Syringa Mountain School

PERSONNEL POLICY   **5340**

Evaluation of Certificated Personnel
Syringa Mountain School has a firm commitment to annual performance evaluation of school personnel, whatever their category and level, through the medium of a formalized system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving Syringa Mountain School goals.Evaluation information is reported to the SDE as required. The procedures outlined in this document apply to certificated personnel, unless a negotiated procedure in a collective bargaining agreement provides otherwise.

Objectives and Criteria
The formal performance evaluation system is designed to:

- Maintain or improve each employee's job satisfaction and morale by letting him/her know that the supervisor is interested in his/her job progress and personal development.

- Serve as a systematic guide for supervisors in planning each employee's further training as well as staff professional development.

- Assure considered opinion of an employee's performance and focus maximum attention on achievement of assigned duties.

- Assist in determining and recording special talents, skills, and capabilities that might otherwise not be noticed or recognized.

- Assist in planning personnel moves and placements that will best utilize each employee's capabilities and best provide for students needs.

- Provide an opportunity for each employee to discuss job problems and interests with his/her supervisor.

- Assemble substantiating data for use as a guide, although not necessarily the sole governing factor, for such purposes as wage adjustments, promotions, disciplinary action, and termination.

Principal Responsibilities
The Principal has the overall responsibility for the administration of the Performance Evaluation Program and will ensure the fairness, confidentiality and efficiency of its execution, including:

- The distribution of proper forms in a timely manner.
- Ensures completed forms are returned for file and distribution to SDE.
- Reviewing forms for completeness.

- Identify discrepancies.
- Ensuring proper safeguards and filing of completed forms, including confidentiality.

Immediate Supervisor Responsibilities
The Immediate Supervisor (Evaluator) is the employee's "evaluator" and has the responsibility for:
- Continuously observing and evaluating an employee's job performance.
- Holding periodic counseling sessions with each employee to discuss job performance.
- Completing Performance Evaluation Forms as required.

Procedures
Evaluation Form: The Immediate Supervisor will complete an Evaluation Form for each certificated employee, except where excluded under this policy. A copy will be given to the employee. The original will be filed as per legal guidance. The Immediate Supervisor will review the Evaluation Form annually with staff input, and revise as necessary to indicate any significant changes in duties, laws. The Evaluation Form is designed to increase planning and relate performance to assigned responsibilities through joint understanding between the immediate supervisor (evaluator) and the employee as to the job description and major performance objectives.

Periodic classroom observations will be included in the evaluation process.

Counseling Sessions: Counseling sessions between immediate supervisors and employees will be scheduled periodically. During these sessions, an open dialogue should occur which allows the confidential exchange of performance oriented information. The employee should be informed of how well or how badly he/she has performed to date. The employee should be informed of the steps necessary to improve performance to the desired level. Counseling sessions should include, but not be limited to, the following: job responsibilities, performance of duties and attendance. The Immediate Supervisor will prepare and maintain a memorandum for record following each counseling session and file as per legal guidance.

Category 1 Certificated Employees–-Those certificated personnel hired on a limited one-year contract as provided in I.C. § 33-514A shall not be subject to the evaluation process.

Category 2 Certificated Employees— Syringa Mountain School shall evaluate a "category 2" certificated employee as defined in I.C. § 33-514 at least (2) times during the contract year, with the first evaluation to be completed before January 1 of each year.

Category 3 Certificated Employees—Syringa Mountain School shall evaluate a "category 3" certificated employee as defined in I.C. §33-514 at least two (2) times during the contract year, with the first evaluation to be completed before January 1 of

each year or prior to the beginning of the second semester of the school year, whichever is earlier.

Renewable Contract—Syringa Mountain School shall evaluate renewable contract employees, if any, as defined in I.C. § 33-515 at least once annually.

Meeting with the Employee

Each evaluation shall include a meeting with the affected employee. At the scheduled meeting with the employee, the Immediate Supervisor will:

- Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.

- Allow the employee to make any written comments he/she desires. Inform the employee that he/she may turn in a written response within 7 days. Have employee sign the evaluation form indicating that he/she has been given a copy and initial after supervisor's comments.

Following the meeting, the supervisor will provide the original copy of the Evaluation Form to the Principal for review and filing. The supervisor will also retain a copy of the completed form and provide a copy to the employee.

Action

Should Syringa Mountain School, as a result of an evaluation, determine not to renew an individual's contract or to renew an individual's contract at a reduced rate, Syringa Mountain School will comply with the requirements and procedures established by State law.

Legal Reference: I.C. § 33-514   Issuance of Annual Contracts – Support programs – Categories of Contracts – Optional Placement
            I.C. § 33-514A   Issuance of Limited contract
            I.C. § 33-515   Issuance of Renewable Contracts
            IDAPA 08.02.02.120   Local District Evaluation Policy

Policy History:
Adopted on: May 1, 2014
Revised on:

Syringa Mountain School Evaluation Procedures and Forms for Policy 5340

Definition of Effective Teachers

Idaho's effective teachers have the knowledge, skills, and commitments that ensure equitable learning opportunities and growth for all students. They strive to close achievement gaps and to prepare diverse student populations for postsecondary success. They facilitate mastery of content and skill development, and identify and employ appropriate strategies for students who are not achieving mastery. Effective teachers also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as skills needed for democratic and civic participation. They communicate and model high expectations to students and their families and find ways to engage them in a mutually-supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.[1]

Definition of Effective Administrators

Idaho's effective administrators recognize their accountability for the collective success of their schools, including the learning, growth and achievement of both students and staff. As the school's primary instructional leader, effective administrators enable critical discourse and data driven reflection about curriculum, assessment, instruction and student progress, and create structures to facilitate improvement. Effective administrators are adept at creating systems that maximize the utilization of resources and human capital, foster collaboration, and facilitate constructive change. By creating a common vision and articulating shared values, effective administrators lead and manage their schools in a manner that supports the school's ability to promote equity and continually improve its positive impact on students and families.[1]

1. Adapted from the State of Colorado's definition of Effective Teacher and Effective Principals

PRINCIPAL EVALUATION PROCEDURE

Purpose

This procdure sets forth guidelines and directions related to Principal evaluation. The SMS Principal is evaluated each year beginning with the selection of the Principal evaluation committee in January and ending with a contract recommendation by March 31st.

Statutory Requirements

There shall be a minimum of one (1) written evaluation in each annual contract year of employment, the first portion of which shall be completed before March 1 of each year and shall include input from parents and guardians of students as a factor. A second portion shall be included for all evaluations conducted after June 30, 2012. This second portion shall comprise at least fifty percent (50%) of the total written evaluation and shall be based on objective measure(s) of growth in student achievement. The requirement to provide at least one (1)

written evaluation does not exclude additional evaluations that may be performed. No civil action for money damages shall arise for failure to comply with this subsection. (Idaho Code 33-513, 33-514 and 33-515)

<u>Idaho Code</u>
To employ assistant superintendents, directors, principals and otherdistrict administrative employees for a term not to exceed two (2) years. A teacher holding renewable contract status in Idaho pursuant to section 33-515, Idaho Code, immediately previous to such administrative employment shall retain such eligibility. The superintendent, the superintendent's designee, or in a school district that does not employ a superintendent, the board of trustees, shall conduct an annual, written evaluation of each such employee's performance. For all evaluations conducted after June 30, 2012, at least thirty three percent (33%) of the evaluation shall be based on objective measure(s) of growth in student achievement, as determined by the board of trustees. In addition, input from the parents and guardians of students shall be considered as a factor in the evaluation of principals and any other school-based administrative employees' evaluation. (Idaho Code 33-513)

Definition
For the purposes of this document, "principal" is defined as the director and/or superintendent of SMS.

Statement of Purpose
The evaluation shall be conducted with each principal to provide services as follows:
☐ Inform each principal of how he or she is performing in his or her assignment.
☐ Communicate to each principal both his/her strong and weak points and areas where improvement, if any, is needed from a variety of stakeholders perspectives.
☐ Create an opportunity for the evaluator and the principal to discuss objectively the employee's job performance and mutually agree upon goals and objectives.
☐ Provide the following information to a principal whose performance necessitates the imposition of probation or nonrenewal of contract:
1. Written notice of the specific areas of unsatisfactory performance.
2. A reasonable time period to make corrections.
3. Adequate supervision, assistance, and evaluation during the period of probation.
All monitoring or observation of the performance of a principal shall be conducted openly and with full knowledge of the employee.

The Principal Evaluation Committee
The committee consists of Board of Directors appointed members such as
• One faculty representative nominated by the faculty
• One parent representative nominated by the parent representatives
• The Board of Directors President
The full Board of Directors ratifies the nominations.

Process
The evaluation process is overseen by the committee in accordance with the timeline indicated below. The committee solicits feedback as to the performance of the Principal from the following groups or individuals:
• Board of Directors
• Faculty
• Parents
• Students as appropriate

The feedback is collected using the attached forms.   Feedback may be solicited through survey, interview, or focus group as determined by the Board and principal. In addition to the form below, additional written comments may be submitted by way of a separate letter. The Board of Directors President is responsible for the solicitation of input from the groups and individuals' indicated above. In order to assure anonymity and confidentiality, the evaluation forms are to be read only by evaluation committee members.

