an individual.	Communicates with students accurately and with understanding.
	Creates a climate in which students display initiative and assume a personal responsibility for learning.	Provides opportunities for each student to celebrate progress and success.
	Other:	

**13. Interacts with Parents and Community**

	Encourages community involvement with the school.	Supports Parents/Teachers activities.
	Provides a climate which opens up communication between the teacher and parent.	Communicates with parents in the best interest of the students.
	Provides information related to support resources.	Other:

**14. Promotes Teacher Leadership and Collaboration**

	Cooperates with other teachers, the administration, and other educational personnel.	Informs administration and/ or appropriate personnel of school related items.
	Makes use of support services as needed.	Shares and collaborates on ideas and methods with other teachers.
	Other:	

**15. Participates in Professional Growth Activities**

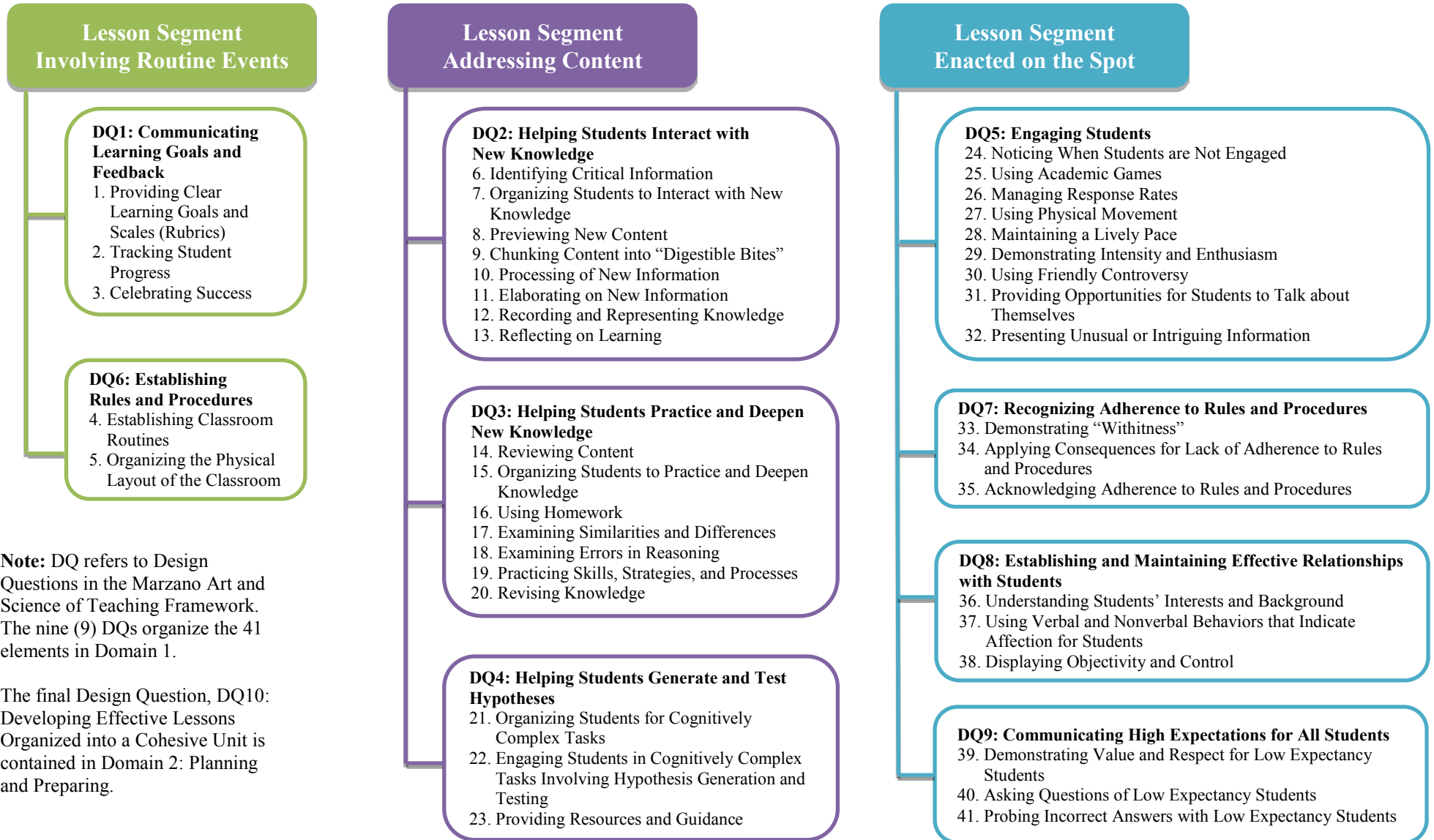
	Is involved in Professional Associations	Participates in District/State committees, etc.
	Participates in Professional Workshops.	Attends professional meetings.
	Maintains expertise in content and pedagogy.	Engages in continuing education.
	Other:	

