



Ashland City Schools

Standards-Based
Teacher Evaluation
Handbook

(TEH)

August 2008

TABLE OF CONTENTS

PURPOSE	1
PROCESS TIMELINES	2-4
MULTI-TIER PROCESS	5
SELF-ASSESSMENT SURVEY	6-10
TEACHER ANNUAL GOALS	11-17
LESSON OBSERVATION PROCESS	18
PRE-OBSERVATION PROCESS	19
CLASSROOM OBSERVATION TOOL	20-26
ARTIFACTS OF PRACTICE	27-29
DESCRIPTIONS OF PRACTICE	30-49
POST-OBSERVATION CONFERENCE	50
OBSERVATION REPORT	51
EVALUATION REPORT	52
PERFORMANCE IMPROVEMENT PLAN	53-59
APPENDIX	60-71

PURPOSE

A qualified, well-trained and highly motivated staff is essential for the success of all students. A comprehensive and collaborative evaluation system is a means to achieve that end. This teacher evaluation process, based on the Standards for Ohio Educators, is designed to refine teacher practice as well as to acknowledge individual strengths. This can best be achieved in a supportive and cooperative atmosphere where administrators use the Descriptions of Practice to provide specific feedback to support teachers in their professional development.

OVERVIEW

The new Ashland City School District evaluation process reflects current trends and research. The evaluation process:

- Is based on the Standards for Ohio Educators
- Fosters accountability through adherence to accepted measurement principles in the evaluation system
- Emphasizes teacher self-assessment and reflection
- Uses a multi-tiered process that focuses on specified standards

The Ashland City School District (ASCD) and the Ashland City Teachers' Association (ACTA) have collaborated to construct an evaluation system based on the Standards for Ohio Educators. After thoughtful analysis of a range of evaluation systems and tools, the ACSD and the ACTA concur that the Standards for Ohio Educators provide a common language and an understanding of the scope and complexity of teaching. The Standards describe the varied aspects of teaching:

1. Student learning and development and respect for the diversity of students.
2. Understanding the content area.
3. Use of varied assessments to inform instruction, evaluate, and ensure student learning.
4. Plan and deliver effective instruction that advances the learning of each student.
5. Create learning environments that promote high levels of learning and achievement.
6. Collaborate and communicate with students, parents, and other educators to support learning.
7. Assume responsibility for professional growth, performance and involvement as a member of a learning community.

The evaluation process relies on multiple data sources to gain a full, fair and accurate picture of a teacher's performance. These include formal and informal observations, artifacts and self-reflection. Multiple data sources increase validity and reliability while decreasing subjectivity.

TEACHER EVALUATION PROCESS TIMELINE FOR TEACHERS REQUIRING ONE EVALUATION

TEACHER NAME: _____ TEACHER ASSIGNMENT: _____ SCHOOL YEAR: _____

SCHOOL: _____ EVALUATOR: _____

EVENT	PERSON RESPONSIBLE	DATE	COMPLETED (INITIAL OR DATE)
Inform all staff of employment status, review evaluation procedures, and provide evaluation handbook	Administrator	By September 15	
Review appropriate <i>Ohio Standards for the Teaching Profession</i> (p. 60-71) and <i>Descriptions of Practice</i> (p. 30-49)	Teacher	By September 30	
Complete the <i>Self-Assessment Survey</i> (p. 6-10)	Teacher	By September 30	
Complete <i>Teacher Annual Goals Form</i> (p. 11-17) by describing strengths and areas of focus relative to pertinent standards	Teacher	By September 30	
Pre-observation conference(s)	Administrator and Teacher	Prior to Observation	
Formal observation(s)	Administrator	Prior to end of year	
<i>Descriptions of Practice</i> annotated and given to teacher	Administrator	Prior to post-observation conference(s)	
Teacher self reflects and collects <i>Artifacts of Practice</i> (p. 27-29)	Teacher	Prior to post-observation conference(s)	
Post-observation conference(s)	Administrator and Teacher	Within 10 days of observation(s)	
Evaluation conference	Administrator and Teacher	Within 10 days of final observation	

TEACHER EVALUATION PROCESS TIMELINE FOR TEACHERS REQUIRING TWO EVALUATIONS

TEACHER NAME: _____ TEACHER ASSIGNMENT: _____ SCHOOL YEAR: _____

SCHOOL: _____ EVALUATOR: _____

EVENT	PERSON RESPONSIBLE	DATE	COMPLETED (INITIAL OR DATE)
Inform all staff of employment status, review evaluation procedures, and to provide evaluation handbook	Administrator	By September 15	
Review appropriate Ohio Standards for the Teaching Profession (p. 60-71) and Descriptions of Practice (p. 30-49)	Teacher	By September 30	
Complete the Self-Assessment Survey (p. 6-10)	Teacher	By September 30	
Complete Teacher Annual Goals Form (p. 11-17) by describing strengths and areas of focus relative to pertinent standards	Teacher	By September 30	
Pre-observation conference(s) #1	Administrator and Teacher	Prior to Observation	
Formal observation(s) #1	Administrator	By January 31	
Descriptions of Practice annotated and given to teacher	Administrator	Prior to post-observation conference(s)	
Teacher self reflects and collects Artifacts of Practice (p. 27-29)	Teacher	Prior to post-observation conference(s)	
Post-observation conference(s) #1	Administrator and Teacher	Within 10 days of observation(s)	
Evaluation conference #1	Administrator and Teacher	By February 10	
Pre-observation conference(s) #2	Administrator and Teacher	Prior to Observation #2	
Formal observation(s) #2	Administrator	February 10 – April 1	
Descriptions of Practice annotated and given to teacher	Administrator	Prior to post-observation conference(s)	
Teacher self reflects and collects Artifacts of Practice	Teacher	Prior to post-observation conference(s)	
Post-observation conference(s) #2	Administrator and Teacher	Within 10 days of observation(s)	
Evaluation conference #2	Administrator and Teacher	By April 10	

**A teacher who is eligible for a Continuing Contract must notify his/her building administrator by December 10th.*

TEACHER EVALUATION PROCESS TIMELINE FOR TEACHERS IN A NON-EVALUATION YEAR

TEACHER NAME: _____ TEACHER ASSIGNMENT: _____ SCHOOL YEAR: _____

SCHOOL: _____ EVALUATOR: _____

EVENT	PERSON RESPONSIBLE	DATE	COMPLETED (INITIAL OR DATE)
Inform all staff of employment status, review evaluation procedures, and to provide evaluation handbook	Administrator	By September 15	
Review appropriate <i>Ohio Standards for the Teaching Profession</i> (p. 60-71) and <i>Descriptions of Practice</i> (p. 30-49)	Teacher	By September 30	
Complete the <i>Self-Assessment Survey</i> (p. 6-10)	Teacher	By September 30	
Complete <i>Teacher Annual Goals Form</i> (p. 11-17) by describing strengths and areas of focus relative to pertinent standards	Teacher	By September 30	
Present <i>Teacher Annual Goals Form</i> to building administrator	Teacher	By September 30	

MULTI-TIER PROCESS

The teacher professional development process uses the following tiers based on years of service in the Ashland City School District.

Tier	Standards Focus
Year 1 in district	Standard 1: Students Standard 2: Content Standard 7: Professional Responsibility & Growth
Year 2 in district	Standard 3: Assessment Standard 4: Instruction Standard 7: Professional Responsibility & Growth
Year 3 in district	Standard 5: Learning Environment Standard 6: Collaboration and Communication Standard 7: Professional Responsibility & Growth
Year 4 or more in district	Teacher Selects Standard Principal Selects Standard Standard 7: Professional Responsibility & Growth

In turn, the observation/evaluation of a teacher's performance will include but not be limited to the pre-determined standards.

TEACHER ANNUAL GOALS

Teachers must submit annual goals, determined by tier placement, to the administrator by September 30. Teachers *may* complete the self-assessment survey prior to goal-setting for reflection.

SELF-ASSESSMENT SURVEY

Standard 1: Students

Teachers understand student learning and development, and respect the diversity of the students they teach.

ESSENTIAL QUESTION: *Do you understand your students' backgrounds and learning styles and needs, and expect that all of your students can achieve?* Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand how students learn and I know the developmental characteristics of different age groups of students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of what students know and are able to do to meet the needs of all of my students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I expect that all students will achieve to their full potential.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I demonstrate respect for my students' diverse cultures, language skills and experiences.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I assist in the appropriate identification, instruction and intervention for gifted students, students with disabilities and at-risk students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility.

ESSENTIAL QUESTION: *Do you have a deep understanding of the content you teach?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I use my knowledge of content-specific concepts, assumptions and skills to plan effective instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use my knowledge of content-specific instructional strategies to effectively teach the central concepts and skills of my discipline.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I understand and use the Ohio academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I connect my discipline with other content areas to plan and deliver effective instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I connect content to relevant life experiences and career opportunities.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

SELF-ASSESSMENT SURVEY

Standard 3: Assessment

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

ESSENTIAL QUESTION: *Do you understand and effectively use varied assessments?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand varied types of assessments, their purposes and the data they generate.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I select, develop and use a variety of diagnostic, formative and summative assessments.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I analyze data to monitor student's progress and learning, and to plan, differentiate and modify instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I collaborate and communicate student progress with students, parents and colleagues.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I involve learners in self-assessment and goal setting to address gaps between performance and potential.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

SELF-ASSESSMENT SURVEY

Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student.

ESSENTIAL QUESTION: *Do you plan and deliver effective instruction that advances the learning of each individual student?* Consider each of the statements below. Choose the response that most accurately represents your performance.

I align my instructional goals and activities with school and district priorities and with Ohio's academic content standards.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use information about students' learning and performance to plan and deliver instruction designed to close the achievement gap.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I communicate clear learning goals and link learning activities to those goals.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I apply my knowledge of how students think and learn to my planning and instruction.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I differentiate instruction to meet the needs of all students, including gifted students, students with disabilities and at-risk students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I create and select activities that are designed to help students become independent learners and complex problem-solvers.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I use resources effectively, including technology, to enhance student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

SELF-ASSESSMENT SURVEY

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

ESSENTIAL QUESTION: *Have you created a learning environment that promotes learning and high achievement?* Consider each of the statements below. Choose the response that most accurately represents your performance.

I treat all students fairly and I have established a classroom environment that is respectful, supportive and caring.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I have created a classroom environment that is physically and emotionally safe.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I motivate my students to work productively and take responsibility for their own learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I create learning situations in which students work independently, collaboratively and/or as a whole class.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I maintain an environment that is conducive to learning for all students.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

Standard 6: Collaboration and Communication

Teachers collaborate and communicate with other educators, administrators, parents and the community to support student learning.

