Brown County Schools
Evaluation and Compensation Plan
School Year 2021-2022

TAP SYSTEM OVERVIEW
(from the TAP Evaluation & Compensation Guide)

The System for Teacher and Student Advancement (TAP) was launched by the Milken Family Foundation in 1999 and is now operated by the National Institute for Excellence in Teaching (NIET). The goal of TAP is improved teacher professional practice resulting in improved student achievement. TAP is designed to elevate the teaching profession through the implementation of four interrelated elements:

- **Multiple Career Paths**: TAP allows teachers to pursue a variety of positions throughout their careers — career, mentor, and master teacher — depending upon their interests, abilities and accomplishments.
- **Ongoing Applied Professional Growth**: TAP restructures the school schedule to provide time for TAP teachers to participate in weekly cluster group meetings. Led by master and mentor teachers, cluster group meetings allow teachers to examine student data together, engage in collaborative planning and learn instructional strategies that have proven successful in their schools.

- **Instructionally Focused Accountability**: TAP teachers are observed in classroom instruction several times a year by multiple trained observers, including principals and master and mentor teachers, using research- based rubrics for several dimensions of instructional quality. Evaluators are trained and certified on these rubrics, and leadership teams monitor the reliability and consistency of evaluations in their schools.
- **Performance-Based Compensation**: TAP's Performance-Based Compensation model provides differentiated options for educators to earn additional compensation each year.

EVALUATION AND COMPENSATION COMMITTEE

Brown County School district administration, in collaboration with our local Brown County Educators Association (BCEA), will review this plan annually. A copy of the plan will be emailed to all Brown County Schools certified employees prior to the start of the evaluation process. The plan can also be found on the corporation website.

TEACHER PERFORMANCE EVALUATION PROCESS

Performance Based Standards

Each teacher earns a score based on his or her performance as compared to the standards that are set.

Standards are set for the following criteria:
1. Skills, Knowledge and Responsibilities (SKR)
2. Classroom achievement gains
3. School-wide achievement gains

The above criteria are measured by using the following:
1. Classroom observations
2. Classroom-level value-added assessment
3. School-wide value-added assessment

Qualified evaluators assess these standards for decision-making related to:
1. Annual evaluation processes according to law
2. Qualification for career path movement
3. The determination of performance awards

Qualified Evaluators
- Principals, master teachers, mentor teachers and district personnel are eligible to serve as qualified evaluators.
- All designated evaluators must participate in required certification training and demonstrate proficiency in the TAP evaluation process by successfully completing an annual certification test to be qualified.

Master and Mentor Teachers

Master and mentor teachers are chosen through a competitive, rigorous, performance-based selection process. Master and mentor teachers must have expert curricular knowledge, outstanding instructional skills and the ability to work effectively with other adults. They take on additional responsibilities and authority, and are required to have a longer work year. Master and mentor teachers are held to a different performance standard than the career teachers in their school and are compensated accordingly. Along with the principal, master and mentor teachers are part of the school's TAP Leadership Team and are responsible for setting specific annual student learning goals. They oversee all TAP activities aimed at meeting these goals including extensive group and individual coaching and support. Masters and mentors, along with the principal, also conduct teacher evaluations that are tied to teacher performance awards. TAP provides training and certification services to prepare principals, masters and mentors to conduct professional growth activities and teacher evaluations effectively.

Hiring Procedures
District ALT will:
- *Review applications, conduct the selection process and make recommendations for filling each position.*
- *Inform the faculty of open positions for master and mentor teachers and the qualifications required for selection.*
- *Actively seek candidates for master and mentor positions within the school and district and*

across the state. All positions must be competitively hired. (If an appropriate candidate is not found,then the school must wait to implement TAP until such a person becomes available.)
- *Require each candidate to submit a portfolio (application questionnaire)*
- *Require each candidate to submit evidence of student learning gains attributable to the candidate's instruction.*
- *Use TAP/district qualifications to evaluate master and mentor candidates.*
- *Conduct personal interviews with candidates by multiple interviewers.*
- *Observe classroom performance or require an instructional demonstration by candidates using the TAP Rubrics.*

Evaluation Team
The TAP teacher evaluation system requires that each teacher be evaluated multiple times each year by multiple qualified evaluators. The evaluation team consists of an administrator (principal, assistant principal or district personnel), a master teacher and a mentor teacher. The teacher also serves as a self-evaluator to facilitate reflection on their own teaching.

