Section 1249 Teacher and School Administrator Evaluation Tools
Public Website Report
Madison School District

The following information is intended to comply with the requirements of Sections 1249 and 1249b of the Revised School Code, which requires that this information be available on the District's public website. **Nothing contained in this web report is intended to eliminate any requirement to comply or otherwise prevent Madison School District from complying with the requirements of Michigan's Revised School Code, Madison School District Board Policy, and/or other applicable laws, policies, or guidelines related to the performance evaluation of teachers and school administrators.**

A Description of the Evaluation Tool(s) Adopted and Implemented by the District

Teacher Evaluation Tool(s)	Is the Evaluation Tool on MDE's List?	If on the list, has the Evaluation Tool been modified?	Is the Evaluation Tool a locally developed tool?
1. Charlotte Danielson's Framework for Teaching	Yes	No	No
District-level, Building-level School, and Superintendent Administrator Evaluation Tool(s)	**Is the Evaluation Tool on MDE's List?**	**If on the list, has the Evaluation Tool been modified?**	**Is the Evaluation Tool a locally developed tool?**
1. MASA School ADvance Administrator Evaluation Instrument	Yes	No	No
Other Tool(s)	**Is the Evaluation Tool on MDE's List?**	**If on the list, has the Evaluation Tool been modified?**	**Is the Evaluation Tool a locally developed tool?**

Charlotte Danielson's Framework for Teaching

(a)   *The research base for Charlotte Danielson's Framework for Teaching evaluation framework, instrument, and process is:*

The Framework for Teaching evaluation tool was developed by Charlotte Danielson. During her career, Ms. Danielson has served as a teacher, school administrator, and educational consultants in school districts throughout the United States. She is a recognized expert in the areas of teacher quality and evaluation, performance assessment, and evaluation. She has also authored several books and articles related to performance evaluation of educators.

"The framework for teaching is based on the Praxis III criteria developed by the Educational Testing Service (ETS) after extensive surveys of the research literature, consultation with expert practitioners and researchers, wide-ranging job analyses, summaries of the demands of state licensing programs, and fieldwork. The knowledge base for the assessment criteria used in Praxis III: Classroom Performance Assessments was derived over an extended period (1987 to 1993) from three distinct sources: the "wisdom of practice" (Shulman, 1987) of experienced teachers, the theory and data developed by educational researchers, and the requirements developed by state teacher-licensing authorities." *Enhancing Professional Practice a Framework for Teaching*. 2nd edition, p. 184, 2007.

The Framework for Teaching evaluation tool is comprised of four domains: (1) planning and preparation, (2) the classroom environment, (3) instruction, and (4) professional responsibilities. Each domain includes separate components, which are used to assess the individual's performance in the domain. Because the domains focus on separate and distinct areas of individual's job responsibilities, the research relied upon to validate each domain varies.

A significant amount of research contributed to the development of Charlotte Danielson's A Framework for Teaching evaluation tool. The following excerpts reflect various research that contributed to the development of the A Framework for Teaching evaluation tool. This information was taken from *Enhancing Professional Practice: A Framework for Teaching, 2nd Edition,* by Charlotte Danielson, Alexandria, VA: ASCD. © 2007 by ASCD. It is being reprinted with permission.

DOMAIN 1: PLANNING AND PREPARATION

"Good planning sets the stage for good teaching, which in turn fosters optimal learning. Teachers who know how to plan know precisely what they want to accomplish – or more exactly, what they want their students to accomplish. Poor planning results in no one, including the teacher, having a clear understanding of what is to be accomplished. Effective instruction starts with an organized instructional plan." Danielson, Charlotte,

Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, 2007. referencing Skowron, J. *Powerful lesson planning models: The art of 1,000 decisions.* Arlington Heights, IL: Skylight Training and Publishing (2001).

"We expect teachers to understand what they teach and, when possible, to understand it in several ways. They should understand how a given idea related to other ideas within the same subject area and to ideas in other subjects as well." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Shulman, L.S. Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22 (1987).

"The key to distinguishing the knowledge base of teaching lies at the intersection of content and pedagogy, in the capacity of a teacher to transform the content knowledge he or she possesses into forms that are pedagogically powerful and yet adaptive to the variations in ability and background presented by the students." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Shulman, L.S. Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57(1), 1-22 (1987).

"The importance of becoming familiar with and building on students' knowledge and skills (Component 1b) is also the focus of much research and writing. The work of Sykes and Bird (1992) strongly demonstrates that prior conceptions exert a powerful hold and are difficult to alter. Therefore, teachers are best positioned to help students engage in meaningful learning or dispel misconceptions when they understand and recognize the value of their students' knowledge and strive to add to it. Marzano addresses major factors that influence the development of academic background knowledge. He believe that the number of experiences that students encounter in school will directly add to their knowledge of content." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Sykes, G. & Byrd, T. Teacher education and the case idea. *Review of Research in Education*, 18, 457-521 (1992).

"[w]hen teachers recognize and honor the human impulse to construct new understandings, they create unlimited possibilities for students. Also consistent with these findings, an American Psychological Association publication defines learning as 'an individual process of constructing meaning from information and experience, filtered through each individual's unique perceptions, thoughts, and feelings." Danielson, Charlotte, *Enhancing*

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Professional Practice: A Framework for Teaching, 2nd Edition, 2007. referencing Brooks, J. G., & Brooks, M.G., *In search of understanding: The case for constructivist classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development (1993).

"School success depends upon how effectively we select, define, and measure progress and how well we adjust toward goals." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Jones, J. *Praxis III teacher assessment criteria research base*. Princeton, NJ: Educational Testing Services (1992).

"If you think your students can't achieve very much, are perhaps not too bright, you may be included to teach simple stuff, do a lot of drills, read from your lecture notes, give simple assignments calling for simplistic factual answers." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Rhem, J. Pygmalion in the classroom. *The National Teaching and Learning Forum*, 8(2) (1999).