Timeline

- Early January: The committee is organized and the Principal submits a Learning Plan agreed upon by the Principal and Board Chair.

- Mid January: The Principal Evaluation Committee is selected and the Board Chair meets with the groups and explains how feedback is to be submitted.

• Late February: The committee collects the Principal Evaluation Forms/data, analyzes the forms and prepares its findings. The findings are discussed with the Principal who may choose to respond to the findings. The committee notes the response from the Principal, if any, and prepares a final summary of findings.

• Early March: The committee, in closed session, presents its final summary of findings to the Board Chair.

- The Board Chair shares the summary with the full Board and makes a recommendation based on one of the following:
- Rehire the Principal with a salary recommendation
- Rehire the Principal with conditions
- Place the Principal on administrative leave pending further action
- Non-renewal of contract

• The Board, in closed session, discusses the recommendation with the Principal who may choose to respond to the recommendation.

• The Board notes the response from the Principal, if any, and approves a final recommendation.

Concerns

Any concerns that fall outside of the regular evaluation process as described herein should be brought to the attention of the Board of Directors Chair. During the regular course of the year, the Chair is a conduit for feedback to the Principal regarding such concerns. An additional evaluation may be required at any time by a majority vote of the Board of Directors.

Framework

The principal evaluation process is based upon Idaho's Standards for Effective Principals.

Evaluation Process
Forms:
Syringa Mountain School has created forms for use in the supervision and evaluation of principals: Learning Plan, Summative Evaluation, Sample Stakeholder Feedback, Evaluation Calendar.

Learning Plan Development Meeting
The primary outcome of the learning plan meeting is for the Board Chair, and principal to work cooperatively to identify a specific goal or goals and the components to be evaluated. The emphasis during the learning plan development meeting is professional dialogue and trust development.

During the learning plan development meeting the evaluator and principal will work collegially to:
1. Develop professional growth goals – 50% of professional growth goals will be measurable.
2. Identify components – List the identified components to be evaluated. Identified components must support the goal(s).
3. Establish the activities, evidence and timelines for each component identified in the growth plan. Evidence may include but is not limited to:
    - Parent contact log
    - Teacher evaluation activities
    - Classroom visitation log
    - Classroom observation reflections
    - Faculty meeting agendas
    - Behavior management plan
    - Professional development log
    - Reflection and meeting logs
    - Student assessment information
    - Teacher, principal, student feedback via surveys, focus groups, etc

Implementation of Learning Plan
The Board Chair and principal monitor the implementation of the learning plan goals and activities. Evaluation activities will be conducted openly and with the full knowledge of the principal. Evaluation activities should be conducted with sufficient time to make an adequate performance judgment. Evaluation activities will vary in frequency depending on the components that have been identified for feedback.

Parental Input:
Parental input shall be part of principal evaluations. Input received between March 1 and the last day of February of the following year will be included in written evaluations for that time frame. Only parental input received via the approved parental input form will be used in written evaluations. Parental input forms will be available in each school office and on the district web page.

Written evaluations will note the number of signed parental input forms received for each individual principal. Parental input forms received between March 1 and the last day of February of the following year will be included in written evaluations for that time frame.

Probation
A probationary period shall be provided by the Board to any employee whose performance is judged to be unsatisfactory.

1. The Board Chair will recommend to the Board in writing that the principal be placed on probation.
2. If the Board adopts the recommendation, the principal will be notified in writing by the Board.
3. The specific areas of unsatisfactory performance, along with provisions for adequate supervision and direction for probation will be defined in writing to the principal. A clearly articulated probationary plan will be developed. The plan will include identified concern(s), desired outcomes, and improvement targets. The plan will also include strategies for assistance and improvement. The plan of probation will include a mutually agreed upon timeline. The timeline shall not be less than eight full weeks or forty (40) school days.

Each step of the probation process including identification of concerns, observations/evidence collection and pre- and post-conference notes shall be documented and initialed by both the principal and the evaluator.

Syringa Mountain School #488
Principal/Administrator Summative Evalution

All certificated employees of Syringa Mountain School are responsible for all components in the domains. Certificated employees receive an evaluation based 67% on the specific domains and 33% on growth in student achievement. Evaluations must include multiple measures such as parent/guardian input, student input and/or portfolios.

Key/Definitions:

U = Unsatisfactory
> Principal/Assistant Principal does not meet state performance standard and does not demonstrate progress toward meeting standard.

B = Basic
> Principal/Assistant Principal meets the minimum requirements on the state performance standard and/or is inconsistent in performance

P/D = Proficient/Distinguished
> Principal meets the expected performance standard and speaks to local impact within the assigned school or setting and at times may show mastery where his/her sphere of influence has a system-wide impact.

	U	B	P/D
Domain 1: School Climate:			
1a School Culture - *Establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.*			
1b Communication—*Proactively communicates the vision and goals of the school or district, the plans for the future, and successes and challenges to all stakeholders.*			
1c Advocacy—*Advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement*			
Domain 2: Collaborative Leadership			
2a Shared Leadership—*Fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth*			
2b Priority Management—*Organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities*			
2c Transparency—Seeks input from stakeholders and takes all perspectives into consideration when making decisions			
2d Leadership Renewal—*Strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others*			
2.e Accountability—*Establishes high standards for professional, legal, ethical, and fiscal accountability for self and others*			
Domain 3: Instructional Leadership			
3a Innovation—Seeks and implements innovative and effective solutions that comply with general and special education law			
3b Instructional Vision—*Insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject*			
3c High Expectations—*Sets high expectation for all students academically, behaviorally, and in all aspects of student well-being*			

3d Continuous Improvement of Instruction—*Has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision*			
3e Evaluation—*Uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness*			
3f Recruitment and Retention—*Recruits and maintains a high quality staff*			

GROWTH IN STUDENT ACHIEVEMENT District and/or school-wide objective measures of student achievement and growth based upon research which may include but not be limited to, SBAC scores, K-8 universal screeners, Grade Level team growth metrics, AYP, individual student growth plans, Star Rating Metrics, IRI test results, have been consider in the evaluations. Acheivement is assessed and reported in all content areas. Current and/ or past year's data may be used.

      Unsatisfactory   Basic   Proficient

COMMENTS:

Overall Rating _____

Administrator/Superintendent's Signature _____**Date**_____

Certificated Employee's Signature _____**Date**_____

Signature on this form signifies the employee has received the evaluation, but does not signify agreement or disagreement.

Idaho Principal Evaluation Rubric

A major part of Idaho's Evaluation System for Principals is the rubric. This standards-based instrument provides descriptions of professional practices for each level of the performance continuum. Evaluators rate the principal/assistant principal on each component of each standard and then use the ratings to determine the overall rating on professional practices. This overall rating may account for up to 67% of the principal effectiveness rating, using multiple measures within the framework. The remaining percentage will be based on student growth data. The Idaho Standards for Effective Principals is composed of 3 domains. Within those 3 domains are 14 components, and within each component are smaller elements.

Rating Levels describe the principal's performance on professional practices with respect to state performance standards.
> **Unsatisfactory :** Principal/Assistant Principal does not meet state performance standard and does not demonstrate progress toward meeting standard.
> **Basic:** Principal/Assistant Principal meets the minimum requirements on the state performance standard and/or is inconsistent in performance.
> **Proficient/Distinguished:** Principal meets the expected performance standard and speaks to local impact within the assigned school or setting and at times may show mastery where his/her sphere of influence has a system-wide impact.

These performance levels are aligned to the four Domains within The Framework for Teaching by Charlotte Danielson. As in The Framework, an educator's performance level goal is to "live in the area of Proficient and visit the area of Distinguished." In the rubric Effective Principal Evaluation within the distinguished level is reserved for a more system level performance. An Unsatisfactory rating is a call for immediate and focused action to address the specific issues and may need comments to inform performance.

Components of the Standards are the mandatory items that each Idaho district must address in its principal evaluation system. However, districts have the flexibility of weighing the components differently to meet the needs of their district. Idaho Department of Education (SDE) will provide an evaluation calculator (in the form of an Excel spreadsheet) that can be adapted for district use.

Professional Practices are the day-to-day activities conducted by principals as the go about their daily work. Professional practices included in the rubric are those one would expect principals to demonstrate at each level of the rating scale. A principal's professional practice can vary depending on the setting or the experience level. Using the evaluation calculator will allow evaluators to differentiate the importance of the elements of professional practice, by the weight of the element.

Examples of Artifacts: Artifacts are the documents, materials, processes, strategies, and other information that result from the normal and customary day-to-day work of principals and assistant principals. To effectively address the requirements of the evaluation system, it is not necessary for principals and assistant principals to collect all of the artifacts listed as examples for each standard. In fact, they may choose not to use any artifacts so long as they and their evaluators agree on their rating levels. Artifacts other than those included as examples may also be used. Artifacts are used only if either the principal/assistant principal or the evaluator believes that additional evidence is required to convince the other of the accuracy of the self-assessment as compared to the evaluator's assessment of the principal's performance.