Evaluation POP Cycle: All announced observations will follow the POP Cycle. Unannounced observations will follow the same cycle without the Pre-Conference.
- **P**re-Conference: Prior to the lesson observation; Teacher shares lesson plan and information; Evaluator analyzes lesson plan and prepares for pre-conference; Pre-conference/feedback
- **O**bservation: Lesson observation; Evaluator scripts a full lesson, beginning to end
- **P**ost-Conference: After the lesson observation: Teacher analyzes student work/completes self-reflection; Evaluator reviews analyzed student work, analyzes evidence, asks teacher any necessary clarifying questions, completes scoring, identified reinforcement and refinement; Post conference/feedback; Ongoing support for teachers

Evaluation Cycle Frequency and Weighting
- Each teacher with 2+ years of experience and was employed by Brown County Schools during the prior school year will be observed 3 times during a school year. Two observations will be announced and one will be unannounced.
- Teachers with 0-1 years of experience or have 0 years of experience in Brown County School will have a fourth observation (practice) that will be completed first and will not be included in the summative evaluation data.
- For each observation, teachers are required to complete a self-evaluation.
- Once a year, teachers will also complete a responsibilities survey. To evaluate these responsibilities, the following process is followed:
Master teacher
The administrator and the teachers in the master teacher's cluster group (career and mentor teachers) fill out the master teacher responsibilities survey at the end of the school year. Some questions on the master teacher survey are answered only by the administrator and mentor teachers. The results are averaged to produce a final responsibilities score.

Mentor teacher

The administrator, master teacher(s) and career teachers who work with the mentor teacher complete a responsibilities survey at the end of the school year. Some questions on the mentor teacher survey are answered only by the administrator and master teachers. The results are averaged to produce a final responsibilities score.

Career teacher

The mentor and master teacher(s) complete the responsibilities survey at the end of the school year for each career teacher whom they support. The results are averaged to produce a final responsibilities score.

● Observation cycle 1 will begin the second full week of the school year with an announced observation. All subsequent evaluation windows will open the second week of the trimester and close one week before the end of the trimester.

Windows for 2021-2022 school year are:

   Window 1- August 23 - October 29 (9 weeks),
   Window 2- November 15 - February 11 (11 weeks),
   Window 3- February 28 - May 13 (10 weeks)

● Observation cycle 1 will be announced and observation cycles 2 and 3 may be announced or unannounced. During cycle 2 and 3 master teachers or principals will conduct one unannounced observation for each teacher. A two week observation window will be issued to each teacher prior to the unannounced observation. Teachers will receive one unannounced observation and two announced observations.

● Evaluations are balanced across leadership team roles: Master Teacher, Mentor Teacher, and Administrator.

● Principals or Assistant Principals will serve as the administrator evaluator.

● The Administrator will evaluate the Master Teacher. Master Teachers will be evaluated in a classroom setting.

● All certified teaching staff including School Counselors, Speech Language Pathologists, Special Education Teachers, and Adult Education Teachers will be evaluated.

● All principals and assistant principals will be evaluated using a mutually agreed upon rubric. Principals will be evaluated by the Superintendent. Assistant principals will be evaluated by the principal, and master teachers.

● All certified educators not serving in a teacher, principal, or assistant principal role will be evaluated yearly as follows. Superintendent is evaluated by the Brown County Board of School Trustees. The Director of Student Support Services, Director of Career Connected Learning, and Director of the Career Resource Center will be evaluated yearly by the Superintendent.

● Evaluations are weighted differently based on who is conducting the evaluation. These weights are computed at the end of the year when final SKR scores are averaged.

● When a teacher is evaluated according to the Skills, Knowledge and Responsibilities criteria, he or she is given an averaged performance rating for each evaluation based on the indicators in each of the four domains: 1. Planning, 2. Environment, 3. Instruction, 4. Responsibilities

● In each domain, performance is rated on a five-point scale, averaged and assigned a single score. Further, each domain is assigned a weight on which performance awards are based.