"Connect what happens in the classroom to the students, either directly or by helping them discover links to the world beyond the classroom, since people learn best when what they are learning has relevance to themselves or their society." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Jackson, A.W. & Davis, G.A., *Turning Points 2000: Educating adolescents in the 21st century*. New York: Teachers College Press (2000).

"To decide what assessments will reveal evidence of familiarity, mastery, and enduring understanding, teachers must consider a range of assessment methods that allow for ongoing and cumulative feedback, otherwise known as formative and summative assessment." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Jackson, A.W. & Davis, G.A., *Turning Points 2000: Educating adolescents in the 21st century*. New York: Teachers College Press (2000).

"Teachers are designers. An essential act of our profession is the design of curriculum and learning experiences to meet specified purposes. We are also designers of assessments to diagnose student needs to guide our teaching and to enable us, our students, and others (parents and administrators) to determine whether our goals have been achieved; that is, did the student learn and understand the desired knowledge." Danielson,

Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Wiggins, G. *Educative assessment: Designing assessments to inform and improve performance*. San Francisco: Josey-Bass (1998).

DOMAIN 2: THE CLASSROOM ENVIRONMENT

"Distinguished teachers demonstrate general caring and respect for individual students. Whitaker notes that one of the hallmarks of effective teaches is that they create a positive atmosphere in their classrooms and schools … [e]ffective teachers treat everyone with respect every day." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Whitaker, T. *What great teachers do differently: Fourteen things that matter most.* Larchmont, NY: Eye on education (2004).

"[T]eachers must appreciate each child as an individual and recognize that all children have intellect, emotions, and changing physical needs." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Tomlinson, C.A. *The differentiated classroom: Responding to the needs of all learners.* Alexandria, VA: Association for Supervision and Curriculum Development. (1999).

"[T]eachers provide students with rich learning environments." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Jackson, A.W. & Davis, G.A., *Turning Points 2000: Educating adolescents in the 21st century*. New York: Teachers College Press (2000).

"[T]eachers should provide predictability through school and classroom rituals, which serve as a way to reduce environmental stress for students." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Evertson, C.M. & Harris, A.H., What we know about managing classrooms. *Educational Leadership, 49(7)*, 74-78 (1992).

"Great teachers are very clear about their approach to student behavior. They establish clear expectations at the start of the year and follow them consistently as the year progresses." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Whitaker, T. *What great teachers do differently: Fourteen things that matter most.* Larchmont, NY: Eye on education (2004).

"[W]arm, well-run classrooms begin with the room's physical layout – the arrangement of desks and working space, the attractiveness and appeal of bulleting boards, the storage of materials and supplies. [E]asily accessible materials and supplies can eliminate delays, disruptions, and confusion as students prepare for activities." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Shalaway, L. *Learning to Teach … not just for beginners: The essential guide for all teachers.* New York: Scholastic (2005).

DOMAIN 3: INSTRUCTION

"Effective teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other. They assert that complex, thoughtful questions of each other. They assert that complex, thoughtful questions challenge students to look beyond the apparent, to delve into issues deeply and broadly, and to form their own understandings of events and phenomena." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Brooks, J. G., & Brooks, M.G., *In search of understanding: The case for constructivist classrooms.* Alexandria, VA: Association for Supervision and Curriculum Development (1993).

"In teaching students to think, the teacher deliberately structures and uses teaching methods and learning tasks that actively involve students in ample opportunities to develop concepts and skills in generating, structuring, transferring, and restructuring knowledge." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. Referencing Ellet, C. *A new generation of classroom-based assessments of teaching and learning: Concepts, issues and controversies from pilots of the Louisiana STAR*, Baton Rouge College of Education, Louisiana State University, (1990).

"The purpose of engagement is to involve students in developing important concepts, skills, and processes. Engagement provides the condition in which concepts are made meaningful." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Skowron, J. *Powerful lesson planning models: The art of 1,000 decisions.* Arlington Heights, IL: Skylight Training and Publishing (2001).

"Monitoring students as they engage in a learning task is a crucial part of teaching. It is important for students to receive feedback in their progress throughout the learning activity. At time encouragement or positive affirmation is all that is needed. At other time clarification or instructional guidance is necessary to prevent misunderstandings. When confused, some students willingly ask for help. Other students do not. And still others do not even know they are confused. Monitoring all students is important to obtain diagnostic feedback and determine when intervention through reteaching or additional practice is necessary. Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Skowron, J. *Powerful lesson planning models: The art of 1,000 decisions.* Arlington Heights, IL: Skylight Training and Publishing (2001).

"Reflecting on the patterns and making instructional changes based on authentic evidence (assignments, performance, and observations of student work) is a natural part of this process for teachers who are experienced teacher researchers." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Moore, R.A., *Classroom research for teachers: A practice guide.* Norwood, MA: Christopher-Gordon Publishers (2004).

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

"[B]ecoming an exceptional teacher is a learning process that some believe never ends. The teacher is in a continual state of learning, building, and refining teaching practices." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Skowron, J. *Powerful lesson planning models: The art of 1,000 decisions.* Arlington Heights, IL: Skylight Training and Publishing (2001).

"[T]he reflective process is at the very heart of accountability. [T]hrough the process of reflection, educators are able to distinguish between the popularity of teaching techniques and their effectiveness." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. Referencing Reeves, D.B. *Accountability for learning: How teachers and school leaders can take charge.* Alexandria, VA: Association for Supervision and Curriculum Development (2004).

"[Q]ualities of effective teachers include collegiality, collaboration, a strong belief in efficacy, and contributions to the school and community." Danielson, Charlotte, *Enhancing Professional Practice: A*

Framework for Teaching, 2nd Edition, 2007. Referencing Tucker, P.D., & Stronge, J.H. *Linking teacher evaluation and student learning*. Alexandria, VA: Association for Supervision and Curriculum Development (2005).