1. **School Climate: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.**

1.a **School Culture**—*Establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.*

❑Unsatisfactory	❑Basic	❑Proficient/Distinguished	❑Distinguished
The principal • Is inconsistent in creating maintaining rules and policies designed to ensure **a safe environment** for staff and students.	**The principal** • Complies with pertinent laws and policies regarding **school safety** and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats. **[SAFETY]** • Establishes rules and related consequences designed to keep students **safe**.	**The principal also** • Uses disaggregated school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety, and acts upon data to improve safety.**[SAFETY]** • Ensures that disciplinary policies and actions remove students from learning opportunities only as a last resort. **[SAFETY]**	**The principal also** • Leads or contributes to districtwide efforts that develop more effective strategies to comply with regulations, improve school safety, and ensure equitable application of **safety** procedures. • Leads school and district efforts to proactively identify physical and emotional threats and resolve them peacefully. **[SAFETY]**
• Ignores or dismisses **conflict**	• Responds to conflict and seeks to resolve it. **[CONFLICT]**	• Ensures that staff proactively engages in conflict resolution. **[CONFLICT]**	• Actively reduces **conflict** in school and district setting by monitoring and promoting a positive school culture encouraging positive engagement between students, staff, and parents.
• Passively listens to staff and community feedback but relies on his/her personal interpretation.**[PERCEPTIONS]**	• Alone or with school leadership team, monitors school climate by gathering data about student and staff **perceptions**.	• Actively elicits feedback that measures the school and **community perceptions** and uses this data consistently to monitor and improve school climate.	• **Systematically elicits feedback** from school, district, and community and is explicit in analysis of and refection on data and establishes actions based on data analysis.

❑Unsatisfactory	❑Basic	❑Proficient/Distinguished	❑Distinguished
• **Barriers** continue or are created due to the lack of willingness to collaborate toward improving the school setting.	• Connects appropriate strategies and solutions to **known barriers** to promote a school culture of excellence, equity, and safety across all school settings.	• Collaborates with instructional staff, and parents, in creating opportunities to safely examine deeply held assumptions and beliefs, which may serve as **barriers to a school culture** that embraces diversity in race, language, gender, culture, and values.	• Leads collaboration with district leadership, instructional staff, parents, and/or colleagues in creating opportunities to safely examine deeply held assumptions and beliefs, which may serve as **barriers to a school culture** that embraces diversity in race, language, gender, culture, and values.

1.b <u>Communication</u>—*Proactively communicates the vision and goals of the school or district, the plans for the future, and successes and challenges to all stakeholders.*

❑ Unsatisfactory	❑ Basic	❑ Proficient	❑ Distinguished
The principal	**The principal**	**The principal**	**The principal**
• Develops a vision for the school with little or no collaboration with stakeholders.	• When making organizational decisions, refers to and requires others to reference the **mission and vision**, ensuring all staff know and understand it.	• Ensures that stakeholder have meaningful input in the school's **vision and mission**, aligning with academic and social learning goals for students.	• Initiates or advocates for changes to school or district **vision and goals** based on data to improve performance, school culture, and school success.
• School **goals or plans** are not monitored and/or aligned to school programs.	• Monitors **school goals**, programs, and actions to ensure that they support the school's vision and mission.	• Adjusts the **school improvement plan** in light of data along with input from district and school staff.	• Through the use of multiple communication strategies, leads staff, colleagues, and community in creating and monitoring **school improvement plans** in alignment with district wide efforts and the district's initiatives.
• Inadequate evidence of **opportunities for departments** to communicate or collaborate.	• Facilitates clear, timely **communication across the school's departments** to support effective and efficient school operations.	• Leads school staff in using **multidirectional communication** strategies and engages stakeholders.	• Leads or collaborates with input from staff and community members through the use of **multiple communication strategies** to create, monitor, and enact school improvement plans in alignment with district wide efforts and the district's initiatives.
• Uses email but does not use additional technology (e.g., website, social media) for communication to parents or other external constituents. A technology-based communications plan is not available.	• Uses email and intermittently uses additional technology (e.g., website, social media) for communication to parents or external constituents. • The technology-based communication plan is in place that shows the timeline for information dissemination.	• Creates a technology-based communications plan that is based upon documented community members' technology use preferences and is timed to the school schedule.	• Leads or coaches others in the use of technology or the development of technology-use communications plans. to increase communication to all stakeholders regarding appropriate information for all stakeholders.

1.c <u>Advocacy</u>—*Advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement*

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
The principal • Community and stakeholders are not meaningfully active in the school's activities	The principal • Invites community input and occasionally uses the input to inform decisions	The principal • Consistently seeks and/or creates opportunities that engages the school community in activities that support teaching and learning	The principal • Leads or supports initiatives to bring the community into school facility to better understand its initiatives, culture, and/or needs.
• Considers the **community** separate from the school and overlooks opportunities to engage in communities various cultures.	• Provides isolated opportunities for involving **community** in school activities	• Promotes appreciation and understanding and uses the community's diverse cultural opportunities in the schools learning **community**.	• Proactively engages students, educators, parents, and **community** partners in building relationships that improve teaching and learning along with other emerging issues that impact district and school planning, programs, and structures.

Possible supporting evidence: Standard 1 School Climate: **An educational leader promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.**

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
☐ Parent Feedback	
☐ Student Feedback	
☐ Supervisor Feedback	
☐ Parent Feedback	
☐ Meeting agenda, minutes, and rosters	
☐ Parent Newsletters	
☐ School Visits	
☐ Staff Feedback	
☐ School Discipline Data	
☐ School Tardy and Absentee Data	
☐ Web based reports	
☐ Communication Plan	
☐ Parent and Community Involvement	
☐ School Improvement Plan	
☐ Social inclusion Model for student disciplline-Kim John Payne	

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
☐ Tripod Student Survey Year 3	

2. <u>Collaborative Leadership</u>: **An educational leader promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He/she uses research and/or best practices in improving the education program.**

2.a <u>Shared Leadership</u>—*Fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth*

☐Unsatisfactory	☐Basic	☐Proficient	☐Distinguished
The principal • Does not use **Professional Learning Plans** to support staff professional learning.	The principal • Through the use of **Professional Learning Plans**, provides feedback on professional behavior to teachers and other staff and remediates behavior as needed.	The principal • Encourages professional growth through the use of **Professional Learning Plans**, providing opportunities for individualized professional competencies.	The principal • Leads staff and other district leaders in expanding the power of **Professional Learning Plans** and their use as a tool to create dialog that promotes leaders throughout school and district.
• Provides few **advancement or leadership** opportunities for staff.	• Provides staff equal access to staff for opportunities for learning, leadership, **and advancement**.	• Creates structured opportunities for instructional staff and other staff to **expand leadership** through the use of reflections, mentoring, feedback, and learning plans.	• Creates or coaches other leaders on how to facilitate structured opportunities for staff and leaders to **develop leadership skills** from school on to the district through the use of reflection, mentoring, feedback, and learning plans.
• No evidence of **distributed leadership** as part of the process of shared governance.	• Has begun to develop and implement **distributed leadership** as part of the process of shared governance.	• Staff effectively develop and sustain a culture of **distributed leadership** as part of the process of shared governance.	• Coaches or facilitates other district leaders on how to effectively develop and sustain a culture of **distributed leadership** as part of the process of shared governance.

2.b <u>Priority Management</u>—*Organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities*

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
The principal • Evidence indicates a lack of **effective time management** and prioritized activities.	**The principal** • Prioritizes the use of **school time** to ensure that staff activities sometimes focus on improvement of student learning, organizes majority of professional time to the school's priorities, but may engage in time wasting activities.	**The principal** • Prioritizes the use of **school time** to ensure that staff and student activities focus on improving student learning by organizing time to ensure that high leverage activities and school priority areas focus on student learning.	**The principal** • Coaches or facilitates other leaders in **effective school time** by prioritizing school time ensuring staff and student activities are high leverage activities with focus on school priority areas and student learning.
• Lack of evidence in **project management** with milestones and deadlines missed.	• **Projects are managed** using list of milestones and deadlines and impact of change is sometimes documented.	• Applies **project management** to systems throughout the school and systematic monitoring and collaboration with stakeholders.	• Advocates or leads district wide efforts to apply **project management** systems and facilitates systematic monitoring and collaboration with stakeholders.
• Lack of evidence regarding systems and process for planning and **managing change**.	• Establishes clear and consistent process and systems to **manage change**.	• School staff and other stakeholders adhere to established processes and procedures in place to **manage and monitor change**.	• Mentors/Coaches other school leaders in effective, transparent strategies that systematically **manage and monitor** change while incorporating staff and stakeholders.
• Cannot explain how to or the use of technology to support instruction and learning	• Uses email, but relies on others to facilitate communications and monitoring through the use of technology to support instruction and learning	• Uses and initiates the use of technology among staff in order to support instruction and learning	• Uses advanced features to lead effective use of a variety of technology tools to increase productivity and support instruction and learning

2.c <u>Transparency</u>—*Seeks input from stakeholders and takes all perspectives into consideration when making decisions*

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
The principal • Makes decisions with **little or no consultation** with stakeholders.	**The principal** • Is **transparent** with staff about allocation of resources and any expected changes.	**The principal** • Is **transparent** about decisions by informing stakeholders of purposes and anticipated effects of those decisions.	**The principal** • Anticipates the possible effects of decisions to minimize any possible unintended consequences and is **transparent** with stakeholders in communicating interrelated and interdependent features of the school's organizational structure.

