

APPENDIX R

AQS Teacher Evaluation Form

School :	Evaluator :
Teacher :	Grade/Subject :
Date :	# of Students :
Time Entered :	Time Left :
Overall Performance Percentage	
	#DIV/0!
A - PLANNING AND PREPARATION (25%)	
A1	The teacher shows evidence of full subject matter preparation for each day of teaching
A2	Provides thorough instructions and materials for class sessions to be conducted by a substitute teacher
A3	Carried out RTI plans for students on each tier of the RTI process.
A4	Teacher charts the learning as it is taking place in class and refers back to the charts as teaching tools.
A5	Teacher reflects on his/her lessons and makes alterations based on students' needs.
A6	Teacher has a classroom library that is organized by reading level and genre.
A7	Teacher utilizes aide/paraprofessionals in ways that maximize student enrichment and increases opportunities for small group instruction.
A8	Teacher ensures accountability and equality in classroom participation for ALL students.
A9	Student groupings are purposeful and strategic to enhance learning, and static depending on student growth and development.
B - INSTRUCTION AND ASSESSMENT (35%)	
B1	Shows evidence of differentiation of instruction
	#DIV/0!

B2	Demonstrates creative ways to deliver subject matter to students	
B3	Demonstrates teaching approaches aligned to core knowledge curriculum (elementary schools) and State Standards (high schools aligned to state standards)	
B4	Demonstrates effective implementation of the Didactic aspects of Paidiea teaching	
B5	Demonstrates effective implementation of the Coaching aspects of Paidiea teaching	
B6	Demonstrates effective implementation of the Socratic discussion aspects of Paidiea teaching	
B7	Shows evidence, through multiple assessments, of student academic growth from fall to targeted spring in one academic year	
B8	Shows evidence of the ability to analyze and utilize school data to plan and execute appropriate responses to individual student academic or behavioral issues.	
B9	Understands and utilizes educational technology in academically appropriate and relevant ways	
B10	Understands special needs students and utilizes educationally appropriate teaching strategies to promote children's emotional and academic growth	
B11	Top quartile students grew by at least one year based on NWEA results in reading and math.	
B12	Moved students between winter/spring NWEA cycle who did NOT achieve growth between the fall/winter NWEA cycle.	
B13	Shows consistent evidence of extended response instruction in reading and math.	
B14	Teacher is able to articulate the lesson objective and its value as it pertains to real world experiences.	
B15	Teacher provides higher order thinking opportunities for students.	
B16	Teacher implements effective use of time between the question and student response (wait time).	
B17	Students know their individual assessment targets and can articulate a plan to meet those targets.	
B18	Teacher implements frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery.	

B19	Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessment at the end of the month/unit to measure student mastery.	
B20	Students ask higher order thinking questions.	
B21	Lessons have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities, and a time for reflection and closure.	
B22	Teacher purposefully and effectively matches teaching strategies to the teaching objective to maximize successful outcomes.	
CL-CLASSROOM MANAGEMENT (25%)		
C1	Teacher implements rigorous, engaging, character education instruction for 45 minutes at least twice per week to students, resulting in improved student behavior.	
C2	Teacher transitions students from one content area/activity/classroom to another seamlessly, effectively, and efficiently	
C3	Teacher has clearly established seamless routines that support student independence and academic success.	
C4	Teacher effectively orchestrates/facilitates small group work that is rigorous, engaging, and holds students responsible for their own productivity.	
C5	Teacher has developed classroom systems for non-instructional duties that make students responsible for smooth classroom operation (1).	
C6	Teacher implements an EFFECTIVE program for classroom conduct that promotes positive behavior, maintains the students' positive self image, and is in keeping with the school-wide behavioral program and expectation.	
DP-PROFESSIONAL ATTRIBUTES (45%)		
D1	Respects children to earn their respect	
D2	Acts as role-model for children. This includes how they act, speak, dress, and treat other people	
D3	Receptive to parents and treats them with respect	
D4	Shows evidence of willingness to work cooperatively with others in team situations	
D5	Actively participates in all professional development activities	

D6	Actively participates in school non-teaching responsibilities such as, but not limited to, committee work, special programs, assemblies, etc...	
D7	Demonstrates openness and responsiveness to mentoring, assessment, and constructive criticism by persons with teacher evaluation responsibility and authority	
D8	Demonstrates an openness to new ideas and is willing to try to incorporate those ideas into his/her profession as a teacher.	
D9	Takes an interest in ALL students in the school, not just those assigned to his/her classes	
D10	Teacher implements a constructivist, hands on approach to teaching and learning.	
D11	Teacher demonstrates through action the belief that ALL students can achieve at high levels and adults are responsible for student success.	
D12	Teacher's spoken and written language models the expectation that the school has for students in the school.	
D13	Communicates regularly and appropriately with parents regarding their child	
D14	Provides detailed lesson plans on a scheduled basis for review by Team-leader and/or Director	
E	POINTS ADDITIONS AND REDUCTIONS	
E1	* Recipient of a recognized award for excellence in Teaching (5points)	0
E2	* Days absent beyond authorized days (2 points per day) reduction	0
E3	* Days late for work (2 points per day) reduction	0