"The most promising strategy for sustained, substantive school improvement is developing the ability of school personnel to function as professional leaning communities." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing DuFour, R., & and Eaker, R. *Professional learning communities at work: Best practices for enhancing student achievement.* Bloomington, IN: National Education Service (1998).

"[A] commitment to not only one's practice, but to the practice itself [is] one of the four dimensions of professional ideal toward which all should strive." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing MacIntyre, Flores, and Noddings as cited in Sergiovanni, T.J., *Building community in schools.* San Francisco: Jossey-Bass (1994).

"Practitioners who engaged in action research inevitably find it to be an empowering experience. Action research has this positive effect for many reasons. Obviously, the most important is that action research is always relevant to the participants. Relevance is guaranteed because the focus of each research project is determined by the researchers, who are also the primary consumers of the findings. Perhaps even more important is the fact that action research helps educators be more effective at what they care most about – their teaching and the development of their students. Seeing students grow is probably the greatest joy educators can experience. When teachers have convincing evidence that their work has made a real difference in their students' lives, the countless hours and endless efforts of teaching seem worth it." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Sagor, R., *Guilding school improvement with action research.* Alexandria, VA: Association for Supervision and Curriculum Development (2000).

"Teachers who are most effective implement efficient systems to maintain accurate records, while empowering students to participate in monitoring and maintaining such records." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007.

"[S]tudents should have adults to act on their behalf to marshal every school and community resource needed for students to succeed, and help to fashion a promising vision for the future." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. Referencing *Turning Points: Preparing American Youth for the 21st Century.*

"[S]tudent learning is enhanced when teachers work at parent involvement." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Jones, J. *Praxis III teacher assessment criteria research base*. Princeton, NJ: Educational Testing Services (1992).

"[P]arent involvement is intimately associated with academic achievement and that there are a variety of ways for teachers to establish and enhance such involvement." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. Referencing Powell, J.H., Casanova, U., & and Berliner, D.C. *Parental involvement: Readings in educational research, a program for professional development.* Washington, DC: National Education Association (2004).

"Successful partnerships are those that involve the sustained mutual collaboration, support, and participation of school staffs and families at home and at school in activities and efforts that can directly and positively affect the success of children's learning and progress in school." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing the US Department of Education's *Family Involvement in Children's Education: Successful Local Approaches.*

"[S]chools that involve parents and community in their day-to-day operations have lower absenteeism, truancy, and dropout rates." Danielson, Charlotte, *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition, 2007. referencing Bucknam as cited in Marzano, R.J., *What works in schools: Translating research into action.* Alexandria, VE: Association for Supervision and Curriculum Development (2003).

For additional information about the research base used in the development of Charlotte Danielson's Framework for Teaching, visit https://www.danielsongroup.org/research/ or Appendix: The Research Foundation found on pages 183-192 of Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition.

(b)   *The identity and qualifications of the Charlotte Danielson's Framework for Teaching author is:*

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Charlotte Danielson's Framework for Teaching was authored by [Charlotte Danielson](). Ms. Danielson is an educational consultant who has taught at various levels of the K-12 and postsecondary education system. Additionally, she has served as a school administrator, curriculum director, and staff developer in several different regions of the United States. She has provided educational consulting services to a significant number of school districts, higher education institutions, and state education departments in the areas of teacher quality and evaluation, curriculum planning, performance assessment, and professional development. She has provided training on instruction and assessment and designed instruments for use in evaluating teachers. For several years, Ms. Danielson served on staff at Educational Testing Services (ETS), where she was involved in the design of the assessment training program for Praxis III: Classroom Performance Assessments. She has authored a number of books for teachers and administrators including, *Enhancing Professional Practice: A Framework for Teaching*, *Teaching for Understanding*; *Teacher Evaluation to Enhance Professional Practice*, *Enhancing Student Achievement: A Framework for School Improvement*, and *Teacher Leadership that Strengthens Professional Practice*.[1]

(c)   *Evidence of reliability, validity, and efficacy of Charlotte Danielson's Framework for Teaching is:*

In addition to the substantial research that contributed to the creation of Charlotte Danielson's Framework for Teaching, studies have been conducted post implementation, which help demonstrate the reliability, validity, and efficacy of the tool. In Chicago, the University of Chicago conducted a two-year study on [Chicago Public School's Excellence in Teaching Pilot](), which incorporated use of Danielson's Framework for Teaching evaluation tool. Overall, the study determined that the tool "worked as it was designed and intended, introducing an evidence-based observation approach to evaluating teachers and creating a shared definition of effective teaching." Sartain, Lauren, Stoelinga, Sara, Brown, Eric, *[Rethinking Teacher Evaluation in Chicago]()*, Consortium on Chicago School Research at the University of Chicago, p. 1, November 2011. The study also found that: (1) "The classroom observation ratings were valid measures of teaching practice; that is, students showed the greatest growth in test scores in the classrooms where teachers received the highest ratings on the Danielson Framework, and students showed the least growth in test score in classrooms where teachers received the lowest ratings." (2) "The classroom observation ratings were reliable measures of teaching practice, that is, principals and trained observers who watched the same lesson consistently gave the teacher the same ratings." (3) "Principals and teachers said that conferences were more reflective and objective than in the past and were focused on instructional practice and improvement." *Id* at 2.

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[1] Biographical information about Charlotte Danielson was provided by Charlotte Danielson and taken from her *Enhancing Professional Practice: A Framework for Teaching*, 2nd Edition book.

