



Brown County Schools Evaluation and Compensation Plan School Year 2024-2025

TAP SYSTEM OVERVIEW (from the TAP Evaluation)

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:

- **Ongoing Applied Professional Growth:** TAP restructures the school schedule to provide time for teachers to participate in weekly cluster group meetings. 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 two times a year by trained observers; 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.

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

Qualified Evaluators

- Principals, assistant principals, dean of students, 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.
- 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.

- **Pre-Conference:** Prior to the lesson observation; Teacher shares lesson plan and information; Evaluator analyzes lesson plan and prepares for pre-conference; Pre-conference/feedback
- **Observation:** Lesson observation; Evaluator scripts a full lesson, beginning to end
- **Post-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 2 times during a school year. One observation 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 may have a third 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:
 - **Career teacher**
Evaluators 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 open the second full week of the school year with an announced observation. All subsequent evaluation windows will open the first week of the semester and close one week before the end of the semester.

Windows for the 2024-2025 school year are:

Semester 1 Window: Monday, August 19, 2024 – Friday, December 13, 2024

Semester 2 Window: Monday, January 13, 2025 – Wednesday, May 14, 2025

- Teachers will receive one unannounced observation and one announced observation.
- All certified teaching staff including School Counselors, Speech Language Pathologists, Special Education Teachers, and Adult Education Teachers will be evaluated.

- All certified educators not serving in a teacher 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/ Director of the Career Resource Center, principals and assistant principals will be evaluated yearly by the Superintendent using the TAP Principal Rubric. The Dean of Students and Athletic Director will be evaluated using a locally developed evaluation tool.
- When a teacher is evaluated according to the Skills, Knowledge and Responsibilities criteria, the teacher 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
 - Environment: 5% Career Teacher
 - Instruction: 75% Career Teacher
 - Responsibilities: 5% Career Teacher
- Evaluation Weights: EVALUATOR
 - For Career-Teachers
 - Evaluator Type: -Trained Evaluator, Weighting: 90%
 - Self-Evaluation: 10%

Appeals Process

- The teacher can appeal if there is a discrepancy of two or 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 evaluator-for review.
- The evaluator will review the teacher's evidence before establishing a final score.
- The teacher can appeal the decision to the superintendent, as needed.

Summative Score Alignment to Indiana Metric for Highly Effective, Effective, Improvement Necessary, and Ineffective Categories:

Highly Effective: 3.51-5.0

Effective: 2.3-3.50

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 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 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.

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.

The NIET's *Teaching Standards Rubric* brings a comprehensive focus on three key domains: **instruction, designing and planning instruction, and the learning environment**. NIET also has a **professionalism** domain, available separately.

Instruction	Designing and Planning Instruction	The Learning Environment
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	1. Instructional Plans 2. Student Work 3. Assessment	1. Expectations 2. Engaging Students and Managing Behavior 3. Environment 4. Respectful Culture

Performance definitions are provided at levels 5, 3, and 1. Observers can score performance at levels 2 or 4 based on evidence and their professional judgment. A rating of 2 often occurs when examination of the evidence is stronger than unsatisfactory but there is not specific evidence to merit a proficient rating. A rating of 4 often occurs when many of the descriptors in the proficient level are evident and strong but there is not enough evidence or consistency to merit an exemplary rating of 5. These ratings should always be based on close evaluation of evidence, including student work and observation analysis.

