SPEED SPECIAL EDUCATION JOINT AGREEMENT
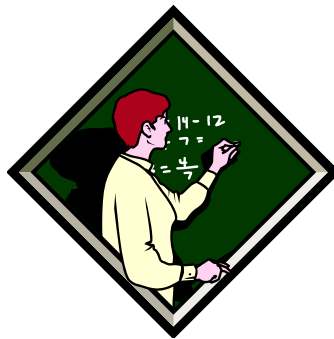

Instructional Personnel Evaluation Document

ENHANCING PROFESSIONAL PRACTICE

A FRAMEWORK FOR TEACHING

CHARLOTTE DANIELSON

The Danielson "Framework for Teaching" is a research-based set of components of instruction that are grounded in a constructivist view of teaching and learning. The Danielson Framework may be used for many purposes, but its full value is realized as the foundation for professional conversations among practitioners as they seek to enhance their skill in the complex task of teaching.

The actions teachers can take to Improve student learning are clearly identified and fall under four domains of teaching responsibility: Planning and Preparation, School Environment, Instruction and Professional Responsibilities. Although they are not the only possible description of practice, these responsibilities seek to define what teachers should know and be able to do in the exercise of their profession. Within the domains are 22 components and 76 descriptive elements that further refine our understanding of what teaching is all about. The framework defines four levels of performance for each element providing a valuable tool that all teachers can use. The levels of performance are excellent, proficient, needs improvement and unsatisfactory. They are defined on the enclosed document.

SPEED S.E.J.A. #802

Instructional Personnel Summative Evaluation

Instructions: On the following pages are teaching and performance criteria expected of SPEED's tenured and non-tenured educators. The evaluator's task is to rate each domain and compile into an overall rating. The process for the evaluation is determined by contract.

Educator: _____ Program: _____

Evaluator & Title: _____ Building: _____

Pre-Conference Date	Observation Date	Post Conference Date

Other Observation Dates: _____

Levels of Performance

Excellent

This rating exceeds the SPEED District 802 standard in most areas of performance. Documented observations reveal performance of a commendable quality. Multiple strengths in many skill areas have been observed. Any identified weakness may be improved without the intervention of an administrator.

Proficient

This rating meets the expected SPEED District 802 standard in all areas of performance. Documented observations reveal generally acceptable levels of performance with few identified weaknesses. Identified weaknesses may be improved by the teacher alone or in cooperation with an administrator.

Needs Improvement

This rating indicates areas of significant concern that need immediate improvement to meet SPEED District 802 standards of expectation. These weaknesses result in a lack of positive impact and, therefore, do not meet minimal standards. Weakness should be able to be improved primarily by the teacher with some guidance from the administrator.

Unsatisfactory

This rating indicates that the level of performance does not meet SPEED District 802 standards. Documented observations reveal significant weaknesses in one or more areas which require direct intervention by an administrator. Continued performance at a level below expectations would have a negative impact on students and upon the school environment.

Domain I – Preparation and Planning for Instruction

Includes but not limited to:

1a: Demonstrating knowledge of content and pedagogy
1b: Demonstrating knowledge of students
1c: Selecting instructional goals

1d: Demonstrating knowledge of resources
1e: Designing coherent instruction
1f: Assessing student learning

Strengths:

Focus Area for Improvement:

_____

Domain II – Classroom Environment

Includes but not limited to:

2a: Creating an environment of respect and rapport   2d: Managing student behavior
2b: Establishing a culture for learning   2e: Organizing physical space
2c: Managing classroom procedures

Strengths:

Focus Area for Improvement:

Domain III – Instruction

Includes but not limited to:

3a: Communicating clearly and accurately   3d: Providing feedback to students
3b: Using questioning and discussion techniques   3e: Demonstrating flexibility and responsiveness
3c: Engaging students in learning

Strengths:

Focus Area for Improvement:

Domain IV – Professional Responsibilities

Includes but not limited to:

4a: Reflecting on teaching
4b: Maintaining accurate records
4c: Communicating with families

4d: Contributing to the school and district
4e: Growing and developing professionally
4f: Showing professionalism
4g: Attendance

Strengths:

Focus Area for Improvement:

Additional Comments

Ratings:

Excellent: 18 to 22 Excellent and 1-4 Proficient (No other ratings)
Proficient: 0-21 Excellent, 0-22 Proficient, 0-2 Needs Improvement (No Unsatisfactory ratings)
Needs Improvement: 0-22 Needs Improvement and 0-2 Unsatisfactory in separate domains
Unsatisfactory: 3 or more Unsatisfactory in any domain or 2 or more Unsatisfactory in the same domain

COMPOSITE RATING: ___EXCELLENT   ___PROFICIENT   ___NEEDS IMPROVEMENT ___UNSATISFACTORY

_____Check if teacher comment page is attached.

Teacher's Signature	Evaluator's Signature	Date

(Signature indicates a review of the completed evaluation. It does not signify agreement with the contents. The employee may attach a written response to this evaluation)

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Domain 1: Planning and Preparation