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In Hillsborough County, Florida, the school district's use of Danielson's Framework for Teachers was studied as part of the Measures of Effective Teaching (MET) project underwritten by the Bill and Melinda Gates Foundation. That study compared district administrator's assessment and scores of teacher lesson delivery against those of school administrators that were not connected to the district who watched the lesson on video and performed their own assessments and ratings. They found that while school administrators "gave higher score to their own teachers, their rankings of their teachers were similar to those produced by peer observers and administrators from other schools." *Culminating Findings from the MET Project's Three-Year Study*, Bill and Melinda Gates Foundation, p. 18, January 2013. This comparison study helps to demonstrate the reliability of the Framework for Teaching evaluation tool as similar results were produced despite the use of different evaluators.

(d)   *The Charlotte Danielson Framework for Teaching evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators are:*

Four separate performance ratings within the Charlotte Danielson Framework for Teaching tool are to be decided upon by the evaluator and assigned to reflect the teacher's performance related to each separate evaluation component which are (from lowest to highest): *Unsatisfactory, Basic, Proficient, and Distinguished*. Section 1249 of Michigan's Revised School Code requires that the District's performance evaluation system assign an effectiveness rating to each teacher of highly effective, effective, minimally effective, or ineffective. MCL 380.1249(2)(g). The Madison School District annual performance evaluation tool recognizes each of the Charlotte Danielson Framework for Teaching ratings, for purposes of scoring and determining the overall annual performance evaluation rating given, to equal the following:

Unsatisfactory = Ineffective
Basic   = Minimally Effective
Proficient   = Effective
Distinguished   = Highly Effective

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DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements: Knowledge of content and the structure of the discipline • Knowledge of prerequisite relationships • Knowledge of content-related pedagogy

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.

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DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students

Elements: Knowledge of child and adolescent development • Knowledge of the learning process • Knowledge of students' skills, knowledge, and language proficiency • Knowledge of students' interests and cultural heritage • Knowledge of students' special needs

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

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DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Setting Instructional Outcomes

Elements: Value, sequence, and alignment • Clarity • Balance • Suitability for diverse students

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.

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DOMAIN 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

Elements: Resources for classroom use • Resources to extend content knowledge and pedagogy • Resources for students

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.

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DOMAIN 1: PLANNING AND PREPARATION

Component 1e: Designing Coherent Instruction

Elements: Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

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DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Designing Student Assessments

Elements: Congruence with instructional outcomes • Criteria and standards • Design of formative assessments • Use for planning

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Elements: Teacher interactions with students, including both words and actions • Student interactions with other students

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and businesslike, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

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DOMAIN 2: THE CLASSROOM ENVIRONMENT			
Component 2b: Establishing a Culture for Learning			
Elements: Importance of the content and of learning • Expectations for learning and achievement • Student pride in work			
L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

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The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies • Performance of classroom routines

L E V E L   O F   P E R F O R M A N C E

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Much instructional time is lost due to inefficient classroom routines and procedures.

There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively.

There is little evidence that students know or follow established routines. | Some instructional time is lost due to partially effective classroom routines and procedures.

The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning.

With regular guidance and prompting, students follow established routines. | There is little loss of instructional time due to effective classroom routines and procedures.

The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful.

With minimal guidance and prompting, students follow established classroom routines. | Instructional time is maximized due to efficient and seamless classroom routines and procedures.

Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies.

Routines are well understood and may be initiated by students. |

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Elements: Expectations • Monitoring of student behavior • Response to student misbehavior

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

Elements: Safety and accessibility • Arrangement of furniture and use of physical resources

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities. The teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating with Students

Elements: Expectations for learning • Directions for activities • Explanations of content • Use of oral and written language

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

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The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements: Quality of questions/prompts • Discussion techniques • Student participation

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION

Component 3c: Engaging Students in Learning

Elements: Activities and assignments • Grouping of students • Instructional materials and resources • Structure and pacing

L E V E L   O F   P E R F O R M A N C E

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.

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DOMAIN 3: INSTRUCTION

Component 3d: Using Assessment in Instruction

Elements: Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring of progress

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

DOMAIN 3: INSTRUCTION

Component 3e: Demonstrating Flexibility and Responsiveness

Elements: Lesson adjustment • Response to students • Persistence

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements: Accuracy • Use in future teaching

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements: Student completion of assignments • Student progress in learning • Noninstructional records

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements: Information about the instructional program • Information about individual students • Engagement of families in the instructional program

L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.

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DOMAIN 4: PROFESSIONAL RESPONSIBILITIES			
Component 4d: Participating in a Professional Community			
Elements: Relationships with colleagues • Involvement in a culture of professional inquiry • Service to the school • Participation in school and district projects			
L E V E L O F P E R F O R M A N C E			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED

The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation. The teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements: Enhancement of content knowledge and pedagogical skill • Receptivity to feedback from colleagues • Service to the profession

L E V E L   O F   P E R F O R M A N C E

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements: Integrity and ethical conduct • Service to students • Advocacy • Decision making • Compliance with school and district regulations

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

(e)   *Madison School District will conduct classroom observation, collect evidence, conduct evaluation conferences, develop performance ratings, and develop performance improvement plans as follows:*

The Observation & Evidence Collection Process

Madison School District will conduct classroom observations of all Madison teachers, which will help to inform the performance evaluation process for the teacher. At least one classroom observation will be conducted on all teachers, however, unless a teacher received a rating of highly effective or effective on his/her two most recent annual year-end evaluations, there will be at least two classroom observations of the teacher during the school year, and at least one of the observations will be unscheduled. Observations will be performed by individuals trained in the use of Charlotte Danielson's Framework for Teaching evaluation tool, and at least one of the classroom observations will be conducted by the school administrator responsible for the teacher's performance evaluation. Classroom observations will minimally include a review of the teacher's lesson plan and the state curriculum standard being used in the lesson and a review of pupil engagement in the lesson. Classroom observations may be for an entire class period, or they may be for a shorter period at the discretion of the person conducting the observation.