INSTRUCTION			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
<i>Description of performance level</i>	<i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
Standards and Objectives (SO)	<ul style="list-style-type: none"> All learning objectives and state content standards, and their connection to student work expectations, are explicitly communicated and understood by students. Objectives and expectations are aligned to the depth and rigor of the standards; lesson content is aligned to the standards and objectives. Sub-objectives are aligned and logically sequenced to the lesson's major objective. Students make connections between learning objectives and (a) what they have previously learned, (b) know from life experiences, and (c) knowledge of other disciplines. Expectations for each student's performance are clear, demanding, and high, and student work is aligned to state content standards and learning objectives. Students are able to articulate expectations and explain those to their peers. State standards are displayed and referenced throughout the lesson with explanations. Student work shows evidence that each student is progressing or demonstrating mastery of the objective(s). 	<ul style="list-style-type: none"> Learning objectives and state content standards are communicated. Objectives and expectations are aligned to the depth and rigor of the standards; lesson content is aligned to the standards and objectives. Sub-objectives are 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 students are progressing or demonstrating mastery of the objective(s). 	<ul style="list-style-type: none"> Some 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 little evidence that students are progressing or demonstrating mastery of the objective(s).
Motivating Students (MOT)	<ul style="list-style-type: none"> The teacher consistently organizes the content, including curriculum resources, so that it is personally meaningful, relevant, and intellectually engaging to students. The teacher consistently develops learning experiences where inquiry, curiosity, and exploration are valued. Students are consistently engaged in their own learning, and the teacher reinforces students' initiative to learn more. 	<ul style="list-style-type: none"> The teacher organizes the content, including curriculum resources, so that it is personally meaningful and relevant to students. The teacher develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher regularly reinforces and rewards effort. 	<ul style="list-style-type: none"> The teacher sometimes organizes the content, including curriculum resources, so that it is personally meaningful and relevant to students. The teacher seldom develops learning experiences where inquiry, curiosity, and exploration are valued. The teacher rarely reinforces and rewards effort.

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Presenting Instructional Content (PIC)	<p>Presentation of content always includes:</p> <ul style="list-style-type: none"> visuals, including student work exemplars, 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; modeling by the teacher or student that demonstrates accurate understanding of the content and meets performance expectations; criteria that clarifies how students can be successful; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information. 	<p>Presentation of content consistently includes:</p> <ul style="list-style-type: none"> 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; modeling by the teacher to demonstrate his or her performance expectations; criteria that clarifies how students can be successful; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information. 	<p>Presentation of content inconsistently includes:</p> <ul style="list-style-type: none"> 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; modeling by the teacher to demonstrate his or her performance expectations; criteria that clarifies how students can be successful; concise communication; logical sequencing and segmenting; all essential information; and no irrelevant, confusing, or nonessential information.
Lesson Structure and Pacing (LS)	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, based on the content, and organized to meet students' needs, with time for reflection to ensure student understanding. Pacing is brisk, adjusted for rigor of content and individual student learning expectations. Students' individual needs are attended to and pacing provides many opportunities for individual students who progress at different learning rates. Students understand and engage in classroom routines and transitions to ensure efficient use of time. 	<ul style="list-style-type: none"> The lesson starts promptly. The lesson's structure is coherent, based on the content, and has a beginning, middle, and end, with time for reflection to ensure student understanding. Pacing is appropriate and sometimes provides opportunities for students who progress at different learning rates. Routines for distributing materials are efficient. Little instructional time is lost during transitions. 	<ul style="list-style-type: none"> The lesson does not start promptly. The lesson has a structure, but may be missing key components of the content, or it may not include reflection or introductory elements. Pacing rarely provides opportunities for students who progress at different learning rates. Routines for distributing materials are inefficient. Considerable time is lost during transitions.

