

Teacher Appraisal System

# Framework For Effective Teaching

An appraisal process that promotes  
professional growth for all educators



Department of Human Resources

## FOREWORD

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The mission of the Omaha Public Schools is to provide educational opportunities that enable all students to achieve their highest potential. The fulfillment of this mission is contingent upon an effective professional workforce. The success of each and every student in the school district is dependent on the skills and professional capabilities of each and every classroom teacher they will encounter in their school experience. Effective teachers make an extraordinary and a life-long impact on their students. Continuous appraisal of professional performance is one means of assisting classroom teachers with professional growth and helping to maintain effective instruction for the young people in the Omaha Public Schools.

The *Teacher Appraisal Process* has been designed to constantly improve and maintain quality instructional experiences for students in the Omaha Public Schools. On behalf of the Board of Education, sincere thanks to the committed team of teachers and administrators who worked as part of the Teacher Appraisal Committee to develop an evaluation process designed to promote and develop high standards of instructional excellence in this school district!

The purpose of the appraisal process is to assist professional staff to ensure the highest possible quality of instruction for all students. The steps to teaching excellence are outlined in this manual and include (1) an explanation of the appraisal process, (2) a teacher self-analysis, (3) a goal-identification process, (4) the classroom observation process, (5) a conference procedure for clarifying and analyzing instruction, and (6) an evaluation summary. Planning and preparation, classroom environment, instructional techniques, and professional and leadership involvement are the primary standards of the teaching domains examined in the appraisal process.

The appraisal process promotes professional growth for all educators by identifying strengths and focusing on skill areas needing improvement. The evaluation process must be a priority for all involved in order to maintain the highest quality of instruction in the school district. Our commitment to high academic achievement for all students demands effective, caring teachers who are the best in the profession. Dedicated efforts to effective implementation of the teacher appraisal process will lead to fulfillment of the mission of the Omaha Public Schools.

John J. Mackiel  
Superintendent of Schools

## **Acknowledgment**

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In the fall of the 2001 school year, the Omaha Public School District established a Teacher Appraisal Committee comprised of teaching and administrative staff. This committee was directed to craft an evaluation plan for certified staff. The committee met regularly to study the current teacher evaluation system, review literature related to teacher evaluation and to consider the requirements of the Negotiated Master Agreement and Teacher Evaluation Requirements in Rule 10 before drafting a document for School Board review.

The teacher evaluation model is based on the research included in Enhancing Professional Practice: A Framework for Teaching, by Charlotte Danielson, published by the Association for Supervision and Curriculum Development and adapted for use by The Omaha Public School District beginning in the 2001 school year. The author gave permission to make use of the materials in her publication for this adaptation.

Membership of the Teacher Appraisal Committee was comprised of teachers from each school in the district, representation from the Omaha Education Association, and district administration.

In 2008-2009 a revision of the Framework was completed with input by the members of the Teacher Appraisal Committee. This was not a total revision of the process, however, an attempt to clarify sections of the process.

### **Chairs**

Janice Garnett  
Nicole Regan  
Margorie Reed-Schmid

### **Members**

Elaine Adams  
Julia Allen  
Therese Bender  
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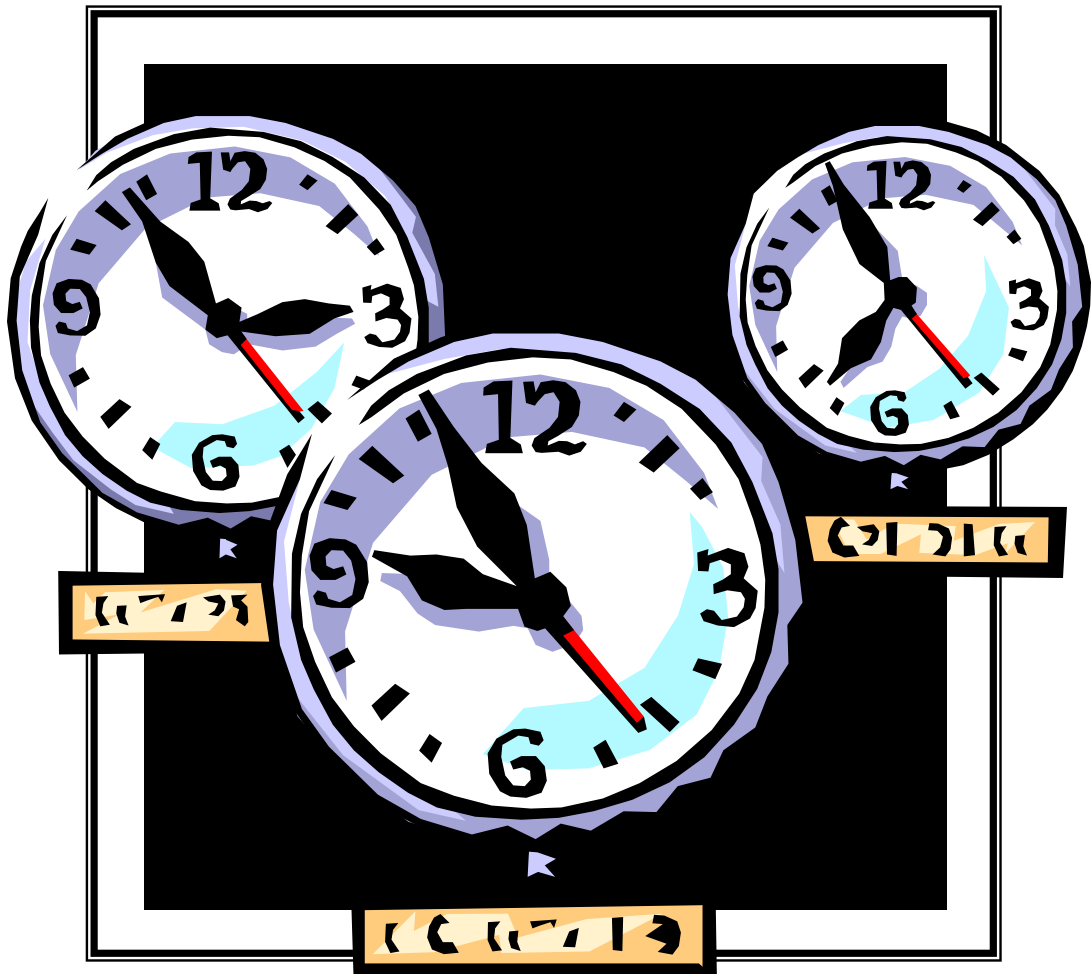
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# TIMELINE



## FOR TEACHER APPRAISAL PROCESS

## EVALUATION CALENDAR

Targeted Date	Tenured Teachers Professional Growth Cycle (rotates with the summative review cycle)	Tenured Teacher Summative Review (once every three years)
9/15	Appraisal Notification Meeting  <i>Form:</i> <i>Appraisal Notification Meeting Form</i>	Appraisal Notification Meeting prior  <i>Form:</i> <i>Appraisal Notification Meeting Form</i>
9/30	Submit goals and professional growth plan to principal/administrator  <i>Forms:</i> <ul style="list-style-type: none"> <li>• <i>Teacher Self-Assessment</i></li> <li>• <i>Professional Growth Plan</i></li> </ul>	Submit goals and professional growth plan to principal/administrator  <i>Forms:</i> <ul style="list-style-type: none"> <li>• <i>Teacher Self-Assessment</i></li> <li>• <i>Professional Growth Plan</i></li> </ul>
On-going (October – March)	Implementation of Professional Growth Plan  *Ongoing informal classroom visits and walk-throughs as needed	Implementation of Professional Growth Plan
11/30		1 <sup>st</sup> Formal observation (announced or unannounced)  <i>Forms:</i> <ul style="list-style-type: none"> <li>• <i>Pre-Observation Conference Form</i></li> <li>• <i>Classroom Observation Record</i></li> <li>• <i>Post Observation Reflection Form</i></li> <li>• <i>Post Observation Record</i></li> </ul>
2/28		2 <sup>nd</sup> Formal observation (announced or unannounced)  <i>Forms:</i> <ul style="list-style-type: none"> <li>• <i>Pre-Observation Conference Form</i></li> <li>• <i>Classroom Observation Record</i></li> <li>• <i>Post Observation Reflection Form</i></li> <li>• <i>Post Observation Record</i></li> </ul>
On-going		Ongoing informal classroom visits and walk-throughs as needed  <i>Form:</i> <i>Walk-through Observation form</i>
April 1		Submit end of year summary review of goals  <i>Form:</i> <i>Professional Growth Plan/End of the Year Summary</i>
April 15	Submit end of year summary review of goals  <i>Form: Professional Growth Plan</i>	Conduct Summative Evaluation Conference and submit final report to HR  <i>Form:</i> <i>Summative Review/Sources of Information</i>
Total Observations		2 Observations