ESSENTIAL QUESTION: *Do you collaborate and communicate effectively with your colleagues, administrators, parents and the community?* Consider each of the statements below. Choose the response that most accurately represents your performance.

I communicate clearly and effectively.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I collaborate effectively with other teachers, administrators and school and district staff.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I collaborate effectively with the local community and community agencies, when appropriate to promote student learning.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

SELF-ASSESSMENT SURVEY

Standard 7: Professional Responsibility and Growth

Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community. **ESSENTIAL QUESTION:** *Do you assume responsibility for your professional performance and development?*

Consider each of the statements below. Choose the response that most accurately represents your performance.

I understand, uphold and follow professional ethics, policies and legal codes of professional conduct.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I take responsibility for engaging in continuous, purposeful professional development.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always
I seek opportunities to impact the quality of my teaching, make school improvements and increase student achievement.	1 Never	2 Rarely	3 Sometimes	4 Frequently	5 Always

**TEACHER ANNUAL GOALS
STANDARD 1**

Teacher's Name: _____ Date: _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.

- Teachers display knowledge of how students learn and of the developmental characteristics of age groups.
- Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students. Teachers expect that all students will achieve to their full potential.
- Teachers model respect for students' diverse cultures, language skills and experiences.
- Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

AREAS OF STRENGTH:

GOALS:

**TEACHER ANNUAL GOALS
STANDARD 2**

Teacher's Name: _____ Date: _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

- Teachers know the content they teach and use their knowledge of content-area concepts, assumptions, and skills to plan instruction.
- Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.
- Teachers understand school and district curriculum priorities and the Ohio Academic Content Standards or Ashland City Schools Board-Adopted Standards.
- Teachers understand the relationship of knowledge within the discipline to other content areas.
- Teachers connect content to relevant life experiences and career opportunities.

AREAS OF STRENGTH:

GOALS:

**TEACHER ANNUAL GOALS
STANDARD 3**

Teacher's Name: _____ Date: _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Teachers are knowledgeable about assessment types, their purposes and the data they generate.
- Teachers select, develop and use a variety of diagnostic, formative, and summative assessments.
- Teachers analyze data to monitor student progress and learning, and to plan, differentiate, and modify instruction.
- Teachers collaborate and communicate student progress with students, parents, and colleagues.
- Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

AREAS OF STRENGTH:

GOALS:

**TEACHER ANNUAL GOALS
STANDARD 4**

Teacher's Name: _____ Date: _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.
- Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.
- Teachers apply knowledge of how students think and learn to instructional design and delivery.
- Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.
- Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.
- Teachers use resources effectively, including technology, to enhance student learning.

AREAS OF STRENGTH:
GOALS:

**TEACHER ANNUAL GOALS
STANDARD 5**

Teacher's Name: _____ Date: _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.

- Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.
- Teachers create an environment that is physically and emotionally safe.
- Teachers motivate students to work productively and assume responsibility for their own learning.
- Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.
- Teachers maintain an environment that is conducive to learning for all students

AREAS OF STRENGTH:

GOALS:

**TEACHER ANNUAL GOALS
STANDARD 6**

Teacher's Name: _____ Date: _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- Teachers communicate clearly and effectively.
- Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.
- Teachers collaborate effectively with other teachers, administrators and school and district staff.
- Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

AREAS OF STRENGTH:

GOALS:

**TEACHER ANNUAL GOALS
STANDARD 7**

Teacher's Name: _____ Date: _____

After reading the *Descriptions of Practice*, evaluate your teaching in each element that will be assessed this year. Identify your teaching strengths and areas in which you would like to improve.

Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.
- Teachers take responsibility for engaging in continuous, purposeful professional development.
- Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

AREAS OF STRENGTH:

GOALS:

LESSON OBSERVATION PROCESS

The lesson observation process is intended to be an interactive process that is far more than the observation of the lesson. By providing opportunities for communication before and after the observation, as well as the opportunity to demonstrate achievement of the Standards for Ohio Educators (SOE) before, during and after the observation, this process allows for a deeper understanding of each teacher's efforts to meet or exceed the SOE.

Before the lesson observation, the teacher and the administrator communicate in person during the *Pre-Observation Conference*. Guidelines to questions asked and answered in that pre-conference is on the next page.

In the lesson observation, the administrator observes the teacher, the students, their interactions and the classroom environment. The teacher is aware of which SOE are being observed and has had the opportunity to prepare a lesson that will demonstrate those SOE. Keeping in mind the SOE that he or she is evaluating the teacher upon, the administrator takes notes on the lesson. This handbook provides scripting tools that an administrator may choose to use, but they are not required.

After scripting the lesson, the administrator reviews his or her notes and marks the *Descriptions of Practice* form for each of the relevant standards. It has been suggested that the administrator be specific when marking the form, underlining, checking or highlighting words or phrases that best describe the teaching and learning that occurred during the observation. At least one day before the post-observation conference, the administrator gives the marked Descriptions of Practice Form to the teacher.

Clearly in a single lesson observation, all of the ways in which a teacher may address the SOE may not be visible. The teacher has the opportunity, after examining the marked Descriptions of Practice form, to bring in *Artifacts of Practice* to the **Post-Observation Conference** to demonstrate achievement of the SOE. At the end of the post-observation conference, the administrator will consider the artifacts and the contents of the conference discussion and may make additional annotations on the Descriptions of Practice. The administrator will then provide the teacher with a copy of the Descriptions of Practice and the *Teacher Observation Report*.

PRE-OBSERVATION CONFERENCE

Teacher: _____ Date: _____

Subject/Grade: _____ Period/Time: _____

1. Briefly describe the students in the class, including those with special needs.
2. What are your goals for this lesson? What do you want students to learn?
3. To which of your curriculum content standards and indicators do these goals relate?
(Give specific reference to content standard and indicator or course of study objective.)
4. Describe the learning that occurred prior to this lesson and what will follow it.
5. How will you engage students in the content?

What will you do?

What will the students do?

6. How and when will you know whether the students have learned what you intended?

**CLASSROOM OBSERVATION RECORD
STANDARD 1**

Teacher: _____ Date: _____

Observer: _____ Time In: _____ Time Out: _____

Subject/Class: _____

<i>Evidence</i>	<i>Interpretation / Questions</i>
<p><u>Standard 1: Understand student learning and development</u></p> <p>Teacher displays knowledge of how students learn and of the developmental characteristics of age groups.</p> <p>Teacher understands what students know and are able to do and use this knowledge to meet the needs of all students. Teacher expects that all students will achieve to their full potential.</p> <p>Teacher models respect for students' diverse cultures, language skills and experiences.</p> <p>Teacher recognizes characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.</p>	

**CLASSROOM OBSERVATION RECORD
STANDARD 2**

Teacher: _____ Date: _____

Observer: _____ Time In: _____ Time Out: _____

Subject/Class: _____

<i>Evidence</i>	<i>Interpretation / Questions</i>
<p><u>Standard 2: Know and understand the content area</u></p> <p>Teacher understands the content he/she teaches and uses this knowledge of content area concepts, assumptions, and skills to plan instruction:</p> <p>Teacher understands and uses content-specific instructional strategies to effectively teach the central concepts and skills:</p> <p>Teacher understands school and district curriculum priorities and the Ohio academic content standards:</p> <p>Teacher understands the relationship of knowledge within the discipline to other content areas:</p> <p>Teacher connects content to relevant life experiences and career opportunities:</p>	

**CLASSROOM OBSERVATION RECORD
STANDARD 3**

Teacher: _____ Date: _____

Observer: _____ Time In: _____ Time Out: _____

Subject/Class: _____

<i>Evidence</i>	<i>Interpretation / Questions</i>
<p><u>Standard 3: Use of varied assessments to inform instruction</u></p> <p>Teacher is knowledgeable about assessment types, their purposes and the data they generate.</p> <p>Teacher selects, develops and uses a variety of diagnostic, formative and summative assessments.</p> <p>Teacher analyzes data to monitor student progress and learning, and to plan, differentiate and modify instruction.</p> <p>Teacher collaborates and communicates student progress with students, parents and colleagues.</p> <p>Teacher involves learners in self-assessment and goal setting to address gaps between performance and potential.</p>	

**CLASSROOM OBSERVATION RECORD
STANDARD 4**

Teacher: _____ Date: _____

Observer: _____ Time In: _____ Time Out: _____

Subject/Class: _____

<i>Evidence</i>	<i>Interpretation / Questions</i>
<p><u>Standard 4: Plan and deliver effective that advances learning</u></p> <p>Teacher aligns instructional goals and activities with school district priorities and Ohio’s academic content standards.</p> <p>Teacher uses information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.</p> <p>Teacher communicates clear learning goals and explicitly link learning activities to those defined goals.</p> <p>Teacher applies knowledge of how students think and learn to instructional design and delivery.</p> <p>Teacher differentiates instruction to support learning needs of all students, including gifted students, students with disabilities, and at-risk students.</p> <p>Teacher creates and selects activities that are designed to help students develop as independent learners and complex problem solvers.</p> <p>Teacher uses resources effectively, including technology, to enhance learning.</p>	

**CLASSROOM OBSERVATION RECORD
STANDARD 5**

Teacher: _____ Date: _____

Observer: _____ Time In: _____ Time Out: _____

Subject/Class: _____

<i>Evidence</i>	<i>Interpretation / Questions</i>
<p>Standard 5: Create environments that promote learning for all.</p> <p>Teacher treats all students fairly and establishes an environment that is respectful, supportive and caring.</p> <p>Teacher creates an environment that is physically and emotionally safe.</p> <p>Teacher motivates students to work productively and assume responsibility for their own learning.</p> <p>Teacher creates learning situations in which students work independently, collaboratively and/or as a whole class.</p> <p>Teacher maintains an environment that is conducive to learning for all students.</p>	

**CLASSROOM OBSERVATION RECORD
STANDARD 6**

Teacher: _____ Date: _____

Observer: _____ Time In: _____ Time Out: _____

Subject/Class: _____

<i>Evidence</i>	<i>Interpretation / Questions</i>
<p><u>Standard 6: Collaborate and communicate to support learning.</u></p> <p>Teacher communicates clearly and effectively.</p> <p>Teacher shares responsibility with parents to support student learning, emotional and physical development and mental health.</p> <p>Teacher collaborates effectively with other teachers, administrators and school and district staff.</p> <p>Teacher collaborates effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.</p>	

ARTIFACTS OF PRACTICE

Standard #1

Teachers understand student learning and development and respect the diversity of the students they teach.