INSTRUCTION			
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Activities and Materials (ACT)	<p>Activities and materials include all of the following:</p> <ul style="list-style-type: none"> Content: <ul style="list-style-type: none"> support the lesson objectives; are challenging; elicit a variety of thinking; provide time for reflection; are relevant to students' lives; Student-centered: <ul style="list-style-type: none"> sustain students' attention; provide opportunities for student-to-student interaction; evoke student curiosity and suspense; provide students with choices; Multiple materials: <ul style="list-style-type: none"> incorporate multimedia and technology; and incorporate additional standards-based resources where appropriate to support individual and whole group understanding (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction, and students are continuously self-monitoring. 	<p>Activities and materials include a majority of the following:</p> <ul style="list-style-type: none"> Content: <ul style="list-style-type: none"> support the lesson objectives; are challenging; elicit a variety of thinking; provide time for reflection; are relevant to students' lives; Student-centered: <ul style="list-style-type: none"> sustain students' attention; provide opportunities for student-to-student interaction; evoke student curiosity and suspense; provide students with choices; Multiple materials: <ul style="list-style-type: none"> incorporate multimedia and technology; and incorporate additional standards-based resources where appropriate (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). 	<p>Activities and materials include few of the following:</p> <ul style="list-style-type: none"> Content: <ul style="list-style-type: none"> support the lesson objectives; are challenging; elicit a variety of thinking; provide time for reflection; are relevant to students' lives; Student-centered: <ul style="list-style-type: none"> sustain students' attention; provide opportunities for student-to-student interaction; evoke student curiosity and suspense; provide students with choices; Multiple materials: <ul style="list-style-type: none"> incorporate multimedia and technology; and incorporate additional standards-based resources where appropriate (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.).

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Questioning (QU)	<ul style="list-style-type: none"> Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. Questions are consistently purposeful and coherent. The frequency of questions consistently engages students in the rigor of the content and in critical thinking. Questions are consistently sequenced with attention to the instructional goals. Wait time (3-5 seconds) is consistently provided. Students regularly respond to a variety of teacher questions (e.g., whole-class signaling, choral responses, written and shared responses, or group and individual answers). All students are actively answering questions and engaging with the teacher or each other to share their perspectives. Students generate questions that lead to further inquiry and self-directed learning. 	<ul style="list-style-type: none"> Teacher questions are varied and high-quality, providing an appropriate mix of question types based on content: <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. Questions are purposeful and coherent. The frequency of questions engages students in critical thinking. Questions are sequenced with attention to the instructional goals. Wait time (3-5 seconds) is provided. Questions require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). The teacher calls on a variety of students to engage different students' perspectives and provide opportunities for many students to respond. 	<ul style="list-style-type: none"> Teacher questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> knowledge and comprehension; application and analysis; and creation and evaluation. Questions are random and lack coherence. The frequency of questions sometimes engages students in critical thinking. Questions are rarely sequenced with attention to the instructional goals. Wait time (3-5 seconds) is inconsistently provided. Questions rarely require active responses (e.g., whole-class signaling, choral responses, or group and individual answers). The teacher mostly calls on volunteers.
Academic Feedback (FEED)	<ul style="list-style-type: none"> Oral and written feedback is consistently academically focused, frequent, and high quality. Feedback is frequently given during guided practice and review of independent work assignments. The teacher circulates during instructional activities to prompt student thinking, assess each student's progress based on student work expectations, and provide individual feedback. Feedback, both verbal and non-verbal, from students is regularly used to monitor and adjust instruction. Students give specific and clear feedback to each other based on the teacher's expectations. 	<ul style="list-style-type: none"> Oral and written feedback is academically focused, frequent, and high quality. Feedback is given during guided practice and review of independent work assignments. The teacher circulates during instructional activities to support engagement and monitor student work. Feedback from students is used to monitor and adjust instruction. 	<ul style="list-style-type: none"> The quality and timeliness of feedback is inconsistent. Feedback is sometimes given during guided practice and review of independent work assignments. The teacher circulates during instructional activities, but monitors mostly behavior. Feedback from students is sometimes used to monitor or adjust instruction.