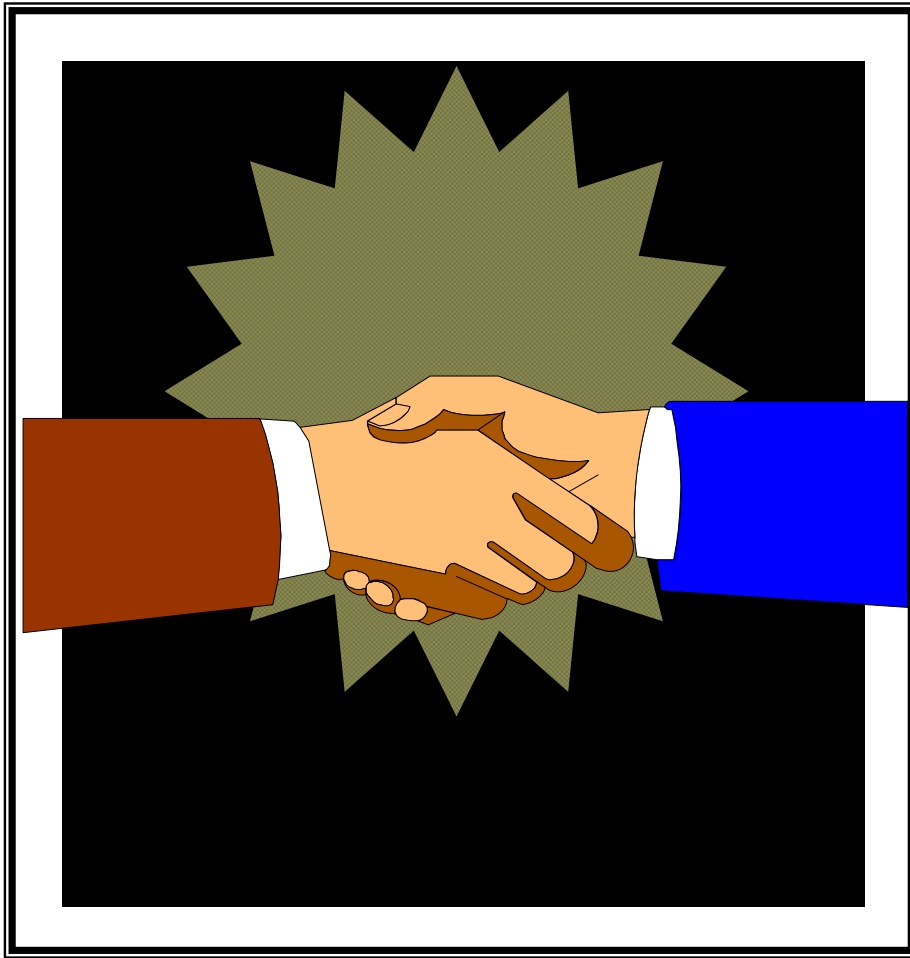
**NON-TENURED TEACHERS**

**Summative Assessment Year (annual process for the first three years of initial employment)**

Targeted Date	Evaluation Cycle	
9/15	Appraisal Notification Meeting  <i>Form:</i> <i>Appraisal Notification Meeting Form</i>	
9/30	Submit goals and professional growth plan to principal/administrator  <i>Forms:</i> <ul style="list-style-type: none"> <li>• <i>Teacher Self-Assessment</i></li> <li>• <i>Professional Growth Plan</i></li> </ul>	
Ongoing	Implementation of Professional Growth Plan	
10/1	1 <sup>st</sup>	Formal observation (announced or unannounced) Forms: <ul style="list-style-type: none"> <li>• <i>Pre-Observation Conference Form</i></li> <li>• <i>Classroom Observation Record</i></li> <li>• <i>Post Observation Reflection Form</i></li> <li>• <i>Post Observation Record</i></li> </ul>
11/30	2 <sup>nd</sup>	Formal observation (announced or unannounced) Forms: <ul style="list-style-type: none"> <li>• <i>Pre-Observation Conference Form</i></li> <li>• <i>Classroom Observation Record</i></li> <li>• <i>Post Observation Reflection Form</i></li> <li>• <i>Post Observation Record</i></li> </ul>
2/28	3 <sup>rd</sup>	Formal observation (announced or unannounced) Forms: <ul style="list-style-type: none"> <li>• <i>Pre-Observation Conference Form</i></li> <li>• <i>Classroom Observation Record</i></li> <li>• <i>Post Observation Reflection Form</i></li> <li>• <i>Post Observation Record</i></li> </ul>
On-going		Ongoing informal classroom visits and walk-throughs as needed  <i>Form:</i> <i>Walk-through Observation form</i>
3/15	Submit Professional Growth Plan  <i>Form:</i> <i>Professional Growth Plan</i>	
3/31	Conduct Summative Evaluation Conference and submit final report to HR  <i>Form:</i> <i>Summative Review/Sources of Information</i>	
Total Observations	3 Formal Observations	

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# INTRODUCTION





## **Vision for Teaching in the Omaha Public Schools**

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Teachers in the Omaha Public Schools are knowledgeable about the art and science of teaching and learning; and demonstrate the highest quality in their area of endorsement.

The high quality teaching staff is committed to life long learning and uses current research and a curriculum which implements best practices related to instruction. Teachers provide instruction focused on the learner that accommodates cultural relevancy and approaches to learning so that all students achieve their fullest potential. In addition, teachers show commitment to dignity and respect, acceptance of tolerance, diversity and equity, as well as, genuine care for each student in the class.

Teaching is also the art of effective public relations. Marketing the curriculum to entice students to want to learn more is the key to effective teaching. Understanding students, curriculum and assessment drives the decision-making that will ultimately ensure the success of every student.

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### *OPS Aims and Teacher Appraisal Guiding Principles*

#### **High Student Achievement**

- Ensure and acknowledge excellence in teaching and learning.
- Provide instruction focused on cultural sensitivity, high expectations, and accommodating the needs of all students in order to achieve mastery of subject and content standards.

#### **Safe Learning Environment**

- Acknowledge and provide equitable opportunities for academic achievement.
- Create a safe, motivating and positive learning environment.

#### **Effective and Professional Work Force**

- Commit to continual improvement of professional performance based on teaching standards.
- Recognize quality teaching, provide a means for ongoing support, and improve job satisfaction.

#### **Partnerships**

- Increase positive communication and collaboration among students, teachers and administrators.
- Enhance collaboration with parents and other stakeholders to support student achievement.

#### **Effective and Efficient Use of Resources**

- Access appropriate school and district materials and resources to support instruction based on OPS content standards, state and national expectations.
- Identify and access additional resources to meet the needs of learners when necessary.

## INTRODUCTION

The success of any evaluation system depends on the attitude of the people involved. Research and experience indicate that a positive working relationship between an administrator serving as an instructional leader and a teacher committed to quality education is the most important element in improving instruction. This system builds on a relationship of mutual trust and respect. It incorporates interaction between staff members and evaluators who complete the evaluation in a cooperative manner by sharing their perceptions and insights, offering and assessing suggestions.

Evaluation generally serves two basic purposes: accountability and improvement of instruction. In this system, some evaluation activities address accountability through district-wide standards of performance, while others focus on individualized improvement through goal setting and conferences.

This evaluation system attempts to recognize both the high degree of professionalism in the Omaha Public Schools and the complexity of teaching itself. Teaching involves a multitude of styles and techniques applied to constantly changing conditions. Each class has different dynamics; each day has new challenges. There are many variables in successful teaching; some of them intangible, many of them subjective. Classroom visits alone do not provide a full view of a teacher's talents and techniques. Therefore, evaluation includes much more than observations.

Teachers are more actively involved in the evaluation process through goal setting and conference participation. Conferences are intended to generate more frequent communication and feedback concerning classroom practices. The overall outcome can be individualized, teacher-directed improvement.

This evaluation system illustrates the district's commitment to quality education. This process challenges and assists both teachers and administrators to grow as professionals.

### Teacher Evaluation Requirements in Rule 10

**007.06 Teacher Evaluation. Quality Indicator: The primary purpose of teacher evaluation is to improve the quality of instruction. The procedures are clear, equitable, and systematic.**

007.06A The school district has a written board policy for the evaluation of teachers. The policy is approved by the Department as required by 79-318 (5) (h) R.R.S. Sections 007.06A through 007.06B are based on statute and cannot be waived under the provisions of Section 013 of 92 NAC 10.

007.06A1a Annual written communication of the evaluation process to those being evaluated;

007.06A1b A description of the duration and frequency of observations and written evaluations for probationary and permanent teachers;

007.06A1c Specific district-defined evaluation criteria, which include at a minimum:

007.06A1c(1) Instructional performance,

007.06A1c(2) Classroom organization and management, and

007.06A1c(3) Personal and professional conduct.

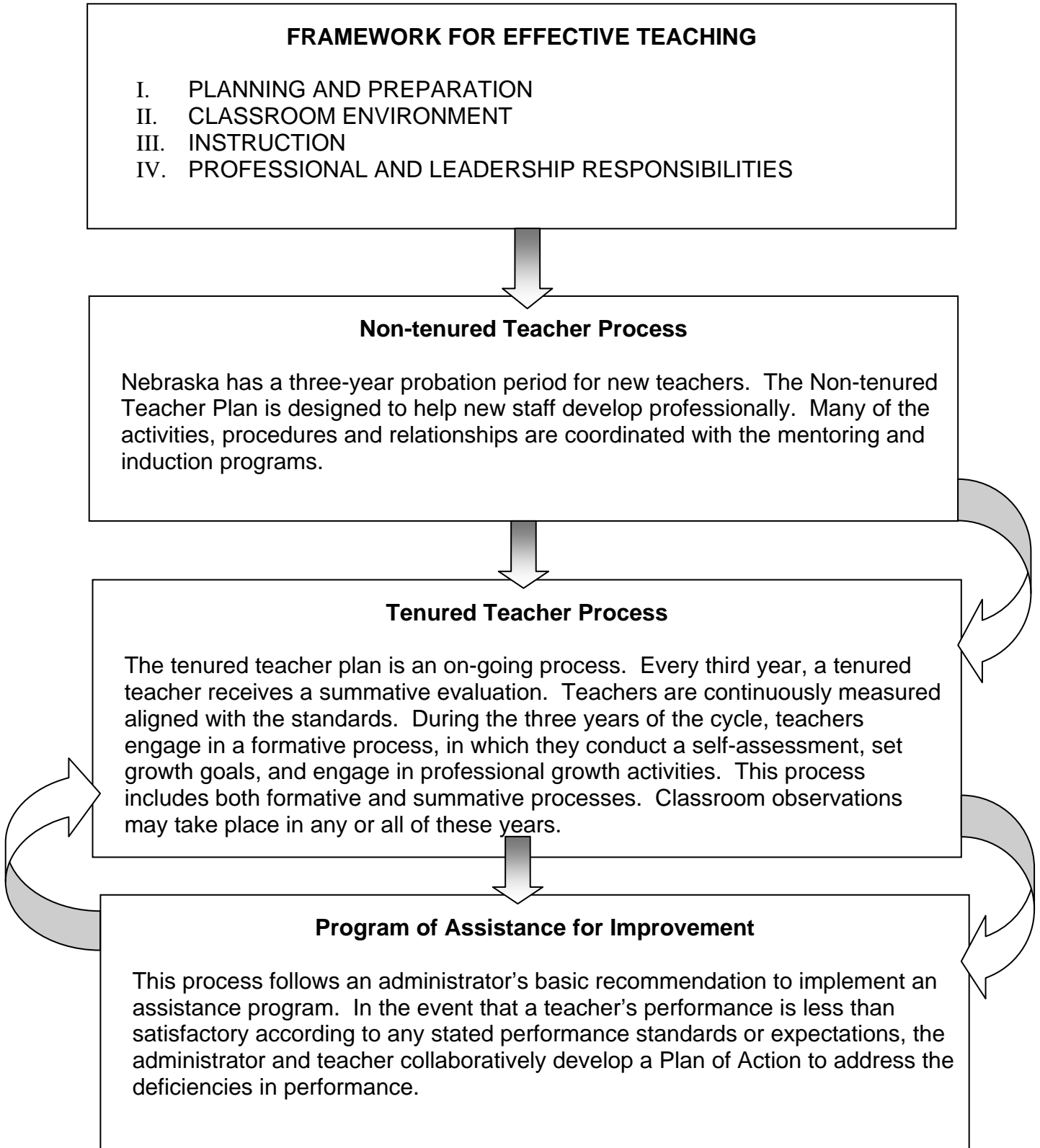
007.06A1d Provision for written communication and documentation to the evaluated teacher specifying all noted deficiencies, specific means for the correction of the noted deficiency, and an adequate timeline for implementing the concrete suggestions for improvement;

007.06A1e Provision for the teacher to offer a written response to the evaluation;  
and

007.06A1f A description of the district plan for training evaluators.