Using the evaluation tool adopted by Madison School District, the observer will collect evidence during the observation that will inform the performance evaluation and contribute to the teacher's overall performance rating. Charlotte Danielson's Framework for Teaching contains two domains which focus largely on the classroom environment and instructional practices of the teacher (Domain 2: The Classroom Environment and Domain 3: Instruction). To inform the teacher's ratings within these domains, the observer will, to the extent that such is relevant to the class/lesson in which the observation is being conducted, collect evidence about how the teacher: (1) creates an environment of respect and rapport within the classroom, (2) establishes a culture for learning within the classroom, (3) manages classroom procedures, (4) manages student behavior, (5) organizes physical space, (6) communicates with students, (7) uses questioning and discussion techniques, (8) engages students in learning, (9) uses assessment in instruction, and (10) demonstrates flexibility and responsiveness. Specific evidence of what the observer sees and hears in the classroom will be recorded by the observer.

Once the evidence has been collected through the observation process, the evidence will be interpreted as against the Framework for Teaching rubric for the purpose of determining whether the teacher's performance is ineffective, minimally effective, effective, or highly effective within a particular component.

The Feedback Process

Within 30 days of the classroom observation, the person who conducted the observation will provide feedback on the observation. The feedback process is intended to support learning and improved practice by the teacher. The feedback process will include sharing by the observer of specific evidence collected during the observation and how the evidence supports a specific effectiveness rating. The feedback process is intended to engage discussion between the observer and teacher about how the teacher could improve and strengthen his/her teaching practice.

Developing Performance Ratings

The Madison School District performance evaluation system will assign all teachers one of the following effectiveness ratings: (1) highly effective, (2) effective, (3) minimally effective, or (4) ineffective. The effectiveness rating will be based on the teacher's score on the annual year-end evaluation.

Each teacher's performance rating will be arrived at through use of the Madison School District performance evaluation system which includes: (1) Charlotte Danielson Framework for Teaching evaluation tool, (2) student growth and assessment data as required by Section 1249 of Michigan's Revised School Code, and (3) to the extent that they are not included in the evaluation tool, the teacher's demonstrated pedagogical skills, the teacher's classroom management, the teacher's attendance and disciplinary records, the teacher's significant, relevant accomplishments, and the teacher's relevant special training. Classroom observations, teacher provided information, and other relevant information and records will be used to inform the evaluation system and arrive at a final effectiveness rating for the teacher.

Developing Performance Goals and Improvement Plans

Through the performance evaluation process, the evaluator will, in consultation with the teacher, develop specific performance goals for the teacher which will assist in improving the teacher's effectiveness for the next school year. The performance goals will be incorporated into the teacher's annual year-end evaluation and may include recommended training that would assist the teacher in meeting the goals.

If the teacher is in his/her first year as a probationary teacher or received a rating of minimally effective or ineffective on his/her most recent annual year-end evaluation, the teacher will be provided a midyear progress report, which will be used as a supplemental tool to gauge a teacher's improvement from the preceding school year and to assist the teacher to improve. The midyear progress report will be based at least in part on student achievement and will be aligned with the teacher's individualized development plan. The midyear progress report will include performance goals for the remainder of the school year. The performance goals will be developed in consultation with the teacher and may include recommended training that would assist the teacher in meeting the goals.

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If a teacher's performance is deemed to be unsatisfactory for any reason during the school year, the teacher's supervisor may conduct a meeting with the teacher to discuss the teacher's performance and strategies through which the teacher can improve his/her performance. The unsatisfactory performance will be documented and will be used to inform the performance evaluation system. If, after provided ample time to improve his/her performance, the teacher's performance remains unsatisfactory, the teacher will be moved to a plan of assistance, which will be developed by the supervisor and teacher. If, after provided ample time to improve his/her performance, the teacher's performance remains unsatisfactory, the teacher will be moved to an Intensive Assistance Plan.

If a teacher is rated as ineffective on three consecutive year-end evaluations, Madison School District will dismiss the teacher from his/her employment, however, this does not prohibit Madison School District from dismissing the teacher from his/her employment at any time.

(f)　　　*Madison School District will provide evaluators and observers with training on the use of the Charlotte Danielson Framework for Teaching tool as follows:*

Madison School District will provide training to all Madison employees responsible for evaluating and observing teachers. All training will be provided by an individual or individuals who have expertise in Charlotte Danielson's Framework for Teaching evaluation tool and observation protocol. A typical training will include a review of the Framework, including, but not limited to defining effective teaching practice, identifying common themes of the Framework, identifying varying levels of teaching performance, identifying varying levels of student engagement, identifying and collecting evidence of effective teaching beyond the classroom, identifying and collecting evidence of classroom practices through observation, generating a summative report, and strategies for providing feedback and goal development/monitoring with teachers.

Training will be scheduled to ensure that all Madison employees responsible for evaluation and observation are able to attend a training session.

Technical support on use of the Framework for Teaching evaluation tool will be available from the Madison School District' Staff Resources Department on an ongoing basis, and additional training may be made available to those individuals determined as requiring such.

School ADvance

(a)　　　*The research base for the School ADvance evaluation framework, instrument, and process is:*

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The School ADvance school administrator evaluation tool is based on four assumptions, which are grounded in the work of researchers in the field of educator performance evaluation. Those assumptions, as taken from the School ADvance website, are as follows:

1. The ultimate goal of educator evaluation is to achieve better results for students by fostering improved effectiveness of teachers and leaders.
2. New accountability requirements have enormous implications for administrators' expertise – and for the way they do business and spend their time.
3. High-stakes accountability must be balanced with ongoing feedback and support for continuous improvement.
4. Evaluation should not be something we do to people; rather, it should empower employees to take responsibility for their own learning, growth, and performance.