2.d <u>Leadership Renewal</u>—*Strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others*

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
The principal • Does not use or consider a **professional learning plan**.	**The principal** • Completes a **professional learning plan** in a timely manner.	**The principal** • Throughout the year he/she seeks to improve leadership skills by collaborating with colleagues, pursuing professional development that improves leadership skills, and is incorporated in **professional learning plans**.	**The principal** • Contributes to district efforts to improve principal professional development that improves leadership skills while incorporating these skills within **professional learning plans**.

☐Unsatisfactory	☐Basic	☐Proficient	☐Distinguished
• Lack of evidence to show his/her engagement in **professional development opportunities**.	• Engages in **professional development** offered to principals by the district.	• Uses feedback, surveys, and evaluations that inform **professional development** and improves professional practice by consistently monitoring progress as he/she makes adjustments as necessary.	• Facilitates district leadership in the use of feedback, surveys, and evaluations that inform **professional development** and improves professional practice by consistently monitoring progress as he/she makes adjustment as necessary
• Does not use **self-reflection** or monitoring of goals in measuring professional growth.	• Communicates results of **self-reflection** after evaluating his/her own practice and consults with evaluator, adjusting accordingly.	• Uses **self-reflection** and data that is aligned to school and district vision and/or needs. As goals are measured and achieved, leadership skills, school culture, and student learning are improved.	• Leverages opportunities to lead staff and district to systematically monitor goals and progress in professional development goals using **self-reflection** and data to measure and improve professional skills.
• **Discrimination or intolerancies** not considered in professional growth practices.	• Pursues professional development and training to support efforts in eliminating **discrimination or intolerance** in the school	• Acts as a role model against **discrimination and intolerance** and leads professional development so that students and staff support efforts to eradicate any of these practices from the school setting.	• Leads or advocates for district wide efforts against **discrimination or intolerance** through professional development opportunities.

2.e Accountability—*Establishes high standards for professional, legal, ethical, and fiscal accountability for self and others*

☐Unsatisfactory	☐Basic	☐Proficient	☐Distinguished

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
The principal • **Is not prepared**, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others.	**The principal** • Is **prepared, participates** fully, and is ready to listen and respect others in planned and unplanned meetings with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings).	**The principal** • Is **prepared, participates fully**, and is ready to listen and respect others in planned and unplanned meetings. He/she is knowledgeable and/or encourages ideas and engages others in meaningful dialogue.	**The principal** • Leads and is an example for others concerning **preparation for meetings, participation**, and respectful behaviors within meetings, while promoting appropriate behavior in meetings and/or encourages ideas and engages others in meaningful dialogue. Provides meaningful and timely input into the development of district and board policy.
• Manages **fiscal responsibilities** in a disordered, irresponsible way.	• As allowed by the district, **allocates available fiscal, personnel**, space, and material resources in an appropriate legal and equitable manner	• Works with others to modify educational systems, as needed, to increase their effectiveness in using and **allocating fiscal, personnel, space, and material resources** to meet all students' needs.	• Advocates for and contributes to district or statewide efforts to improve the effective and efficient use of **resources, supporting fiscal accountability**.
• Instances of **illegal or unethical conduct**.	• No instances of **illegal or unethical conduct** with employees or prospective employees or other stakeholders.	• Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety concerning **illegal or unethical behavior**, while he/she displays and expects students and colleagues to display professional ethical and respectful behavior at all times.	• Leads or advocates for district wide professional development concerning **illegal or unethical conduct**, while he/she displays and expects students and colleagues to display professional ethical and respectful behavior at all times.

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
• Does not understand **policies and laws** related to school and district.	• Understands **policies and laws** related to school and district and enforces or complies as necessary.	• Effectively implements district rules, **policies, and laws** while enforcing clear expectations, structures, and fair rules and procedures for students and staff. • Conscientiously and routinely studies changes to laws and policies to maintain the school's compliance.	• Leads or facilitates district rules, **policies, and laws** while enforcing clear expectations, structures, and fair rules and procedures for students and staff. • Leads colleagues in using a systematic way to routinely study changes to laws and policies to maintain the school's compliance.
• Cannot describe how technology tools are used to collect, organize or analyze data.	• Encourages staff to use some technology tools to collect, organize and analyze data.	• Uses/demonstrates the use of technology tools for data analysis.	• Leads or facilitates district leadership in the use of technology tools for data analysis.

<u>Possible Supporting Evidence for 2. Collaborative Leadership</u>: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He/she uses research and/or best practices in improving the education program.

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
☐ Parent Feedback	
☐ Student Feedback	
☐ Supervisor Feedback	
☐ Meeting agenda, minutes, and rosters	
☐ Parent Newsletters	
☐ School Visits	
☐ Staff Feedback	
☐ Systems for Data Review	
☐ Web-based reports	
☐ Sign in training sheets	
☐ Technology inventories	
☐ Student Achievement information	
☐ Budget information	
☐ Communication Plan	

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
☐ Parent and Community Involvement	
☐ School Improvement Plan	
☐ Systems for Data Review	
☐ Staff Council Governance Model	
☐ Meeting minutes, meeting assessment rubrics	

3. <u>Instructional Leadership:</u> **An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He/she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.**

3.a <u>Innovation</u>—Seeks and implements innovative and effective solutions that comply with general and special education law

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
The principal • Does not encourage or promote staff members to use techniques such as action research to examine the educational practices to refine curriculum **implementation and innovation**.	**The principal** • Some staff members are independently using techniques such as action research to review performance data or student work to refine curriculum **implementation and innovation**.	**The principal** • Encourages opportunities for instructional staff to routinely engage in techniques such as action research to review performance data and student work to refine curriculum **implementation and innovation.**	**The principal** • Coaches or mentors others in the use of techniques such as action research to refine curriculum **implementation and innovation**. • Encourages members of his/her instructional staff to lead district in techniques such as action research projects to refine curriculum and **drive innovation**.

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
• Little to no evidence available of instructional staff collaboration in analysis to identify or **support individual students or groups of students**.	• Has begun to engage instructional staff in the collaborative analysis to identify **individual students or groups of students** who are struggling or may struggle to attain social and academic goals.	• Systematically engages instructional staff and coaches on ongoing collaborative analysis to plan for continuous improvement for each student, student group, and subgroup of students and the school as a whole.	• Advocates, supports, or leads a district wide, systematic collaboration of instructional staff and coaches on ongoing collaborative analysis to plan for continuous improvement for **each students, student group, and subgroup of students** and the school as a whole.
• Is familiar with **local, state, and federal laws and policies**.	• Adheres to all **local, state, and federal laws and policies** and regulations while assuring activities legally align to the connecting laws, policies, and regulations.	• Conscientiously and routinely studies changes to **laws and policies** while collaborating with experts concerning general and special population educational needs of students.	• Routinely studies changes to **laws and policies** and leverages relationships with external agencies, organization, and partners in ways to support collaboration with experts concerning general and special population educational needs of students.
• Has not promoted the use of technology to support student mastery of the required curriculum.	• Encourages instructional staff members to have access to some technology, hardware, software, professional learning and support	• Requires, monitors and models the use of technology to support mastery of the required curriculum	• Coaches or leads district leadership in promoting, monitoring and modeling the use of technology to support mastery of the required curriculum.

3.b Instructional Vision—*Insures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject*

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
The principal • Has not identified or mapped **Idaho's Core Standards** or planned for their improvement.	**The principal** • Provides time, space, and opportunities for instruction, and curriculum is aligned to **Idaho Core Standards** per district instructional priorities.	**The principal** • Leads and collaborates with instructional staff to align the school's curriculum and instruction to **Idaho Core Standards** by providing time and resources and mapping schools' processes and effectively plan for improvement.	**The principal** • Coaches or mentors other school leaders in best practices to align the school's curriculum and instruction to **Idaho Core Standards** by providing time and resources and mapping schools' processes and effectively plan for improvement.
• Instructional vision lacks the process of curriculum **alignment, both vertically and horizontally**.	• Encourages staff to collaborate in the process of curriculum **alignment, both vertically and horizontally**.	• Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the **curriculum horizontally and vertically** with the standards.	• Leads or coaches district leadership in the process of curriculum alignment in collaboration with school/district through a systematic, continuous process to fully align the **curriculum horizontally and vertically** with the standards.
• Has not included a **research-based strategic action plan** regarding instruction.	• A **research-based strategic action plan** regarding instruction is shared and roles clarified to enhance organizational alignment.	• Collaborates with instructional staff to create a **research-based strategic action plan** that insures instruction is guided and shared that includes a management system that clarifies roles to enhance organizational alignment.	• Leads or mentors district leadership regarding a **research-based strategic action plan** through collaboration with instructional staff that insures instruction is guided and shared that includes a management system that clarifies roles to enhance organizational alignment.