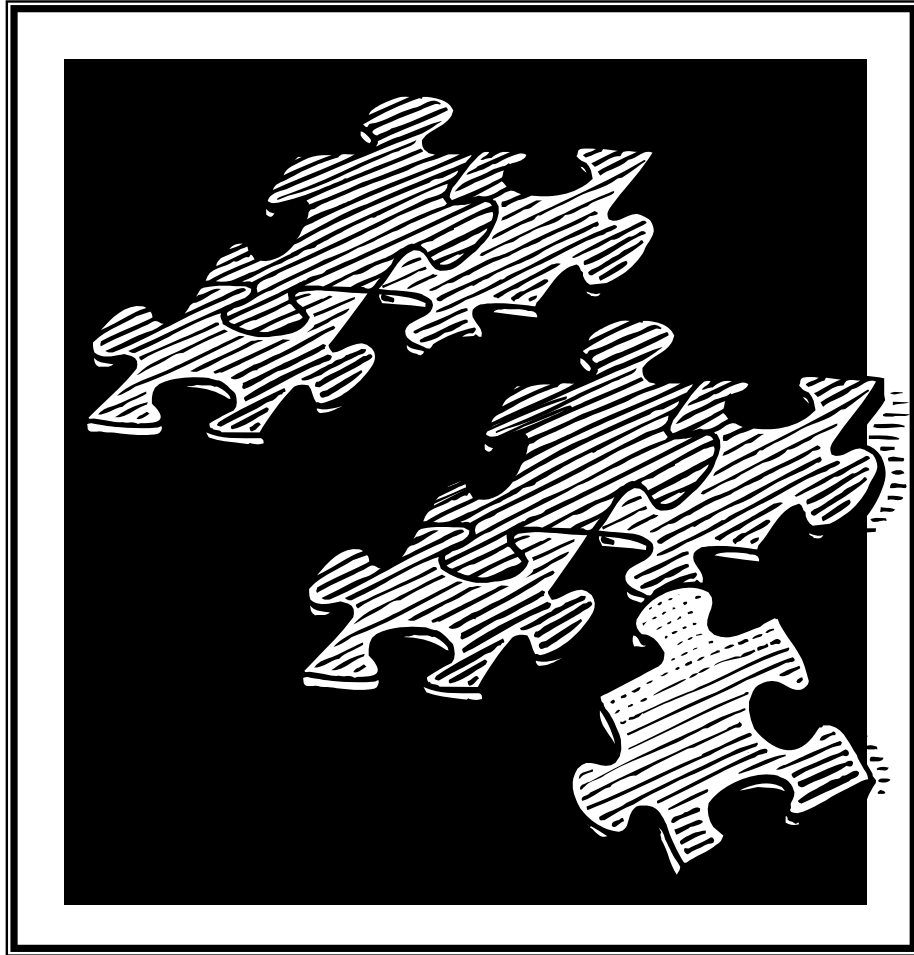
## OVERVIEW OF TEACHER APPRAISAL PROGRAM

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# The Evaluation Cycle



## of the Omaha Public Schools Appraisal System

# **THE EVALUATION CYCLE OF OMAHA PUBLIC SCHOOLS APPRAISAL SYSTEM**

- 1) Teacher Self-Assessment and Development of Performance Goals
- 2) Appraisal Notification Meeting
- 3) Evaluation Activities
- 4) Post Conferencing
- 5) Follow-up Activities
- 6) Summative Year-end Performance Review

## Evaluation Purposes

### A. Improvement of Instruction

- Increasing communication between teachers, administrators, and central office instructional staff.
- Defining standards of performance.
- Promoting continual professional development and reflection.

### B. Recognition of Quality Teaching

- Providing information to award tenure.
- Assisting in assigning staff members within the school district.
- Identifying potential leaders.
- Identifying the ability to make special contributions.

### C. Identification and Assistance to Teachers having Difficulty

- Determining professional growth needs.

### D. Identification of Incompetent Teaching

- Providing for due process in contract renewal or termination.

## FRAMEWORK FOR EFFECTIVE TEACHING

The Framework for Teaching is comprehensive, and includes all-important aspects of a teacher's responsibilities, including those beyond the interaction with students. The heart of teaching is, of course, centered in the classroom. But it goes well beyond the classroom, and extends to interaction with colleagues, communication with parents, and service on school and district projects and committees. The Framework for Teaching reflects the full range of a teacher's responsibilities. Whether or not everything described in The Framework applies in every setting is a question that only those people in that setting can determine; indeed, examination and discussion of that question among teachers and administrators is a valuable part of the professional growth process.

## FRAMEWORK: THEMES

Each of the four domains of the framework refers to a distinct aspect of teaching. Together the four domains serve the primary purpose of engaging students in the pursuit of learning. A number of themes apply to most of the components of the framework and are reflected in the entire instructional cycle.

These themes include:

- **High Expectations (HE)** – A belief that all students are capable of high standards of learning. Rates of learning and areas of learning abilities vary among individuals and teaching is organized to meet the needs of all learners accordingly.
- **Developmental Appropriateness (DA)** – An understanding of the developmental milestones which affect instructional goals, activities and materials, and assessment strategies.
- **Accommodating Students with Special Needs (SN)** – A sensitivity to students with special needs that may be intellectual, physical or emotional. Teachers will modify the curriculum for any students who have different cognitive, perceptual, developmental, environmental, and or cultural factors that need consideration.
- **Equity (E)** – An environment of respect and rapport in which all students feel valued and receive equally appropriate opportunities for academic achievement.
- **Cultural Sensitivity (CS)** – An awareness of relevant information about students' cultural traditions, religious practices, and patterns of interaction and the appropriate application of strategies that recognize these factors.
- **Appropriate Use of Technology (T)** – A utilization of technological tools to enhance learning.

## Framework for Effective Teaching





## PROCESS AND PROCEDURES

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### A. The Evaluation Cycle

The evaluation cycle is a six-phase cycle carried out during the school year. The six phases are:

- Phase 1** – teacher self assessment and development of performance goals
- Phase 2** – appraisal notification meeting
- Phase 3** – evaluation activities
- Phase 4** – post-conferencing
- Phase 5** – follow-up activities
- Phase 6** – summative year-end performance review

### Phase I: Teacher Self-Assessment and Development of Professional Growth Plan

A self-assessment is a critical component of evaluation and the logical place to begin the evaluation cycle of personnel. This phase is recommended so that teachers as professionals understand their areas of strengths and areas for improvement.

The following procedures are recommended for teacher self-assessment:

1. Review of the Framework for Effective Teaching that will be utilized for evaluation of performance.
2. Rate your performance for each element in the four domains using the rubrics of the framework. (Framework Rubrics)
3. Identify areas of strength.
4. Identify areas of performance where there is recognition of need for improvement.
5. Make an analysis of the reasons for needed improvement.
6. Identify specific goals or objectives that would result in an improved performance.

Written performance goals for teachers are required as part of the evaluation process. The goals should be a natural outgrowth of the teacher's self-assessment and of the teacher's last final evaluation. Performance goals are to be written following the final evaluation. Performance goals are based on the domain rubric standards. They need to be:

- specific
- measurable
- action-oriented
- realistic, and
- time-bound

They may also be revised by mutual agreement during the course of the evaluation year. In cases where concerns or unsatisfactory performance are identified, the supervisor may specify performance goals designed to help the teacher correct the deficiency. Good performance goals are essential to an effective evaluation process.



## Teacher Self - Assessment Form

*This self-assessment is for personal use only. It is intended to help you review and assess your skills as a professional educator.*

**Directions:** Review the Framework for Effective Teaching that will be utilized for evaluation of performance. Rate your performance for each element in the *four domains using the Scoring Rubric*. Place an (X) in the appropriate column for each element. For each component, circle an overall rating of needs improvement, basic, proficient or distinguished. Based on your self-rating, you will select performance goals for the professional growth plan.

**Key: NI = Needs Improvement    B = Basic    P = Proficient    D = Distinguished**

### Domain I: Planning and Preparation

<i>1a. Demonstrating Knowledge of Subject Matter, Pedagogy, and Best Practices</i>	NI	B	P	D
Shows depth of content knowledge				
Connects knowledge effectively to relevant disciplines				
Searches for best practices in teaching and learning				
<i>1b. Understanding and Using District Content Standards</i>	NI	B	P	D
Knows grade level or subject area content standards				
Develops and follows lesson plans reflective of content standards and the varying needs of students				
<i>1c. Designing Coherent Instruction</i>	NI	B	P	D
Plans for a variety of learning activities which reflect current professional research				
Organizes for differentiated instructional groups that engage students in meaningful learning				
Plans lessons and unit structure within a reasonable timeframe				
<i>1d. Assessing Student Learning</i>	NI	B	P	D
Uses a variety of classroom assessments aligned with teaching and learning processes that reflect the goals and formats of national, state and local assessments				
Communicates assessment criteria, standards and results to students and parents/guardians				
Interprets both formal and informal assessments to modify instructional decisions				
<i>1e. Demonstrating Knowledge of Students</i>	NI	B	P	D
Understands developmental characteristics of age group				
Links students' learning styles to instruction				
Knows students' skills and interests including those with special needs				
Responds to students' cultural heritage				
<i>1f. Demonstrating Knowledge of and Utilizing Instructional Resources</i>	NI	B	P	D
Accesses available teacher resources through the school, district and community				
Uses a variety of effective resources that support student learning				
Uses technology to enhance student learning and achievement				

**Strengths:**

**Areas of concentration:**

**Domain II: The Classroom Environment**

<b>2a. <i>Creating an Environment of Respect and Rapport</i></b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Demonstrates equity, respect, and fairness toward all students				
Helps students to develop positive self-concepts and interpersonal skills				
<b>2b. <i>Managing Classroom Procedures and Practices Consistent with Building and District Policies</i></b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Communicates behavioral expectations to all students				
Teaches, reviews, and revises expectations and procedures throughout the year to ensure a safe, secure and positive learning environment				
Establishes procedures for transitions to facilitate an organized classroom				
<b>2c. <i>Managing Student Behavior</i></b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Sets high behavioral expectations for all students				
Reinforces positive student behavior				
Demonstrates the ability to intervene and respond to inappropriate student behavior				
<b>2d. <i>Establishing a Culture for Learning through Support of the Mission and Aims of the District</i></b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Establishes relevancy of learning and connecting lessons to life				
Recognizes and encourages all students' progress in learning				
Conveys high expectations for quality of work and achievement				
<b>2e. <i>Organizing Physical Space</i></b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Assures that the classroom and other physical resources are safe, accessible, and conducive to learning				

**Strengths:**

**Areas of concentration:**

# Omaha Public Schools

## Domain III: Instruction

<b>3a. Communicating Clearly and Accurately</b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Presents content standards driven lessons that are clear to students and contain an appropriate level of detail				
Spoken and written language is clear and correct				
<b>3b. Engaging Students in Learning</b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Monitors students by using a variety of teaching strategies				
Provides differentiated instruction based on students' needs				
Organizes students for instruction using various techniques (i.e. individualized, performance groups, cooperative groups, small groups)				
Encourages students to initiate learning and achieve goals on an ongoing basis				
<b>3c. Providing Feedback to Students</b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Provides feedback that is substantive, constructive and specific to each student				
Provides feedback in a timely manner				
<b>3d. Using Questioning and Discussion Techniques</b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Uses a variety of high quality, clearly stated questions				
Engages all students in discussions and encourages students to formulate questions for higher level thinking				
Elicits responses equitably from all students and allows adequate response time				
<b>3e. Demonstrating Flexibility and Responsiveness</b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Adapts instructional lessons based on student responsiveness and engagement				
Teaches to a variety of cognitive levels: knowledge, comprehension, application, analysis, synthesis, and evaluation				
Persists in seeking strategies that may help students who have difficulty				

**Strengths:**

**Areas of concentration:**

**Domain IV: Professional and Leadership Responsibilities**

<b>4a. Maintaining Accurate Records and Reports</b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Maintains appropriate progress records of student tasks, assignments, and IEP's				
Maintains records for non-instructional activities (e.g. attendance, field trip information, etc.)				
<b>4b. Communicating and Developing Positive Relationships with Students, Families, Colleagues and Community Partners</b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Considers various points of view to develop positive relationships				
Demonstrates courtesy, integrity and reliability in professional relationships				
Supports and encourages the role of the family and community in the education of a child				
<b>4c. Growing and Developing Professionally</b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Seeks professional development opportunities				
Improves teaching through reflection				
Establishes professional relationships to facilitate teaching and learning				
<b>4d. Demonstrating Professionalism</b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Models professional ethics and integrity as mandated by the State of Nebraska Professional Practice Standards				
Meets professional and contractual obligations in a timely manner				
Advocates for students and public education				
<b>4e. Contributing Positively to the School Environment</b>	<b>NI</b>	<b>B</b>	<b>P</b>	<b>D</b>
Participates actively in the design and implementation of school and district projects				
Participates in school activities and events				

**Strengths:**

**Areas of concentration:**



**PERFORMANCE GOALS**

**PROFESSIONAL GROWTH PLAN**

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

School: \_\_\_\_\_ Year: \_\_\_\_\_

**Directions:** Using the strengths and areas of concentration identified in your Teacher Self-Assessment, as well as your last teacher evaluation (if applicable), identify a maximum of three performance goals based on the domain rubric standards reflecting areas you choose to focus on during the current evaluation cycle. One of your goals may be a common building goal to support the EXCELS Plus Plan.

