

Mineola UFSD
Annual
Professional
Performance
Review (APPR)
Plan:
"A Living Document"

Revised 2009-2010

This plan replaces the previous document entitled
Professional Development, Supervision and Evaluation

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Section A

Background and General Information

MISSION STATEMENT

The Mission of the Mineola Union Free School District is to inspire each student to be a life-long learner, pursue excellence, exhibit strength of character, and contribute positively to a global society.

PURPOSE

To fulfill this mission, the District has adopted a professional growth and development program that will stimulate professional inquiry, reflection, and conversation for the purpose of improving the quality of instructional delivery in the district, as well as enhance the respect and trust between and among the professional staff. In Mineola, we believe that education and educators must strive for professional and instructional improvement through professional development, supervision, and evaluation, all components being mutually supportive and interdependent.

The individual professional staff member has a responsibility to himself or herself, to the district, and to the students to continue growing as a professional. Inherent in this philosophy is the basic premise of mutual respect supported by both the individual and the district, and their commitment to the highest standards of professional integrity.

A mutually agreed upon annual plan will be developed between a professional staff member and administrator(s) and will include all domains of The Framework for Teaching within a four year cycle.

DEVELOPMENT OF THE REVISED PLAN

In order to meet the regulations of the Commissioner of Education, districts are required to revisit the Annual Professional Performance Review (APPR) plan. The intent of the document is to describe the practices and procedures in the evaluation process for teachers, teacher assistants, and other professional staff members. The standing committee of teachers and administrators, facilitated by Charlotte Danielson, conducted the review.

We believe that in order to provide the greatest opportunity for student success, we must take advantage of research and recognized best practices in the delivery of instruction. At the heart of our APPR lies the work of Charlotte Danielson's "Enhancing Professional Practice: A Framework for Teaching." This framework identifies those aspects of the professionals' responsibilities that are documented through empirical studies and theoretical research as promoting student learning. This work is recognized worldwide as a definitive document representing research and validation of best practices relative to the teacher evaluation process.

Through her guidance and facilitation, the committee worked together with Ms. Danielson to develop a comprehensive, cohesive plan designed to meet the needs of all teachers, teacher assistants, and professional staff. The plan provides opportunities for professional self-directed improvement and discovery, as well as direct assistance in the pursuit of improved teacher effectiveness.

What follows is the work of a group of dedicated professionals who believe that the best work and thinking comes from the minds of many through collaboration, mutual respect, and trust. The following committee of administrators and facilitators developed the plan.

Ida Ayres

Principal, Jackson Avenue School

Beth Janowitz

Assistant Principal, Middle School

Maureen Cromwell

Hampton Street School

Elizabeth Jordan

Cross Street School

Matt DeLuca

Jackson Avenue School

Danielle Kaminsky

Principal, Hampton Street School

Patrice Dobies

Pupil Services Chairperson

Connie Killian

Meadow Drive School

Ed Escobar

Assistant Principal, High School

Kim Millan

Cross Street School

Sheryl Goffman

Director of Elementary Education

Steve Mitchell

Middle School

Greg Greer

High School

Dominic Mucci

Assistant Superintendent

Kathy Interrante

High School

Linda Villalta

Middle School

Charlotte Danielson, Consultant

Development of the Original Professional Development, Supervision and Evaluation Plan

The committee felt it important to honor the work and commitment of those who were involved in developing the original “Professional Development, Supervision and Evaluation Program”. This document was developed over a period of 3 years, from 1988 to 1991, piloted and eventually adopted by the district in 1992. With much gratitude, we say “THANK YOU” to the following individuals for having the foresight and vision to produce this valuable tool:

The Original Committee

Ida Ayres

Principal, Elementary

Joan Benatti

Teacher, Elementary

Noreen Fitzpatrick

Teacher, Middle School

Noel Glick

Principal Elementary

Ken Lew

Teacher, Academically Gifted

David Malle

Teacher, Special Education

Scott McMullen

Director, Science K-12

Fern Moskowitz, Ed.D.