- Student work samples that evidence their building on life experiences, prior knowledge and interest (for example: autobiographies, family histories, personal narratives, college/career reports)
- Documentation of student led conferences or goal setting conferences
- Lesson plans that utilize a variety of instructional strategies (small group, partners, technology, mini lessons, Socratic seminar, preview/review)
- Video of classroom instruction that evidences a variety of instructional strategies, grouping strategies and student engagement
- Documentation of a wide variety of grouping strategies (list of cooperative learning groups, partner assignments, student-teacher conference schedules)
- Lesson plans or other documents that demonstrate modifications for students with special needs and/or differentiation to meet students' unique learning styles and levels of achievement
- Student work samples that evidence problem solving and critical thinking (open ended problems, extended projects, research and writing assignments, thematic units of instruction)
- Student work samples that evidence student reflection and self-evaluation (student led conferences, peer editing, student scored work, student use of rubrics/checklists, student reflections)

Standard #2

Teachers know and understand the content area for which they have instructional responsibility.

- List of professional reading in subject matter being taught
- Identification of key concepts in subject matter used for designing instruction
- Lesson plans which reference key standards
- Documentation of collaborative planning or units of study with colleagues
- Example of integrated units of study organized around key concepts, themes and skills
- Lesson plans which evidence use of variety of instructional strategies to make content accessible to all students
- Lists of wide range of materials used, including technology integration, to extend students' understanding of content and concepts

Standard #3

Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

- Examples of student learning goals, goal setting conferences, progress reports which indicate student progress toward goals
- Samples of anecdotal student records
- Samples of student assessments
- Samples of student reflection, self-evaluations, peer evaluations
- Documentation of parent nights, parent-teacher-student conferences
- Samples of parent newsletters, web pages, parent communication logs, homework hotlines
- Samples of student awards
- Samples of student progress reports

Standard #4

Teachers plan and deliver effective instruction that advances the learning of each individual student.

- Lesson plans evidencing a variety of instructional designs and strategies
- Student work samples that evidence their building on life experiences, prior knowledge and interests (for example: autobiographies, family histories, personal narratives, college/career reports)
- Documentation of student led conferences, student goal sheets or individualized instructional plans
- Lesson plans evidencing differentiation to reflect individual student's interests and developmental needs
- Samples of student assessments and lesson plans that reflect changes in instruction based on results of assessments

Standard #5

Teachers create learning environments that promote high levels of learning and achievement for all students.

- Photographs of classroom displays, learning centers, seating arrangements
- Posters or lists of classroom rules, agreements, schedules, agendas, routines, procedures
- Posters or lists of student roles and responsibilities and leadership opportunities
- Video tape of classroom instruction that evidences smooth transitions from one activity to another
- Charts, posters, displays that provide clear expectations, standards, rubrics, checklists and other resources for students

Standard #6

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

- Notes from peer coaching, grade level team, department meetings
- Samples of work produced from team collaboration/team teaching/team planning sessions
- Notes/materials from district/department/grade level in-service days
- Samples of work produced from department/grade level professional development days
- Documentation of meetings, committees and school event planning with parents and other community members
- Samples of parent newsletters
- Documentation of parent workshops/training/partnerships
- Documentation of maintaining a class page on Progress Book

Standard #7

Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

- Materials from workshops and seminars attended
- Evidence of sharing with other educators and administrators knowledge and information in areas of expertise (ie: serving as a speaker at an in-district professional development event)
- Materials from professional organization, conferences and networks that demonstrate professional collaborations
- Written notes/reflections on professional goals, written notes from plan books, lesson plans
- Evidence of maintaining an up-to-date Individual Professional Development Plan

DESCRIPTIONS OF PRACTICE

STANDARD 1: STUDENTS

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Displaying knowledge of how students learn and of the development characteristics (physical, social, emotional and cognitive) of age groups</p>	<p>Teacher does not demonstrate an understanding of research on human development, learning theory and that student physical, social, emotional, and cognitive development influence learning and does not plan instruction accordingly.</p>	<p>Teacher has a limited understanding of research on human development, learning theory and that student physical, social, emotional, and cognitive development and influence learning and sometimes plans instruction accordingly.</p>	<p>Teacher demonstrates an understanding of research on human development, learning theory, and that student physical, social, emotional, and cognitive development and influence learning and plan instruction accordingly.</p>	<p>Teacher analyzes student development in order to design instruction that meets learner's needs at an appropriate level of development. Teacher supports colleague's understanding of student development and helps other teachers evaluate students for instructional planning and implementation.</p>
<p>Understanding what students know and are able to do and using this knowledge to meet the needs of all students</p>	<p>Teacher does not gather information about student's prior learning, abilities, and learning styles to plan and deliver appropriate instruction.</p>	<p>Teacher sometimes gathers information about student's prior learning, abilities, and learning styles to plan and deliver instruction.</p>	<p>Teacher gathers information about students' prior learning, abilities, and learning styles to plan and deliver appropriate instruction.</p>	<p>Teacher presents concepts and principles at different levels of complexity to reflect varied levels of student development. Teacher prepares and schedules time for work tasks and differentiates instruction for student learning differences.</p>

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 1: STUDENTS

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Expecting that all students will achieve their full potential</p>	<p>Teacher does not establish and clearly communicate high expectations for all students through such actions as focusing on students' positive traits and does not convey a belief in their abilities. Teacher does not model a belief that all students can learn and does not persist in efforts to help all students achieve.</p>	<p>Teacher at times establishes and communicates high expectations for all students through such actions as focusing on students' positive traits or conveying a belief in their abilities. Teachers sometimes models a belief that all students can learn and persists in efforts to help all students achieve.</p>	<p>Teacher establishes and clearly communicates high expectations for all students through such actions as focusing on students' positive traits and conveying a belief in their abilities. Teacher models a belief that all students can learn and persists in efforts to help all students achieve.</p>	<p>Teacher sets specific and challenging expectations for individual students and each learning activity. Teacher develops a sense of their ability to influence student progress and persists in seeking approaches for students who have difficulty learning.</p>

DESCRIPTIONS OF PRACTICE

STANDARD 1: STUDENTS

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Modeling respect for students' diverse cultures, language skills, and experiences</p>	<p>Teacher does not display knowledge of the interests or cultural heritage of groups of students and does not recognize the value of this knowledge. Teacher does not set clear rules to respect individuals and uses bias, stereotypes and generalizations in their classrooms. Teacher does not build relationships with students by establishing and maintaining rapport and valuing each student as an individual. Teacher does not respect or value the native languages and dialects of their students and does not use students' current language skills to achieve content-area learning goals.</p>	<p>Teacher displays limited knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge. Teacher sets unclear rules to respect individuals and at times avoids the use of bias, stereotypes and generalizations in their classrooms. Teacher builds limited relationships with students by establishing and maintaining rapport and valuing each student as an individual. Teacher has a minimal respect and value of the native languages and dialects of their students and at times use students' current language skills to achieve content-area learning goals.</p>	<p>Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge. Teacher sets clear rules to respect individuals and avoids the use of bias, stereotypes and generalizations in their classrooms. Teacher builds relationships with students by establishing and maintaining rapport and valuing each student as an individual. Teacher respects and values dialects of their students and uses students' current language skills to achieve content-area learning goals.</p>	<p>Teacher analyzes his/her own cultural perspectives and biases and develops strategies to diminish the impact of those biases. Teacher implements instructional strategies that support the learning of English as a second language and the use of standard English in speaking and writing in the classroom. Teacher fosters a learning community in which individual differences and perspectives are respected. Teacher challenges disrespectful attitudes by modeling behavior for others and working to ensure that all students are recognized and valued.</p>

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 1: STUDENTS

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Recognizing characteristics of gifted students, students with disabilities, and at-risk students in order to assist in appropriate identification, instruction, and intervention</p>	<p>Teacher does not assist in identifying gifted students, students with disabilities, and at-risk students based on established practices. Teacher does not follow laws and policies regarding gifted students, students with disabilities and at-risk students and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs). Teacher does not refer students for screening and assessment when appropriate. Teacher does not seek or use support from specialists and other sources of expertise to enhance student learning.</p>	<p>Teacher assists in identifying gifted students, students with disabilities, and at-risk students based on established practices to some extent. Teacher at times follows laws and policies regarding gifted students, students with disabilities and at-risk students and sometimes implements Individual Education Plans (IEPs) and Written Education Plans (WEPs). Teacher at times refers students for screening and assessment when appropriate. Teacher seeks support from specialists and other sources of expertise to enhance student learning to some extent.</p>	<p>Teacher assists in identifying gifted students, students with disabilities, and at-risk students based on established practices. Teacher follows laws and policies regarding gifted students, students with disabilities and at-risk students and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs). Teacher refers students for screening and assessment when appropriate. Teacher seeks and uses support from specialists and other sources of expertise to enhance student learning.</p>	<p>Teacher collaboratively develops and implements learning plans for gifted students, students with disabilities and at-risk students. Teacher adapts the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level. Teacher advocates within the school, district and the broader community to ensure that gifted students, students with disabilities and at-risk students have access to all appropriate learning opportunities and resources.</p>

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 2: CONTENT

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Knowing the content he/she teaches and uses his/her knowledge of content-specific concepts, assumptions, and skills to plan instruction</p>	<p>The teacher presents curriculum without identifying or integrating key concepts and information, and/or does not relate content to previous learning in order to support students' understanding, or does not know the content</p>	<p>The teacher presents curriculum with limited identification and integration of key concepts and information; limited connections made between students' previous learning and current content; demonstrates limited content knowledge</p>	<p>Teacher identifies relevant research, principles, theories, and debates significant to the content he/she teaches. The teacher uses his/her knowledge and understanding of content area concepts, assumptions and skills in his/her planning instruction. He/She identifies the developmental sequence of learning in the content area, in an effort to link current instruction with students' prior knowledge and future learning</p>	<p>Teacher integrates different viewpoints, theories, and processes of inquiry to guide thinking and instructional planning. Teacher seeks out opportunities to extend and enhance content knowledge; Teacher plans and sequences instruction in ways that reflect an understanding of the prerequisite relationships among topics and concepts. Teacher continues to deepen his/her knowledge of content through new learning and uses it to support the growth of other educators.</p>
<p>Understanding and using content-specific instructional strategies to effectively teach the central concept and skills of the discipline</p>	<p>There is little or no evidence the teacher understands how students' conceptual frameworks and common misconceptions can influence learning.</p>	<p>Teacher uses a few strategies to make the content accessible for students, and may encourage some students to think critically to extend their knowledge of the discipline</p>	<p>Teacher demonstrates understanding of how students' conceptual frameworks and common misconceptions can influence learning.</p>	<p>Teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area. Teacher anticipates and adjusts learning experiences to address common misconceptions of the discipline that impede learning. Teacher incorporates content specific learning strategies to enable students to analyze, build, and adapt new understandings. Teacher evaluates instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.</p>