<b>Goal Statement</b> <i>The goal must be written, specific and have a deadline for its completion.</i>	<b>Activities/steps to reach goal</b>
<b>Indicators of Progress</b>	<b>Timeline</b>
<b>Resources</b>	<b>Domains (select the domain(s) this goal supports)</b>
	<input type="checkbox"/> Domain I: Planning and Preparation <input type="checkbox"/> Domain II: The Classroom Environment <input type="checkbox"/> Domain III: Instruction <input type="checkbox"/> Domain IV: Professional and Leadership Responsibilities

Comments \_\_\_\_\_

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

## Phase 2: Appraisal Notification Meeting

The purpose of this meeting is to allow the teacher and the principal to become oriented to the evaluation process. This meeting will provide the teacher and the administrator with the opportunity to discuss the teacher's effectiveness in terms of the framework. The emphasis during the meeting is to engage in professional dialogue and trust development. The appraisal notification meeting is scheduled in late spring or early fall.

The following are recommended appraisal notification meeting procedures and guidelines:

1. The teacher and administrator review the evaluation cycle.
2. Teacher and administrator discuss the teacher's understanding and effectiveness in terms of the Framework for Effective Teaching.
3. The teacher will share his/her performance goals. Suggestions and direction will be given at this time in terms of the framework and teacher growth.
4. Evaluation activities are discussed and scheduled.
5. The Appraisal Notification Meeting form is completed and signed.

A variety of options are available to assist with communicating the expectations of the evaluation process with staff. This meeting can be held as a one-on-one conference with individual teachers, during grade level or team meetings with a small group of teachers, or with the entire staff during a staff meeting.

### OMAHA PUBLIC SCHOOLS DISTRICT

### APPRAISAL NOTIFICATION MEETING FORM

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Please indicate with an (x) that this information was shared with you.

#### Procedures and Guidelines:

- \_\_\_\_\_ 1. Teacher and administrator reviewed the evaluation procedures.
- \_\_\_\_\_ 2. Teacher and administrator reviewed procedures for the completion of the self-assessment.
- \_\_\_\_\_ 3. Teacher and administrator reviewed and discussed the Performance Goals.
- \_\_\_\_\_ 4. Teacher and administrator discussed the teacher's understanding and effectiveness in terms of the evaluation framework.
- \_\_\_\_\_ 5. Teacher and administrator discussed and scheduled evaluation activities.
- \_\_\_\_\_ 6. Other (please specify)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Teacher's signature: \_\_\_\_\_

Principal's/Administrator's signature: \_\_\_\_\_

(1) copy –Principal/Administrator

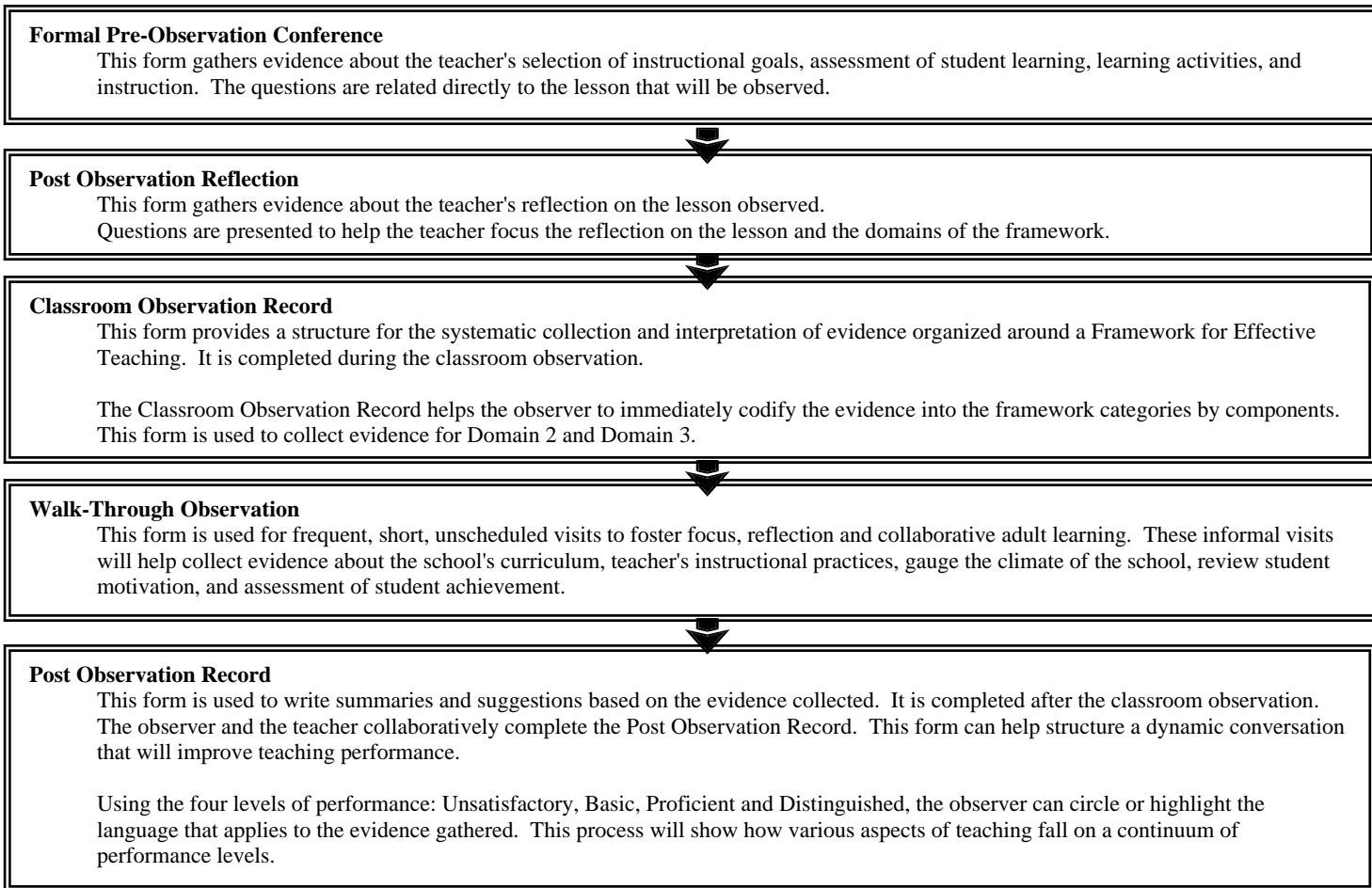
(1) copy- Teacher

### Phase 3: Evaluation Activities

1. Guidelines for Supervision and Evaluation Responsibilities of the Building Principal/Administrator
  - a) Complete a minimum of two observations with tenured teachers and a minimum of three observations with non-tenured teachers.
  - b) Each announced supervisory cycle is to include a pre-observation conference, observation (minimum of 30 minutes), and a post-observation conference. An unannounced supervisory cycle is to include an observation and post observation conference.
  - c) Provide a written classroom visitation report after each visit. A copy of this report is to be given to the teacher and the original placed in the teacher's file.
  - d) Prepare the evaluation report to submit to Human Resources.
  - e) Continuous cycle and/or written observation as needed throughout the entire year.

### Observation Instruments

Teacher and Observer forms help structure and document the observation process and resulting conversations. The forms are aligned directly with the Framework for Effective Teaching. They involve the teacher in the collection of evidence and convey to teachers the connections between valued teaching practices. The following descriptions briefly state the purpose of each form.





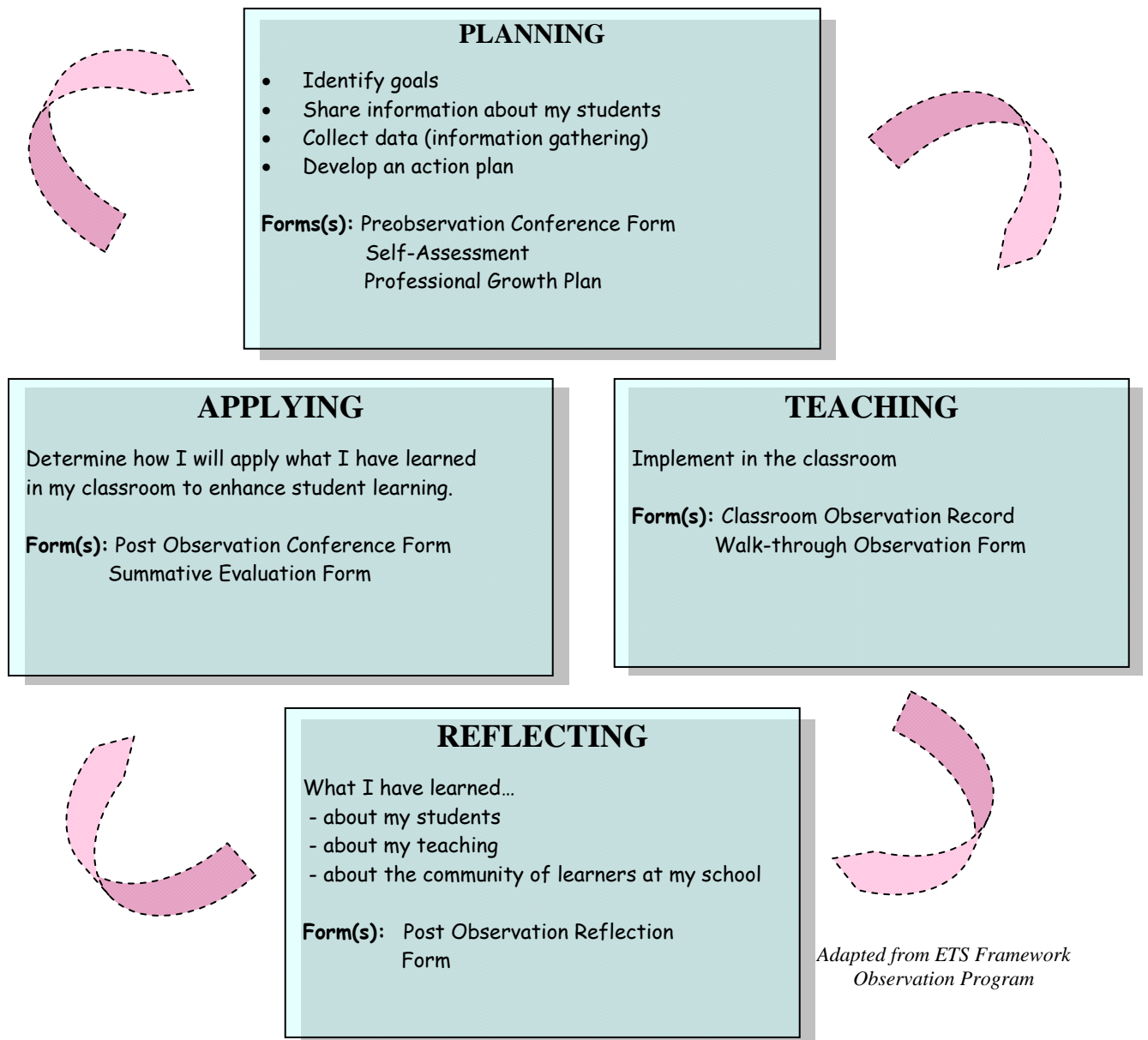
2. Formal Announced Observation:

Announced observation of a classroom that require a teacher’s written outline of the class lesson plan, a scheduled post-conference and a written formal observation report shared by the evaluator during the post-observation conference. Observations range from 30 minutes – 1 hour in length.