Teacher Evaluation Form

(Filed in Personal File)

School :	Evaluator :
Teacher :	Grade/Subject :
Date :	# of Students :
Time Entered :	Time Left :

The evaluator's written evaluation is to address the teacher's strengths as well as areas for growth/improvement in concert with the teacher expectations as deemed appropriate by the evaluator.

CATEGORIES	SCORE		
A - PLANNING AND PREPARATION (25%)	#DIV/0!		
B - INSTRUCTION and ASSESSMENT (35%)	#DIV/0!		
C - CLASSROOM MANAGEMENT (25%)	#DIV/0!		
D - PROFESSIONAL ATTRIBUTES (15%)	#DIV/0!		
OVERALL PERFORMANCE %	#DIV/0!		

Signature of Teacher	Signature of Evaluator(s)	Date
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Teachers comments may be attached.

_____ Check and attach if teacher comments.

A - PLANNING AND PREPARATION**The teacher shows evidence of full subject matter preparation for each day of teaching**

4- Always: Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.

3- Mostly: Designs lessons focused on measurable outcomes aligned with unit goals and state standards.

2- Seldom: Plans lessons with unit goals in mind.

1- Never: Plans Lessons aimed primarily at entertaining students or covering textbook chapters.

NA - Not Applicable

NO - Not Observed

Provides thorough instructions and materials for class sessions to be conducted by a substitute teacher

4- Always: Detailed, thorough instructions and copied materials are always provided for substitute.

3- Mostly: Detailed, thorough instructions and copied materials are always provided for substitute.

2- Seldom: Instructions and materials are often provided, however, detail may be slightly lacking or copies of materials may be occasionally absent.

1- Never: Instructions and materials are rarely left for substitute.

NA - Not Applicable

NO - Not Observed

Carried out RTI plans for students on each tier of the RTI process.

4- Always: Teacher always turns in yellow folders on time.

3- Mostly: Teachers mostly turns in yellow folders on time.

2- Seldom: Teacher seldom turns in yellow folder on time.

1- Never: Teacher does not turn in yellow folders on time.

NA - Not Applicable

NO - Not Observed

Teacher charts the learning as it is taking place in class and refers back to the charts as teaching tools.

4- Always: The teacher always charts the learning.

3- Mostly: The teacher charts the learning most of the time.

2- Seldom: The teacher seldom charts the learning as it is taking place.

1- Never: The teacher never charts the learning as it is taking place.

NA - Not Applicable

NO - Not Observed

Teacher reflects on his/her lessons and makes alterations based on students' needs.
4- Always: Teacher reflects daily on his/her lesson and makes alteration daily based on students needs during and after the lessons
3- Mostly: Teacher reflects often (3-4 times a week) on his/her lessons and makes alterations often based on students needs during and after the lessons.
2- Seldom: Teacher reflects twice a week on his/her lessons and make alterations twice a week based on student needs after the lesson
1- Never: Teacher reflection is not evident on his/her lessons and there is no evidence of alterations based on students' needs.
NA - Not Applicable
NO - Not Observed
Teacher has a classroom library that is organized by reading level and genre.
4- Always: There is readable physical and written evidence that all of the books in the classroom library is organized by reading level and genre.
3- Mostly: There is readable physical and written evidence that some of the books in the classroom library are organized by reading level and genre.
2- Seldom: There is readable physical and written evidence that few of the books in the classroom library are organized by reading level and genre.
1- Never: There is no readable physical and written evidence that any of the books in the classroom library are organized by level and genre.
NA - Not Applicable
NO - Not Observed
Teacher utilizes aide/paraprofessionals in ways that maximize student enrichment and increases opportunities for small group instruction.
4- Always: Teachers always utilizes the assistant/para-professionals in ways that maximize student enrichment & increase small group instruction time.
3- Mostly: Most of the time the teacher utilizes the assistants/para-professionals in ways that increase student enrichment and small group instruction time.
2- Seldom: Assistants/Para-professionals are seldom utilized by the teacher to maximize student enrichment and small group instruction time.
1- Never: The teacher never utilizes the assistants/para-professionals to maximize student enrichment and increase opportunities for small group instruction time.
NA - Not Applicable
NO - Not Observed
Teacher ensures accountability and equality in classroom participation for ALL students.
4- Always: Teacher always ensures accountability and equality in classroom participation for ALL students.
3- Mostly: Most of the time the teacher ensures accountability and equality in class participation for most students.
2- Seldom: The teacher seldom ensures that students are equally held accountable for class participation.
1- Never: The teacher never ensures that students are equally held accountable for class participation.
NA - Not Applicable
NO - Not Observed
Student groupings are purposeful and strategic to enhance learning, and static depending on student growth and development.