Assistant Principal

Eleanore O’Sullivan

Nurse Teacher

Rob Ratner

Director Fine Arts

Teresa Richards

Elementary Teacher

Michael Terc

Assistant Principal

FACILITATORS

Facilitators are a key component of the district's Annual Professional Performance Review plan. These individuals are selected and appointed by the Board of Education. They receive a stipend for their services and are involved in professional development activities to promote best instructional practices. The roles and responsibilities of the facilitator include the following:

- The facilitators will meet and have regular contact with all instructional staff members.
- The facilitators will be available on a scheduled basis.
- The facilitators will participate in conflict resolution where necessary.
- The facilitators will educate instructional staff members regarding the Annual Professional Performance Review Plan. This includes the Annual Professional Plan and the components of the Framework for Teaching.
- The facilitators will be available to instructional staff members in formulating, reviewing, and/or implementing their annual plans.

ADMINISTRATORS & FACILITATORS 2009-2010

(* Member of the standing APPR Committee)

High School

Ed Escobar*
Principal

Hilary Bernstein*
Supervisor of Guidance

Greg Greer*

Middle School

Mark Barth*
Principal

Steve Mitchell*

Linda Villalta*

Cross Street

Devra Small
Principal

Kim Morrissey*

Hampton Street

SueCaryl Fleischmann
Principal

Peggie Moroney*

Jackson Avenue

Matthew Gaven
Principal

Matt DeLuca*

Meadow Drive

Patricia Molloy
Principal

Jeanine Gallina*

Willis Avenue

Deborah Shaw*
Principal

Denise Maynard*

Central Office

Sheryl Goffman*
Deputy Superintendent

OPERATIONAL GUIDELINES

The Mineola School District requires all members of the professional staff to develop an *Annual Professional Plan* as part of the Annual Professional Performance Review (APPR). The elements of this plan are broken down as follows:

Professional Development – The purpose of Professional Development is to help the professional staff acquire new understandings and professional/instructional skills and practices.

Professional Practice – The purpose of Professional Practice is to assist and support professional staff in improving and enhancing their professional practices.

Evaluation – The purpose of Evaluation is to judge how effectively the professional fulfills his/her educational responsibilities as outlined by The Framework for Teaching.

The purpose of Annual Professional Plans is to improve the quality of instructional delivery in the district by integrating Professional Development, Professional Practice and Evaluation into a comprehensive systematic program.

To continue growing, a professional staff member will direct his/her Professional Development and Professional Practice on areas of focus which are mutually agreed upon by the staff member and his/her administrator(s).

The Evaluation component for all professional staff members is included in the Annual Professional Performance Review (APPR) plan. This plan contains several different tracks which correlate with the status and needs of the individual member. These tracks are:

In-Depth - for all non-tenured probationary staff members. In the tenure year, the Principal must be an evaluator.
- for tenured staff members every fourth year.

Support Track – for a tenured professional whose performance has been found unsatisfactory.

Clinical Assessment – for a tenured professional who did not exhibit enough improvement in Support Track and now requires a revised plan.
- for a non-tenured professional whose performance has been found basic in any of the 22 components of The Frameworks of Teaching.

The term, Professional Staff Member, refers to all certified instructional staff members and related services providers in the negotiated agreement between the Mineola Union Free School District and the Mineola Teachers Association.

Every Professional Staff Member will meet with a maximum of two administrators to develop his/her Annual Growth Plan by October 15th. Part-time professional staff members are placed in the In-Depth Plan at the time of hire and remain in this plan for three years. If the individual has continued to provide satisfactory service for the three year period, they will be included in the four year cycle of the APPR plan. Leave replacement teachers are also placed in depth for the period of time they are employed by the district.

Section B

Time Lines

Mineola Union Free School District
Annual Professional Performance Review (APPR)
Timeline of Events

| Event | Non-tenured | Tenured |
|--|--------------------|----------------|
| Completion date for APPR Yearly Plan | October 15 | October 15 |
| Completion of first Event | By October 30 | |
| Completion of second Event | By December 30 | |
| Unsatisfactory placed in Clinical Assessment | January 15 | |
| Completion of third Event | By February 15 | |
| Unsatisfactory performance by part-time staff place in clinical assessment | March 1 | |
| Unsatisfactory performance placed in Support Track | | March 1 |
| Those in clinical assessment told of their status | April 1 | |
| Completion of fourth Event | By April 15 | |
| Part-Time staff in clinical assessment told of their status | May 30 | |
| Those in support Track placed in Clinical Assessment or back in APPR cycle | | May 30 |
| Narrative reflections completed by all professional staff | June 1 | June 1 |
| Administrator conference to discuss year and plan for next year | June 15 | June 15 |