3.c **High Expectations**—*Sets high expectation for all students academically, behaviorally, and in all aspects of student well-being*

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
The principal • Communicates the need for using **student data** for student outcome decision making and monitoring with little to no evidence supporting these efforts	**The principal** • Uses **student data** (e.g., formative and summative assessment, work samples, teacher judgment) to monitor student success to rigorous academic content and support service, identifying students or student groups that may be struggling.	**The principal** • Routinely collaborates with instructional staff and specialists to identify critical core content gaps, measuring the difference between the skills needed, and initiates modification based upon this and other **student growth data**.	**The principal** • Activates, supports, or sustains district and school wide efforts to create an organized effort to routinely collaborate to measure district and school wide **student growth data** to monitor and measure this data to initiate modifications, as necessary.
• Rarely uses techniques to monitor or document that instructional staff use **high-impact instructional practices**.	• Has initiated the use and support of techniques to monitor and document that instructional staff uses high-impact instructional practices.	• Collaborates with instructional staff and uses observation data and support techniques to monitor and document that instructional staff uses **high-impact instructional practices**.	• Leads school and advocates for district colleagues to use a variety of techniques and protocols for collecting multiple sources of evidence on the effective use of **high impact instructional practices**, monitoring effect over time.
• Lack of evidence to support collaboration efforts in **setting high standards for learners**.	• Has begun the process to engage instructional staff in collaboration efforts to **set high standards for learners**.	• Collaborates with instructional staff to set high expectations for all learners and identify potential barriers to success for all learners.	• Leads school and mentors district colleagues to collaborate with instructional staff to set high expectations for all learners and identify potential barriers to success for all learners.
• Little to no instructional staff members participates in a collaborative process to set and use **benchmarks and rubrics to generate** student efficacy and responsibility.	• There are some members of the instructional staff that use **collaboratively-designed benchmarks and rubrics** for assessing student work.	• Uses an organized collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility.	• Leads or supports district wide effort to use an organized collaborative process to set and use benchmarks and rubrics to generate student efficacy and responsibility.

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
• Conveys an understanding of the integration of research based practices to address the **whole child**, with little evidence to support it is in practice.	• Implements a comprehensive approach to learning that integrates research based practices to address the **whole child**, students' cognitive, physical, social and emotional health and welfare.	• Comprehensive integration of research based practices to address the **whole child** and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.	• Advocates or leads district wide effort of a comprehensive integration of research based practices to address the **whole child** and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

3.d <u>Continuous Improvement of Instruction</u>—*Has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching. Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision*

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
The principal • Cannot **provide evidence of proficiency** in observation.	The principal • **Provides evidence of evaluator proficiency** to assess teacher performance with accuracy and consistency based upon Danielson *Framework for Teaching*.	The principal • Consistently **provides evidence of evaluator proficiency** by annually renewing and recalibrating proficiency at assessing teacher performance, based upon Danielson *Framework for Teaching*, with accuracy and consistency.	The principal • Leads or support the development in measuring and analysis of district's instructional leaders' **proficiency levels** based upon Danielson Framework, determined annually and supports professional development (PD) based upon levels of proficiency.

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
• Does not encourage **Professional Learning Plans** with staff and teachers during the evaluation process.	• Encourages **Professional Learning Plans** with staff and teachers during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of each year.	• Involves **Professional Learning Plans** for staff and teachers in the evaluative process, encouraging staff to incorporate reflective goal setting practices prior to the school year, collects formative assessment and student growth data during the course of the school year, which informs summative evaluation and instructional staff upcoming instructional goals, using a cyclical process to improve instructional practices.	• Leads or mentors district leadership staff in using **Professional Learning Plans**, supporting teachers and staff in incorporating reflective goals setting prior to the year and at year's end, collecting formative assessment and student growth data during the course of the school year, which informs summative evaluation and instructional staff upcoming instructional goals, using a cyclical process to improve instructional practices.

3.e Evaluation—*Uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness*

❑Unsatisfactory	❑Basic	❑Proficient	❑Highly Effective
The principal	**The principal**	**The principal**	**The principal**
• Staff and teacher **evaluations are not differentiated** based upon pupil personal.	• Staff and teacher **evaluations are differentiated for pupil personal** certificate holders, aligned to the Danielson Framework for Teaching with **professional development differentiated**, as appropriate.	• Staff and teacher evaluation are explicit, reflecting differentiated **evaluation for pupil personal certificate holders**, aligned to the Danielson Framework for Teaching, with performance reflecting specific and measureable improvements along the performance continuum with **clear differentiated professional development** for faculty, as appropriate.	• Leads or mentors district leadership in using evaluations that are explicit, reflecting differentiated **evaluation for pupil personal certificate holders**, aligned to the Danielson Framework for Teaching, with performance reflecting specific and measureable improvements along the performance continuum with **clear differentiated professional development** for faculty, as appropriate.
• Adheres to legal requirements for **teacher and staff evaluation**.	• Creates processes to provide formative and summative **evaluation feedback to staff and teachers**, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using some data to inform professional development.	• Evaluation process utilizes multiple assessments, using formative and summative feedback to **evaluate staff members and teachers**, informing them of the effectiveness of their instruction and uses analyzes of evaluation results to inform professional development.	• Leads or mentors other district leadership on the use of multiple measures and multiple years evaluation data, using formative and summative feedback to evaluate staff members and teachers, informing them of the effectiveness of their instruction and using an analyzes of evaluation results to inform professional development.

3.f Recruitment and Retention—*Recruits and maintains a high quality staff*

❑Unsatisfactory	❑Basic	❑Proficient	❑Distinguished
The principal • Has little success in **recruiting, selecting, or hiring highly qualified** and effective personnel	**The principal** • Has had some success in **recruiting, selecting, and hiring** highly qualified personnel, based on selection process on district policy	**The principal** • Actively r**ecruits**, carefully s**electing and hiring** highly qualified and highly effective personnel based on school needs and selection process on district policy	**The principal** • Advocates for and contributes to district efforts to **recruit and retain** a highly qualified and highly effective personnel encouraging diversity in school staff
• Creates a **work environment** for teachers where staff feels isolated and unvalued.	• **Work environment** leads some staff to view themselves as members of a team where efforts are valued by some.	• Emphases of **school environment** lead staff to view themselves as members of a team, where staff achievements are consistently celebrated on a regular basis, where members feel valued.	• Advocates and leads district leadership to create a work **environment for district staff** and teachers where they view themselves as members of a school and district team that are harmonious, where staff achievements are routinely celebrated and district and school staff feel valued.
• Has little to no support or ongoing **mentoring or coaching** in place.	• The school has established a **mentoring system** where teachers meet occasionally, supporting where they can.	• Has established a structured, comprehensive and sustained **mentoring or coaching** program designed to provide varied and scafolded supports where new teachers are supported in an individualized mentoring or coaching program.	• Leads or supports the efforts in a district wide structured, comprehensive and sustained **mentoring or coaching** program where new teachers are supported in a variety of scaffolded supports, designed to be individualize for the mentoring or coaching participants.

Possible Supporting Evidence for 3. Instructional Leadership:An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of

learning that is shared and supported by the school community. He/she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Examples of Artifacts That May be Used to Support Rating:	Evidence Provided by Artifact:
□ Parent Feedback	
□ Student Feedback	
□ Supervisor Feedback	
□ Parent Feedback	
□ Meeting agenda, minutes, and rosters	
□ Parent Newsletters	
□ School Visits	
□ Staff Feedback	
□ Formative and Summative Evaluations of Staff	
□ Classroom Observation Logs	
□ School Targets for increased Academic Participation and Achievement	
□ Goals and Progress for Student Growth	
□ Student Achievement information	
□ Web-based reports	
□ Sign in sheets for trainings	
□ Technology inventory	
□ Curricula and Standards Alignment	
□ School Improvement Plan	
□ Hiring and Retention Data	
□ Professional Development for Staff	
□ Extra Lesson Training	
□ On site Mentoring	

1. <u>School Climate</u>**: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.**
   ❑ **Unsatisfactory**   ❑ **Basic**   ❑ **Proficient**   ❑ **Distinguished**

2. <u>Collaborative Leadership</u>**: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He/she uses research and/or best practices in improving the education program.**
   ❑ **Unsatisfactory**   ❑ **Basic**   ❑ **Proficient**   ❑ **Distinguished**

3. <u>Instructional Leadership:</u> **An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He/she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.**
   ❑ **Unsatisfactory**   ❑ **Basic**   ❑ **Proficient**   ❑ **Distinguished**

Overall Rating for Principal:

❑ **Unsatisfactory**   ❑ **Basic**   ❑ **Proficient**   ❑ **Distinguished**

Justification:

Suggested Stakeholder Feedback Form for the Evaluation of the SMS Principal

The SMS Board of Directors is currently evaluating the SMS Principal. As part of this annual process, we are seeking input from parents, faculty, administrative staff and all Board members.

Please complete this form by rating the director in the areas indicated below by placing an X in the box corresponding to your choice. If you have no knowledge of a given area, please write n/a (not applicable).

You may submit comments if you wish. Please use the last page for additional comments if needed.   *Board members are required to submit comments regarding the performance of the Principal.