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Grouping Students (GRP)	<ul style="list-style-type: none"> The instructional grouping arrangements (whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) consistently maximize student understanding and learning efficiency. Teacher sets clear expectations that are understood by students. In an instructional group, each student takes responsibility for their individual role, tasks, and group work expectations so they can have meaningful and productive collaboration. In an instructional group, each student assumes accountability for completing 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. Students set goals, reflect on, and evaluate their learning in instructional groups. When provided the choice or independence, students make responsible decisions about how to group themselves. 	<ul style="list-style-type: none"> The instructional grouping arrangements (whole class, small groups, pairs, or individual; heterogeneous or homogeneous ability) adequately enhance student understanding and learning efficiency. Teacher sets expectations that are understood by students. In an instructional group, students take responsibility for their roles, tasks, and group work expectations so they can have meaningful and productive collaboration. 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 accomplish the goals of the lesson. Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning. 	<ul style="list-style-type: none"> The instructional grouping arrangements (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 (TKC) <i>[See companion tool.]</i>	<ul style="list-style-type: none"> Teacher displays extensive content knowledge and understanding of both state standards and instructional materials, including their curriculum, for all the subjects they teach. Teacher consistently implements a variety of subject-specific instructional strategies to enhance student content knowledge. Teacher consistently highlights key concepts and ideas and uses them as the basis to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays accurate content knowledge and understanding both of state standards and instructional materials, including their curriculum, for all the subjects they teach. Teacher implements subject-specific instructional strategies to enhance student content knowledge. Teacher highlights key concepts and ideas and uses them as the basis to connect other powerful ideas. 	<ul style="list-style-type: none"> Teacher displays under-developed content knowledge and lacks understanding of state standards or instructional materials, including their curriculum, 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 (TKS)	<ul style="list-style-type: none"> Teacher practices display understanding of each student's anticipated learning abilities and challenges. Teacher practices consistently incorporate student interests, backgrounds, and cultures. Teacher consistently provides differentiated instructional content and strategies to ensure students have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices display understanding of students' anticipated learning abilities and challenges. Teacher practices incorporate student interests, backgrounds, and cultures. Teacher provides differentiated instructional content and strategies to ensure students have the opportunity to master what is being taught. 	<ul style="list-style-type: none"> Teacher practices demonstrate some knowledge of students' anticipated learning abilities and challenges. Teacher practices sometimes incorporate student interests, backgrounds, or cultures. Teacher practices demonstrate some differentiation of instructional methods or content.

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Thinking (TH)	<ul style="list-style-type: none"> Students are actively engaged in multiple types of thinking: <ul style="list-style-type: none"> 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 and/or students model metacognitive strategies. Students are provided opportunities to: <ul style="list-style-type: none"> generate a variety of ideas and alternatives; analyze problems from multiple perspectives and viewpoints; and monitor their thinking to ensure they understand what they are learning, are attending to critical information, and are aware of the learning strategies they are using and why. 	<ul style="list-style-type: none"> The teacher engages students in multiple types of thinking: <ul style="list-style-type: none"> 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 and students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives; and analyze problems from multiple perspectives and viewpoints. 	<ul style="list-style-type: none"> The teacher implements some learning experiences that engage students in different types of thinking. The teacher sometimes provides opportunities where students: <ul style="list-style-type: none"> generate a variety of ideas and alternatives; or analyze problems from multiple perspectives and viewpoints.
Problem-Solving (PS)	<ul style="list-style-type: none"> Students engage in activities that reinforce several of the following problem-solving types: <ul style="list-style-type: none"> Abstraction Categorization Drawing conclusions/justifying solutions Predicting outcomes Observing and experimenting Improving solutions Identifying relevant/irrelevant information Generating ideas Creating and designing 	<ul style="list-style-type: none"> The teacher uses and/or engages students in some of the following problem-solving types: <ul style="list-style-type: none"> Abstraction Categorization Drawing conclusions/justifying solutions Predicting outcomes Observing and experimenting Improving solutions Identifying relevant/irrelevant information Generating ideas Creating and designing 	<ul style="list-style-type: none"> The teacher sometimes engages students in the following problem-solving types: <ul style="list-style-type: none"> Abstraction Categorization Drawing conclusions/justifying solutions Predicting outcomes Observing and experimenting Improving solutions Identifying relevant/irrelevant information Generating ideas Creating and designing