DESCRIPTIONS OF PRACTICE

STANDARD 2: CONTENT

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Understanding school and district curriculum priorities and the board-adopted academic content standards</p>	<p>Teacher does not follow the school and district curriculum priorities and the board-adopted academic content standards</p>	<p>Teacher exhibits partial understanding of the school and district curriculum priorities and the board-adopted academic content standards</p>	<p>Teacher articulates the important content, concepts, and processes in school and district curriculum priorities and in the board-adopted academic content standards</p>	<p>Teacher extends curriculum by integrating district curriculum priorities with Ohio's academic content standards and national content standards. Teacher, serving in leadership roles, studies and evaluates advances in content and recommends changes to revise school and district curriculum.</p>
<p>Understanding the relationship of knowledge within the content area to other areas</p>	<p>Teacher does not connect multiple disciplines.</p>	<p>Teacher identifies some relationships of knowledge to other content areas but does not use it to help extend students' understanding</p>	<p>Teacher makes relevant content connections between disciplines</p>	<p>Teacher prepares opportunities for students to apply learning from different content areas to solve problems; Teacher constructs interdisciplinary learning strategies with connections between content areas. Teacher designs projects that require students to integrate knowledge and skills across several content areas. Teacher leads collaborative efforts to share knowledge and model interdisciplinary instruction.</p>
<p>Connecting content to relevant life experiences and career opportunities</p>	<p>Teacher does not connect content to relevant life experiences and career opportunities</p>	<p>Teacher provides little or vague connections between course content and relevant experiences or career opportunities</p>	<p>Teacher facilitates learning experiences that connect to real-life situations and careers</p>	<p>Teacher uses a variety of resources to enable students to experience, connect and practice real-life and career applications, through activities such as service learning. Teacher designs innovative learning activities that replicate real life and workplace activities. Teacher models for other educators the integration of content-area classroom experiences with real-life and workplace experience.</p>

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 3: ASSESSMENT

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Knowledge about assessment types, their purpose and the data they generate</p>	<p>Teacher does not demonstrate an understanding that assessment is a means of evaluating and supporting student learning. Teacher does not demonstrate an understanding of the characteristics, uses and limitations (advantages and disadvantages) of various types of diagnostic, formative and summative assessments.</p>	<p>Teacher occasionally demonstrates an understanding that assessment is a means of evaluating and supporting student learning. Teacher partially demonstrates an understanding of the characteristics, uses and limitations (advantages and disadvantages) of various types of diagnostic, formative and summative assessments.</p>	<p>Teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning. Teacher demonstrates an understanding of the characteristics, uses and limitations (advantages and disadvantages) of various types of diagnostic, formative and summative assessments.</p>	<p>Teacher demonstrates an understanding of why and when to select and integrate varied assessment types into the instructional cycle. Teacher demonstrates an understanding of assessment-related issues, such as validity, reliability, bias and scoring, by using assessments and the information from them. Teacher serves as a building and district leader in establishing and evaluating district and state assessment programs.</p>
<p>Selecting, developing, and using a variety of diagnostic, formative and summative assessments</p>	<p>Teacher does not align classroom assessments with curriculum and instruction. Teacher fails to use a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills.</p>	<p>Teacher somewhat aligns classroom assessments with curriculum and instruction. Teacher occasionally uses a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills.</p>	<p>Teacher aligns classroom assessments with curriculum and instruction. Teacher uses a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills.</p>	<p>Teacher purposely plans assessments and differentiates assessment choices to match the full range of student needs. Teacher uses assessments to identify student strengths, promote student growth and maximize access to learning opportunities. Teacher works with other educators to design and revise assessment policies and procedures as appropriate. Teacher enhances other educators' knowledge of best practices in assessment.</p>

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 3: ASSESSMENT

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Analyzing data to monitor student progress and learning and to plan, differentiate, and modify instruction</p>	<p>Teacher does not utilize assessment data to identify students' strengths and needs, and modify instruction. Teacher does not monitor student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards. Teacher does not maintain accurate and complete assessment records as needed for data-based decision making.</p>	<p>Teacher utilizes assessment data on a limited basis to identify students' strengths and needs, and modify instruction. Teacher partially monitors student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards. Teacher is beginning to develop accurate and complete assessment records as needed for data-based decision making.</p>	<p>Teacher utilizes assessment data to identify students' strengths and needs, and modify instruction. Teacher monitors student progress toward achievement of school and district curriculum priorities and the Ohio academic content standards. Teacher maintains accurate and complete assessment records as needed for data-based decision making.</p>	<p>Teacher reads and interprets data and uses this analysis to differentiate learning for and tailor instructional goals to individual students. Teacher examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles. Teacher uses student assessment results to reflect on their own teaching and to monitor teaching strategies and behaviors in relation to student success. Teacher promotes the use of student data to inform curriculum design. Teacher promotes the use of student data to implement targeted strategies for instruction.</p>

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 3: ASSESSMENT

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Collaborating and communicating student progress with students, parents, and colleagues.	Teacher does not define and relate assessment criteria and standards to students. Teacher does not provide substantive, specific and timely feedback of student progress to students, parents and other school personnel while maintaining confidentiality.	Teacher somewhat defines and relates assessment criteria and standards to students. Teacher partially provides substantive, specific and timely feedback of student progress to students, parents and other school personnel while maintaining confidentiality.	Teacher defines assessment criteria and standards and relates these to students. Teacher provides substantive, specific and timely feedback of student progress to students, parents and other school personnel while maintaining confidentiality.	Teacher uses a variety of means to communicate student learning and achievement. Teacher designs and shares resources with parents to facilitate their understanding of their child's learning and progress. Teacher leads collaborative efforts to create common assessments among grade-level and/or content-area teachers and shares assessment results with colleagues to collaboratively plan instruction that will best meet individual student needs.
Involving learners in self-assessment and goal setting to address gaps between performance and potential	Teacher does not model the use of self-assessment and goal-setting. Teacher does not provide students with opportunities to assess and articulate the knowledge and skills they have gained.	Teacher somewhat models the use of self-assessment and goal-setting. Teacher partially provides students with opportunities to assess and articulate the knowledge and skills they have gained.	Teacher models the use of self-assessment and goal-setting. Teacher provides students with opportunities to assess and articulate the knowledge and skills they have gained.	Teacher prepares student self-assessment tools and strategies, regularly monitors their use and encourages student goal-setting. Teacher organizes opportunities for students to articulate how they learn and what learning strategies are most effective for them. Teacher creates a learning environment in which students develop their own self-improvement plans and measure their own progress. Teacher improves colleagues' abilities to facilitate student self-assessment and goal-setting.

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 4: INSTRUCTION

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Aligning his/her instructional goals and activities with school and district priorities and board-adopted curriculum	Teacher does not follow district curriculum priorities. Teacher does not select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic content standards.	Teacher sometimes follows district curriculum priorities. Teacher selects learning experiences with vague goals and/or goals that partially align with school and district curriculum priorities and state academic content standards.	Teacher follows district curriculum priorities. Teacher selects learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic content standards.	Teacher selects, prioritizes, sequences and groups concepts and processes to provide a continuous, articulated curriculum aligned with school and district priorities and state academic content standards. Teacher actively participates in the development and implementation of district initiatives focused on improving student performance and closing the achievement gap. Teacher assumes leadership roles to define and revise district, region and state curriculum priorities.
Using information about students' learning and performance to plan and deliver instruction that will close the achievement gap	Teacher does not use pre-assessment data and information he/she has gathered about students' learning needs and performance to develop appropriate learning activities. Teacher does not adjust instruction based on student learning. Teacher does not identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan instruction accordingly.	Teacher sometimes uses pre-assessment data and information he/she has gathered about students' learning needs and performance to develop appropriate learning activities. Teacher sometimes adjusts instruction based on student learning. Teacher sometimes identifies how individual experience, talents and prior learning and/or language, culture and family influence student learning and plan instruction accordingly.	Teacher uses pre-assessment data and information he/she has gathered about students' learning needs and performance to develop appropriate learning activities. Teacher adjusts instruction based on student learning. Teacher identifies how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan instruction accordingly.	Teacher monitors the performance gaps of students within his/her classroom and develops interventions that close those gaps. Teacher makes curriculum and instructional decisions that respond to the immediate teaching context and student needs. Teacher reflects critically on his/her own and others' instructional practices to make appropriate curriculum and instructional decisions based on the teaching context and student needs.

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 4: INSTRUCTION

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Communicating clear learning goals and explicitly linking learning activities to those defined goals.</p>	<p>Teacher does not communicate learning goals to students. Teacher does not communicate to students the link between learning activities and goals.</p>	<p>Teacher generally communicates learning goals to students. Teacher sometimes communicates to students the link between learning activities and goals.</p>	<p>Teacher clearly communicates learning goals to students. Teacher communicates to students the link between learning activities and goals.</p>	<p>Teacher establishes and communicates challenging individual learning goals based on the needs of each student. Teacher creates instructional environments where students actively and independently set, articulate and internalize learning goals. Teacher empowers students to independently define short- and long-term learning goals and monitor their personal progress.</p>
<p>Applying knowledge of how students think and learn to instructional design and delivery</p>	<p>Teacher does not demonstrate an understanding of the cognitive processes associated with learning, and/or does not demonstrate through instruction that he/she knows how to stimulate these processes. Teacher does not use research-based instructional strategies. Teacher does not implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.</p>	<p>Teacher sometimes understands the cognitive processes associated with learning, and sometimes demonstrate through instruction that he/she knows how to stimulate these processes. Teacher uses some research-based instructional strategies. Teacher sometimes implements instructional activities that are sequenced to help students acquire concepts and skills of the discipline.</p>	<p>Teacher understands the cognitive processes associated with learning, and demonstrate through instruction that he/she knows how to stimulate these processes. Teacher uses research-based instructional strategies. Teacher implements instructional activities that are sequenced to help students acquire concepts and skills of the discipline.</p>	<p>Teacher articulates a logical and appropriate rationale for the sequence of learning activities. Teacher links the content of each learning activity to the content of previous and future learning experiences. Teacher prepares learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs. Teacher evaluates instructional processes in order to ensure a systematic, purposeful, research supported process for teaching new knowledge or skills.</p>

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 4: INSTRUCTION

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Differentiating instruction to support the learning needs of all students, including students identified as gifted, students with disabilities, and at-risk students	Teacher does not gather or choose appropriate instructional strategies for groups of students. Teacher does not use appropriate and flexible grouping during instruction to support the learning needs of all students. Teacher does not appear to recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students	Teacher sometimes gathers and/or sometimes uses student data to choose appropriate instructional strategies for groups of students. Teacher sometimes uses appropriate and flexible grouping during instruction to support the learning needs of all students. Teacher sometimes recognizes that the scope and sequence of learning activities must be differentiated to meet the needs of all students.	Teacher gathers and uses student data to choose appropriate instructional strategies for groups of students. Teacher uses appropriate and flexible grouping during instruction to support the learning needs of all students. Teacher recognizes that the scope and sequence of learning activities must be differentiated to meet the needs of all students.	Teacher differentiates instruction to meet individual student's learning needs. Teacher appropriately adapts instructional methods and materials and pace learning activities to meet the needs of individual students. Teacher provides varied options for how students will demonstrate mastery. Teacher and students create and use innovative methods, strategies and materials to accomplish individual learning goals. Teacher creates professional development opportunities for colleagues to study research-based methodologies and designs materials that support student individual learning needs.
Creating and selecting activities that are designed to help students develop as independent learners and complex problem-solvers	Teacher does not choose learning activities that support the development of students' cognitive abilities. Teacher does not employ effective, purposeful questioning techniques during instruction.	Teacher sometimes chooses learning activities that support the development of students' cognitive abilities. Teacher sometimes employs effective, purposeful questioning techniques during instruction.	Teacher chooses learning activities that support the development of students' cognitive abilities. Teacher employs effective, purposeful questioning techniques during instruction.	Teacher provides complex, creative, open-ended learning opportunities for students. Teacher encourages students' critical thinking by asking challenging questions about disciplinary content. Teacher facilitates learning by using innovative instructional methods and strategies that promote discovery and self directed learning.