3. Formal Unannounced Observation

An observation of a classroom that is not necessarily pre-arranged. These do not require a teacher’s prepared written lesson plans. After the unannounced observation, the evaluator shares the written observation report with the teacher in a post-observation conference. Observations range from 30 minutes to 1 hour.

The observation of teaching is based on a (4) four-stage model:  
Planning – Teaching – Reflecting - Applying



# FORMAL PRE-OBSERVATION CONFERENCE FORM

Teacher \_\_\_\_\_ Principal /Administrator \_\_\_\_\_

Period/Time and Date of Visit \_\_\_\_\_ Grade/Subject \_\_\_\_\_

**I. What are your objectives for the lesson? What do you expect the students to learn?**  
*(Domain I: Planning and Preparation- Component 1b: Understanding and Using District Content Standards and Component 1c: Designing Coherent Instruction)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**II. Why are these objectives suitable for this group of students?** *(Domain I: Planning and Preparation - Component 1e: Demonstrating Knowledge of Students.)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**III. How do these objectives support the District’s content standards and best teaching practices?**  
*(Domain I: Planning and Preparation - Component 1 a: Demonstrating Knowledge of Subject Matter, Pedagogy and Best Practices, Component 1b: Understanding and Using District Content Standards and Component 1f: Demonstrating Knowledge of and Utilizing Instructional Resources)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**IV. How do you plan to engage students in the content – what will you do? What will the student do? (Include time estimates) Where does the lesson fit in the scope of the lesson standard; for example: introduction, reinforcement or review)** *(Domain III: Instruction - Component B: Engaging Students in Learning)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**V. How do you plan to assess student achievement of the goals? What procedure will you use?** *(Domain I: Planning and Preparation - Component 1d: Assessing Student Learning)* (Attach any student assignment/work sample)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Class profile:** \_\_\_# of female students \_\_\_# of male students \_\_\_# of special education students \_\_\_# of ESL students

**Describe the general instructional levels represented by students in this class (e.g., advanced, average, below grade level, mixed, special education, ESL)**

Teacher's Signature: \_\_\_\_\_

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

Principal's/Administrator's Signature: \_\_\_\_\_

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

**(1) copy - Principal (1) copy- Teacher**

#### 4. Walk-Throughs

An observation of the classroom or related activities that do not require a post-observation conference. The walk-through observation form is used to focus on a component of the framework and is provided to the teacher. It is incorporated into a working file for reference during the year-end performance review. Observations range from 3-10 minutes. A walk-through observation is a brief snap shot of teacher observation.

### **BENEFITS OF IMPLEMENTING WALK-THROUGHs**

These frequent, short, unscheduled visits can foster focused, reflective, and collaborative adult learning.

- Administrators become more familiar with the schools' curriculum and teachers' instructional practices.
- Administrators can assess the climate of the school.
- A team atmosphere develops among teachers and administrators as they collaboratively examine instruction, student motivation and achievement.
- Administrators establish themselves as instructional leaders, mentors through influence, learning and ongoing school renewal.
- Students observe both administrators and teachers valuing instruction and learning.



### Walk-Through Observation

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Grade Level/Subject Area \_\_\_\_\_ Activity \_\_\_\_\_ Time/Period \_\_\_\_\_

*What I observed today included:*

\_\_\_ Good classroom management/student centered

\_\_\_ Student engagement/success experienced

\_\_\_ Maximize time for learning

\_\_\_ Motivation/praise

\_\_\_ Objectives/expectations stated

\_\_\_ Critical thinking/problem solving

\_\_\_ Active teaching (facilitation)

\_\_\_ Questioning strategies/inquiry

\_\_\_ Appropriately planned/content standards lesson

\_\_\_ Assessment/instruction aligned

\_\_\_ Student involvement

\_\_\_ Other

\_\_\_ Conducive learning environment

*All items will rarely be observed during a single walk-through observation.*

\_\_\_ Varied approaches to teaching

\_\_\_ Demonstrates cultural sensitivity

#### Administrative Comments:

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#### Teacher Comments:

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\_\_\_\_\_  
Principal/Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

*A signature only indicates receipt of this document.*

(1) copy – Principal/Administrator

(1) copy - Teacher



**CLASSROOM OBSERVATION RECORD**

Teacher: \_\_\_\_\_ Grade Level/Subject Area: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Length of Observation: \_\_\_\_\_ Time/Period: \_\_\_\_\_

\_\_\_\_ *Announced Observation*      \_\_\_\_ *Unannounced Observation*

**Domain II: The Classroom Environment**

2a: Creating an environment of respect and rapport

2b: Managing classroom procedures and practices consistent with building and district policies

2c: Managing student behavior

2d: Establishing a culture for learning through support of the mission and aims of the District

2e: Organizing physical space

**Domain III: Instruction**

3a: Communicating clearly and accurately

3b: Engaging students in learning

3c: Providing feedback to students

3d: Using questioning and discussion techniques

3e: Demonstrating flexibility and responsiveness

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator/Principal

\_\_\_\_\_  
Date

*A signature only indicates the receipt of this document.*

*Evidence for Domain 2 (Classroom Environment) and Domain 3 (Instruction) is visible through observation.*

**(1) copy – Principal/Administrator**

**(1) copy – Teacher**

5. Duties, responsibilities, and accomplishments outside the classroom:  
Framework related activities that occur outside the classroom and are not directly related to the delivery of instruction or classroom management. These could include participation on school or district level committees, professional growth, participation in school activities, and/or occurrences that would provide information to assist the evaluator and teacher with selecting the most accurate rating for an element in the framework. Administrators and teachers may submit contributions to the working file for reference during the year-end performance review.
6. Informal Conference:  
Teacher or evaluator initiated conference not necessarily related to a specific classroom observation. When applicable, notes may be submitted to the working file.

#### **Phase 4: Post-Conference**

This conference is a feedback mechanism for the teacher who has had an announced or unannounced observation. The post-conference will provide the opportunity for the teacher and the evaluator to review the results of a classroom observation. Discussion should focus on, but is not limited to, the classroom environment and instruction. Formal or informal follow-up activity recommendations will be discussed at this time.

Follow-up activities may be implemented to enhance teacher performance.

# POST OBSERVATION REFLECTION FORM

This form is completed by the teacher and discussed with the administrator during the post-observational conference.

Teacher \_\_\_\_\_

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

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

Post Conference Date \_\_\_\_\_

Time \_\_\_\_\_

*When you come to the Post Observation Conference, you may bring relevant artifacts that support your evidence for this lesson.*

- 1) **As I reflect on the lesson, to what extent were students productively engaged?** (Domain III: Instruction)

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- 2) **Did the students learn what I intended? Were the content standards met? How do I know, or how and when will I know? What are the indicators of success?** (Domain I: Planning and Preparation and Domain III: Instruction)

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- 3) **Did I alter my instructional plan as I taught the lesson? If so, why?** (Domain III: Instruction)

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- 4) **Provide samples of student work on this assignment. This work should reflect the diverse student ability in your class and include feedback you shared with students on their papers.** (Domain I: Planning and Preparation)  
-To what extent were your assessment strategies effective?  
-Would you make any changes in your approach to assessment? If so, what changes would you make and why?

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- 5) **What would you do differently to improve the lesson (instructional strategies, student grouping, student activities and materials/resources, etc)?** (Domain III: Instruction and Domain IV: Professional and Leadership Responsibility)

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- 6) **Please comment on your classroom procedures, your use of physical space, and the students' conduct. To what extent did the classroom environment contribute to student learning?** (Domain II: The Classroom Environment)

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## POST OBSERVATION RECORD

School Year \_\_\_\_\_

Teacher \_\_\_\_\_ Principal/Administrator \_\_\_\_\_

Date of observation \_\_\_\_\_ Date of conference \_\_\_\_\_

With the teacher, examine all the evidence generated by the lesson.

Check all components where evidence was found.

### **Domain 1: Planning and Preparation**

- demonstrating knowledge of subject matter, pedagogy, and best practices
- understanding and using district content standards
- designing coherent instruction
- assessing student learning
- demonstrating knowledge of students
- demonstrating knowledge of and utilizing instructional resources

**Summary of evidence:**

### **Domain II: The Classroom Environment**

- creating an environment of respect and rapport
- managing classroom procedures and practices consistent with building and district policies
- managing student behavior
- establishing a culture for learning through support of the mission and aims of the district
- organizing physical space

**Summary of evidence:**

**POST OBSERVATION RECORD**

**Domain III: Instruction**

- \_\_\_ communicating clearly and accurately
- \_\_\_ engaging students in learning
- \_\_\_ providing feedback to students
- \_\_\_ using questioning and discussion techniques
- \_\_\_ demonstrating flexibility and responsiveness

**Summary of evidence:**

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**Suggestions for Future Practice:**

Staff Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal/Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*I understand my signature only indicates the receipt of this document.*

## **Phase 5: Program of Assistance for Improvement**

### **Informal Intervention**

When an administrator believes after a period of documented observing and conferencing that a teacher needs assistance to improve job performance, the administrator must develop with the teacher a *Program of Assistance for Improvement for Informal Intervention*. A conference between the teacher (a union representative may be present if the teacher requests) and the principal will be scheduled to discuss the *Program of Assistance for Informal Intervention*, which is to include:

- A description of the deficiency.
- A description of the supervisor's expectation.
- A program for correcting the deficiency, criteria which will be used to measure the correction, and a timeline.
- A listing of the assistance and resources to be provided.
- Monitoring procedures.
  - a) This plan should focus on promoting growth based on specific, measurable action oriented and realistic goals.
  - b) The plan will be in effect for a period of 4-6 weeks.
  - c) A meeting may be held in which the principal clarifies aspects of the Informal Intervention Plan. The Program of Assistance for Informal Intervention should be in a written document with a copy provided to the teacher.
  - d) Regular meetings between the principal and teacher are held to review progress.
  - e) An acknowledgement to Human Resources that the teacher has been placed on an Informal Plan of Assistance.

Unless the plan has been revised and/or the observation schedule altered, upon completion of the *Program of Assistance for Informal Intervention*, a summative evaluation over all domains will be completed by the principal. The principal will meet with the teacher to review the summative evaluation and inform the teacher that one of three actions will be taken:

- Monitoring of those areas identified as deficient for a specified period.
- Placement on a new or revised *Program of Assistance for Informal intervention*.
- Recommendation for placement on Formal Intervention as determined by Human Resources and the development of a Program of Assistance for *Formal Intervention*.

The *Program of Assistance for Improvement* may be terminated prior to the date noted for any reason(s) deemed appropriate by the District.