The School ADvance assumptions led to the identification of 10 core value and six research-aligned principles which guided development of the School ADvance administrator evaluation tools. The core values and research-aligned principles are as follows:

Core Values
1. Growing capacity for better student results
2. Two-way dialogue and interaction
3. A grounding in research supported practice
4. Self-Assessment and reflective practice
5. Authentic feedback
6. Growth targets that really matter
7. Personal ownership
8. Context, conditions, and student characteristics
9. Multiple sources of data/evidence
10. Student results

Research-Aligned Principles

1. **Authentic**, using evidence-based practices to achieve better student outcomes
2. **Professional**, building personal commitment and efficacy for growth and improvement

3. **Purpose Driven**, focused on measurable improvement targets for student success
4. **Adaptive**, fostering self-assessment, reflective practice, action research, and innovative methods of improving student results
5. **Evidence Based,** data informed, using multiple sources of qualitative and quantitative data tied to student achievement and evidence-based practice including achievement and observation data
6. **Inclusive**, serving all, with alignment between student, teacher, administrator, and district improvement goals

In arriving at the above-referenced standards and research-aligned principles the School ADvance authors relied heavily on work conducted by the Council of Chief State and School Officers (CCSSO) including their *Professional Standards for Educational Leaders 2015* developed by the National Policy Board for Educational Administration. Development of those standards "involved a thorough review of empirical research and sough the input of researchers and more than 1,000 school and district leaders through surveys and focus groups." National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders 2015*. Reston, VA. A select bibliography of cited research is available on pages 19-23 of that report.

Additional research, which supports the School ADvance evaluation tool includes the following:

"Our school leaders need to acquire and demonstrate effective instructional expertise and human capital management strategies to ensure the selection, support, evaluation, and retention of the most highly skilled teachers and staff that can support and effect the necessary changes in student learning and achievement." Council of Chief State School Officers. *Enhancing Capacity for Standards-Based Leadership Evaluation: State and District Roles*. Washington DC.

"No longer can we conceive of leaders as herculean individuals who flourish devoid of growth opportunities that we have recognized as vital to classroom teachers and other educational professionals." *Id*.

"An intentional and mindful approach to supporting the development of educational leaders throughout their professional careers is critical to those who aspire to educational leadership and those who comprise the ranks of current administrative positions. How the phases of the pipeline are enacted, and the quality of these experiences, serve as a message to candidates and practitioners alike. How we recruit, prepare, induct, and develop educational leaders may influence the expectations of and commitment levels to the profession of candidates and practitioners alike, and ultimately may affect our ability to recruit and retain those who are most capable." *Id*. quoting Hitt, D.H., Tucker, P.D., Young, M.D. *The professional pipeline for educational leadership:*

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A white paper to inform the work of the National Policy Board for Educational Administration. Charlottesville, VA. 2012.

"Ultimately, leadership standards serve as the through-line to student learning and achievement and the effective management of human capital across the career continuum. When leadership standards are in place, school leaders are clear about what's expected of them. Arguably, this clarity provides the most important condition for a school leader to thrive." *Id*.

"Given the increasingly complex and important roles and responsibilities of educational leaders, it is critical that school leaders receive ongoing, individualized support for professional growth and leadership development." *Id*.

"Each school leader has specific and personalized leadership development needs, which are dependent on the context of the school community and the individual leader's experiential base, knowledge, and skills. *Id*.

"Much of the success of district and school leaders in building high-performance organizations (organizations which make significantly greater than-expected contributions to student learning) depends on how well these leaders interact with the larger social and organizational context in which they find themselves." Anderson, S., Leithwood, K., Seashore Louis, K., Wahlstrom, K. *How leadership influences student learning*. Center for Applied Research and Educational Improvement at the University of Minnesota, Ontario Institute for Student in Education at the University of Toronto, The Wallace Foundation. 2004.

"A critical aspect of leadership is helping a group to develop shared understandings about the organization and its activities and goals that can undergird a sense of purpose or vision." *Id*. referencing Hallinger, P., & Heck, R. *Exploring the principal's contribution to school effectiveness: School Effectiveness and School Improvement*. 1980-1995.

"Often cited as helping set directions are such specific practices as identifying and articulating a vision, fostering the acceptance of group goals and creating high performance expectations. Visioning and establishing purpose are also enhanced by monitoring organizational performance and promoting effective communication and collaboration." Anderson, S., Leithwood, K., Seashore Louis, K., Wahlstrom, K. *How leadership influences*

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student learning. Center for Applied Research and Educational Improvement at the University of Minnesota, Ontario Institute for Student in Education at the University of Toronto, The Wallace Foundation. 2004.

"The ability to engage in practices that help develop people depends, in part, on leaders' knowledge of the "technical core" of schooling – what is required to improve the quality of teaching and learning – often invoked by the term 'instructional leadership.' But this ability is part of what is now being referred to as leaders' emotional intelligence. Recent evidence suggests that emotional intelligence displayed, for example, through a leader's personal attention to an employee and through the utilization of the employee's capacities, increases the employee's enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance." *Id*. referencing Goleman, D., Boyatzis, R., & and McKee, A. *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard Business School Press. and McColl-Kennedy, J.R. & and Anderson, R.D. *Impact of leadership style and emotions on subordinate performance*. The Leadership Quarterly.

"Successful educational leaders develop their districts and schools as effective organizations that support and sustain the performance of administrators and teachers as well as students." Anderson, S., Leithwood, K., Seashore Louis, K., Wahlstrom, K. *How leadership influences student learning*. Center for Applied Research and Educational Improvement at the University of Minnesota, Ontario Institute for Student in Education at the University of Toronto, The Wallace Foundation. 2004.

"To be successful in highly accountable policy contexts, school leaders need to: create and sustain a competitive school, empower others to make decisions, provide instructional guidance, develop and implement strategic school [and district] improvement plans." *Id*.