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 4: INSTRUCTION

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Using resources effectively, including technology, to enhance student learning	Teacher does not use materials and resources that support their instructional goals and meet students' needs. Teacher does not use technology that is appropriate to his/her disciplines.	Teacher sometimes uses materials and resources that support instructional goals and meet students' needs. Teacher sometimes uses technology that is appropriate to his/her disciplines. Teacher sometimes supports students in their use of technology.	Teacher uses materials and resources that support their instructional goals and meet students' needs. Teacher effectively uses technology that is appropriate to his/her disciplines. Teacher effectively supports students in their use of technology.	Teacher selects and uses teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness in representing particular ideas and concepts and for meeting individual students' needs. Teacher develops students' abilities to access, evaluate and use technology. Teacher helps colleagues understand and integrate technology into instruction. Teacher creates and selects instructional materials from varied sources to engage students and meet their learning needs.

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 5: LEARNING ENVIRONMENT

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Treating all students fairly and establishing an environment that is respectful, supportive and caring</p>	<p>Teacher does not demonstrate caring and/or respect in interactions with all students. Teacher does not have expectations for respectful interactions among students. Teacher does not use strategies to promote positive relationships, cooperation and collaboration among students.</p>	<p>Teacher sometimes demonstrates caring and respect in interactions with all students. Teacher sometimes develops and teaches expectations for respectful interactions among students. Teacher sometimes uses strategies to promote positive relationships, cooperation and collaboration among students.</p>	<p>Teacher demonstrates caring and respect in interactions with all students. Teacher develops and teaches expectations for respectful interactions among students. Teacher uses strategies to promote positive relationships, cooperation and collaboration among students.</p>	<p>Teacher creates classrooms in which students demonstrate caring and respect for one another. Teacher seeks out and is receptive to the thoughts and opinions of all students. Teacher models expectations and behaviors that create a positive school and district climate of openness, respect and caring.</p>
<p>Creating an environment that is physically and emotionally safe</p>	<p>Teacher does not have clearly defined standards of conduct for all students. Teacher does not use a variety of classroom management techniques. Teacher has not established a safe learning environment that accommodates all students.</p>	<p>Teacher has identified and sometimes clarifies standards of conduct for all students. Teacher sometimes uses a variety of effective classroom management techniques. Teacher sometimes provides a safe learning environment that accommodates all students.</p>	<p>Teacher clarifies standards of conduct for all students. Teacher uses a variety of effective classroom management techniques. Teacher provides a safe learning environment that accommodates all students.</p>	<p>Teacher consistently, effectively and respectfully anticipates and responds to the behavior of students. Teacher makes decisions and adjustments that support positive behavior, enhance social behavior and increase student engagement in productive work. Teacher creates a classroom in which students take active roles in maintaining an enriching environment that is conducive to learning.</p>

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 5: LEARNING ENVIRONMENT

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Motivating students to work productively and assume responsibility for their own learning</p>	<p>Teacher does not foster student enthusiasm for and curiosity about the discipline. Teacher does not have sufficient methods for recognition of students either individually or in groups. Teacher does not offer students opportunities for independent practice with and reflection on new concepts and skills.</p>	<p>Teacher sometimes fosters student enthusiasm for and curiosity about the discipline. Teacher sometimes establishes methods for recognition of students and/or sometimes relates recognition to specific student achievement, either individually or in groups.</p>	<p>Teacher fosters student enthusiasm for and curiosity about the discipline. Teacher establishes methods for recognition of students and relates recognition to specific student achievement, either individually or in groups.</p>	<p>Teacher encourages self-directed learning by teaching students to outline tasks and timelines. Teacher varies his/her role in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs. Teacher works with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups.</p>

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 5: LEARNING ENVIRONMENT

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Creating learning situations in which students work independently, collaboratively, and/or as a whole class</p>	<p>Teacher does not vary between independent, small group and whole class work. Teacher does not have guidelines for cooperative learning. Teacher does not offer students opportunities for independent practice with and reflection on new concepts and skills.</p>	<p>Teacher sometimes uses flexible learning situations, such as independent, small group and whole class. Teacher sometimes develops guidelines for and occasionally models cooperative learning. Teacher sometimes offers students opportunities for independent practice with and reflection on new concepts and skills.</p>	<p>Teacher regularly uses flexible learning situations, such as independent, small group and whole class. Teacher develops guidelines for and models cooperative learning. Teacher offers students opportunities for independent practice with and reflection on new concepts and skills.</p>	<p>Teacher employs cooperative learning activities. Teacher effectively combines independent, collaborative and whole-class learning situations to maximize student understanding and learning. Teacher creates environments where students initiate purposeful learning groups and take responsibility for the group's productivity. Teacher models and assists other teachers in implementing a variety of learning situations in their classrooms.</p>
<p>Maintaining an environment that is conducive to learning for all students</p>	<p>Teacher does not begin class purposefully, with assignments, materials and supplies ready for students when they arrive. Teacher does not use instructional time effectively and/or does not have smooth transitions between learning activities. Teacher has not effectively converted physical space to facilitate instruction.</p>	<p>Teacher sometimes begins class purposefully, with assignments, materials and supplies ready for students when they arrive. Teacher sometimes uses instructional time effectively and/or sometimes has smooth transitions between learning activities. Teacher has partially converted physical space to facilitate instruction.</p>	<p>Teacher begins class purposefully, with assignments, activities, materials and supplies ready for students when they arrive. Teacher uses instructional time effectively and employs smooth transitions between learning activities. Teacher converts physical space to facilitate instruction.</p>	<p>Teacher conducts periodic reviews of classroom routines and revises them as needed. Teacher influences the establishment of district-wide policies to maximize the amount of class time spent learning (such as daily scheduling, district calendar, textbooks and technology enhancements).</p>

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 6: COLLABORATION AND COMMUNICATION

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Communicating clearly and effectively	Teacher does not clearly and/or effectively communicate due to a lack of clear and correct spoken and written language.	Teacher is developing effective communication skills that include clear and correct spoken and written language.	Teacher exemplifies clear and effective communication by using clear and correct spoken and written language.	Teacher uses effective communication strategies to convey ideas (such as using vocabulary appropriate to students' age and interests), asks questions and stimulates discussion. Teacher models effective verbal, nonverbal and media communication techniques and supports positive changes in colleagues' communication abilities and styles.
Sharing responsibility with parents and caregivers to support learning, emotional, and physical development and mental health	Teacher does not communicate with parents and caregivers about student learning. Teacher does not maintain appropriate confidentiality in communications with parents and caregivers. Teacher does not reply to parents in a timely manner.	Teacher communicates with parents on a limited basis. Teacher does not always welcome communication with parents. Teacher does not always reply to parents in a timely manner.	Teacher uses a variety of strategies to communicate with parents and caregivers about student learning. Teacher maintains appropriate confidentiality in all communications with parents and caregivers. Teacher welcomes communication from parents and replies in a timely manner.	Teacher forms partnerships with parents and caregivers to support student learning and development. Teacher offers a variety of volunteer opportunities and activities for families to support students' learning. Teacher communicates appropriate techniques and provides materials to support and enrich student learning at home. Teacher creates classroom, school and district learning environments in which parents and caregivers are active participants in students' learning and achievement.

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTORS OF PRACTICE

STANDARD 6: COLLABORATION AND COMMUNICATION

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
Collaborating effectively with other teachers, administrators, and school and district staff	Teacher has not established productive relationships with members of the school community and does not consult with and learn from others. Teacher does not consult with and learn from colleagues in planning and implementing instruction.	Teacher establishes some productive relationships with members of the school community. Teacher consults with and learns from colleagues on a limited basis.	Teacher establishes productive relationships with members of the school community and consults with and learns from others. Teacher consults with and learns from colleagues in planning and implementing instruction.	Teacher learns from others by engaging in professional dialogue, peer observation and feedback, and other collegial learning activities. Teacher uses effective collaboration skills in his/her work with others within the school community. Teacher advocates for and initiates increased opportunities for teamwork to support school goals and promote student achievement.
Collaborating effectively with the community and community agencies when and where appropriate to promote a positive environment for student learning	Teacher does not identify when and how to access appropriate services to meet exceptional learning needs and implement referrals appropriately. Teacher does not involve community members in classroom activities, as appropriate.	Teacher sometimes identifies when and how to access appropriate services to meet exceptional learning needs. Teacher involves community members in classroom activities on a limited basis.	Teacher, as part of an instructional team, identifies when and how to access appropriate services to meet exceptional learning needs and implement referrals appropriately. Teacher involves community members in classroom activities, as appropriate.	Teacher, as part of a team, collaborates with local community agencies about issues that affect student learning and achievement. Teacher uses various medical and social service providers in the community to support students' mental health and well-being. Teacher builds and sustains partnerships with the local community and community agencies in response to identified needs of students. Teacher serves as an advocate for the local school system and communicates the value of his/her work within the community.