Section C

Evaluation of Professional Staff Members

Annual Professional Performance Review (APPR) The Evaluation Component

The Mineola Union Free School District uses The Frameworks of Teaching as its evaluation tool

The In-Depth Track – This track is designed to determine how effectively a professional staff member fulfills his/her educational and professional responsibilities. The *non-tenured probationary professional* is placed in this track every year and is expected to demonstrate proficiency in all components of the four domains of The Frameworks for Teaching during the probationary period in order to be considered for tenure in the Mineola UFSD. The *tenured professional* staff member, who has proven to be competent and is expected to continue to perform at this level, is placed in this track once every four years.

Support Track – This track is designed for *tenured staff members only*. If a tenured staff member's performance has been deemed unsatisfactory, this track provides the opportunity for the professional staff member to receive support to improve in the component(s) identified as unsatisfactory. Professional staff members are in support for a specified period of time. Support Track can last for a period of time determined by the administrator and the professional staff member up to May 30th. At that time, the administrator must notify the professional staff member of his/her status for the following year. If, in the judgment of the evaluator, there has not been enough improvement during the Support Track period, then the tenured professional staff member will be placed in Clinical Assessment for the following year.

Clinical Assessment – This track is designed for the *tenured or untenured professional* staff member whose performance has been deemed so unsatisfactory as to require a revised Annual Professional Plan. The new plan must outline intensive prescribed professional development as well as expert collegial support so the professional staff member shall have the opportunity to exhibit improvement in components(s) identified as unsatisfactory. A facilitator must be involved in this process to assist in the formulation of the new plan. Professional staff members are in Clinical Assessment for a specified period of time.

Process

The In-Depth Evaluation for professional staff members will include:

- At least two (2) formal classroom observations
 - *At least two (2) formal observations of student/professional interaction for related services providers.
- At least one (1) additional event (suggested activities listed below)
- There is a minimum of three events, there is no maximum number of events
- Unannounced evaluative events may be part of the mutually agreed upon plan. (Pre and post conferences are still necessary.)
- A pre-observation/event conference between the professional staff member and the evaluator must take place prior to the announced observation/event, and a mutually agreed upon date and time should be determined for the observation/event to take place.
- A post-observation/event conference should follow the evaluative event within five (5) days. The purpose of this conference is to discuss and reflect upon the observation/event.
- A written evaluation report of the observation/event should be prepared by the Evaluator and received by the professional staff member within five (5) days of the post-observation conference.
- By June 1st of each year the professional staff member will prepare a written professional reflection form. (See form section)
- By June 1st of each year the professional staff member will complete a professional development survey
- On or before June 15th of each year, a final written evaluation will be prepared by the administrator. This evaluation assesses performance in all 22 components and/or the four domains of the Framework for Teaching.

Suggested Activities for Other Evaluative Events:

- Review of artifacts (This may include unit plans, lesson plans, journals, parent communications, anecdotal records, etc.)
- Archival review (review of record keeping, filing, management systems)
- Review of student work
- Parent-Teacher Conference
- Collegial planning session
- IST or CSE meeting
- Presentation at a faculty meeting, PTA meeting, parent information meeting, etc.
- Coordination of school event
- Performance, such as Fine or Performance Arts
- Any other mutually agreed upon activity.

Guidelines for Probationary Teachers:

The probationary period for non-tenured professional staff members is generally three years. However, professionals who have been tenured in another New York State school district will be considered for tenure in Mineola UFSD after two years of probation. The Superintendent, upon confirmation of employment, will make this determination.

Part-time and leave replacement professional staff members are employed on a year-to-year basis, but are included in the APPR plan for evaluation. Part-time professional staff members are placed in the In-Depth Evaluation cycle for the first three years of employment. If the individual has continued to demonstrate satisfactory performance during this three year period, then he/she will be included in the four-year cycle of the APPR plan. Leave replacements are employed on a yearly basis and are included in this process.