- Evaluation Weights: DOMAIN
  - Planning: 15% Career Teacher, 15% Mentor Teacher, 15% Master Teacher
  - Environment: 5% Career Teacher, 5% Mentor Teacher, 5% Master Teacher
  - Instruction: 75% Career Teacher, 60% Mentor Teacher, 40% Master Teacher
  - Responsibilities: 5% Career Teacher, 20% Mentor Teacher, 40% Master Teacher
- Evaluation Weights: EVALUATOR
  - For Career and Mentor Teachers
    - Evaluator Type: Mentor, Weighting: 20%
    - Evaluator Type: Master, Weighting: 35%
    - Evaluator Type: Administrator, Weighting: 35%
    - Self-Evaluation: 10%
  - For Master Teachers
    - Evaluator Type: Mentor or Master, Weighting: 35%
    - Evaluator Type: Administrator, Weighting: 55%
    - Self-Evaluation: 10%

Appeals Process
- The teacher can appeal if there is a discrepancy of three more points between the self-reflection rating and the observer rating.
- The teacher writes an appeals statement that includes the indicator(s) being appealed and their evidence from the lesson, by indicator, to support the appeal. This appeals statement is submitted to the building Instructional Leadership Team for review.
- The Instructional Leadership Team convenes to review teacher evidence and existing observer evidence. The principal makes a final decision.
- The teacher can appeal the school-level decision to the superintendent, as needed. The following conditions must be met:
  1. The District Appeal Committee, in addition to the members established by statute, must include at least one master teacher from the TAP school.
  2. A review of the TAP teacher contract is presented.
  3. A review of the TAP teacher evaluation documentation is presented.
  4. Decisions from the District Appeal Committee are final.

TSL Grant Performance Based Compensation
- Goal—to recognize, reward, and incentivize strong performance in teaching as measured by observation and student growth data.
- Through the TSL Grant, teachers and building administrators have the opportunity to earn performance-based compensation for four years 2020-2024.
- The grant budget currently allocates $2500/teacher, $5000 per assistant principal, and $7500 per principal
- Each school is given a budget for performance-based compensation based on this amount.
- This additional compensation sits on top of a teachers' annual salary (more like a "bonus" based on performance).
- Typically, PBC is paid out in the fall (September/October.)
- If a certified teacher or building administrator retires from Brown County Schools in the previous school year, they will receive any earned performance based

compensation when the compensation is issued.
- If a certified teacher or building administrator leaves Brown County Schools for any reason other than retirement, they will not receive performance based compensation issued after separation if they resign before the start of the following year's first POP cycle.

- If a master or mentor teacher completes his/her responsibilities for two POP cycles, they will be included in their respective master/mentor PBC payout pool. Any master or mentor teacher who does not meet this criteria will be placed into the career teacher PBC payout pool.

Performance Based Compensation Baseline Metrics
SKR: To be eligible to earn the portion of the award pool set aside for SKR, the minimum "thresholds" are as follows:
- Career teachers must earn a SKR score of no less than "2.5"
- Mentor teachers must earn a SKR score of no less than "3.5"
- Master teachers must earn a SKR score of no less than "4.0"
- Principals must earn a summative evaluation of no less than "4.0" from the Superintendent. Assistant Principals must earn a summative evaluation of no less than 4.0 from the building Principal.

STUDENT ACHIEVEMENT/GROWTH:
To be eligible to earn the portion of the award pool set aside for those metrics, the minimum "thresholds" are as follows:
- School-wide student achievement/growth metric = "3"
- Individual student achievement growth metric minimum = "3"

Performance Based Compensation is Measured as Follows:

2021-22 School Year	50% of the PBC determined by the teacher or building administrator's SKR score and 50% of the PBC determined by a school-wide metric, the 2021-2022 building letter grade. *In the event that no school-wide letter grade is given, an alternative method for determining student achievement will be determined using state assessment results.*
Future Grant Years (through 23-24)	Formative assessment tools are being researched, evaluated, and implemented during school years 2020-2022. An identified tool will be used to transition measurement to 50% of the PBC determined by the teacher's SKR score, 30% determined by individual classroom growth/achievement, and 20% determined by school-wide student growth/achievement.