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 7: PROFESSIONAL RESPONSIBILITY AND GROWTH

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Understanding, upholding, and following professional ethics, policies, and legal codes of professional conduct</p>	<p>Teacher does not meet ethical and/or professional responsibilities with integrity, honesty, fairness and/or dignity. Teacher does not separate personal beliefs from professional interactions with students and families. Teacher does not understand and follow district policies and state and federal regulations.</p>	<p>Teacher is developing ethical and professional behavior that incorporates integrity, honesty, fairness and dignity. Teacher is developing an understanding of district policies and state and federal regulations.</p>	<p>Teacher meets ethical and professional responsibilities with integrity, honesty, fairness and dignity. Teacher separates personal beliefs from professional interactions with students and families. Teacher understands and follows district policies and state and federal regulations.</p>	<p>Teacher helps colleagues to access and interpret laws and policies in the classroom. Teacher helps shape policy at the local or state level.</p>
<p>Taking responsibility for engaging in continuous, purposeful professional development</p>	<p>Teacher does not participate in relevant professional development activities. Teacher does not follow the Ohio Standards for Professional Development. Teacher does not work collaboratively to determine development opportunities.</p>	<p>Teacher participates in relevant professional development activities and incorporates what is learned on a limited basis. Teacher shows some understanding of Ohio Standards for Professional Development. Teacher sometimes works collaboratively to determine and design appropriate professional development.</p>	<p>Teacher participates in relevant professional development activities and incorporates what is learned into his/her instruction. Teacher knows and uses Ohio Standards for Professional Development. Teacher works collaboratively to determine and design appropriate professional development opportunities.</p>	<p>Teacher uses professional literature, professional dialogue, collaboration with colleagues and other resources to support development as a teacher and leader. Teachers analyze their content knowledge and instructional strengths and weaknesses and presents and implements targeted ideas for professional growth. Teacher creates and delivers professional development opportunities for others. Teacher pursues advanced degrees and/or National Board for Professional Teaching Standards (NBPTS) certification.</p>

Teacher's Name _____

Evaluator's Initials: _____

DESCRIPTIONS OF PRACTICE

STANDARD 7: PROFESSIONAL RESPONSIBILITY AND GROWTH

ELEMENT	PRACTICE DOES NOT MEET STANDARD	PRACTICE PARTIALLY MEETS STANDARD	PRACTICE MEETS STANDARD	PRACTICE EXEMPLIFIES STANDARD
<p>Seeking opportunities, as agents of change, to positively impact teaching quality, school improvements, and student achievement</p>	<p>Teacher does not participate in team or departmental decision making.</p>	<p>Teacher participates in team or departmental decision making on a limited basis.</p>	<p>Teacher participates in team or departmental decision making.</p>	<p>Teacher is actively involved in professional and community organizations that advance teaching and learning. Teacher takes leadership roles in department, school, district, state and professional organizations' decision-making activities, such as curriculum development, staff development or policy design. Teacher facilitates the development of efficacy – the belief that teachers can impact the achievement of all students – among other teachers in the school and district.</p>

Teacher's Name _____ Evaluator's Initials: _____

Post-Observation Conference

The Post-Observation Conference will occur with both the teacher and the administrator having reflected on the marked Descriptions of Practice form. The teacher may elect to bring artifacts to the meeting demonstrating further achievement in the relevant standard(s.) Based on these artifacts and discussion, additional notations may be made to the Descriptions of Practice. The following questions may be of assistance in leading the post-observation conference discussion.

1. As you reflect on the lesson, to what extent were students productively engaged?
2. Did the students learn what you intended? Were your instructional goals met? How do you know, or how and when will you know?
3. Did you alter your goals or plan as you taught the lesson? Why or why not?
4. If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? Why?
5. What do you plan to do next with these students?

**Ashland City School District
Teacher Observation Report**

Teacher: _____ School: _____

Assignment: _____ School Year: _____

Evaluator: _____ Title: _____

Personnel Status: Year 1 Year 2 Year 3 Year 4 or more

Observation 1 Observation 2 Date/Time of Observation: _____

Ohio Standards for the Teaching Profession:

- Standard 1: Understanding student learning and development
- Standard 2: Knowing and understanding the content area
- Standard 3: Understanding and using varied assessments to inform instruction
- Standard 4: Planning and delivering effective instruction
- Standard 5: Creating learning environments that promote high levels of learning
- Standard 6: Collaborating and communicating to support student learning
- Standard 7: Assuming responsibility for professional growth

Observation Report:

- Satisfactory Needs Improvement Unsatisfactory

See evaluator's comments attached

- I have received a copy of the observation report and discussed the contents with my administrative supervisor.

Teacher's Signature _____ Date _____

- I have received a copy of the observation report and discussed the contents with my administrative supervisor. I DISAGREE WITH THE OBSERVATION REPORT. I understand that I have the right to submit a rebuttal which will be attached to this document.

Teacher's Signature _____ Date _____

- Teacher comments attached No teacher comments attached

Administrator's Signature _____ Title _____ Date _____

Distribution: Professional Employee
Administrator
Superintendent/Designee

**Ashland City School District
Teacher Evaluation Report**

Teacher: _____ School: _____

Assignment: _____ School Year: _____

Evaluator: _____ Title: _____

Personnel Status: One-Year Three-Year Five-Year Continuing

Final Year of Contract? Yes No

Ohio Standards for the Teaching Profession:

- Standard 1: Understanding student learning and development
- Standard 2: Knowing and understanding the content area
- Standard 3: Understanding and using varied assessments to inform instruction
- Standard 4: Planning and delivering effective instruction
- Standard 5: Creating learning environments that promote high levels of learning
- Standard 6: Collaborating and communicating to support student learning
- Standard 7: Assuming responsibility for professional growth

Evaluation Report:

- Satisfactory Needs Improvement Unsatisfactory

See evaluator's comments attached

- I have received a copy of the evaluation report and discussed the contents with my administrative supervisor.

Teacher's Signature _____ Date _____

- I have received a copy of the evaluation report and discussed the contents with my administrative supervisor. I DISAGREE WITH THE EVALUATION REPORT. I understand that I have the right to submit a rebuttal which will be attached to this document.

Teacher's Signature _____ Date _____

- Teacher comments attached No teacher comments attached

Administrator's Signature _____ Title _____ Date _____

Distribution: Professional Employee
Administrator
Superintendent/Designee

PERFORMANCE IMPROVEMENT PLANNING AND SUPPORT: Intervention for Unsatisfactory Teacher Evaluation

In the event an employee receives notification of an unsatisfactory rating on the Teacher Evaluation Report (PIP-1), the teacher and administrator mutually agree upon an area for improvement, or the principal believes that growth in any area is necessary for teacher success, the principal and the employee will collaboratively develop a Performance Improvement Plan (PIP) to address the deficiency(ies) in performance. The principal will review the PIP with the superintendent at the beginning of the process.

The PIP, which is to assist the employee in achieving a satisfactory assessment and/or document performance improvement, must be completed on the Performance Improvement Action Plan (Form PIP-3) and must include the following:

- Timeline for plan implementation (in accordance with timeline for contract renewal);
- Person(s) responsible for each step of the plan;
- Assistance to be provided by the principal and/or others;
- Assessment criteria and procedures;
- Schedule for interim conferences to discuss status of plan implementation;
- Signatures of the principal and the employee.

All aspects of the PIP must be discussed with the teacher in order to minimize misunderstandings. This discussion must include establishing the procedures for formal classroom observations, informal observations, clarification of assessment criteria and procedures, and clarification of the roles and responsibilities of all parties included in the PIP.

The principal will conduct periodic conferences with the employee according to the established timelines in the Plan (Form PIP-2). The purpose of these conferences is to discuss the results of the employee's achievement toward the successful completion of the PIP and to make any needed adjustments to the plan.

An Interval Review Summary (Form PIP-4) will be completed at the conclusion of each conference. A copy of the Summary must be provided to the employee. Interval Review Summary forms will be retained by the principal until the end of the contract year, unless non-renewal of a contract is being recommended. In cases of non-renewal or dismissal recommendation, Interval Review Summary forms must be submitted to the superintendent/designee.

In cases where an employee has received unsatisfactory ratings according to the performance expectations stated in Form PIP-1 and the employee fails to successfully complete the PIP or receives less-than-satisfactory Interval Review Summary Reports, the principal must discuss the situation with the Superintendent. If it is determined that the employee is not making satisfactory progress in meeting the performance expectation(s) of the district, The Interval Review Summary form, with a cover letter recommending non-renewal, probation, or dismissal will be given to the teacher by March 1, with copies being submitted to the Superintendent as documentation of consistently less-than-satisfactory performance.

PERFORMANCE IMPROVEMENT PLAN CHECKLIST

A PIP may be initiated at any time. Except for the teacher who is being considered for non-renewal of a contract, these listed dates are recommendations only. Any deviation from these dates will not be considered a due process violation of the Summative Assessment Evaluation Process.

Check when Completed	Target Date	Activity
	October 15	The principal should inform the Superintendent/designee of an employee currently under a PIP or any whom they plan to place under a PIP. Existing documentation and timeline for a PIP should be reviewed.
	December 15	The principal reports to the Superintendent/Designee any employee who is not making satisfactory progress in completing the PIP.
	On or Before March 1	<p>After discussion with the Superintendent/Designee, the principal will notify the employee in writing of the recommendation for non-renewal or dismissal.</p> <p>A copy of this written recommendation and documentation supporting it will be sent to the Director of Human Resources. All documentation will be reviewed by the Director of Human Resources and the Superintendent/Designee.</p>
	On or Before March 1	The principal will conduct a conference with any employee on a PIP who is being recommended for non-renewal or dismissal. The employee must be notified, in writing, of such recommendation.
	On or Before March 15	If the employee successfully completes the PIP and is being recommended for renewal, an evaluation conference must be completed.
	On or Before April 15	The teacher will be notified in writing that the Superintendent will recommend that the Board of Education not renew his/her contract for the upcoming school year.

**PERFORMANCE IMPROVEMENT PLAN
NOTICE TO TEACHER**

TO: _____
(Professional Employee)

FROM: _____
(Administrator)

DATE: _____

Please be advised that you have received an unsatisfactory Teacher Evaluation Report dated _____. The Standard(s) of concern is identified below. It is important that we meet to develop a Performance Improvement Plan. I will contact you within five (5) working days to schedule a meeting. You may wish to notify your building representative or Association President for the purpose of representation at the upcoming meeting.