### **Formal Intervention**

1. After a review of documentation, Human Resources determines placement of a teacher on Formal Intervention status. This placement is based upon, but not limited to not meeting the goals of the informal intervention process, insubordination, specific policy or rule violation, or endangerment of students or staff. Administrators will not recommend Formal Intervention unless the teacher has first been on a Program of Assistance for Improvement (informal intervention). However, Human Resources may place a person on a Formal Intervention Plan for insubordination or specific violations of rules or policies.
2. The goal of Formal Intervention is to help a teacher having difficulty gain or regain professional competence. Upon determination of the need for Formal Intervention status, a meeting is held in

the Human Resources Department to identify specific deficiencies and to share expectations, assistance, evaluation procedures and a timeline for an Intervention of four to six weeks. Participants in this meeting are the teacher, building principal, and Human Resources staff. (District supervisory staff may be included at the discretion of the Assistant Superintendent of Human Resources).

3. The teacher has the right and opportunity to provide suggestions in carrying out the Formal Intervention plan.
4. The team will identify in writing an individualized performance improvement plan. The plan will focus on no more than two domains within a specific time frame. The principal leads the observation team and will write the summative evaluation.

Supervisors, elementary curriculum consultants, assistant principals, and department heads may provide intervention assistance and conduct formal and informal observations. Other staff such as an Instructional Facilitator or a mentor may assist with lesson planning demonstrating teaching support. However, these individuals may not conduct observations.

5. The Formal Intervention Phase is not intended as a restriction on the district's right to take appropriate disciplinary action for teacher misconduct without prior resort to the Informal Intervention Plan.
6. At the close of the timeline for Formal Intervention, a summative evaluation of the teacher's progress is provided to Human Resources and to the teacher by the building principal. Human Resources will contact the teacher within ten working days of receipt of the evaluation to determine any action that will now result.

# Omaha Public Schools

## PROGRAM OF ASSISTANCE - INFORMAL INTERVENTION PLAN

Name \_\_\_\_\_

School \_\_\_\_\_

Assignment \_\_\_\_\_

You are being placed on informal intervention because of unsatisfactory performance as specified in the deficiencies identified below. This program is designed to help you correct these deficiencies. If the program is not successfully completed, you may be placed on a Formal Intervention Plan.

During this program, those areas in the program that have been identified as deficient will be monitored for a period of 4-6 weeks. At the conclusion of this informal intervention, you will receive an evaluation summary. If an acceptable level of performance is maintained, you will be returned to the regular evaluation cycle. If acceptable performance is not maintained, you will either be placed on a continuation of Informal Intervention or a Formal Intervention Plan.

### I. DESCRIPTION OF DEFICIENCY (Cite related standards)

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### II. SUPERVISOR'S EXPECTATIONS (How things should look after the deficiency has been corrected)

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### III. RECOMMENDED PROGRAM TO CORRECT DEFICIENCY

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### IV. CRITERIA WHICH WILL BE USED TO MEASURE CORRECTION

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### V. ASSISTANCE AND RESOURCES TO BE PROVIDED (if appropriate)

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### VI. MONITORING PROCEDURES

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### VII. DATE BY WHICH PROGRAM MUST BE COMPLETED

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This is to certify that this program has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in this program.

Teacher \_\_\_\_\_

Date \_\_\_\_\_

Principal \_\_\_\_\_

Date \_\_\_\_\_

If the principal indicates the teacher is not making acceptable levels of improvement as outlined in this program, the principal may discuss options with you and Human Resources.

(1) copy - Personnel file

(1) copy - Principal

(1) copy - Teacher

# Omaha Public Schools

## PROGRAM OF ASSISTANCE - FORMAL INTERVENTION PLAN

Name \_\_\_\_\_

School \_\_\_\_\_

Assignment \_\_\_\_\_

After a review of the documentation and the results of your Summative Evaluation, Human Resources has determined to place you on Formal Intervention status. The goal of the formal intervention is to help you gain or regain professional competence. The following plan has been developed to assist you with correcting deficiencies in core competencies related to the four domains of effective teaching. Your progress will be monitored for a period of 4-6 weeks. At the conclusion of the timeline, a summative evaluation of your progress will be provided to Human Resource. Human Resources will then contact you within ten working days upon receipt of the evaluation to determine the action that will result.

**I. DESCRIPTION OF DEFICIENCY (Cite related standards)**

--

**II. ADMINISTRATORS' AND HUMAN RESOURCES' EXPECTATIONS  
(How things should look after the deficiency has been corrected)**

--

**III. RECOMMENDED PROGRAM TO CORRECT DEFICIENCY**

--

**IV. CRITERIA WHICH WILL BE USED TO MEASURE CORRECTION**

--

**V. ASSISTANCE AND RESOURCES TO BE PROVIDED (if appropriate)**

--

**VI. MONITORING PROCEDURES**

--

**VII. DATE BY WHICH PROGRAM MUST BE COMPLETED**

--

This is to certify that this program has been discussed with me. I understand my signature does not necessarily indicate agreement and that I may respond in writing to any issues contained in this program.

Teacher	Date	Principal	Date
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If the principal indicates the teacher is not making acceptable levels of improvement outlined in this program, the principal may discuss options with you and Human Resources.

(1) copy - Personnel File      (1) copy – Principal      (1) copy- Teacher

## Phase 6: Summative Performance Review

The year-end summative performance review provides the teacher and the principal with the opportunity to review the teacher's overall performance in the context of the Framework for Effective Teaching. This conference will bring closure to the evaluation cycle for the current school year. The discussion of the teacher's Performance Goals is an integral part of the process.

### Omaha Public Schools

### Summative Teacher Evaluation Form



Teacher: \_\_\_\_\_ Employee #: \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_

School: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Tenured \_\_\_\_\_ Non-tenured \_\_\_\_\_ Total years of teaching experience in Omaha Public Schools \_\_\_\_\_

**Directions:** Place a check (X) in the appropriate column for each element. For each component, circle an overall rating of unsatisfactory, basic, proficient or distinguished.

**Rating Scale: U = Unsatisfactory B = Basic P = Proficient D = Distinguished**

<b>DOMAIN 1: Planning and Preparation</b>				
<b><i>1a. Demonstrating Knowledge of Subject Matter, Pedagogy, and Best Practices</i></b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Shows depth of content knowledge				
Connects knowledge effectively to relevant disciplines				
Searches for best practices in teaching and learning				
<b><i>1b. Understanding and Using District Content Standards</i></b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Knows grade level or subject <u>area content standards</u>				
Develops and follows lesson plans reflective of content standards and the varying needs of students				
<b><i>1c. Designing Coherent Instruction</i></b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Plans for a variety of learning activities which reflect recent professional research				
Organizes for differentiated instructional groups that engage students in meaningful learning				
Plans lessons and unit structure within reasonable timeframe				
<b><i>1d. Assessing Student Learning</i></b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Uses a variety of classroom assessments aligned with teaching and learning processes that reflect the goals and formats of national, state and local assessments				
Communicates assessment criteria, standards and results to students and parents/guardians				
Interprets both formal and informal assessments to modify instructional decisions				
<b><i>1e. Demonstrating Knowledge of Students</i></b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Understands developmental characteristics of age group				
Links students' learning styles to instruction				
Knows students' skills and interests including those with special needs				
Responds to students' cultural heritage				

<b>1f. Demonstrating Knowledge of and Utilizing Instructional Resources</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Accesses available teacher resources through the school, district and community				
Uses a variety of effective resources that support student learning				
Uses technology to enhance student learning and achievement				

Comments:

<b>DOMAIN 2: The Classroom Environment</b>				
<b>2a. Creating an Environment of Respect and Rapport</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Demonstrating equity, respect, and fairness toward all students				
Helps students to develop positive self-concepts and interpersonal skills				
<b>2b. Managing Classroom Procedures and Practices Consistent with Building and District Policies</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Communicates behavioral expectations to all students				
Teaches, reviews, and revises expectations and procedures throughout the year to ensure a safe, secure and positive learning environment				
Establishes procedures for transitions to facilitate an organized classroom				
<b>2c. Managing Student Behavior</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Sets high behavioral expectations for all students				
Reinforces positive student behavior				
Demonstrates the ability to respond and intervene to inappropriate behavior				
<b>2d. Establishing a Culture for Learning through Support of the Mission and Aims of the District</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Establishes relevancy of learning and connecting lessons to life				
Recognizes and encourages all students' progress in learning				
Conveys high expectations for quality of work and achievement				
<b>2e. Physical Space for Safety</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Assures that the classroom and other physical resources are safe, accessible, and conducive to learning				

Evidence to support rating:

<b>DOMAIN 3: INSTRUCTION</b>				
<b>3a. Communicating Clearly and Accurately</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Presents content standards driven lessons that are clear to students and contain an appropriate level of detail				
Spoken and written language is clear and correct				



<b>3b. Engaging Students in Learning</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Monitors students by using a variety of teaching strategies				
Provides differentiated instruction based on students' needs				
Organizes students for instruction using various techniques (i.e. individualized, performance groups, cooperative groups, small groups, etc.)				
Encourages students to initiate learning and achieve goals on an ongoing basis				
<b>3c. Providing Feedback to Students</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Provides feedback that is substantive, constructive and specific to each student				
Provides feedback in a timely manner				
<b>3d. Using Questioning and Discussion Techniques</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Uses a variety of high quality, clearly stated questions				
Engages all students in discussions and encourages students to formulate questions for higher level thinking				
Elicit responses equitably from all students and allow adequate response time				
<b>3e. Demonstrating Flexibility and Responsiveness</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Adapts instructional lessons based on student responsiveness and engagement				
Teaches to a variety of cognitive levels: knowledge, comprehension, application, analysis, synthesis, and evaluation				
Persists in seeking strategies that may help students who have difficulty learning				

**Evidence to support rating:**

<b>DOMAIN 4: PROFESSIONAL AND LEADERSHIP RESPONSIBILITIES</b>				
<b>4a. Maintaining Accurate Records and Reports</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Maintains appropriate progress records of student tasks and assignments including IEP's				
Maintains records for non-instructional activities (e.g. attendance, field trip information, etc.)				
<b>4b. Communicating and Developing Positive Relationships with Students, Families, Colleagues and Community Partners</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Considers various points of view to develop positive relationships				
Shows courtesy, integrity and reliability				
Supports and encourages the role of the family and community in the education of a child				
<b>4c. Growing and Developing Professionally</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
Seeks professional development opportunities				
Improves teaching through reflection				
Establishes professional relationships to facilitate teaching and learning				





Name \_\_\_\_\_ School \_\_\_\_\_

## Sources of Information

### I. Observation Record

Classroom Observations help collect evidence for Domain II: The Classroom Environment and Domain III: Instruction.

<p><b>Announced Formal Observations</b>                  These observations must include the following:</p> <ul style="list-style-type: none"> <li>▪ Pre-conference</li> <li>▪ Classroom Observation</li> <li>▪ Post Conference</li> </ul> <p><b>Non-tenured:</b>                  One announced formal observation is required.</p> <p><b>Tenured:</b>                  One announced formal observation is required.</p>	<p><b>Unannounced Formal Observations</b>                  These observations must include the following:</p> <ul style="list-style-type: none"> <li>▪ Classroom Observation</li> <li>▪ Post Conference</li> </ul> <p><b>Non-tenured:</b>                  Two formal unannounced observations are required.</p> <p><b>Tenured:</b>                  One unannounced formal observation is required.</p>
<b>Date:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Observer:</b>
<b>Date:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Observer:</b>
<b>Date:</b>	<b>Date:</b>
<b>Observer:</b>	<b>Observer:</b>

### II. Walk-Through Observations/Other Observations

Walk-through observations provide a brief, unscheduled opportunity of 3-10 minutes to gather information regarding curricular alignment and classroom environment.