In addition to the In-Depth Evaluation process, non-tenured professional staff members must participate in the following

- In year 1, non-tenured professional staff members will be required to attend a District Orientation before the school year begins for purposes that include learning about the Annual Professional Performance Review process.
- In year 1, non-tenured professional staff members will be required to attend the Professional Residency Program, a series of District Staff Development workshops, which are intended to support professional growth and develop skills and strategies to enhance and improve instruction.
- A Professional Portfolio is required for presentation to the Superintendent for tenure review of non-tenured professional staff members.

Non-tenured and part-time professional staff members should meet with their building facilitator to discuss and become familiar with the APPR and the In-Depth Evaluation Process.

Although a specific timeline is established, the non-tenured professional staff member may be placed in Clinical Assessment at any time during his or her probationary period, up to January 15th, and a part-time professional staff member may be placed in Clinical Assessment up to March 1st. If improvement is not observed, the non-tenured professional staff member will be notified by April 1st, and the part-time professional staff member will be notified by May 30th of his/her status for the following term or year.

Section D

Forms

**Mineola Union Free School District
Annual Professional Performance Review (APPR)
Support Track/ Clinical Assessment Form**

Staff Member: _____ School: _____

Position: _____ Year: _____

Facilitator: _____ Expert Coach: _____

Time Period: Starting Date: _____ Review Date(s): _____

| Areas for Assessment (Related to Domains) | Activities/Events | Dates | Evaluator |
|--|-------------------|-------|-----------|
| | | | |

A copy of this plan was received and mutually agreed upon by:

Staff Member's Signature _____ Date _____

Administrator's Signature _____ Date _____

Second Evaluator's Signature _____ Date _____

Mineola Union Free School District

Annual Professional Performance Review (APPR)

Annual Professional Plan

2006-2007

Please refer to "How to Complete Your Yearly Plan" before your planning conference

Name: _____ School: _____
 Evaluator 1: _____ Last Year In-Depth: _____
 Evaluator 2: _____ Years in District: _____

This Year's Focus:

Professional Development: List the activities you plan to participate in that occur *OUTSIDE* the school day that relate to your focus this year:

Direct Hours (After school):

Courses or Conferences:

Professional Practice: List the activities you plan to participate in that occur *DURING* the school day that relate to your focus:

In-direct Hours (During School):

District Initiatives or work with colleagues:

Evaluation: If you are in depth please complete the items below:

| Event | Domain Focus | Evaluator | Suggested Dates |
|--------|--------------|-----------|-----------------|
| One: | | | By 10/30 |
| Two: | | | By 12/15 |
| Three: | | | By 2/15 |
| Four: | | | By 4/15 |

Note: A minimum of two events must be classroom observations

Signature _____ Date: _____
 Evaluator 1 _____ Evaluator 2 _____

Mineola Union Free School District Annual Professional Performance Review (APPR)

How to Complete Your Yearly Plan

Focus: Please list your major area of focus for the year. Your focus should be broad enough to encompass all of your goals for the year but not myopic in scope.

For example: I want to continue to learn about differentiated instruction

Professional Development:

Professional development takes place outside of the school day and should be related to your focus. While not all professional development topics are required to work in conjunction with your focus, a majority of them should.

Some examples of Professional Development:

- Course work
- Direct Hours (After school)
- Conferences
- Professional Readings

Professional Practice:

Professional Practice takes place during the day and should be related to your focus. While not all professional practice topics are required to work in conjunction with your focus, a majority of them should.

Some examples of Professional Practice:

- In-direct hours (During School)
- Collegial Circles
- Expert Coaching
- Mentoring
- Peer coaching
- Collaboration
- Self Improvement
- Implementation of Skills learned in Professional Development

Pre Conference Report

LEARNING CONTEXT:

Sample Questions:

What are the goals or objectives of this lesson? What do you intend for students to learn and be able to demonstrate as a result of the instruction or activities? Why are these goals or activities appropriate for these students at this time? How do the goals or objectives address the content standards? How do they build on previous learning? How do they lead to future learning?

LEARNER CHARACTERISTICS :

Sample Questions:

Describe this class for me: Who is in the class? What is it like? How are students with special needs attended to? What classroom management problems exist? How are they dealt with? How are the brightest students' needs met?

ASSESSMENT

Sample Questions

How will you assess student achievement of these goals or objectives? Why have you chosen the above approach(es) to assessment, and how will you make use of the results?