Standard(s) of Professional Practice Not Being Met:

Signatures of Receipt:

(Professional Employee) (Date)

(Administrator) (Date)

Distribution: Professional Employee
Administrator
Superintendent/Designee

Form PIP-1

**PERFORMANCE IMPROVEMENT PLAN
PLANNING FORM
(to be completed by building principal)**

Professional Employee: _____

Administrator: _____

1. Notice of Performance Improvement Needed _____
(Date)

2. Initial Planning Meeting _____
(Date)

Persons in Attendance:

Plan developed for implementation on _____
(see attached plan) (Date)

3. Agreed interval review meeting(s): _____

4. Final evaluation meeting: _____
(Date)

5. Acknowledgment:
 I accept the offer of Intensive Assistance _____
(Initials) (Date)

I reject the offer of Intensive Assistance _____
(Initials) (Date)

If the employee rejects the offer of performance Improvement support, the result may be a recommendation for dismissal.

Teacher Administrator Date

Distribution: Professional Employee
Administrator
Superintendent/Designee

Form PIP-2

**PERFORMANCE IMPROVEMENT PLAN
ACTION PLAN**

Professional Employee: _____

Administrator: _____

Date: _____

Targeted Standard(s) for Professional Practice:

Area(s) of Concern:

Strategy	Timeline	Person Responsible Support Person	Indicators of Success

Professional Employee: _____ (Signature) _____ (Date)

Administrator: _____ (Signature) _____ (Date)

Distribution: Employee
Administrator
Superintendent/Designee

Form PIP-3

**PERFORMANCE IMPROVEMENT PLAN
INTERVAL REVIEW SUMMARY**

Professional Employee: _____

Administrator: _____

Date of Interval Review: _____

Action Plan Strategies Discussed:

Progress to date:

Observed Growth in Targeted Standard:

Continued Areas of Concern:

Modifications to Plan (if necessary)

(Professional Employee)

(Date)

(Administrator)

(Date)

Distribution: Employee
Administrator
Superintendent/Designee

Form PIP-4

**PERFORMANCE IMPROVEMENT PLAN
FINAL REVIEW**

Professional Employee: _____

Administrator: _____

Date: _____

Professional Employee has:

_____ Met targeted standard(s) for Professional Practice as evidenced by:

_____ Not met targeted standard(s) for Professional Practice and improved performance as evidenced by:

Final Employment Recommendation:

Professional Employee: _____ (Signature) _____ (Date)

Administrator: _____ (Signature) _____ (Date)

Distribution: Professional Employee
Administrator
Superintendent/Designee

Form PIP-5

OHIO STANDARDS FOR THE TEACHING PROFESSION

Standard 1: Teachers understand student learning and development and respect the diversity of the students they teach.

1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.

- a) Teachers demonstrate an understanding of research on human development, learning theory and the brain.
- b) Teachers demonstrate understanding that student development (physical, social, emotional and cognitive) influences learning and plan instruction accordingly.
- c) Teachers analyze individual and group student development in order to design instruction that meets learner needs at an appropriate level of development.
- d) Teachers support colleagues' understanding of student development and help other teachers evaluate students for purposes of instructional planning and implementation.

1.2 Teachers understand what students know and are able to do and use this knowledge to meet the needs of all students.

- a) Teachers gather information about students' prior learning, abilities and learning styles to plan and deliver appropriate instruction.
- b) Teachers present concepts and principles at different levels of complexity to reflect varied levels of student development.
- c) Teachers prepare work tasks, schedule time for tasks and differentiate instruction as needed to accommodate student-learning differences.
- d) Teachers lead the design and implementation of strategies to assess individual student abilities, learning styles and needs.

1.3 Teachers expect that all students will achieve to their full potential.

- a) Teachers establish and clearly communicate high expectations for all students through such actions as focusing on students' positive traits and conveying a belief in their abilities.
- b) Teachers model a belief that all students can learn and persist in efforts to help all students achieve.
- c) Teachers set specific and challenging expectations for each individual student and each learning activity.
- d) Teachers develop a sense of their ability to influence student progress and persist in seeking approaches for students who have difficulty learning.
- e) Teachers create challenging expectations for their students and assist other educators in their school and district in setting high expectations for all students.

1.4 Teachers model respect for students' diverse cultures, language skills and experiences.

- a) Teachers display knowledge of the interests or cultural heritage of groups of students and recognize the value of this knowledge (Danielson, 1996).
- b) Teachers set clear rules to respect individuals and individual differences and avoid the use of bias, stereotypes and generalizations in their classrooms.
- c) Teachers build relationships with students by establishing and maintaining rapport and valuing each student as an individual.
- d) Teachers respect and value the native languages and dialects of their students and use students' current language skills to achieve content-area learning goals.
- e) Teachers analyze their own cultural perspectives and biases and develop strategies to diminish the impact of those biases.
- f) Teachers implement instructional strategies that support the learning of English as a second language and the use of standard English in speaking and writing in the classroom.
- g) Teachers foster a learning community in which individual differences and perspectives are respected.
- h) Teachers challenge disrespectful attitudes by modeling behavior for others and working to ensure that all students are recognized and valued.

1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.

- a) Teachers assist in identifying gifted students, students with disabilities and at-risk students based on established practices.
- b) Teachers follow laws and policies regarding gifted students, students with disabilities and at-risk students and implement Individual Education Plans (IEPs) and Written Education Plans (WEPs).
- c) Teachers refer students for screening and assessment when appropriate.
- d) Teachers seek and use support from specialists and other sources of expertise to enhance student learning.
- e) Teachers collaboratively develop and implement learning plans for gifted students, students with disabilities and at-risk students.
- f) Teachers adapt the pace and depth of curriculum and instruction to meet the needs of those students whose performance is advanced or below level.
- g) Teachers advocate within the school, district and the broader community to ensure that gifted students, students with disabilities and at-risk students have access to all appropriate learning opportunities and resources

Standard 2: Teachers know and understand the content area for which they have instructional responsibility.

2.1 Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.

- a) Teachers identify the relevant research, principles, theories and debates significant to the content they teach.
- b) Teachers use their knowledge and understanding of content area concepts, assumptions and skills in their planning and instruction.
- c) Teachers identify the developmental sequence of learning in their content area, in effort to link current instruction with students' prior knowledge and future learning.
- d) Teachers integrate different viewpoints, theories and processes of inquiry to guide their thinking and instructional planning.
- e) Teachers seek out opportunities to enhance and extend their content knowledge.
- f) Teachers plan and sequence instruction in ways that reflect an understanding of the prerequisite relationships among topics and concepts.
- g) Teachers continue to deepen their knowledge of content through new learning and use it to support the growth of other educators.

2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.

- a) Teachers demonstrate understanding of how students' conceptual frameworks and common misconceptions can influence learning.
- b) Teachers engage students in generating knowledge and testing hypotheses according to the methods of inquiry used in the content area.
- c) Teachers anticipate and adjust learning experiences to address common misconceptions of the discipline that impede learning.
- d) Teachers incorporate content specific learning strategies to enable students to analyze, build and adapt new understandings.
- e) Teachers evaluate instructional strategies to determine their accuracy and usefulness for presenting specific ideas and concepts.

2.3 Teachers understand school and district curriculum priorities and the Ohio Academic Content Standards.

- a) Teachers articulate the important content, concepts and processes in school and district curriculum priorities and in the Ohio Academic Content Standards.
- b) Teachers extend and enrich curriculum by integrating school and district curriculum priorities with Ohio's Academic Content Standards and National Content Standards.
- c) Teachers who serve in leadership roles study and evaluate advances in content and recommend changes to revise school and district curriculum.

2.4 Teachers understand the relationship of knowledge within the content area to other content areas.

- a) Teachers make relevant content connections between disciplines.
- b) Teachers prepare opportunities for students to apply learning from different content areas to solve problems.
- c) Teachers collaboratively construct interdisciplinary learning strategies that make connections between content areas.
- d) Teachers design projects that require students to integrate knowledge and skills across several content areas (Cotton, 1999).
- e) Teachers lead collaborative efforts to share knowledge and model interdisciplinary instruction.

2.5 Teachers connect content to relevant life experiences and career opportunities.

- a) Teachers facilitate learning experiences that connect to real-life situations and careers.
- b) Teachers use a variety of resources to enable students to experience, connect and practice real-life and career applications, through activities such as service learning.
- c) Teachers design innovative learning activities that replicate real life and workplace activities.
- d) Teachers model for other educators the integration of content-area classroom experiences with real-life and workplace experiences.

Standard 3: Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.

3.1 Teachers are knowledgeable about assessment types, their purposes and the data they generate.

- a) Teachers demonstrate an understanding that assessment is a means of evaluating and supporting student learning.
- b) Teachers demonstrate an understanding of the characteristics, uses and limitations (advantages and disadvantages) of various types of diagnostic, formative and summative assessments.
- c) Teachers demonstrate an understanding of why and when to select and integrate varied assessment types into the instructional cycle.
- d) Teachers demonstrate an understanding of assessment related issues, such as validity, reliability, bias and scoring, by using assessments and the information from them.
- e) Teachers serve as building and district leaders in establishing and evaluating district and state assessment programs.

3.2 Teachers select, develop and use a variety of diagnostic, formative and summative assessments.

- a) Teachers align classroom assessments with curriculum and instruction (Cotton, 1999).
- b) Teachers use a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills.
- c) Teachers purposely plan assessments and differentiate assessment choices to match the full range of student needs, abilities and learning styles.
- d) Teachers use assessments to identify student strengths, promote student growth and maximize access to learning opportunities.
- e) Teachers work with other educators to design and revise assessment policies and procedures as appropriate.
- f) Teachers enhance other educators' knowledge of best practices in assessment.

3.3 Teachers analyze data to monitor student progress and learning and to plan, differentiate and modify instruction.

- a) Teachers utilize assessment data to identify students' strengths and needs, and modify instruction.
- b) Teachers monitor student progress toward achievement of school and district curriculum priorities and the Ohio Academic Content Standards.
- c) Teachers maintain accurate and complete assessment records as needed for data-based decision making.
- d) Teachers read and interpret data and use this analysis to differentiate learning for and tailor instructional goals to individual students.
- e) Teachers examine classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate potential learning obstacles.
- f) Teachers use student assessment results to reflect on their own teaching and to monitor teaching strategies and behaviors in relation to student success.
- g) Teachers promote the use of student data to inform curriculum design.
- h) Teachers promote the use of student data to implement targeted strategies for instruction.

3.4 Teachers collaborate and communicate student progress with students, parents and colleagues.

- a) Teachers define assessment criteria and standards and relate these to students.
- b) Teachers provide substantive, specific and timely feedback of student progress to students, parents and other school personnel while maintaining confidentiality.
- c) Teachers use a variety of means to communicate student learning and achievement.
- d) Teachers design and share resources with parents to facilitate their understanding of their child's learning and progress.
- e) Teachers lead collaborative efforts to create common assessments among grade-level and/or content-area teachers and share assessment results with colleagues to collaboratively plan instruction that will best meet individual student needs.