Finally, please return the completed form to the individual indicated at the end of the form.

Thank you very much for your assistance with this important process.

Name:_____ Date:
Place a check by your role with SMS:
Board of Directors: _____
Parent Council: _____
Staff Council: _____
  ther: :

Please return this completed form to: _____
The deadline is: _____

Definitions of Criteria
Exemplary: Of superior merit, remarkably good, highly professional
Competent: Adequate, properly qualified, capable, proficient
Needs Attention: Qualified, but capable of doing better in specific areas
Unsatisfactory: Not qualified, unacceptable or inadequate performance
Unable to Rate: Write n/a (not applicable)

CRITERIA	Exemplary	Competent	Needs Attention	Not Satisfactory
Governance Leadership Activities				
Communicates SMS vision and values				
Coordinates and facilitates communication between various school groups, governance groups; SMS Board the district, parents and teachers				
Maintains high visibility and "open door" policy with parents				
Represents parent interests to faculty, staff and				

Board				
Interacts and provides appropriate leadership for parents, faculty and staff				
Demonstrates knowledge of Waldorf curriculum				
Demonstrates knowledge of Idaho State Standards				
Assists with the provision of resources				
Oversees curriculum and program development				
Participates in festivals and other school activities				
Is familiar and up to date with respect to Idaho charter-related knowledge and legislation				
Manages crisis as necessary				
Facilitates resolution of complaints and grievances				
Is competent in the oversight and proper organization of financial matters				
Comments:				
Students and Teachers				
With children, intervenes in school crisis situations				
With parents, advocate for the child and for the teaching staff.				
With teachers, represent the interests of the child and concerns of the parents				
Schedules and chairs IEP, child study and meetings or appoints a qualified designee				
Consults and debriefs regularly with Staff				
Attends staff meetings and disseminates school administrative information				
Oversees Specialty Teachers scheduling				

Establishes a presence with students and serves as a positive role model				
Coordinates disciplinary process when needed				
Establishes a safe school environment including respect for differences and diversity				
Oversees maintenance of student records				
Comments:				
Personnel				
Coordinates hiring process for certificated and classified personnel				
Assembles Hiring Committee when needed				
Assures timelines for selection meets the needs of the school				
Oversees evaluation of certificated and program-related staff				
Determines training needs, facilitates goal-setting and mentoring.				
Comments:				

Parent Council				
ttends onthly parent council eetings				
Presents "State of the School" talk and other Educational evenings as determined by the Parent Council outreach committee.				
Participates in decision-making regarding Aftercare and fter School Programs				
Comments:				
SMS Board				
Attends all SMS Board meetings				
Sets and posts agenda in a timely manner				
Participates in Board co ittees				
Comments:				
School Committees				
Attends meetings, co-facilitates as needed, responds to reports from committees				
Comments:				

District, State and Federal				
Represents SMS interests with the authorizer, in the district, state and on pertinent committees and organizations				
Ensures compliance with public school requirements				
Ensures compliance with district, state and federal regulations and policies				
As needed, represents SMS interests with state offices and in legal matters and matters pertaining to charter status				
Comments:				

SMS Director Professional Learning Plan

Name:		Position/Title:		☐ New
Date Developed:		District:		☐ New
Date Revised:		School(s):		☐ New
Educator Signature	X	Grade Level(s):		☐ New
		Subject(s):		☐ New
Evaluator Signature	X			

Setting Goals with Primary Evaluator

The Director will set specific and measurable Professional Learning Goals for the year. The Beginning-of-Year Conference in the beginning of the year is a time for the Director and SMS Board as the primary evaluator to discuss and finalize goals and identify appropriate sources of professional development to help the Director meet those goals. The Director is responsible for improving their own practice and achieving their own goals.

When to Revise the Professional Learning Plan

The Mid-Year Conference provides a formal opportunity for the SMS Board to discuss the Professional Learning Plan. If a Professional Learning Goal has been met before the end of the first semester, the Director should identify a new goal based on the priorities in his or her Self-Assessment and/or needs identified. If, at the end of the year, a Professional Learning Goal is still in the process of being achieved, and the Director and Board feel as though it is important for the Director to continue working toward the goal, the Director can keep the same goal for up to one additional year. If, at the end of the second year, the goal is still not met, it should be revised such that the action steps will better lead to the goal being met (given the goal remains relevant).

Professional Learning Goals

Record three Professional Learning Goals below. Your goals should be specific, measurable and aligned with specific competencies within the evaluation rubrics. Rank your goals in order of priority, recognizing that each goal is important. On the following pages, complete the Professional Learning Plan form for each goal.

Alignment to Evaluation Components	Professional Growth Goals	Status ☐ Achieved ☐ In Process ☐ Not Achieved

Professional Learning Goal #1:					

Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*
Action Step 1:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	
Action Step 2:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	

Professional Learning Goal #2:					
Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*
Action Step 1:	By: Data:	By: Data:	By: Data:	By: Data:	
Action Step 2:	By: Data:	By: Data:	By: Data:	By: Data:	

Professional Learning Goal #3:					

Action Steps and Data: *Include detailed steps and the data you will use to determine whether each benchmark is met*	**Benchmarks and Data:** *Set benchmarks to check your progress throughout the year (minimum 3). Also include data you will use to ensure your progress is adequate at each benchmark.*				**Evidence of Achievement:** *How do you know that your goal has been met?*
Action Step 1:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	
Action Step 2:	By:	By:	By:	By:	
	Data:	Data:	Data:	Data:	

Administrator Evaluation Calendar

Timeline	Activity	Supervisor Steps	Forms and Submission Dates
By September 31st	Beginning of the Year Conference	• Hold an initial meeting with the Administrator being evaluated, review the rubric and discuss the placement where the Administrator is currently placed. • Set student growth goals • Identify teacher, student, parental/guardian input, and/or portfolio input to be included.	• Evaluation Rubric • Student Growth Goals
By January 31st	Mid-Year conference with Evaluator	• Review Administrator Professional Growth Progress • Review and discuss progress toward student achievement data, student, parental/guardian input, and/or portfolio input.	
By March 31st	Principal evaluation completed by Evaluation Committee and contract recommendation made.		
By April 30th	End of year Conference	• Discuss Professional Growth Progress and student growth goals • Provide feedback on performance for entire year • Complete summative evaluation form and submit to HR for placement in the employee file.	• Summative Evaluation Form • Parental/guardian input, teacher input, student input and/or portfolios reviewed
By May 1st	Submit completed evaluation form with original signatures to HR and to the SDE as required.		

Teacher Evaluation Procedure and Forms

Statement of Philosophy
The primary purpose of evaluation is to improve the quality of instruction. Supervision and evaluation of professional employees involve a cooperative process between staff member and administrator for the purposes of identifying and documenting the performance of individual staff members. It is expected that ongoing training is in place to familiarize evaluators/principals and teachers on the districts evaluation process. The evaluation plan will be reviewed annually by the Staff Council and Principal.

Statement of Purpose
The evaluation shall be conducted with each teacher to provide services as follows:

- So that each professional teacher knows how he or she is performing in his or her assignment.
- So that each teacher will be aware of both his/her strong points and weak points and areas where improvement, if any, is needed.
- To provide an opportunity for the supervisor and the teacher to discuss objectively the employee's job performance and mutually agree upon goals and objectives.
- To provide the following information to a teacher whose performance necessitates the imposition of probation or nonrenewal of contract:

  1. Written notice of the specific areas of unsatisfactory performance.
  2. A reasonable time period to make corrections.
  3. Adequate supervision, assistance, and evaluation during the period of probation.

  All monitoring or observation of the performance of a teacher shall be conducted openly and with full knowledge of the employee.

Statutory Requirements IDAPA 120.02
Professional Practice. For evaluations conducted on or after July 1, 2013, all certificated instructional employees must receive an evaluation in which at least sixty-seven percent (67%) of the evaluation results are based on Professional Practice. All measures included within the Professional Practice portion of the evaluation must be aligned to the Charlotte Danielson Framework for Teaching Second Edition. The measures included within the Professional Practice portion of the evaluation shall include a minimum of two documented observations annually, with at least one (1) observation being completed by January 1 of each year. District evaluation models shall also include at least one (1) of the following as a measure to inform the Professional Practice portion of all certificated instructional employee evaluations: Parent/guardian input, student input and/or portfolios.

IDAPA 120.03
Student Achievement. For evaluations conducted on or after July 1, 2013, all certificated instructional employees, principals and superintendents must receive an evaluation in which at least thirty-three percent (33%) of the evaluation results are based on multiple objective measures of growth in student achievement as determined by the board of trustees and based upon research. For evaluations conducted on or after July 1, 2014, growth in student achievement as measured by Idaho's statewide assessment for Federal accountability purposes must be included. This portion of the evaluation may be calculated using current and/or past year's data and may use one (1) or multiple years of data. Growth in student achievement may be considered as an optional measure for all other school based and district based staff, as determined by the local board of trustees.

Framework : The Teacher Evaluation Process is based upon the Danielson Framework for Teaching which centers on 4 domains of this practice.

The domains and components for ancillary and extracurricular staff rely on domains and components appropriate to their framework for evaluation.