INSTRUCTIONAL STRATEGIES AND MATERIALS

Sample Questions:

Describe your plan for instructional delivery addressing the following. Please be prepared to share your rationale and plan for your choices.

- *Instructional Strategies*
- *Grouping of students*
- *Activities*
- *Instructional materials, resources, and technology*
- *Modifications for the special needs students*
- *Accommodations for different levels of learners and different approaches to learning*

Event/ Observation Report

Domain One- Planning and Preparation

The observer will record factual examples of what was witnessed, where this evidence falls in the Danielson rubric.

Domain Two- The Classroom Environment

The observer will record factual examples of what was witnessed, where this evidence falls in the Danielson rubric .

Domain Three- Instruction:

The observer will record factual examples of what was witnessed, where this evidence falls in the Danielson rubric.

Domain Four- Professional Responsibilities

The observer will record factual examples of what was witnessed, where this evidence falls in the Danielson rubric.

Post Observation Report

Teacher Reflection:

Sample Questions:

How do you believe the lesson went? Would you change or modify anything? Why? Which part of the lesson was most productive? During which part of the lesson were the students most engaged? How did check for understanding?

Observer Reflection:

Evaluator's objective opinion of the correlation between what was planned (pre- conference) and what was implemented (event). Did the teacher meet his/her learning objective(s)? Was the classroom environment conducive to learning? Was there evidence of understanding?

Planning For Future Instruction:

Evaluator's statement of which patterns should be continued (strengths) and alternate strategies are developed where appropriate (area of focus). This section must be specific so that both teacher and second evaluator are informed of the evaluator's recommendation for future instruction.

Mineola Union Free School District
Annual Professional Performance Review (APPR)
Professional Reflection

Please reflect on your year:

To what extent did you achieve your focus? How do you know?

Describe the activities you participated in this year that influenced your teaching or professional practice and/or your personal growth. Explain the influence of these activities.

What are your areas of greatest growth?

What professional activities do you hope to pursue next year?

Section E

Framework For

Teaching

Domain 1: Planning and Preparation

Domain 1 assesses how a teacher organizes the content that students are to learn and how instruction is designed. Content must be understood as well as transformed through instructional design into sequences of activities and exercises that make it accessible to students. All aspects of the teacher's plans - instructional goals, strategies, learning activities, materials, resources, and assessments - are aligned and adapted for individual students. Assessment techniques must also reflect the instructional goals and should document student progress during and at the end of a teaching episode. Assessments should be appropriate in both their content and the process used to gather information.

Teachers who excel in Domain 1 design instruction that reflects an understanding of content and the important concepts and principles within that content. Instructional design is coherent in its approach to topics, includes sound assessment methods, and is appropriate to the range of students in the class.

COMPONENTS OF DOMAIN 1: PLANNING AND PREPARATION

| | |
|---|--|
| Knowledge of Content and Teaching Practices | Teacher has solid content knowledge, with evidence of continuing pursuit of such knowledge. Plans and practices build upon knowledge and understanding of essential relationships. Teaching practices reflect current research and teachers continue their search for best practices in instruction. |
| Knowledge of Students | Teacher has knowledge of typical developmental characteristics of age group, students' skills and needs, as well as interests and/or cultural heritage, and uses this knowledge, where appropriate, in instructional planning. |
| Selecting Instructional Goals | Goals are valuable and clearly articulated. They establish high expectations, but account for varying learning needs of individual students or groups, and they permit viable methods of assessment. |
| Knowledge of Resources | Teacher is aware of school and district resources and actively seeks out additional resources and materials to enhance instruction |
| Designing Coherent Instruction | Learning activities are relevant to students and instructional goals. Materials and resources engage students in meaningful learning. Instructional groups are varied, as appropriate to the different instructional goals, and the lessons or unit's structure is clear and allows for different pathways according to student needs. |
| Assessing Student Learning | Assessments are congruent with the instructional goals. Assessment criteria and standards are clear and have been clearly communicated to students. Students are aware of how they are meeting the established standards, and they participate in planning the next steps. |

Domain 2: The Classroom Environment

Domain 2 assesses the interactions that occur in a classroom, which are, in themselves, non-instructional, but they are necessary for effective instruction. Such activities and tasks establish a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for students to take risks. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment is supportive of the stated instructional purposes. Students should contribute to the smooth functioning of the classroom.