Domain	Unsatisfactory	Needs Improvement	Proficient	Excellent
1a Demonstrating Knowledge of Content and Pedagogy	The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the Content and prerequisite relationships between important concepts, the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b Demonstrating Knowledge of Students	The teacher places little value in understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs	The teacher demonstrates little understanding of students' backgrounds, cultures, skills, language proficiency, interests, and special needs.	The teacher demonstrates knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher demonstrates and actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
1c Setting Instructional Outcomes	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes lack opportunities for high-level learning and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning style.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning styles, and can be assessed.	Instructional outcomes are stated as goals that can be assessed, reflecting high-level learning and Curriculum standards. They represent different types of content and take account of the needs of individual students.
1d Demonstrating Knowledge of Resources	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher demonstrates full awareness of the resources available through the school or district to enhance his or her knowledge and teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance his or her knowledge, to use in teaching, and for students who need them.

	Unsatisfactory	Needs Improvement	Proficient	Excellent
1e **Designing Coherent Instruction**	The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in high-level learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in high-level learning	The teacher coordinates knowledge of content, students, and resources to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable for all students and likely to engage them in high-level learning. The lesson or unit's structure is clear and allows for multiple learning activities according to student needs.
1f **Designing Student Assessments**	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the an instructional outcome, uses clear criteria, and is appropriate for the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Domain 2: The Classroom Environment

Domain	Unsatisfactory	Needs Improvement	Proficient	Excellent
2a **Creating an Environment of Respect and Rapport**	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by put-downs or conflict and are not met with teacher intervention.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict. Occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students is not met with intervention by the teacher.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

2b **Establishing a** **Culture for Learning**	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no commitment to work.	The teacher's attempts to create a culture for learning are partially successful, with little teacher commitment to the subject, sometimes low expectations for student achievement, and little student commitment to work.	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students.	High levels of student engagement and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and students hold themselves to high standards of performance.
2c **Managing** **Classroom** **Procedures**	Considerable instructional time is lost in transitions, performance of non-instructional duties, and handling of materials and supplies. Students working away from the teacher are not productively engaged. Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Some instructional time is lost in transitions, performance of non-instructional duties, and handling of materials and supplies. Some students working away from the teacher are productively engaged. Volunteers and paraprofessionals require frequent supervision.	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties without loss of instructional time.
2d **Managing Student** **Behavior**	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student behavior is disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with inconsistent results, to monitor and respond to student behavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher response to student behavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's response to student behavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
2e **Organizing Physical** **Space**	The physical environment is unsafe and some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities	The classroom is safe, and learning is accessible to most students. The teacher makes little effort to use resources in alignment with learning activities	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate for the learning activities. The teacher makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, Students contribute to the use or adaptation of the physical environment to advance learning.

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Domain 3: Instruction

Domain	Unsatisfactory	Needs Improvement	Proficient	Excellent
3a Communicating with Students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' levels of development. Vocabulary is vague or used incorrectly	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' levels of development. Vocabulary is limited or may not be appropriate to the students.	Teacher's lesson or unit purpose is clear. Directions, procedures, and explanation of content are clear and appropriate. Spoken and written language is clear and correct. Vocabulary is appropriate to students' ages, interests, and backgrounds.	Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate to students' levels of development, and anticipates possible student misconceptions. Teachers find opportunities to extend students' vocabulary.
3b Using Questioning and Discussion Techniques	Teacher's questions are limited and/or of poor quality. Interaction between teacher and students is predominantly recall with only a few students dominating.	Teacher's questions are a combination of low and high quality. Teacher engages some students in genuine participation. The teacher's attempts to engage all students in participation are only partially successful.	Teacher's questions are mostly of high quality. Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Nearly all students participate with the teacher stepping aside when appropriate.	Teacher questions reflect high expectations and are culturally and developmentally appropriate. Students are provided an opportunity to ask questions.
3c Engaging Students in Learning	Activities, assignments, instructional materials, student groups, and/or lesson structure are unsuitable for the students or the instructional purpose. Students are not cognitively engaged.	Activities, assignments, instructional materials, student groups, and/or lesson structure are partially suitable for the students or the instructional purpose. Some students are cognitively engaged.	Activities, assignments, instructional materials, student groups, and lesson structure are generally appropriate for the students and the instructional purpose. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Activities, assignments, instructional materials, student groups, and lesson structure are fully appropriate for the students and the instructional purpose. All students are cognitively engaged, and they may initiate activities to enhance their learning.
3d Using Assessment in Instruction	Assessment is not used in instruction, Teacher does not monitor student learning. Feedback is of poor quality and is not provided in a timely manner.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Teacher monitors the progress of the class as a whole but elicits no diagnostic information. Feedback to students is uneven, and its timeliness is inconsistent. Teacher occasionally assesses student work against criteria and performance standards	Teacher monitors the progress of groups of students and makes some use of diagnostic information. Teacher's feedback to students is timely and consistently of high quality. Teacher frequently assesses student work against criteria and performance standards.	Teacher elicits diagnostic information from individual students regarding their understanding and monitors their progress. High-quality feedback is timely. Students make use of feedback in their learning. Teacher compares student work to the criteria and makes active use of that information in their instruction.