PLANNING			
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Instructional Plans (IP)	<p>Instructional plans include:</p> <ul style="list-style-type: none"> measurable and explicit objectives aligned to state standards and aligned curriculum, both in content and in rigor; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards; content, including curriculum; and success criteria; are sequenced and scaffolded based on student need; build on prior student knowledge, are relevant to students' lives, and integrate other disciplines as appropriate; and provide appropriate time for student work, student reflection, and lesson closure; evidence that the plan is appropriate for the age, knowledge, and interests of all learners; evidence that the plan provides regular opportunities to accommodate individual student needs and student choice; and strategies for student autonomy and ownership. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> objectives aligned to state standards and aligned curriculum, both in content and in rigor; activities, materials, and assessments that: <ul style="list-style-type: none"> are aligned to state standards; content, including curriculum; and success criteria; are sequenced and scaffolded based on student need; build on prior student knowledge; and provide appropriate time for student work and lesson closure; evidence that the plan is appropriate for the age, knowledge, and interests of learners; and evidence that the plan provides opportunities to accommodate individual student needs. 	<p>Instructional plans include:</p> <ul style="list-style-type: none"> some objectives aligned to state standards and aligned curriculum; activities, materials, and assessments that: <ul style="list-style-type: none"> are sometimes aligned to state standards; are sometimes logically sequenced; sometimes build on prior student knowledge; and inconsistently provide time for student work and lesson closure; little evidence that the plan is appropriate for the age, knowledge, or interests of the learners; and little evidence that the plan provides opportunities to accommodate individual student needs.
Student Work (SW)	<p>Assignments are:</p> <ul style="list-style-type: none"> always aligned to the rigor and depth of the standards and curriculum content. always aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. <p>Students:</p> <ul style="list-style-type: none"> 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. 	<p>Assignments are:</p> <ul style="list-style-type: none"> aligned to the rigor and depth of the standards and curriculum content. aligned to the lesson's objective and include descriptions of how assessment results will inform future instruction. <p>Assignments require students to:</p> <ul style="list-style-type: none"> interpret information rather than reproduce it; draw conclusions and support them through writing; and connect what they are learning to prior learning and life experiences. 	<p>Assignments require students to:</p> <ul style="list-style-type: none"> mostly reproduce information; sometimes draw conclusions and support them through writing; and sometimes connect what they are learning to prior learning or life experiences.

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	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
<i>Description of performance level</i>	<i>Consistent Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher and Students Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/ Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Minimal Evidence of Student Ownership of Learning – Heavy Emphasis on Teacher Direction</i>
Assessment (AS)	<p>Assessments:</p> <ul style="list-style-type: none"> are aligned with the depth and rigor of the state standards and content, including curriculum resources; are designed to provide feedback on progress against objectives; use a variety of question types and formats to gauge student learning and problem-solving; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); require extended written tasks as appropriate; include clear illustrations of student progress toward state standards, which students monitor, understand, and articulate; and include descriptions of how assessment results will be used by teachers and students to inform future instruction and learning. 	<p>Assessments:</p> <ul style="list-style-type: none"> are aligned with the depth and rigor of the state standards and content, including curriculum resources; are designed to provide feedback on progress against objectives; use a variety of question types and formats to gauge student learning and problem-solving; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); require written responses as appropriate; and include performance checks and student reflection on performance throughout the school year. 	<p>Assessments:</p> <ul style="list-style-type: none"> are sometimes aligned with state standards and content, including curriculum resources; are not designed well to provide feedback on progress against objectives; uses few question types to gauge student learning; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple-choice); and include performance checks, although the purpose of these checks is not clear.