3.5 Teachers involve learners in self-assessment and goal setting to address gaps between performance and potential.

- a) Teachers model the use of self-assessment and goal-setting.
- b) Teachers provide students with opportunities to assess and articulate the knowledge and skills they have gained.
- c) Teachers prepare student self assessment tools and strategies, regularly monitor their use and encourage student goal-setting.
- d) Teachers organize opportunities for students to articulate how they learn and what learning strategies are most effective for them.
- e) Teachers create a learning environment in which students develop their own self-improvement plans and measure their own progress.
- f) Teachers improve colleagues' abilities to facilitate student self-assessment and goal-setting.

Standard 4: Teachers plan and deliver effective instruction that advances the learning of each individual student.

4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio's academic content standards.

- a) Teachers follow district curriculum priorities.
- b) Teachers select learning experiences with clearly defined goals that align with school and district curriculum priorities and state academic content standards.
- c) Teachers select, prioritize, sequence and group concepts and processes to provide a continuous, articulated curriculum aligned with school and district priorities and state academic content standards.
- d) Teachers actively participate in the development and implementation of district initiatives focused on improving student performance and closing the achievement gap.
- e) Teachers assume leadership roles to define and revise district, region and state curriculum priorities.

4.2 Teachers use information about students' learning and performance to plan and deliver instruction that will close the achievement gap.

- a) Teachers use pre-assessment data and information they have gathered about students' learning needs and performance to develop appropriate learning activities.
- b) Teachers adjust instruction based on student learning.
- c) Teachers identify how individual experience, talents and prior learning as well as language, culture and family influence student learning and plan instruction accordingly.
- d) Teachers monitor the performance gaps of students within their classrooms and develop interventions that close those gaps.
- e) Teachers make curriculum and instructional decisions that respond to the immediate teaching context and student needs.
- f) Teachers reflect critically on their own and others' instructional practices to make appropriate curriculum and instructional decisions based on the teaching context and student needs.

4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.

- a) Teachers clearly communicate learning goals to students.
- b) Teachers communicate to students the link between learning activities and goals.
- c) Teachers establish and communicate challenging individual learning goals based on the needs of each student.
- d) Teachers create instructional environments where students actively and independently set, articulate and internalize learning goals.
- e) Teachers empower students to independently define short- and long-term learning goals and monitor their personal progress.

4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.

- a) Teachers understand the cognitive processes associated with learning, and demonstrate through instruction that they know how to stimulate these processes.
- b) Teachers use research-based instructional strategies.
- c) Teachers implement instructional activities that are sequenced to help students acquire concepts and skills of the discipline.
- d) Teachers articulate a logical and appropriate rationale for the sequence of learning activities.
- e) Teachers link the content of each learning activity to the content of previous and future learning experiences.
- f) Teachers prepare learning activities with clear structures that allow for content review, student reflection and different pathways, depending on student needs.
- g) Teachers evaluate instructional processes in order to ensure a systematic, purposeful, research supported process for teaching new knowledge or skills

4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.

- a) Teachers gather and use student data to choose appropriate instructional strategies for groups of students.
- b) Teachers use appropriate and flexible grouping during instruction to support the learning needs of all students.
- c) Teachers recognize that the scope and sequence of learning activities must be differentiated to meet the needs of all students.
- d) Teachers differentiate instruction to meet individual student's learning needs.
- e) Teachers appropriately adapt instructional methods and materials and pace learning activities to meet the needs of individual students.
- f) Teachers provide varied options for how students will demonstrate mastery.
- g) Teachers and students create and use innovative methods, strategies and materials to accomplish individual learning goals.
- h) Teachers create professional development opportunities for colleagues to study research based methodologies and design materials that support students' individual learning needs.

4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.

- a) Teachers choose learning activities that support the development of students' cognitive abilities.
- b) Teachers employ effective, purposeful questioning techniques during instruction.
- c) Teachers provide complex, creative, open-ended learning opportunities for students.
- d) Teachers encourage students' critical thinking by asking challenging questions about disciplinary content.
- e) Teachers facilitate learning by using innovative instructional methods and strategies that promote discovery and self-directed learning.

4.7 Teachers use resources effectively, including technology, to enhance student learning.

- a) Teachers use materials and resources that support their instructional goals and meet students' needs.
- b) Teachers effectively use technology that is appropriate to their disciplines.
- c) Teachers effectively support students in their use of technology.
- d) Teachers select and use teaching resources and curriculum materials for their comprehensiveness, accuracy and usefulness in representing particular ideas and concepts and for meeting individual student's needs.
- e) Teachers develop students' abilities to access, evaluate and use technology.
- f) Teachers help their colleagues understand and integrate technology into instruction.
- g) Teachers create and select instructional materials from varied sources to engage students and meet their learning needs.

Standard 5: Teachers create learning environments that promote high levels of learning and achievement for all students.

5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

- a) Teachers demonstrate caring and respect in their interactions with all students.
- b) Teachers develop and teach expectations for respectful interactions among students.
- c) Teachers use strategies to promote positive relationships, cooperation and collaboration among students.
- d) Teachers create classrooms in which students demonstrate caring and respect for one another.
- e) Teachers seek out and are receptive to the thoughts and opinions of all students.
- f) Teachers model expectations and behaviors that create a positive school and district climate of openness, respect and caring.

5.2 Teachers create an environment that is physically and emotionally safe.

- a) Teachers clarify standards of conduct for all students.
- b) Teachers use a variety of effective classroom management techniques.
- c) Teachers provide a safe learning environment that accommodates all students.
- d) Teachers consistently, effectively and respectfully anticipate and respond to the behavior of students.
- e) Teachers make decisions and adjustments that support positive behavior, enhance social behavior and increase student motivation and engagement in productive work.
- f) Teachers create classrooms in which students take active roles in maintaining an enriching environment that is conducive to learning.

5.3 Teachers motivate students to work productively and assume responsibility for their own learning.

- a) Teachers foster student enthusiasm for and curiosity about the discipline.
- b) Teachers establish methods for recognition of students and relate recognition to specific student achievement, either individually or in groups (Cotton, 1999).
- c) Teachers encourage self-directed learning by teaching students to outline tasks and timelines (Cotton, 1999).
- d) Teachers vary their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs.
- e) Teachers work with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups.

5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.

- a) Teachers use flexible learning situations, such as independent, small group and whole class.
- b) Teachers develop guidelines for and model cooperative learning.
- c) Teachers offer students opportunities for independent practice with and reflection on new concepts and skills.
- d) Teachers employ cooperative learning activities.
- e) Teachers effectively combine independent, collaborative and whole-class learning situations to maximize student understanding and learning.
- f) Teachers create environments where students initiate purposeful learning groups and take responsibility for the group's productivity.
- g) Teachers model and assist other teachers in implementing a variety of learning situations in their classrooms.

5.5 Teachers maintain an environment that is conducive to learning for all students.

- a) Teachers begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive (Cotton, 1999).
- b) Teachers transition between learning activities and use instructional time effectively.
- c) Teachers convert physical space to facilitate instruction.
- d) Teachers conduct periodic reviews of classroom routines and revise them as needed (Cotton, 1999).
- e) Teachers influence the establishment of district-wide policies to maximize the amount of class time spent learning (such as daily scheduling, district calendar, textbooks and technology enhancements).

Standard 6: Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.

6.1 Teachers communicate clearly and effectively.

- a) Teachers exemplify clear and effective communication by using clear and correct spoken and written language.
- b) Teachers use effective communication strategies to convey ideas (such as using vocabulary appropriate to students' age and interests), ask questions and stimulate discussion.
- c) Teachers model effective verbal, nonverbal and media communication techniques and support positive changes in colleagues' communication abilities and styles.

6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.

- a) Teachers use a variety of strategies to communicate with parents and caregivers about student learning.
- b) Teachers maintain appropriate confidentiality in all communications with parents and caregivers.
- c) Teachers welcome communication from parents and reply in a timely manner.
- d) Teachers form partnerships with parents and caregivers to support student learning and development.
- e) Teachers offer a variety of volunteer opportunities and activities for families to support students' learning.
- f) Teachers communicate appropriate techniques and provide materials to support and enrich student learning at home.
- g) Teachers create classroom, school and district learning environments in which parents and caregivers are active participants in students' learning and achievement.

6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.

- a) Teachers establish productive relationships with members of the school community and consult with and learn from others.
- b) Teachers consult with and learn from colleagues in planning and implementing their own instruction.
- c) Teachers learn from one another by engaging in professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities.
- d) Teachers use effective collaboration skills in their work with others within the school community.
- e) Teachers advocate for and initiate increased opportunities for teamwork to support school goals and promote student achievement.

6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.

- a) Teachers, as part of an instructional team, identify when and how to access appropriate services to meet exceptional learning needs and implement referrals appropriately.
- b) Teachers involve community members in classroom activities, as appropriate.
- c) Teachers, as part of a team, collaborate with local community agencies about issues that affect student learning and achievement.
- d) Teachers use various medical and social service providers in the community to support students' mental health and well-being.
- e) Teachers build and sustain partnerships with the local community and community agencies in response to identified needs of students.
- f) Teachers serve as advocates for the local school system and communicate the value of their work within the community.

Standard 7: Teachers assume responsibility for professional growth, performance and involvement as an individual and as a member of a learning community.

7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.

- a) Teachers meet their ethical and professional responsibilities with integrity, honesty, fairness and dignity.
- b) Teachers separate their personal beliefs from their professional interactions with students and families.
- c) Teachers understand and follow district policies and state and federal regulations.
- d) Teachers help their colleagues access and interpret laws and policies and understand their implications in the classroom.
- e) Teachers help shape policy at the local or state level.

7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.

- a) Teachers participate in relevant professional development activities and incorporate what they learn into their instruction.
- b) Teachers know and use Ohio Standards for Professional Development.
- c) Teachers work collaboratively to determine and design appropriate professional development opportunities for themselves.
- d) Teachers use professional literature, professional dialogue, collaboration with colleagues and other resources to support their development as teachers and leaders.
- e) Teachers analyze their content knowledge and instructional strengths and weaknesses and present and implement targeted ideas for professional growth.
- f) Teachers create and deliver professional development opportunities for others.
- g) Teachers pursue advanced degrees and/or National Board for Professional Teaching Standards (NBPTS) certification.

7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement.

- a) Teachers participate in team or departmental decision making.
- b) Teachers are actively involved in professional and community organizations that advance teaching and learning.
- c) Teachers take leadership roles in department, school, district, and state and professional organizations' decision-making activities, such as curriculum development, staff development or policy design.
- d) Teachers facilitate the development of efficacy – the belief that teachers can impact the achievement of all students – among other teachers in their school and district.