D. Performance Continuum
The continuum ranges from describing teachers who are striving to master the rudiments of teaching to highly accomplished professionals who are able to share their expertise.

- ☐ The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

The teacher apprears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area. The teacher clearly understands the concepts underlyng the component and implements it well. Most experienced teachers will regard themselves and be regarded by others as performing at this level.

☐ Teachers at this level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

Definitions
A. Renewable Contract Teachers: Continuing contract teachers will be evaluated at least once annually. (Idaho Code 33-515)

B. Annual Contract Teachers (Category Two and Three): Non-continuing contract teachers will be observed at least three (3) times during the year. One (1) observation must be made prior to January 1. (ID Code 33-514) All of the observations must be made before March 1.

C. Limited Contract Teachers (Category One): During the course of the year an individual is employed on a one (1) year limited contract, the school district will use the same evaluation process as is utilized for annual contract teachers. (ID Code 33-514.

Evaluation Process: Learning Plan Development Meeting
The primary outcome of the learning plan meeting is for the teacher and administrator to work cooperatively to identify a specific goal or goals and the components to be evaluated. The emphasis during the pre-conference is professional dialogue and trust development.

During the learning plan development meeting the teacher and administrator will work collegially to:
1.   Develop professional growth goals – The professional growth goals are not
necessarily measurable but identify an area of growth for the teacher.

2.   Identify Framework components – List the identified components to be evaluated.
Identified components must support the goal.
3.   Establish the activities, evidence and timelines for each component identified in the learning plan. Evidence may include but is not limited to:
- Lesson plans
- Parent contact log and/or surveys
- Student work samples
- Classroom assessments
- Classroom observation
- Behavior management plan
- Professional development log
- Reflection log

- Student Growth measures

Implementation of Learning Plan
The administrator and teacher informally monitor the activities implementation of the learning plan. If a classroom observation is identified as evidence for an activity or activities within the growth plan, a formal observation will be scheduled. Observations will be conducted openly and with the full knowledge of the teacher. Each observation should be at least one (1) instructional period in length or for sufficient time to make an adequate performance judgment. Observations will vary in frequency depending on the components/elements that have been identified for feedback.

Pre-observation Conference
If an observation is identified as evidence within the growth plan, the administrator and teacher meet to discuss the observation. During this meeting the teacher and principal:

- Review the learning plan goal, components and activities associated with the classroom observation
- Schedule observation(s)
- Discuss the needs of students in the class to be observed
- Clarify evidence expectations

The pre-observation conference can be included in the learning plan development meeting if the classroom observation will be conducted within a reasonable time frame following the learning plan meeting.

Post-observation Conference
All formal observations should be followed by a post-conference between the teacher and the administrator. **The post-observation conference will provide the opportunity for the teacher and evaluator to review the learning plan goals, activities, evidence and timeline. It will also provide an opportunity for the teacher to reflect upon his or her professional growth in meeting his or her growth plan goals.** Either the teacher or the administrator may request a third party to observe the teacher. The teacher has the option to reply to the administrator's comments regarding the classroom observation.

Reflection Conference
The reflection conference will provide the teacher an opportunity to review the evidence for the activities identified in the learning plan. It also provides the teacher an opportunity to reflect upon a particular lesson to determine if the instructional goals were met and how he or she might teach the same topic or concept another time. The discussion should focus on, but is not limited to, the classroom environment and instruction. Formal or informal follow-up activity recommendations will be discussed during the reflection conference.

Feedback Report
Following the reflection conference, the teacher will be provided a written evaluation of the goal and components identified in the learning plan. The teacher has the option to respond in writing to the feedback form.

Informal Observations (walk-throughs):
Informal observations and walk throughs are a brief classroom visit (**3-5 minutes**) that enables the administration to observe implementation of the curriculum, **instructional teaching practices and decisions related to teaching practices.** Follow-up with the teacher is optional and will not be part of the teacher evaluation process. **Written notes related to walk-throughs may be placed in the teacher's file.**

Remediation Process
When an administrator feels that a teacher needs assistance to improve job performance, prior to the recommendation that the teacher be placed on probation, the administrator must work informally with the teacher and identify concerns about the teacher's performance using the following steps.

1. The administrator will schedule a meeting to inform the teacher verbally of performance concerns.
2. Should the concern continue, the administrator **will** document the continuing concern and the intent to place the teacher on a remediation plan.
3. If the concern is not resolved and continues to persist the administrator will informs the teacher in a written notice that he or she is being placed on remediation.
4. A remediation team is formed. The makeup of the team will be mutually agreed upon with input from the teacher and administrator(s). The purpose of the remediation team will be to review the identified concerns and develop a clearly articulated remediation plan. The plan will include the identified concern(s), desired outcomes, and improvement targets. The plan will also include strategies for assistance and improvement. The remediation plan will include classroom observations, including pre and post-observation conferences. The plan will include a mutually agreed upon timeline. The timeline shall not be less than eight full weeks or forty (40) teaching days. Teachers involved in the remediation process may request a Peer Assistance Team be formed to provide assistance in improving professional practice.

Each step of the remediation process, including observations, identification of concerns, and pre- post conference notes shall be documented and initialed by both the teacher and the administrator. If the identified concerns persist, a referral for probation may be made by the administrator.

Probation

A probationary period shall be provided by the Board to any employee whose performance is judged to be unsatisfactory and the remediation process has not successfully satisfied the terms of the remediation process.

1. The principal and/or supervisor will recommend to the Board in writing that the teacher be placed on probation.

2. If the Board adopts the recommendation, the employee will be notified in writing by the Board.
3. The specific areas of unsatisfactory performance along with provisions for adequate supervision and direction for probation will be defined in writing to the teacher. A clearly articulated probationary plan will be developed. The plan will include identified concern(s), desired outcomes, and improvement targets. The plan will also include strategies for assistance and improvement. The probation plan will include classroom observations, including pre and post-observation conferences. The plan will include a mutually agreed upon timeline. The timeline shall not be less than eight full weeks or forty (40) teaching days.
4. Upon the employee's request, a support team may be formed. The make up of the team will be mutually agreed upon with input from the teacher and administrator(s).

Each step of the probation process, including observations, identification of concerns, and pre and post-conference notes shall be documented and initialed by both the teacher and the administrator.

Forms:
The District/school has created forms for use in the supervision and evaluation of staff: Formal observation form, Self assessment form, Summative assessment form, Remediation/Professional Growth form, Teacher Evaluation Calendar.

Professional Development
Data collected by the principal through learning plan and reflection conferences will be used to plan and design the staff professional development activities with feedback from the Staff Council.

Syring Mountain School 488
Teacher Formal Observation Form
(This form should be used as documentation to complete the summative form)

Certificated Employee: Category: Date:

Building: Building Level/Subject Area:

Evaluator :   Date(s):   Total Time of Observation(s):

Components observed during the observation(s):
Key: U = Unsatisfactory   B = Basic   P/D = Proficient/Distinguished

Domain 1: Planning and Preparation	U	B	P/D
1a Demonstrating knowledge of content and pedagogy			
1b Demonstrating knowledge of students			
1c Selecting instructional outcomes			
1d Demonstrating knowledge of resources			
1e Designing coherent instruction			
1f Designing student assessment			
Domain 2: The Classroom Environment			
2a Creating an environment of respect and rapport			
2b Establishing a culture for learning			
2c Managing classroom procedures			
2d Managing student behavior			
2e Organizing physical space			
Domain 3: Instruction			
3a Communicating with students			
3b Using questioning and discussion techniques			
3c Engaging students in learning			
3d Using assessment in instruction			
3e Demonstrating flexibility and responsiveness			
Domain 4: Professional Responsibilities			
4a Reflecting on teaching			
4b Maintaining accurate records			
4c Communicating with families			
4d Participating in a professional community			
4e Growing and developing professionally			
4f Showing professionalism			

Administrator's Signature _____**Date**_____

Certificated employee's Signature _____**Date**_____

A signature signifies that the observation feedback was shared and reviewed not agreed upon.

Syringa Mountain School #488
Teacher Learning Plan Form

Carefully reflect on your teaching performance in all components. Complete the self-assessment by using the tables showing levels of performance. Prepare to discuss your performance in the component areas below during the post-observation conference with your principal/administrator. All domains covered are found in Danielson's 2nd edition of *Enhancing Professional Practice*. All certificated employees of Syringa Mountain School are responsible for all components in the four domains.

Key/Definitions:

U = Unsatisfactory

    clear evidence is observed that staff member is below the basic category. Documentation must be attached to support this rating.

B = Basic

    Staff member meets all of the areas outlined in the basic category, but does not go above and beyond. A basic rating is considered average and meeting the standard requirements of the Idaho State Department of Education.

P/D = Proficient

    Staff member meets all areas outlined in the basic category and all of the areas in the proficient category, and may show areas of distinguished performance as specified.