Summative Score Alignment to Indiana Metric for Highly Effective, Effective, Improvement Necessary, and Ineffective Categories:
Highly Effective: 3.7-5.0
Effective: 2.3-3.69
Improvement Necessary: 1.7-2.29
Ineffective: 1.0-1.69

Negative Impact
The building level administrator will establish a procedure to ensure that a student will not be instructed for two consecutive years by two consecutive teachers rated as Ineffective. This procedure will be established in consultation with the Superintendent. If there is a situation where it is unavoidable for a student to be instructed by consecutive teachers rated as Ineffective, the student's parents will be notified prior to the start of the school year.

Evaluation Alignment with Professional Development
Brown County Schools believes both novice and veteran teachers benefit from specific professional development opportunities in order to excel in the classroom and continue to improve throughout their careers. As required by IC 20-28-11.5, the district's plan links staff members' performance evaluation results with professional development opportunities and license renewal credits. Providing professional development to all certificated and non-certificated staff is critical to the district's vision and mission. Professional learning communities are held weekly for all certified staff and are connected to school level and/or district level improvement goals as well as specific curriculum initiatives outlined by the BCS Board of School Trustees. The TAP evaluation system should produce data that reveals trends in teacher competency. These trends should identify district level strengths as well as pinpoint needs in professional learning.

Calculation of Performance Based Compensation - EXAMPLE
Reference: TEC Guide, Located on EEPASS

SKR Calculation
In the TEC guide on P. 32, the "pay ratio" is detailed for each of the following.
Career Teacher ($2500)
Mentor Teacher ($2500)
Master Teacher ($2500)
Asst. Principal ($5000)
Principal ($7500)

Career Teacher SKR Score:
Since our pool is $2,500, $1,250 is designated for the SKR category.

Example Scenario:
If we have a building with 20 career teachers, the total SKR pool is $25,000.

SKR Score	# of Teachers w/Score	Pay Ratio	Pay Ratio X # of Teachers Attaining
1	0	0	0
2	0	0	0
2.5	5	1	5
3	5	2	10
3.5	4	3	12
4	3	5	15
4.5	2	6	12
5	1	7	7
			TOTAL: 61

Total Award Pool Designate for SKR: $25,000
Sum (PayRatio X Number of Teachers Attaining Score: 61
Award amount at Pay Ratio = 1 (25,000/61): $410

Now knowing the Award Amount at Pay Ratio, the teachers in this simulation would earn:
SKR:
2.5 =   410 X 1 = $410
3 =   410 X 2 = $820
3.5 =   410 X 3 = $1,230
4 =   410 X 5 = $2,050
4.5 =   410 X 6 = $2,460
5 =   410 X 7 = $2,870

School-wide Value Added Score/Letter Grade Alignment Calculation
Letter grades align with scoring resulting in:
A=5   B=4   C=3   D=2   F=1

Here, Since our total pool is $2,500, $1,250 is designated for the category.

Value Added Score	Percent of Award
1 (F)	0%
2 (D)	0%
3 (C)	50%
4 (B)	75%
5 (A)	100%

Running the same hypothetical of a building with 20 career teachers:
Teacher payout for letter grade would equal:
F: $0
D: $0
C: $625 (50% of total $1,250)
B: $937.50 (75% of total $1,250)
A: $1,250 (100% of total $1,250)

Teaching Skills, Knowledge and Responsibilities Performance Standards
The TAP Teaching Skills, Knowledge and Responsibilities Performance Standards are the backbone of TAP's Instructionally Focused Accountability element. To measure teaching skills, knowledge and responsibilities, one must define the skills and determine how they are demonstrated at different levels of performance.
These standards were developed based on education psychology and cognitive science research focusing on learning and instruction, as well as an extensive review of publications from national and state teacher standards organizations.