Date	Topic	Observer

### III. Teaching Artifacts and Other Evidence

The teaching artifacts and other evidence can be used to document Domain I: Planning and Preparation and Domain IV: Professional and Leadership Responsibilities as well as Domain II: The Classroom Environment and Domain III: Instruction. Examples may include lesson plan review, performance goals, logs of professional development activities, student work, etc.

Date	Teaching Artifact/Evidence	Observer

Principal/Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

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

(1) Copy – Personnel File    (1) Copy – Principal/Administrator    (1) Copy - Teacher

## OVERVIEW OF TEACHER APPRAISAL SCORING RUBRIC

Each standard of a component has four levels of performance: unsatisfactory, basic, proficient, and distinguished. The levels range from describing teachers who are still striving to master the rudiments of teaching (unsatisfactory) to high-accomplished professionals who are able to share their expertise (distinguished).

### **Unsatisfactory**

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

### **Basic**

The teacher appears to understand the concepts underlying the component and attempts to implement its standards. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other experienced teachers will enable the teacher to become proficient in this area.

### **Proficient**

The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

### **Distinguished**

Teachers at this level are master teachers and contribute 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, engaged and assuming considerable responsibility for their own learning.

# Teacher Appraisal Scoring Rubric

## Domain I: Planning and Preparation

### *Component I A: Demonstrating Knowledge of Subject Matter, Pedagogy and Best Practices*

<i>Standard</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<i>Shows Depth of Content Knowledge</i>	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge and use of standards and is beginning to articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and use of standards. Makes a connection between content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge and use of standards. There is evidence of continuing pursuits of such knowledge.
<i>Connects Knowledge Effectively to Relevant Disciplines</i>	Teacher displays little understanding of content knowledge and standards connected to other disciplines.	Teacher indicates some awareness of cross-curricular learning and standards, although such knowledge may be incomplete or vague.	Teacher's plans and practices reflect understanding of prerequisite relationships among and between topics and concepts.	Teacher actively builds on prerequisite relationships and standards on an individual basis to assist students with learning concepts.
<i>Searches for Best Practices in Teaching and Learning</i>	Teacher displays little understanding of best practices involved in student learning of the content.	Teacher displays basic knowledge of best practices and is learning to anticipate student misconceptions.	Teacher's pedagogical practices reflect current research on best pedagogical practices within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best pedagogical practices and adapts practices effectively to meet students' needs. Teacher is keen in anticipating student misconceptions.

### *Component I B: Understanding and Using District Content Standards*

<i>Standard</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<i>Knows Grade Level or Subject Area Content Standards</i>	Teacher shows a limited understanding of grade level or subject area content standards. Standards are not always reflected in learning activities.	Teacher has a moderate understanding of grade level or subject area content standards with slight instructional connections.	Teacher understands the continuum of grade level or subject area content standards and makes instructional connections. Instruction is congruent with standards.	Teacher has a thorough understanding of grade level or subject area content standards, articulates high expectations and relates curricula to standards through long-term planning.

<i>Develops and Follows Lesson Plans Reflective of Content Standards and the Varying Needs of Students</i>	Teacher does not develop appropriate lessons.	Teacher usually develops appropriate lesson plans and varies activities based on student needs.	Teacher develops and implements clearly defined lesson plans written in the form of student learning objectives tied to content standards. Plans show evidence of varied independent activities to reinforce or enrich student learning.	Teacher consistently develops, reviews, and refines plans designed around clear learning objectives. Plans show evidence of variations based on student needs. Follow through is noted through student products.
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***Component I C: Designing Coherent Instruction***

<b><i>Standard</i></b>	<b><i>Unsatisfactory</i></b>	<b><i>Basic</i></b>	<b><i>Proficient</i></b>	<b><i>Distinguished</i></b>
<i>Plans for a Variety of Learning Activities which Reflect Professional Research</i>	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some learning activities are suitable to students or instructional goals. Progression of activities in the unit is generally even, and some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goal. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflect recent professional research.
<i>Organizes for Differentiated Instructional Groups that Engage Students in Meaningful Learning</i>	Instructional groups do not support the instructional goals or offer variety.	Instructional groups are usually suitable to the instructional goals and offer minimal variety.	Instructional groups are varied, and are appropriate to the different instructional goals.	Instructional groups are varied and are appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups when appropriate.
<i>Plans Lessons and Unit Structure within Reasonable Timeframe</i>	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson or unit structure is clear and well defined. Different pathways and timelines for learning are available, allowing student choice to meet individual needs.

***Component I D: Assessing Student Learning***

<b><i>Standard</i></b>	<b><i>Unsatisfactory</i></b>	<b><i>Basic</i></b>	<b><i>Proficient</i></b>	<b><i>Distinguished</i></b>
<i>Uses a Variety of Classroom Assessments Aligned with Teaching and Learning Processes that Reflect the Goals and Formats of National, State and Local Assessments</i>	Classroom assessments are not aligned with instructional goals and formats.	The classroom assessments are generally aligned with instructional goals and formats.	Consistent use of classroom assessments aligned with instructional goals and formats.	Consistent use of a variety of classroom assessments aligned with instructional goals and formats. Students are exposed to varied formats of assessments in a planned manner. Teacher analyzes the assessment data results for future planning.

<i>Communicates Assessment Criteria, Standards and Results to Students and Parents/Guardians</i>	The proposed approach does not contain clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students and parents/guardians.	Assessments have clear criteria and appropriate standards for performance; expectations for performance have been communicated clearly to students and to parents/guardians.	Assessment criteria are appropriate and high standards for performance have been set and communicated clearly to all stakeholders. Teacher follows up with specific information to parents/guardians to assist students in mastery of each standard.
<i>Interprets Both Formal and Informal Assessments to Modify Instructional Decisions</i>	The formal and informal assessment results have minimal impact on planning for students.	Teacher uses informal and formal assessment results to plan for the class as a whole.	Teacher uses formal and informal assessment results to plan for individuals and groups of students.	Students and teachers are aware of how they are meeting the established standards and participate in planning the next steps.

### ***Component I E: Demonstrating Knowledge of Students***

<b><i>Standard</i></b>	<b><i>Unsatisfactory</i></b>	<b><i>Basic</i></b>	<b><i>Proficient</i></b>	<b><i>Distinguished</i></b>
<i>Understands Developmental Characteristics of Age Group</i>	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher generally displays accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays extensive knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
<i>Links Students' Learning Styles to Instruction</i>	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
<i>Knows Students' Skills and Interests Including those with Special Needs</i>	Teacher displays little knowledge of students' skills and interests and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding the students' skills and interests and displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and for groups of students. This information is generally applied to small groups of students.	Teacher displays knowledge of students' skills and for each student, including those with special needs.
<i>Responds to Students' Interests and Cultural Heritage</i>	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage and displays this knowledge for the class as a whole.	Teacher displays specific knowledge of the interests or cultural heritage of groups of students.	Teacher displays considerable knowledge of the interests or cultural heritage of each student and recognizes the value of this knowledge. This diversity among cultures is celebrated in appropriate ways.

### ***Component I F: Demonstrating Knowledge of and Utilizing Instructional Resources***

<b><i>Standard</i></b>	<b><i>Unsatisfactory</i></b>	<b><i>Basic</i></b>	<b><i>Proficient</i></b>	<b><i>Distinguished</i></b>
<i>Accesses Available Teacher Resources through the School, District and Community</i>	Teacher is unaware of resources available through the school or district.	Teacher displays some awareness of resources available through the school or district.	Teacher demonstrates an awareness of school and district resources and knows how to access these resources.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, from professional organizations or through the community.

<i>Uses a Variety of Effective Resources that Support Student Learning</i>	Teacher is unaware of resources to support student learning.	Teacher displays an understanding of resources available to support student learning.	Teacher is fully aware of all resources available to support student learning.	Consistently, teacher utilizes additional resources available to support, enhance and extend student learning.
<i>Uses Technology to Enhance Student Learning and Achievement</i>	Teacher does not use technology as a resource to enhance student learning.	Teacher uses some degree of technology as a resource to enhance student learning.	Teacher uses technology on a regular basis as a resource to enhance student learning and to improve student achievement.	Teacher frequently integrates multimedia activities to enhance student learning and to increase student achievement.

## Domain II: The Classroom Environment

### Component II A: Creating an Environment of Respect and Rapport

<i>Standard</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<i>Demonstrates Equity, Respect and Fairness Toward All Students</i>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or insensitive to the age or culture of the students.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for student's culture.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect.	Teacher demonstrates genuine caring and respect for individual students. Teacher honors student's culture and unique qualities.
<i>Helps Students to Develop Positive Self-concepts and Interpersonal Skills</i>	Teacher seldom provides opportunities for positive student interactions and self-concept development.	Teacher occasionally provides opportunities for positive student interactions and self-concept development.	Teacher usually provides opportunities for positive student interactions and self-concept development.	Teacher consistently provides varied opportunities for positive student interactions and self-concept development and acknowledges student progress.

### Component II B: Managing Classroom Procedures and Practices Consistent with Building and District Policies

<i>Standard</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<i>Communicates Behavioral Expectations to All Students</i>	Teacher seldom communicates expected standards of behavior to all students.	Teacher occasionally communicates expected standards of behavior to all students.	Teacher usually communicates expected standards of behavior to all students.	Teacher consistently communicates expected standards of behavior to all students and encourages student involvement.
<i>Teaches, Reviews and Revises Expectations and Procedures Throughout the Year to Ensure a Safe, Secure and Positive Learning Environment</i>	There is little evidence of established expectations and procedures.	There is some evidence of established expectations and procedures, although results are inconsistent.	There is evidence that expectation and procedures are established, practiced and consistently reinforced.	There is strong evidence of expectations and procedures are established, practiced and consistently reinforced. Students demonstrate self-management skills.
<i>Establishes Procedures for Transitions to Facilitate an Organized Classroom</i>	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.



<b>Component II C: Managing Student Behavior</b>				
<b>Standard</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Sets High Behavioral Expectations for All Students</i>	No behavior expectations appear to have been established, or students are confused as to what the expectations are.	Behavior appears to have been established for most situations, and most students seem to understand them.	Behavioral expectations are developed with student participation, clearly communicated, and support a safe learning environment for all students.	Positive behavior is reinforced and there is evidence of student self-management in a respectful classroom.
<i>Reinforces Positive Student Behavior</i>	Student behavior is not monitored, and teacher is unaware of what 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, reinforcing positive behavior.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<i>Demonstrates the Ability to Respond and Intervene to Inappropriate Student Behavior</i>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with inconsistent results.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs.
<b>Component II D: Establishing a Culture for Learning Through Support of the Mission and Aims of the District</b>				
<b>Standard</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Establishes Relevancy of Learning and Connecting Lessons to Life</i>	Teacher conveys a negative attitude toward the content suggesting that the content is not important or relevant.	Teacher communicates the importance of the work but with few real life connections.	Teacher demonstrates genuine enthusiasm for the subject and conveys real life connections.	Teacher encourages a curiosity for learning and active participation in real life situations.
<i>Recognizes and Encourages All Students' Progress in Learning</i>	Teacher seldom recognizes or encourages students' progress in learning.	Teacher occasionally recognizes or encourages students' progress in learning.	Teacher usually recognizes or encourages students' progress in learning.	Teacher consistently recognizes or honors students' progress in learning.
<i>Conveys High Expectations for Quality of Work and Achievement</i>	Instructional goals, activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals, activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals, activities, interactions, and the classroom environment convey high expectations for student achievement.	Through planning of learning activities, both teacher and students establish and maintain interaction within the classroom environment that conveys high learning expectations for all.
<b>Component II E: Organizing Physical Space</b>				
<b>Standard</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Assures that the Classroom and Other Physical Resources are Safe, Accessible, and Conducive to Learning</i>	The classroom is unsafe and learning is not accessible to some students.	The classroom is generally safe, physical resources are used adequately and are accessible to all.	Teacher consistently uses physical resources safely and skillfully, and all learning is equally accessible to all students.	Both teachers and students safely use physical resources optimally and learning is equally accessible to all students.