"Distributed leadership overlaps substantially with shared, collaborative, democratic and participative leadership concepts. Distributed leadership assumes a set of practices that 'are enacted by people at all levels rather than a set of personal characteristics and attributes located in people at the top." *Id*. referencing Fletcher, J.K. & and Kaufer, K. *Shared leadership: Reframing the hows and whys of leadership*. Thousand Oaks, CA: Sage.

"New research has established that high-quality leadership is essential to the success of any school improvement strategy." The Wallace Foundation. *The Making of the Principal: Five Lessons in Leadership Training*. New York. 2012.

"The principal is the single biggest determinant of whether or not teachers want to stay in their schools, which suggests that better leadership may be a highly cost-effective way to improve teaching and learning throughout schools." *Id*.

"[R]esearchers who have examined education leadership agree that effective principals are responsible for establishing a schoolwide vision of commitment to high standards and the success of all students." The Wallace Foundation. *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*. New York. 2012.

"An effective principal also makes sure that notion of academic success for all gets picked up by the faculty and underpins what researchers at the University of Washington describe as a schoolwide learning improvement agenda that focuses on goals for student progress." *Id*. referencing Knapp, M., Copland, M., Honig, M., Plecki, M., & Portin, B. *Learning-focused Leadership and Leadership Support: Meaning and Practice in Urban Systems*, University of Washington, 2002.

"Effective principals ensures that their schools allow both adults and children to put learning at the center of their daily activities." The Wallace Foundation. *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*. New York. 2012.

" … the study suggests that principals play a major role in developing a 'professional community' of teachers who guide one another in improving instruction. This is important because the research found a link between professional community and higher student scores on standardized math tests. In short, the researchers say, 'When principals and teachers share leadership, teachers' working relationships with one another are stronger and student achievement is higher." Anderson, S., Leithwood, K., Seashore Louis, K., Wahlstrom, K. *How leadership influences student learning*. Center for Applied Research and Educational Improvement at the University of Minnesota, Ontario Institute for Student in Education at the University of Toronto, The Wallace Foundation. 2004.

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"Effective principals work relentlessly to improve achievement by focusing on the quality of instruction. They help define and promote high expectations; they attack teacher isolation and fragmented effort; and they connect directly with teachers and the classroom. Knapp, M., Copland, M., Honig, M., Plecki, M., & Portin, B. *Learning-focused Leadership and Leadership Support: Meaning and Practice in Urban Systems*, University of Washington, 2002.

"Effective principals also encourage continual professional learning. They emphasize research-based strategies to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. They pursue these strategies despite the preference of many teachers to be left alone." Anderson, S., Leithwood, K., Seashore Louis, K., Wahlstrom, K. *How leadership influences student learning*. Center for Applied Research and Educational Improvement at the University of Minnesota, Ontario Institute for Student in Education at the University of Toronto, The Wallace Foundation. 2004.

(b)   *The identity and qualifications of the School ADvance author is:*

School ADvance was designed, developed, and authored by Dr. Patricia Reeves and Patricia McNeill who collaborated with members of the Michigan Association of School Administrators (MASA), the Michigan affiliate of the Association for Supervision and Curriculum Development (ASCD), practicing school leaders, higher education faculty, and numerous experts in educator evaluation.

Dr. Patricia Reeves (biography is courtesy of the School ADvance website – www.goschooladvance.org and used with permission)

Dr. Patricia Reeves is an Associate Professor of educational leadership, research, and evaluation in the College of Education and Human Development at Western Michigan University – Department of Educational Leadership, Research, and Technology. She also serves a contracted MASA Associate Executive Director for Administrator Certification and Development. Dr. Reeves joined the MASA team and the WMU faculty in 2005 with 19 years experience as a K-12 assistant superintendent and superintendent. Prior to that, she was a Director of Instruction, a Gifted and Talented Program Specialist, a Reading Specialist, and a classroom teacher.

Dr. Reeves played a key role in researching state administrator credentialing systems, developing policy recommendations, drafting legislation, and working with the Michigan Department of Education to establish policies and rules for Michigan's Administrator credentialing system. Dr. Reeves' major contribution to this work was the conceptualization and design of Michigan's three-tiered administrator credentialing

options and, specifically, the introduction of specialty and enhanced endorsements. In conjunction with her work at the policy and legislative level, Dr. Reeves also codeveloped the Courageous Journey programs for superintendent specialty and enhanced endorsements and the MASA DISC system of developing, inducting, supporting, and credentialing K-12 district leaders.

Other policy level work contributed by Dr. Reeves include chairing the MASA Legislation Committee, co-chairing the MASA/MAISA insurance sub-committee, coordinating the MASA/MAISA Adequacy and Equity study, and most recently, facilitating and writing the MASA Lead Forward policy paper on comprehensive redesign of Michigan's K-12 public education system.

Dr. Reeves is also co-principal investigator and co-author of the School ADvance Educator Evaluation System, developed through collaboration between MASA, MIASCD, and the WMU Educational Leadership and Research Department.

Dr. Reeves' teaching and research focus includes principal and superintendent practice, data informed school improvement, performance based educator evaluation and credentialing models, measurement of educator effectiveness, and qualitative research methods. Dr. Reeves scholarship includes articles in peer reviewed and nationally recognized publications, book chapters, research and policy reports, contributions to legislation and administrative rule, both peer reviewed and invited national and state presentations, and co-creation of research based tools for educator evaluation, data informed decision making, and systemic change processes.

Patricia McNeill (biography is courtesy of the School ADvance website – www.goschooladvance.org and used with permission)

Patricia McNeill is the Executive Director of the Michigan affiliate of the Association for Supervision and Curriculum Development. Prior to her appointment to that position, Ms. McNeill served as Assistant Superintendent, Curriculum, Instruction, and Professional Development of Holt Public Schools for 12 years. She also served as a curriculum director and staff developer for Waverly Public Schools, and an elementary education, adult education, and career center teacher. She has served as a college instructor in the Education Departments of both Michigan State University and Western Michigan University.