INSTRUCTION

1. Standards and Objectives*
2. Motivating Students*
3. Presenting Instructional Content*
4. Lesson Structure and Pacing*
5. Activities and Materials*
6. Questioning*
7. Academic Feedback*
8. Grouping Students*
9. Teacher Content Knowledge*
10. Teacher Knowledge of Students*
11. Thinking*
12. Problem Solving*

ENVIRONMENT

1. Expectations*
2. Managing Student Behavior*
3. Environment*
4. Respectful Culture*

PLANNING

1. Instructional Plans*
2. Student Work*
3. Assessment*

RESPONSIBILITIES

1. Staff Development**
2. Instructional Supervision**
3. Mentoring**
4. Community Involvement**
5. School Responsibilities**
6. Growing and Developing Professionally
7. Reflecting on Teaching

INSTRUCTION

	SIGNIFICANTLY ABOVE EXPECTATIONS EXEMPLARY (5)*	AT EXPECTATIONS PROFICIENT (3)*	SIGNIFICANTLY BELOW EXPECTATIONS UNSATISFACTORY (1)*
Standards and Objectives	• All learning objectives and state content standards are explicitly communicated. • Sub-objectives are aligned and logically sequenced to the lesson's major objective. • Learning objectives are: (a) consistently connected to what students have previously learned, (b) known from life experiences, and (c) integrated with other disciplines. • Expectations for student performance are clear, demanding and high. • State standards are displayed and referenced throughout the lesson. • There is evidence that most students demonstrate mastery of the objective.	• Most learning objectives and state content standards are communicated. • Sub-objectives are mostly aligned to the lesson's major objective. • Learning objectives are connected to what students have previously learned. • Expectations for student performance are clear. • State standards are displayed. • There is evidence that most students demonstrate mastery of the objective.	• Few learning objectives and state content standards are communicated. • Sub-objectives are inconsistently aligned to the lesson's major objective. • Learning objectives are rarely connected to what students have previously learned. • Expectations for student performance are vague. • State standards are displayed. • There is evidence that few students demonstrate mastery of the objective.
Motivating Students	• The teacher consistently organizes the content so that it is personally meaningful and relevant to students. • The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher regularly reinforces and rewards effort.	• The teacher sometimes organizes the content so that it is personally meaningful and relevant to students. • The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher sometimes reinforces and rewards effort.	• The teacher rarely organizes the content so that it is personally meaningful and relevant to students. • The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued. • The teacher rarely reinforces and rewards effort.

Presenting Instructional Content	Presentation of content always includes:	Presentation of content most of the time includes:	Presentation of content rarely includes:
	• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;	• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;	• visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson;
	• examples, illustrations, analogies, and labels for new concepts and ideas;	• examples, illustrations, analogies, and labels for new concepts and ideas;	• examples, illustrations, analogies, and labels for new concepts and ideas;
	• modeling by the teacher to demonstrate his or her performance expectations;	• modeling by the teacher to demonstrate his or her performance expectations;	• modeling by the teacher to demonstrate his or her performance expectations;
	• concise communication;	• concise communication;	• concise communication;
	• logical sequencing and segmenting;	• logical sequencing and segmenting;	• logical sequencing and segmenting;
	• all essential information and;	• all essential information and;	• all essential information and;
	• no irrelevant, confusing, or nonessential information.	• no irrelevant, confusing, or nonessential information.	• no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing	• The lesson starts promptly.	• The lesson starts promptly.	• The lesson does not start promptly.
	• The lesson's structure is coherent, with a beginning, middle, end and time for reflection.	• The lesson's structure is coherent, with a beginning, middle and end.	• The lesson has a structure, but may be missing closure or introductory elements.
	• Pacing is brisk and provides many opportunities for individual students who progress at different learning rates.	• Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates.	• Pacing is appropriate for less than half of the students and rarely provides opportunities for students who progress at different learning rates.
	• Routines for distributing materials are seamless.	• Routines for distributing materials are efficient.	• Routines for distributing materials are inefficient.
	• No instructional time is lost during transitions.	• Little instructional time is lost during transitions.	• Considerable time is lost during transitions.