Teachers who excel in Domain 2 consider their students as real people, with interests, concerns, and intellectual potential. The students regard the teacher as a concerned and caring adult and entrusts him or her with their futures. Such teachers always recognize their role as adults and know that their natural authority with students is grounded in their knowledge and expertise, rather than in their role alone. These teachers are clearly in charge, but their students regard them as a special sort of friend, a protector, a challenger, someone who will permit no harm.

COMPONENTS OF DOMAIN 2: THE CLASSROOM ENVIRONMENT

| | |
|---|---|
| Creating and Environment of Respect & Rapport | Teacher and students demonstrate genuine caring and respect for one another as individuals and as students. |
| Establishing a Culture for Learning | Teacher conveys genuine enthusiasm for the subject, and students demonstrate curiosity, a commitment to the value of the content, and an acceptance of high expectations. |
| Managing Classroom Procedures | Student groups are engaged in well-organized tasks, with students assuming responsibility for productivity. Transitions are smooth and efficient. Routines are well established, and students take an active role in performing non-instructional duties. |
| Managing Student Behavior | Standards of conduct are clear to all students. Teacher is aware of student behavior at all times and effectively responds to misbehavior in an appropriate manner, being sensitive to students' individual needs. |
| Organizing Physical Space | The classroom is safe, the furniture arrangement is conducive for learning, and physical resources are accessible and used by both teacher and students. |

Domain 2 satisfies NYS Professional Performance Review Criteria for Instructional Delivery and Classroom Management.

Domain 3: Instruction

Domain 3 assesses the actual engagement of students in content and the ability of teachers to enhance student learning. Students should be able to construct meaning and participate in a community of learners.

Teachers who excel in Domain 3 create an atmosphere of excitement about the importance of learning and the significance of content. They care deeply about their subject and invite students to share the journey of learning about it. Teachers provide clear communication and productive feedback. Students are engaged in meaningful work, which provides skills and knowledge necessary for answering important questions, or contributing to important projects and valuable discussions. Such teachers motivate students through their organization and presentation of content, the roles they encourage students to assume, and the student initiative they expect. The work is real and significant, and it is important to students, as well as to teachers.

COMPONENTS OF DOMAIN 3: INSTRUCTION

| | |
|--|---|
| Communicating Clearly and Accurately | Teacher directions and procedures are clear to students and contain an appropriate level of detail. Spoken and written language is clear and accurate, and vocabulary is appropriate to students' age and interests. |
| Using Questioning and Discussion Techniques | Teacher's questions are of high quality and allow adequate time from students to respond. Students contribute in effective discussions and ensure that all voices are heard. |
| Engaging Students in Learning | Content is represented appropriately and links well with student knowledge and experience. Activities, assignments, and instructional groups are appropriate and students are actively engaged in them. Instructional materials and resources are suitable to the instructional goals and engage students mentally. The lesson's structure allows for reflection and closure. |
| Providing Feedback to Students | Feedback is consistently provided in a timely manner and is of high quality so it can be used by students in their learning. |
| Demonstrating Flexibility and Responsiveness | Teacher makes smooth adjustments to lessons, seizes opportunities to enhance learning, building on spontaneous events, and continually seeks approaches for students who are having difficulty learning. |

Domain 4: Professional Responsibilities

Domain 4 assesses activities associated with being a true professional. This would include self-reflection and professional growth that enhances instruction and improves knowledge and skills, contributions made to the school, the district, and the profession as a whole, as well as interactions with families of students and other professionals. Also included would be contacts with the larger community, maintenance of records and paperwork, and advocacy for students.

Teachers who excel in Domain 4 are highly regarded by colleagues and parents and can be depended upon to serve students' interests and the larger community. They maintain accurate records, communicate frequently with families, and continually pursue activities for professional development. They are active in professional organizations, in the school, and in the district, and are known as educators who go beyond the technical requirements of their jobs to contribute to the general well-being of the institutions of which they are a part.