## Domain III: Instruction

### Component III A: Communicating Clearly and Accurately

<i>Standard</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<i>Presents Content Driven Lessons and Directions that are Clear to Students and Contain an Appropriate Level of Detail</i>	Teacher's lessons and directions are often confusing to students.	Teacher's lessons and directions are clarified after initial student confusion or are excessively detailed.	Teacher's lessons and directions are clear and contain an appropriate level of detail.	Teacher's lessons and directions are clear and anticipate possible misunderstandings.
<i>Spoken and Written Language is Clear and Correct</i>	Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken and written language is acceptable. He/she is working to gear communication to the developmentally appropriate level of students.	Teacher's spoken and written language is clear, correct and developmentally appropriate.	Teacher's spoken and written language is clear and correct, with language that enhances the lesson.

### Component III B: Engaging Students in Learning

<i>Standard</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<i>Engages Students by Using a Variety of Teaching Strategies</i>	Teaching strategies and assignments are developmentally inappropriate and lack variety.	Teacher is beginning to use a variety of developmentally appropriate strategies.	Many teaching strategies are developmentally appropriate with good variety.	Most teaching strategies are developmentally appropriate and encourage high levels of student engagement.
<i>Provides Differentiated Instruction Based on Students' Needs</i>	Teacher does not recognize or use differentiated learning to meet student needs.	Teacher recognizes the need for differentiated learning and provides limited variations.	Teacher recognizes the need for and uses differentiated learning on a regular basis.	Teacher consistently provides varied learning activities to address and enhance the needs of all students.
<i>Organizes Students for Instruction Using Various Techniques (i.e. individualized, performance groups, cooperative groups, small group)</i>	Teacher does not recognize the need for or utilize grouping techniques for instruction.	Teacher recognizes the need for and uses limited grouping techniques for instruction.	Teacher consistently uses a variety of grouping techniques.	Teacher uses a variety of grouping techniques and encourages students to initiate grouping.
<i>Encourages Students to Initiate Learning and Achieve Goals on an Ongoing Basis</i>	Teacher does not encourage students to initiate learning.	Teacher sometimes encourages students to initiate learning, and is working to provide support in setting and achieving goals.	Teacher usually encourages students to initiate learning and offers support in setting and achieving goals.	Teacher engages students cognitively in exploration of content. Students initiate or adapt activities and projects to enhance understanding when appropriate for the age group or learning abilities.

### Component III C: Providing Feedback to Students

<i>Standard</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<i>Provides Feedback that is Substantive, Constructive and Specific to Each Student</i>	Feedback is either not provided or is of uniformly poor quality.	Some standards of high quality feedback are present; others are not.	Feedback is consistently of high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.

<i>Provides Feedback in a Timely Manner</i>	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in at timely manner. In some situations when appropriate for the age or ability level, students make prompt use of the feedback in their learning.
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**Component III D: Using Questioning and Discussion Techniques**

<b>Standard</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Uses a Variety of High Quality, Clearly Stated Questions</i>	Teacher's questions are virtually all of poor quality.	Teacher's questions are of inconsistent quality or may not be clearly stated.	Teacher generally uses a variety of high quality, clearly stated questions.	Teacher's questions are of uniformly high quality and are formulated to generate further discussion.
<i>Engages All Students in Discussions and Encourages Students to Formulate Questions for Higher Level Thinking</i>	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion among all students, with teacher stepping to the side, when appropriate.	Teacher creates an atmosphere where all students' assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<i>Elicits Responses Equitably from All Students and Allows Adequate Response Time</i>	Teacher does not elicit responses equitably from all students and does not allow adequate response time.	Teacher inconsistently elicits responses equitably, and may not allow adequate response time.	Teacher usually elicits responses equitably from all students and generally allows adequate response times.	Teacher has established a system for eliciting responses equitably and recognizes that individual students need varying response time.

**Component III E: Demonstrating Flexibility and Responsiveness**

<b>Standard</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Adapts Instructional Lessons Based on Student Responsiveness and Engagement</i>	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve responsiveness and engagement.	Teacher attempts to adapt lessons, with inconsistent results.	Teacher consistently adapts instructional plans and the adjustments occur smoothly.	Teacher continually assesses and adapts instructional plans based on student responsiveness and engagement.
<i>Teaches to a Variety of Cognitive Levels: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation</i>	Teacher does not recognize differences in the cognitive complexity of tasks and teaches only to knowledge/recall level.	Teacher recognizes cognitive levels, and demonstrates use of knowledge and comprehensive teaching techniques.	Teacher demonstrates flexibility and teaches to a variety of cognitive levels.	Teacher consistently uses a variety of cognitive levels and encourages students to engage in higher-level thinking.
<i>Persists in Seeking Strategies that May Help Students Who Have Difficulty Learning</i>	Teacher does not provide strategies or solutions to remedy the students' lack of success.	Teacher recognizes students' lack of success, and is learning how to acquire a repertoire of instructional strategies.	Teacher persists in seeking new approaches and strategies for students who have difficulty learning.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and utilizes additional resources.

## Domain IV: Professional and Leadership Responsibilities

### Component IV A: Maintaining Accurate Records and Reports

<i>Standard</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<i>Maintains Appropriate Progress Records of Student Tasks and Assignments, I.E.P.s, etc.</i>	Teacher has no system for maintaining accurate information on student academic progress in learning, or the system is in disarray.	Teacher's system for maintaining accurate information on student academic progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining accurate information on student academic progress is effective.	Teacher's system for maintaining information on student academic progress in learning is fully effective. Students may access progress information to improve performance.
<i>Maintains Records for Non Instructional Activities (i.e. attendance, field trip information)</i>	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 error.	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 may contribute to its maintenance.

### Component IV B: Communicating and Developing Positive Relationships with Students, Parents, Guardians, Staff and Community Partners

<i>Standard</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<i>Considers Various Points of View to Develop Positive Relationships</i>	Teacher seldom considers various points of view.	Teacher is inconsistent in considering various points of view to develop positive relationships.	Teacher usually considers various points of view to develop positive relationships.	Teacher consistently considers and actively seeks various points of view to develop positive relationships.
<i>Demonstrated Courtesy Integrity and Reliability in Professional Relationships.</i>	Teacher seldom shows courtesy, integrity and reliability in professional relationships.	Teacher most often shows courtesy, integrity and reliability in professional relationships.	Teacher usually shows courtesy, integrity and reliability in professional relationships.	Teacher consistently shows courtesy, integrity and reliability in working with internal and external customers.
<i>Supports and Encourages the Role of the Family and Community in the Education of a Child</i>	Teacher makes little attempt to engage families and community partners in the instructional process or such attempts are inappropriate.	Teacher makes modest attempts to engage families and community partners in the instructional process, with inconsistent results.	Teacher usually attempts to engage families and community partners in the instructional process.	Teacher's efforts to engage families and community partners in the instructional process are frequent and successful.

### Component IV C: Growing and Developing Professionally

<i>Standard</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
<i>Seeks Professional Development Opportunities</i>	Teacher engages in limited professional development opportunities.	Teacher participates in only the required development activities.	Teacher seeks out opportunities for professional development to enhance content knowledge and teaching skills.	Teacher seeks out opportunities for professional development and makes a systematic attempt to integrate learned knowledge and skills to improve teaching.
<i>Improves Teaching Through Reflection</i>	Teacher seldom uses reflection to improve teaching.	Teacher engages in reflection, but changes in teaching do not result.	Teacher uses reflection to improve teaching.	Teacher continually uses reflection and actively seeks methods to improve teaching.

<i>Establishes Professional Relationships to Facilitate Teaching and Learning</i>	Teacher makes little effort to share knowledge or to establish professional relationships.	Teacher finds limited ways to share knowledge or to establish professional relationship.	Teacher participates actively in sharing knowledge and establishing professional relationship.	Teacher initiates important activities to contribute to the profession, such as mentoring, curriculum development and other professional involvement.
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***Component IV D: Demonstrating Professionalism***

<b><i>Standard</i></b>	<b><i>Unsatisfactory</i></b>	<b><i>Basic</i></b>	<b><i>Proficient</i></b>	<b><i>Distinguished</i></b>
<i>Models Professional Ethics and Integrity as Mandated by the State of Nebraska Professional Practice Standards</i>	Teacher has little knowledge of the professional ethics and integrity as mandated by the State of Nebraska.	Teacher is generally aware of the professional ethics and integrity as mandated by the State of Nebraska.	Teacher consistently models professional ethics and integrity.	Teacher consistently models and promotes professional ethics and integrity.
<i>Meets Professional and Contractual Obligations in a Timely Manner</i>	Teacher seldom meets professional and contractual obligations in a timely manner.	Teacher inconsistently meets professional and contractual obligations in a timely manner.	Teacher consistently meets professional and contractual obligations in a timely manner.	Teacher anticipates and consistently meets professional and contractual obligations in a timely manner.
<i>Advocates for Student and Public Education</i>	Teacher's words and actions do not convey support for students and public education.	Teacher's words and actions convey minimal support for students and public education.	Teacher acts as committed advocate for students and public education.	Teacher acts as a committed advocate for students and actively promotes public education.
<i>Adheres to professional staff dress and personal appearance guidelines</i>	Teacher has little regard to professional appearance as outlined in district staff dress code standards.	Teacher is inconsistent in meeting staff dress code standards.	Teacher consistently dresses in accordance with district expectation/district staff dress code standards.	Teacher consistently exudes professionalism in a manner that promotes respect and models professional dress for students, parents and faculty in the work place.
<i>Acts in a Confidential, Ethical and Legal Manner</i>	Teacher has little regard for confidential, ethical and legal manner.	Teacher usually acts in a confidential, ethical and legal manner.	Teacher consistently acts in a confidential, ethical and legal manner.	Teacher consistently acts in a confidential, ethical and legal manner and encourages other professionals to act in this professional manner.

***Component IV E: Contributing Positively to the School Environment***

<b><i>Standard</i></b>	<b><i>Unsatisfactory</i></b>	<b><i>Basic</i></b>	<b><i>Proficient</i></b>	<b><i>Distinguished</i></b>
<i>Participates actively in the design and implementation of school and district projects</i>	Teacher avoids becoming involved in school and district.	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 may assume a leadership role.
<i>Participates in School Activities and Events</i>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to attend and participate in school events.	Teacher volunteers to participate in school events, making a substantial contribution, and may assume a leadership role.

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