INSTRUCTION (CONTINUED)

	SIGNIFICANTLY ABOVE EXPECTATIONS EXEMPLARY (5)*	AT EXPECTATIONS PROFICIENT (3)*	SIGNIFICANTLY BELOW EXPECTATIONS UNSATISFACTORY (1)*
Activities and Materials	Activities and materials include all of the following:	Activities and materials include most of the following:	Activities and materials include few of the following:
	• support the lesson objectives;	• support the lesson objectives;	• support the lesson objectives;
	• are challenging;	• are challenging;	• are challenging;
	• sustain students' attention;	• sustain students' attention;	• sustain students' attention;
	• elicit a variety of thinking;	• elicit a variety of thinking;	• elicit a variety of thinking;
	• provide time for reflection;	• provide time for reflection;	• provide time for reflection;
	• are relevant to students' lives;	• are relevant to students' lives;	• are relevant to students' lives;
	• provide opportunities for student-to-student interaction;	• provide opportunities for student-to-student interaction;	• provide opportunities for student-to-student interaction;
	• induce student curiosity and suspense;	• induce student curiosity and suspense;	• induce student curiosity and suspense;
	• provide students with choices;	• provide students with choices;	• provide students with choices;
	• incorporate multimedia and technology; and	• incorporate multimedia and technology; and	• incorporate multimedia and technology; and
	• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).	• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).	• incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.).
	• In addition, sometimes activities are game-like, involve simulations, require creating products and demand self-direction and self-monitoring.		
Questioning	Teacher questions are varied and high quality, providing a balanced mix of question types:	Teacher questions are varied and high quality, providing for some, but not all, question types:	Teacher questions are inconsistent in quality and include few question types:
	› knowledge and comprehension;	› knowledge and comprehension;	› knowledge and comprehension;
	› application and analysis; and	› application and analysis; and	› application and analysis; and
	› creation and evaluation.	› creation and evaluation.	› creation and evaluation.
	• Questions are consistently purposeful and coherent.	• Questions are usually purposeful and coherent.	• Questions are random and lack coherence.
	• A high frequency of questions is asked.	• A moderate frequency of questions is asked.	• A low frequency of questions is asked.
	• Questions are consistently sequenced with attention to the instructional goals.	• Questions are sometimes sequenced with attention to the instructional goals.	• Questions are rarely sequenced with attention to the instructional goals.
	• Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).	• Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).	• Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
	• Wait time (three-five seconds) is consistently provided.	• Wait time is sometimes provided.	• Wait time is inconsistently provided.
	• The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and gender.	• The teacher calls on volunteers and nonvolunteers, and a balance of students based on ability and gender.	• The teacher mostly calls on volunteers and high-ability students.
	• Students generate questions that lead to further inquiry and self-directed learning.		

INSTRUCTION (CONTINUED)