COMPONENTS OF DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

| | |
|---|---|
| Reflecting on Teaching | Teacher can accurately assess a lesson's effectiveness in achieving goals and make suggestions for alternative approaches for future lessons. |
| Maintaining Accurate Records | Teacher's systems for maintaining information on student progress, completion of assignments and non-instructional activities is highly effective. |
| Communicating with Families | Teacher communicates with parents frequently regarding the instructional program and students' progress and responds to parent concerns with sensitivity. Efforts to engage families in the instructional program are frequent and successful |
| Contributing to the School and District | Teacher's relationships with colleagues are supportive and cooperative. Teacher makes substantial contribution by volunteering to participate in school events and school and district projects, often assuming a leadership role. |
| Growing and Developing Professionally | Teacher seeks out opportunities for professional development and actively participates in assisting other educators. |
| Showing Professionalism | Teacher is proactive in serving students by seeking out resources, ensuring that all students are respected, and participating in team or department decision-making. |

FRAMEWORK FOR TEACHING*DOMAIN SUMMARIES*

| | Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|--|---|--|
| Domain 1 Planning and Preparation | Teacher's plans reflect little understanding of the Content, the students, and available resources. Instructional goals are either lacking or inappropriate; assessment methodologies are inadequate. | Teacher's plans reflect moderate understanding of the content, the students, and available resources. Some instructional goals are suitable to the students as a group, and the approaches to assessment are partially aligned to the goals. | Teacher's plans reflect solid understanding of the content, the students, and available resources. Instructional goals represent important learning suitable to most students. Most elements of the instructional design, including the assessments, are aligned to the goals. | Teacher's plans based on extensive content knowledge and understanding of students, are designed to engage students in significant learning. All aspects of the teacher's plans – instructional goals, learning activities, materials, resources, and assessments, are in complete alignment, and are adapted for individual students. |
| Domain 2 The Classroom Environment | The classroom environment is characterized by chaos and conflict, with low expectations for learning, no clear standards of student conduct, poor use of physical space, and negative interactions between individuals. | The classroom environment functions somewhat effectively, with modest expectations for student learning and conduct, and classroom routines and use of space that partially support student learning. Students and the teacher rarely treat one another with disrespect. | The classroom environment functions smoothly, with little or no loss of instructional time. Expectations for student learning are high, and interactions among individuals are respectful. Standards for student conduct are clear, and the physical environment supports learning. | Students themselves make a substantive contribution to the smooth functioning of the classroom; with highly positive personal interactions, high expectations and student pride in work, seamless routines, clear standards of conduct and a physical environment conducive to high-level learning. |
| Domain 3 Instruction | Teacher's instructional choices result in lack of clarity, low-level questions, little student engagement or participation in discussion, little or no feedback on learning, and rigid adherence to an instructional plan despite evidence that it should be revised or modified. | Teacher's instructional choices result in partial student engagement in learning, resulting from communication that is not entirely clear, uneven use of questioning and discussion strategies and instructional activities and materials. The teacher displays modest use of feedback to students, and is moderately flexible in response to students' interests and their success in learning. | All students are engaged in learning, resulting from clear communication, successful use of questioning and discussion techniques, activities and assignments of high quality, and productive use of feedback. The teacher demonstrates flexibility in contributing to the success of the lesson and of each student. | All students are highly engaged in learning, and make material contributions to the success of the class, through their formulation of questions and participation in discussions, active involvement in learning activities, and use of feedback in their learning. The teacher ensures the success of every student by creating a high level learning environment, providing timely feedback of high quality, and persisting in the search for approaches to meet the needs of students. |
| Domain 4 Professional Responsibilities | Teacher demonstrates low levels of professionalism, with poor record-keeping systems and skills in reflection, little or no communication with families or colleagues, and avoidance of school and district responsibilities and participation in activities for professional growth. | Teacher demonstrates moderate levels of professionalism, with rudimentary record-keeping systems and skills in reflection, modest communication with families or colleagues, and compliance with expectations regarding participation in school and district projects and activities for professional growth. | Teacher demonstrates a genuine sense of professionalism by engaging in accurate reflection on instruction, maintaining accurate records, communicating frequently with families, actively participating in school and district events, and engaging in activities for professional development. | Teacher's sense of professionalism is highly developed, reflecting very perceptive use of reflection, effective systems for record-keeping and communication with families, and leadership roles in both school and district projects and professional development activities. Where appropriate, students contribute to the systems for record-keeping and family communication. |