Domain 1: Planning and Preparation	U	B	P/D
1a Demonstrating knowledge of content and pedagogy			
1b Demonstrating knowledge of students			
1c Selecting instructional outcomes			
1d Demonstrating knowledge of resources			
1e Designing coherent instruction			
1f Designing student assessment			
Domain 2: The Classroom Environment			
2a Creating an environment of respect and rapport			
2b Establishing a culture for learning			
2c Managing classroom procedures			
2d Managing student behavior			
2e Organizing physical space			
Domain 3: Instruction			
3a Communicating with students			
3b Using questioning and discussion techniques			
3c Engaging students in learning			
3d Using assessment in instruction			
3e Demonstrating flexibility and responsiveness			
Domain 4: Professional Responsibilities			
4a Reflecting on teaching			
4b Maintaining accurate records			
4c Communicating with families			
4d Participating in a professional community			
4e Growing and developing professionally			
4f Showing professionalism			

Syringa Mountain School #488
Teacher Summative Assessment

All certificated employees of Syringa Mountain School are responsible for all components in the four domains. Certificated employees receive an evaluation based 67% on the Danielson domains and 33% on growth in student achievement. Evaluations must include a minimum of one of the following: Parent/guardian input, student input and/or portfolios with two annual observations with one prior to January 1, 2015.

Key/Definitions:

U = Unsatisfactory

   clear evidence is observed that staff member is below the basic category. Documentation must be attached to support this rating.

 B = Basic

   Staff member meets all of the areas outlined in the basic category, but does not go above and beyond. A basic rating is considered average and meeting the standard requirements of the Idaho State Department of Education.

 P/D = Proficient/Distinguished

   Staff member meets all areas outlined in the basic category and all of the areas in the proficient category, and may show areas of distinguished performance as specified.

Domain 1: Planning and Preparation	U	B	P/D
1a Demonstrating Knowledge of Content and Pedagogy			
1b Demonstrating Knowledge of Students			
1c Selecting Instructional Outcomes			
1d Demonstrating Knowledge of Resources			
1e Designing Coherent Instruction			
1f Designing Student Assessments			
Domain 2: The Classroom Environment			
2a Creating an Environment of Respect and Rapport			
2b Establishing a Culture for Learning			
2c Managing Classroom Procedures			
2d Managing Student Behavior			
2e Organizing Physical Space			
Domain 3: Instruction			
3a Communicating with Students			
3b Using Questioning and Discussion Techniques			
3c Engaging Students in Learning			
3d Using Assessment in Instruction			
3e Demonstrating Flexibility and Responsiveness			
Domain 4: Professional Responsibilities			
4a Reflecting on Teaching			
4b Maintaining Accurate Records			
4c Communicating with Families			
4d Participating in a Professional Community			
4e Growing and Developing Professionally			
4f Showing Professionalism			

GROWTH IN STUDENT ACHIEVEMENT School-wide objective measures of student achievement and growth based upon research which may include but not be limited to, SBAC scores, K-8 universal screeners, Grade Level team growth metrics, AYP, individual student growth plans, Star Rating Metrics, IRI test results,have been consider in the evaluations. Current and/ or past year's data may be used.

         Unsatisfactory   Basic   Proficient   48

COMMENTS:

Observation #1 date _____   Observation #2 date _____ Overall Rating _____

Administrator's Signature _____**Date**_____
Certificated Employee's Signature _____**Date**_____
Signature on this form signifies the employee has received the evaluation, but does not signify agreement or disagreement.

Syringa Mountain School #488
Teacher Remediation/Professional Growth Plan

Certificated Employee_____   School_____

The employee has failed to reach a basic level or better proficiency rating in the following performance domains as identified in the _Enhancing Professional Practice_, Charlotte Danielson 2nd Edition Framework for Teaching. Failure to perform at a basic level or better will lead to further disciplinary action up to and including termination.

Domain ___

1. Performance to be improved

2. Methods/Strategies to be used to improve performance

3. Resources Available

4. How progress will be measured

Domain ___

1. Performance to be improved

2. Methods/Strategies to be used to improve performance

3. Resources Available

4. How progress will be measured

Domain ___

1. Performance to be improved

2. Methods/Strategies to be used to improve performance

3. Resources Available

4. How progress will be measured

Performance Plan to be in effect _____2014 to _____2014.

Performance Plan to be reviewed _____, 2014.

Employee Signature _____   Date_____

Administrator Signature _____   Date_____

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Teacher Evaluation Calendar

Timeline	Activity	Supervisor Steps	Forms and Submission Dates
By August 30th	Notification of evaluator	• Send notification of evaluator to all employees	• Notification of evaluator via letter, email, or in person.
By September 30th	Meet with all employees All employees trained.	• Set student growth goals, training provided for evaluation process/forms, appointment made to descuss Learning Plan.	
September – December	Observe Danielson Domains 1, 2 & 3 – Send pre-observation notification. Recommended to meet for a pre-observation conference with all teachers.		
By December 12th	Observation (Domains 2 & 3 required; 1 & 4 optional)	• Per Idaho Code (Section 33-514 and 33-515) conduct (1) formative observation	• Teacher Observation Form
Within 10 days	Post-Observation follow-up	• Review Observation Form A • Review progress toward student growth goals, portfolio, student or parent input • Review Learning Plan Form	• Teacher observation Form • Teacher Learnnig Plan Form • Teacher Learning Plan Form
By December 19th	Turn in Formal Observation Form to HR with original signatures	• List evidence, put an "x" in the appropriate rating column, put an overall rating of "U", "B", or "P/D"; get original signatures	• Formal Teacher Observation Form
March-May	Send pre-observation notification. Complete second required observation covering Danielson Domains 2, 3. Review portfolio, student or parent input for Danielson Domains 1, 4. Portfolio optional for domain 1, required for domain 4. Hold post-observation conference within 10 days.		

By April 30th	End of year Conference	• Provide feedback on performance for entire year combining both observations, student growth achievement, and portfolio, student and or parent input • List evidence, put an "x" in the appropriate rating column, put an overall rating of "U", "B", or "P/D"; get original signatures	• Teacher Summative Evaluation Form • Parental/guardian input, student input and/or portfolios reviewed.
By May 1st	Complete summative evaluation form and submit to HR for placement in the employee file.		

ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH			
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher's knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.

Domain 1 for Teachers: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each students learning and medical needs, collecting such information from a variety of

	Domain 1 for Teachers: Planning and Preparation			
	Component 1c: Setting Instruction Outcomes			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH			
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

	Domain 1 for Teachers: Planning and Preparation **Component 1d: Demonstrating Knowledge of Resources**			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH			
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.

Domain 1 for Teachers: Planning and Preparation Component 1e: Designing Coherent Instruction				
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH			
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.

Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson/unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Domain 1 for Teachers: Planning and Preparation Component 1f: Designing Student Assessments			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH		
Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

Domain 2 for Teachers: The Classroom Environment Component 2a: Creating an Environment of Respect and Rapport			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH		
Teacher interaction with students	Teacher interaction, with at least some students, is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.

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Domain 2 for Teachers: The Classroom Environment Component 2b: Establishing a Culture for Learning			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH		
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for a least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather that to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

Domain 2 for Teachers: The Classroom Environment Component 2c: Managing Classroom Procedures			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH		
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of non-instructional duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instruction duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Domain 2 for Teachers: The Classroom Environment Component 2d: Managing Student Behavior				
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH			
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 2 for Teachers: The Classroom Environment Component 2e: Organizing Physical Space				
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH			
Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least, essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.

Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

Domain 3 for Teachers: Instruction Component 3a: Communicating with Students			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH		
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher's directions and procedures are clear to students.	Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

	Domain 3 for Teachers: Instruction Component 3b: Using Questioning and Discussion Techniques			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH			
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct response, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

Domain 3 for Teachers: Instruction Component 3c: Engaging Students in Learning				
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH			
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

	Domain 3 for Teachers: Instruction **Component 3d: Using Assessment in Instruction**			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH			
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student Learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.

Domain 3 for Teachers: Instruction Component 3e: Demonstrating Flexibility and Responsiveness			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH		
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help using an extensive repertoire of strategies and soliciting additional resources from the school.

Domain 4 for Teachers: Professional Responsibilities Component 4a: Reflecting on Teaching			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH		
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	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.	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.

Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions complete with the probable success of different

Domain 4 for Teachers: Professional Responsibilities			
Component 4b: Maintaining Accurate Records			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH		
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.
Non-instructional Records	Teacher's records for non-instructional activities are in disarray resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.

Domain 4 for Teachers: Professional Responsibilities Component 4c: Communicating with Families			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH		
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual students	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond or responds insensitively to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis respecting cultural norms and is available, as needed, to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.

Domain 4 for Teachers: Professional Responsibilities Component 4d: Participating in a Professional Community			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH		
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events making a substantial contribution.	Teacher volunteers to participate in school events making a substantial contribution and assumes a leadership role in at least one aspect of school life.
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects making a substantial contribution.	Teacher volunteers to participate in school and district projects making a substantial contribution and assumes a leadership role in a major school or district project.

Domain 4 for Teachers: Professional Responsibilities Component 4e: Growing and Developing Professionally			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH		
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

	Domain 4 for Teachers: The Classroom Environment Component 4f: Showing Professionalism			
ELEMENT	CONTINUUM OF PROFESSIONAL GROWTH			
Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	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.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations taking a leadership role with colleagues.