	SIGNIFICANTLY ABOVE EXPECTATIONS EXEMPLARY (5)*	AT EXPECTATIONS PROFICIENT (3)*	SIGNIFICANTLY BELOW EXPECTATIONS UNSATISFACTORY (1)*
Academic Feedback	• Oral and written feedback is consistently academically focused, frequent and high quality. • Feedback is frequently given during guided practice and homework review. • The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback. • Feedback from students is regularly used to monitor and adjust instruction. • Teacher engages students in giving specific and high-quality feedback to one another.	• Oral and written feedback is mostly academically focused, frequent and mostly high quality. • Feedback is sometimes given during guided practice and homework review. • The teacher circulates during instructional activities to support engagement and monitor student work. • Feedback from students is sometimes used to monitor and adjust instruction.	• The quality and timeliness of feedback is inconsistent. • Feedback is rarely given during guided practice and homework review. • The teacher circulates during instructional activities, but monitors mostly behavior. • Feedback from students is rarely used to monitor or adjust instruction.
Grouping Students	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. • All students in groups know their roles, responsibilities and group work expectations. • All students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson. • Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. • Most students in groups know their roles, responsibilities, and group work expectations. • Most students participating in groups are held accountable for group work and individual work. • Instructional group composition is varied (e.g., race, gender, ability, and age) to, most of the time, accomplish the goals of the lesson.	• The instructional grouping arrangements (either whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) inhibit student understanding and learning efficiency. • Few students in groups know their roles, responsibilities, and group work expectations. • Few students participating in groups are held accountable for group work and individual work. • Instructional group composition remains unchanged, irrespective of the learning and instructional goals of a lesson.
Teacher Content Knowledge	• Teacher displays extensive content knowledge of all the subjects she or he teaches. • Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge. • The teacher regularly highlights key concepts and ideas and uses them as bases to connect other powerful ideas. • Limited content is taught in sufficient depth to allow for the development of understanding.	• Teacher displays accurate content knowledge of all the subjects he or she teaches. • Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge. • The teacher sometimes highlights key concepts and ideas and uses them as bases to connect other powerful ideas.	• Teacher displays under-developed content knowledge in several subject areas. • Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge. • Teacher does not understand key concepts and ideas in the discipline and therefore presents content in an unconnected way.
Teacher Knowledge of Students	• Teacher practices display understanding of each student's anticipated learning difficulties. • Teacher practices regularly incorporate student interests and cultural heritage. • Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices display understanding of some students' anticipated learning difficulties. • Teacher practices sometimes incorporate student interests and cultural heritage. • Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.	• Teacher practices demonstrate minimal knowledge of students' anticipated learning difficulties. • Teacher practices rarely incorporate student interests or cultural heritage. • Teacher practices demonstrate little differentiation of instructional methods or content.

INSTRUCTION (CONTINUED)

	SIGNIFICANTLY ABOVE EXPECTATIONS EXEMPLARY (5)*	AT EXPECTATIONS PROFICIENT (3)*	SIGNIFICANTLY BELOW EXPECTATIONS UNSATISFACTORY (1)*
Thinking	The teacher thoroughly teaches two or more types of thinking: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives; • analyze problems from multiple perspectives and viewpoints and; • monitor their thinking to ensure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.	The teacher thoroughly teaches one type of thinking: • analytical thinking, where students analyze, compare and contrast, and evaluate and explain information; • practical thinking, where students use, apply, and implement what they learn in real-life scenarios; • creative thinking, where students create, design, imagine, and suppose and; • research-based thinking, where students explore and review a variety of ideas, models, and solutions to problems. The teacher provides opportunities where students: • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints.	The teacher implements no learning experiences that thoroughly teach any type of thinking. The teacher provides few opportunities where students: • generate a variety of ideas and alternatives and; • analyze problems from multiple perspectives and viewpoints.
Problem Solving	The teacher implements activities that teach and reinforce three or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solutions • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements activities that teach two or more of the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing	The teacher implements no activities that teach the following problem-solving types: • Abstraction • Categorization • Drawing Conclusions/Justifying Solution • Predicting Outcomes • Observing and Experimenting • Improving Solutions • Identifying Relevant/Irrelevant Information • Generating Ideas • Creating and Designing

PLANNING

	SIGNIFICANTLY ABOVE EXPECTATIONS EXEMPLARY (5)*	AT EXPECTATIONS PROFICIENT (3)*	SIGNIFICANTLY BELOW EXPECTATIONS UNSATISFACTORY (1)*

Instructional Plans	Instructional plans include:
	• measurable and explicit goals aligned to state content standards;
	• activities, materials, and assessments that:
	  › are aligned to state standards
	  › are sequenced from basic to complex.
	  › build on prior student knowledge, are relevant to students' lives, and integrate other disciplines
	  › provide appropriate time for student work, student reflection, and lesson and unit closure
	• evidence that the plan is appropriate for the age, knowledge, and interests of all learners and;
	• evidence that the plan provides regular opportunities to accommodate individual student needs.
		Instructional plans include:
		• goals aligned to state content standards;
		• activities, materials, and assessments that:
		  › are aligned to state standards
		  › are sequenced from basic to complex
		  › build on prior student knowledge
		  › provide appropriate time for student work, and lesson and unit closure
		• evidence that plan is appropriate for the age, knowledge, and interests of most learners and;
		• evidence that the plan provides some opportunities to accommodate individual student needs.
			Instructional plans include:
			• few goals aligned to state content standards;
			• activities, materials, and assessments that:
			  › are rarely aligned to state standards
			  › are rarely logically sequenced
			  › rarely build on prior student knowledge
			  › inconsistently provide time for student work, and lesson and unit closure
			• little evidence that the plan is appropriate for the age, knowledge, or interests of the learners and;
			• little evidence that the plan provides some opportunities to accommodate individual student needs.