**16. Adheres to School and District Policies, Procedures, and Accepted Practices**

	Adheres to authorized policies.	Selects appropriate channels for resolving concerns/problems.
	Participates in the development and review of school policies and regulations.	Strives to stay informed regarding policies and regulations applicable to his/her position.
	Exercises responsibility for student management throughout the entire building.	Uses discretion in handling confidential information.
	Other:	

**Domain 1: Classroom Strategies and Behaviors**

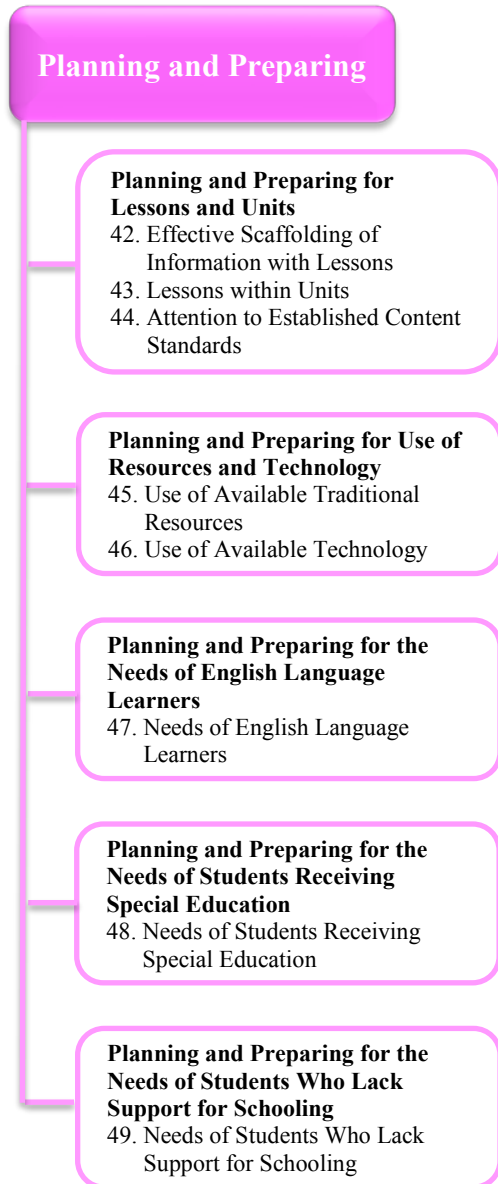
Domain 1 is based on the Art and Science of Teaching Framework and identifies the 41 elements or instructional categories that happen in the classroom. The 41 instructional categories are organized into 9 Design Questions (DQ) and further grouped into 3 Lesson Segments to define the Observation and Feedback Protocol.



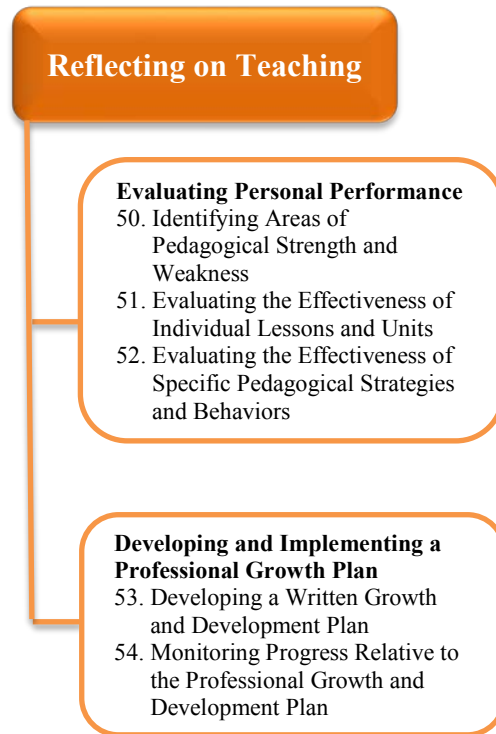
**Note:** DQ refers to Design Questions in the Marzano Art and Science of Teaching Framework. The nine (9) DQs organize the 41 elements in Domain 1.

The final Design Question, DQ10: Developing Effective Lessons Organized into a Cohesive Unit is contained in Domain 2: Planning and Preparing.

**Domain 2: Planning and Preparing**



**Domain 3: Reflecting on Teaching**



**Domain 4: Collegiality and Professionalism**