ENVIRONMENT			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
<i>Description of performance level</i>	<i>Consistent Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher and Students Establish the Environment</i>	<i>Some Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher Establishes the Environment</i>	<i>Minimal Evidence of Student Ownership of the Learning Environment – Heavy Emphasis on Teacher Direction</i>
Expectations (ES)	<ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations and actively uses aligned and differentiated materials and resources to ensure equitable access to learning. Students regularly learn from their mistakes and can describe their thinking on what they learned. Teacher creates learning opportunities where all students consistently experience success. Students lead opportunities that support learning. Students take initiative to meet or exceed teacher expectations. Teacher optimizes instructional time to ensure each student meets their learning goals. 	<ul style="list-style-type: none"> Teacher engages students in learning with clear and rigorous academic expectations with aligned materials and resources for students to access. Teacher encourages students to learn from mistakes. Teacher creates learning opportunities where all students can experience success. Students complete their work according to teacher expectations. 	<ul style="list-style-type: none"> Teacher expectations are not rigorous for students. Teacher does not create learning opportunities where students can experience success. Student work is rarely completed to meet teacher expectations.
Engaging Students and Managing Behavior (ESMB)	<ul style="list-style-type: none"> Students are consistently engaged in behaviors that optimize learning and increase time on task. Teacher and students establish collective commitments for learning and behavior. Teacher consistently uses and students reinforce several techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. Teacher addresses individual students who have caused disruptions rather than the entire class. Teacher quickly attends to disruptions with minimal interruption to learning. 	<ul style="list-style-type: none"> Students are mostly engaged in behaviors that optimize learning and increase time on task. Teacher establishes rules for learning and behavior. Teacher uses a variety of techniques (e.g., rewards, approval, contingent activities, consequences, etc.) that maintain student engagement and promote a positive classroom environment. Teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson. Teacher addresses students who have caused disruptions, yet sometimes he or she addresses the entire class. 	<ul style="list-style-type: none"> Students are consistently engaged in behavior that interrupts learning or minimizes time on task. Teacher establishes few rules for learning and behavior. Teacher uses few techniques to maintain student engagement. Teacher does not or inconsistently addresses behavior that interrupts learning. Teacher over-addresses inconsequential behavior.

ENVIRONMENT			
	Significantly Above Expectations (5) Exemplary	At Expectations (3) Proficient	Significantly Below Expectations (1) Unsatisfactory
Description of performance level	Consistent Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher and Students Establish the Environment	Some Evidence of Student-Centered Learning/ Student Ownership of the Learning Environment – Teacher Establishes the Environment	Minimal Evidence of Student Ownership of the Learning Environment – Heavy Emphasis on Teacher Direction
Environment (ENV)	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes all students and guests and provides a safe space for all students to take risks and interact with peers. is clearly organized and designed for and with students to promote learning for all. has supplies, equipment, and resources easily and readily accessible to provide equitable opportunities for all students. displays current student work that promotes a positive and inclusive classroom environment. is arranged to maximize individual and group learning and to reinforce a positive classroom culture. 	<p>The classroom:</p> <ul style="list-style-type: none"> welcomes all students and guests. is organized to promote learning for all students. has supplies, equipment, and resources accessible to provide equitable opportunities for students. displays current student work. is arranged to promote individual and group learning. 	<p>The classroom:</p> <ul style="list-style-type: none"> is somewhat uninviting. is not organized to promote student learning. supplies, equipment, and resources are difficult to access. does not display student work. is not arranged to promote group learning.
Respectful Culture (RC)	<ul style="list-style-type: none"> Teacher-student and student-student interactions consistently demonstrate caring, kindness, and respect for one another and celebrate and acknowledge all students' background and culture. Teacher seeks out and is receptive to the interests and opinions of all students. Positive relationships and interdependence characterize the classroom. 	<ul style="list-style-type: none"> Teacher-student interactions are generally positive and reflect awareness and consideration of all students' background and culture. Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs. Teacher is receptive to the interests and opinions of students. 	<ul style="list-style-type: none"> Teacher does not establish a safe and positive classroom culture for students. Students do not exhibit respect for the teacher or each other. Teacher and/or student interaction and communication is characterized by unhealthy conflict, sarcasm, or put-downs. Teacher is not receptive to interests and opinions of students.