Student Work	Assignments require students to: • organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; • draw conclusions, make generalizations, and produce arguments that are supported through extended writing and; • connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives, both inside and outside of school.	Assignments require students to: • interpret information rather than reproduce it; • draw conclusions and support them through writing and; • connect what they are learning to prior learning and some life experiences.	Assignments require students to: • mostly reproduce information; • rarely draw conclusions and support them through writing and; • rarely connect what they are learning to prior learning or life experiences.
Assessment	Assessment Plans: • are aligned with state content standards; • have clear measurement criteria; • measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require extended written tasks; • are portfolio-based with clear illustrations of student progress toward state content standards and; • include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: • are aligned with state content standards; • have measurement criteria; • measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); • require written tasks and; • include performance checks throughout the school year.	Assessment Plans: • are rarely aligned with state content standards; • have ambiguous measurement criteria; • measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test) and; • include performance checks, although the purpose of these checks is not clear.

ENVIRONMENT

	SIGNIFICANTLY ABOVE EXPECTATIONS EXEMPLARY (5)*	AT EXPECTATIONS PROFICIENT (3)*	SIGNIFICANTLY BELOW EXPECTATIONS UNSATISFACTORY (1)*
Expectations	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where all students can experience success. • Students take initiative and follow through with their own work. • Teacher optimizes instructional time, teaches more material and demands better performance from every student.	• Teacher sets high and demanding academic expectations for every student. • Teacher encourages students to learn from mistakes. • Teacher creates learning opportunities where most students can experience success. • Students complete their work according to teacher expectations.	• Teacher expectations are not sufficiently high for every student. • Teacher creates an environment where mistakes and failure are not viewed as learning experiences. • Students demonstrate little or no pride in the quality of their work.
Managing Student Behavior	• Students are consistently well-behaved and on task. • Teacher and students establish clear rules for learning and behavior. • The teacher uses several techniques, such as social approval, contingent activities and consequences to maintain appropriate student behavior. • The teacher overlooks inconsequential behavior. • The teacher deals with students who have caused disruptions rather than the entire class. • The teacher attends to disruptions quickly and firmly.	• Students are mostly well-behaved and on task, some minor learning disruptions may occur. • Teacher establishes rules for learning and behavior. • The teacher uses some techniques, such as social approval, contingent activities and consequences to maintain appropriate student behavior. • The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. • The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.	• Students are not well-behaved and are often off task. • Teacher establishes few rules for learning and behavior. • The teacher uses few techniques to maintain appropriate student behavior. • The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. • Disruptions frequently interrupt instruction.

Environment	The classroom • Welcomes all members and guests • Is organized and understandable to all students • Supplies, equipment and resources are easily and readily accessible • Displays student work that frequently changes • Is arranged to promote individual and group learning	The classroom • Welcomes most members and guests • Is organized and understandable to most students • Supplies, equipment and resources are accessible • Displays student work • Is arranged to promote individual and group learning	The classroom • Is somewhat cold and uninviting • Is not well organized and understandable to students • Supplies, equipment and resources are difficult to access • Does not display student work • Is not arranged to promote group learning
Respectful Culture	• Teacher-student interactions demonstrate caring and respect for one another. • Students exhibit caring and respect for one another. • Teacher seeks out and is receptive to the interests and opinions of all students. • Positive relationships and interdependence characterize the classroom.	• Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. • Students exhibit respect for the teacher and are generally polite to each other. • Teacher is sometimes receptive to the interests and opinions of students.	• Teacher-student interactions are sometimes authoritarian, negative, or inappropriate. • Students exhibit disrespect for the teacher. • Student interaction is characterized by conflict, sarcasm, or put-downs. • Teacher is not receptive to interests and opinions of students.