Ms. McNeill has extensive experience as a consultant and trainer in the areas of effective instruction, clinical supervision, cognitive coaching, cooperative learning, school improvement, and classroom management. Additionally, she has instructed professional development workshops on Response to Intervention, Failure is not an Option, Differentiated Instruction, Dimensions of Learning, Understanding by Design, Assessment + Grading, Brain + Learning, Effective Teaching + Learning, cooperative learning, cognitive coaching, clinical supervision, classroom management, and school improvement.

(c)   *Evidence of reliability, validity, and efficacy of School ADvance is, or a plan for developing that evidence:*

Madison School District is working with Dr. Patricia Reeves from SchoolADvance, which is actively working to develop evidence of reliability, validity, and efficacy of the School ADvance evaluation tool based upon its use for the evaluation of school administrators in Michigan and beyond.

(d)   *The School ADvance evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators are presented under the following link(s): (please report any broken or inoperable links to Madison School District)*

http://www.goschooladvance.org/tools

(e)   *Madison School District will collect evidence, conduct evaluation conferences, develop performance ratings, and develop performance improvement plans as follows:*

The Evidence Collection Process

The School ADvance evaluation tool employs both a formative and summative evaluation process. The formative and summative processes while distinct are complementary and overlapping. The formative assessment process is intended to gather evidence that can be used to guide improvement in the school administrator throughout the school year, while also informing the summative assessment process, which is intended to measure the overall level of proficiency of the school administrator at the end of the school or fiscal year, with the intent of using that information to guide improvement in future years.

Evidence collection associated with school administrator performance will be ongoing and will consist of various forms. Evidence may be collected and documented by the evaluator, the school administrator being evaluated, and/or through other evidence collection means. Evidence collection strategies and areas of focus may include, but are not limited to, observation of school administrator job performance; survey results; demonstrated achievement of district and/or school improvement goals; improved teacher and/or subordinate performance; district and/or school culture, including staff morale; community, including district, school, and the community-at-large, input and feedback; compliance with applicable law, policy, and procedures; improved self-practice; professional development; and district/school operations.

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Evidence collected will be interpreted as against the School ADvance framework for building-level administrators and district-level administrators, as applicable, rubric for the purpose of determining whether the school administrator's performance is ineffective, minimally effective, effective, or highly effective within a particular component.

The Feedback Process

School administrator performance feedback will be ongoing throughout the school/fiscal year. The feedback process is intended to support learning and improved practice by the school administrator with the overall goal of improving school and/or district performance. The feedback process will include sharing by the evaluator of evidence collected and how the evidence supports a specific effectiveness rating. The feedback process is intended to engage discussion between the evaluator and school administrator about how the school administrator could improve and strengthen his/her performance.

Developing Performance Ratings

The Madison School District performance evaluation system will assign all school administrators one of the following effectiveness ratings: (1) highly effective, (2) effective, (3) minimally effective, or (4) ineffective. The effectiveness rating will be based on the school administrator's score on the annual year-end evaluation.

Each school administrator's performance rating will be arrived at through use of the Madison School District performance evaluation system which includes: (1) School ADvance evaluation tool and (2) student growth and assessment data as required by Section 1249b of Michigan's Revised School Code. The evidence collection process, school administrator provided information, and other relevant information and records will be used to inform the evaluation system and arrive at a final effectiveness rating for the school administrator.

Developing Performance Goals and Improvement Plans

Through the performance evaluation process, the evaluator will, in consultation with the school administrator, develop specific performance goals for the school administrator which will assist in improving the school administrator's effectiveness for the next school/fiscal year. The performance goals will be incorporated into the school administrator's annual year-end evaluation and may include recommended training that would assist the school administrator in meeting the goals.

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If the school administrator received a rating of minimally effective or ineffective on his/her most recent annual year-end evaluation, the school administrator will be provided an improvement plan, which shall be intended to correct the identified deficiencies in the school administrator's performance and shall be implemented by the school administrator. The improvement plan will recommend professional development opportunities and other actions designed to improve the rating of the school administrator on his/her next annual evaluation.

If a school administrator's performance is deemed to be unsatisfactory for any reason during the school/fiscal year, the school administrator's supervisor may conduct a meeting with the school administrator to discuss the school administrator's performance and strategies through which the school administrator can improve his/her performance. The unsatisfactory performance will be documented and will be used to inform the performance evaluation system. If, after provided ample time to improve his/her performance, the school administrator's performance remains unsatisfactory, the school administrator will be moved to a plan of assistance, which will be developed by the supervisor and school administrator. If, after provided ample time to improve his/her performance, the school administrator's performance remains unsatisfactory, the school administrator will be moved to an Intensive Assistance Plan.

If a school administrator is rated as ineffective on three consecutive year-end evaluations, Madison School District will dismiss the school administrator from his/her employment, however, this does not prohibit Madison School District from dismissing the school administrator from his/her employment at any time.

(f)   *Madison School District will provide evaluators and observers with training on the use of the School ADvance tool as follows:*

Madison School District will provide training to all Madison School District employees responsible for evaluating and observing school administrators. All training will be provided by an individual or individuals who have expertise in the School ADvance evaluation tool and observation protocol. A typical training will include: updates on current law and policy; a review of how district, school, and program goals can drive educator evaluation; development of district implementation plans and timelines; orientation to the School ADvance rubrics, processes, and protocols; alignment and adaption of School ADvance rubrics to specific job responsibilities; guidance on weighting according to goals and priorities; how to identify, collect, and verify evidence of performance; summative and formative evaluation process and growth plans; local growth models; and system digital management and development. Training will be scheduled to ensure that all Madison employees responsible for evaluation and observation are able to attend a training session.

Technical support on use of the School ADvance evaluation tool will be available from the Madison School District' Staff Resources Department on an ongoing basis, and additional training may be made available to those individuals determined as requiring such.