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3e **Demonstrating** **Flexibility and Responsiveness**	Teacher adheres rigidly to an unsuccessful instructional plan and does not respond to students. Student difficulty leads to the teacher giving up or blaming the student or the student's home environment. Teacher assumes no responsibility for students' failure to understand	Teacher attempts to adjust a lesson when needed and accommodate students' questions or interests. Teacher accepts responsibility for the learning of most students based on a limited repertoire of instructional strategies.	Teacher makes a smooth adjustment to a lesson and successfully accommodates students' questions or interests. Teacher accepts responsibility for the learning of all students and is persistent in seeking a broad repertoire of instructional strategies.	Teacher makes a major adjustment to a lesson when needed and seizes a major opportunity to enhance learning through a teachable moment. Teacher is persistent in using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

Domain	Unsatisfactory	Needs Improvement	Proficient	Excellent
4a Reflection on Teaching	Teacher does not know whether a lesson was effective or achieved its instructional outcomes. Teacher misjudges the success of a lesson and has no suggestions for how a lesson could be improved.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. Teacher makes general suggestions about how lessons could be improved.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieves its instructional outcomes. Teacher can cite general references to support the judgment and can make a few specific suggestions of what could be tried another time the lesson is taught.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes. Teacher can cite many specific examples from the lesson and weigh the relative strengths of each. Teacher is able to draw on an extensive repertoire of skills, offering specific alternative actions, and considers probable success.
4b Maintaining Accurate Records	Teacher's systems for maintaining information on student assignments, student progress, and non-instructional activities are in disarray resulting in errors and confusion. Required IEP paperwork requires frequent monitoring and is routinely late. SMART goals are not utilized.	Teacher's systems for maintaining information on student assignments, student progress, and non-instructional activities are partially effective requiring frequent monitoring to avoid errors. Required IEP paperwork is sometimes submitted on time.	Teacher's systems for maintaining information on student assignments, student progress, and non-instructional activities are effective. IEP paperwork is always submitted on time.	Teacher's system for maintaining information on student assignments, student progress, and non-instructional activities are highly effective; and involves student participation. All IEP paperwork is submitted on time and utilize SMART goal format.
4c Communicating with Families	Teacher provides minimal information to families about the instructional program or individual students. Teacher's communication is inappropriate and culturally insensitive. Teacher makes no attempt to engage families in the	Teacher's communication to families about instruction and individual student adhere to the schools required processes. Responses are minimal and may be insensitive. Attempts to engage families in instructional program are modest.	Teacher's communication to families about instruction and the individual student is frequent and appropriate. Attempts to engage families in instructional program are frequent.	Teacher's communication to families about instruction and individual student is frequent and appropriate. Student is expected to participate in the communication process with their family. Teacher attempts to engage families in

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	instructional program.			instructional program are frequent and enhanced by student participation.
4d Participating in a Professional Community	Teacher's relationships with colleagues are negative. Teacher avoids participation in professional development activities, school events, and district projects.	Teacher's relationships with colleagues are cordial. Teacher participates in professional development activities, school events, and district projects when specifically asked.	Teacher's relationships with colleagues are characterized by mutual support and cooperation. Teacher actively participates and makes substantial contributions to professional development activities, school events, and district projects.	Teacher is able to assume a leadership role while still maintaining supportive and cooperative relationships with colleagues. Teacher not only actively participates and makes substantial contributions to professional development activities, school events, and district projects but also assumes a leadership role in the process.
4e Growing and Developing Professionally	Teacher engages in no professional development activities, resists feedback, and makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher participation and contribution in regards to professional activities are limited and scheduled when convenient. Teacher accepts feedback with some reluctance.	Teacher participates and uses professional development to enhance his or her own practice and contributes to the professional learning community. Teacher welcomes feedback and actively assists other educators in their professional development.	Teacher seeks out opportunities to enhance his or her own professional development, makes a systematic effort to conduct action research, and initiates activities to contribute to the profession. Teacher seeks feedback.
4f Showing Professionalism	Teacher's decisions and interactions are dishonest. Contributions and decisions are self-serving and result in students' needs being ill served or not met. Teacher does not comply with school or district regulations.	Teacher's decisions and interactions are honest, but contributions and decisions are inconsistent and may result in some students' needs being ill served or not met. Teacher complies minimally with school or district regulations.	Teacher's decisions and interactions display high standards in regards to honesty and confidentiality. Teacher maintains an open mind and is active in serving the needs of students to ensure that all students receive a fair opportunity to succeed. Teacher complies fully with school and district regulations.	Teacher's decisions and interactions can be counted on to display high standards in regards to honesty and confidentiality. Teacher makes a concerted effort to challenge negative attitudes and practices and is highly proactive in ensuring that all students have opportunities to succeed. Teacher complies fully with school and district regulations and assumes a leadership role in regards to school and district initiatives.