4- Always: Student groupings are always purposeful and strategic to enhancing learning and static depending on student growth and development
3- Mostly: Student groupings are, for the most part, purposeful and strategic to enhancing learning in a way that depends on student growth and development.
2- Seldom: Student groupings are seldom purposeful and strategic to enhancing learning for students at different levels of growth and development.
1- Never: Student groupings are never purposeful and strategic for student learning.
NA - Not Applicable
NO - Not Observed

C- CLASSROOM MANAGEMENT
Teacher implements rigorous, engaging, character education instruction for 45 minutes at least twice per week to students, resulting in improved student behavior.
4- Always: Teacher implements a minimum of two 45 minutes character lesson per week. Character education lessons are always rigorous and engaging.
3- Mostly: Teacher implements two 45 minutes character education lessons most of the time. The character education lessons are rigorous and engaging most of the time.
2- Seldom: Teacher implements at least one 45 minute character education per week. Character education lessons are seldom rigorous or engaging.
1- Never: The teacher does not teach at least 45 minutes per character education lesson per week. The character education lessons lack rigor and are not engaging.
NA - Not Applicable
NO - Not Observed
Teacher transitions students from one content area/activity/classroom to another seamlessly, effectively, and efficiently
4- Always: Transitions are always handled effectively and efficiently.
3- Mostly: Transition time is minimal and very little instructional time lost.
2- Seldom: Transition time is slow most of the time and valuable instructional time is lost
1- Never: Transition time is slow and valuable instructional time is lost.
NA - Not Applicable
NO - Not Observed
Teacher has clearly established seamless routines that support student independence and academic success.
4- Always: Teacher has clearly established seamless routines that support student independence and academic success on a daily basis.
3- Mostly: Teacher has clearly established seamless routines that support student independence and academic success that is evident (3-4 times a week)
2- Seldom: Teacher has somewhat clearly established seamless routines that support student independence and academic success that is evident (2 times a week)
1- Never: Teacher has not clearly established seamless routines that support student independence and academic success which is not evident during school day.
NA - Not Applicable
NO - Not Observed
Teacher effectively orchestrates/facilitates small group work that is rigorous, engaging, and holds students responsible for their own productivity.
4- Always: Teacher always & effectively facilitates small group work that is rigorous, engaging, and holds students responsible for their own learning.
3- Mostly: Most of the time the teacher effectively facilitates small group work that is rigorous, engaging, and holds most students responsible for their own learning
2- Seldom: Teacher seldom facilitates small group work that is rigorous and engaging, which means students are seldom held responsible for their learning.
1- Never: The teacher never facilitates effective small group work that is rigorous, engaging, and holds students responsible for their own learning.
NA - Not Applicable
NO - Not Observed
Teacher has developed classroom systems for non-instructional duties that make students responsible for smooth classroom operation.
4- Always: Teacher always demonstrates the use of developed classroom system for non-instructional duties that make students responsible for smooth classroom operations.

3- Mostly: Most of the time the teacher demonstrates developed classroom system for non-instructional duties that make students responsible for smooth classroom operation.
2- Seldom: Teacher seldom demonstrates that classroom systems for non-instructional duties have been developed to make students responsible for smooth classroom operation.
1- Never: The teacher never demonstrates that any classroom system have been developed to involve the students in smooth classroom operations.
NA - Not Applicable
NO - Not Observed
Teacher implements an EFFECTIVE program for classroom conduct that promotes positive behavior, maintains the students' positive self image, and is in keeping with the school-wide behavioral program and expectation.
4- Always: Teacher always implements an EFFECTIVE program for classroom conduct that promotes positive behavior, maintains the students' positive self-image, and is adhering to the code of conduct for the school
3- Mostly: Most of the time the teacher implements an EFFECTIVE program for classroom behaviors that promotes positive behavior, healthy self-esteem in students, and as adhering to the code of conduct for the school
2- Seldom: The teacher is seldom observed implementing an EFFECTIVE program for classroom behaviors that promotes positive behavior, healthy self-esteem in students, and is adhering to the code of conduct for the school.
1- Never: The teacher has never implemented an EFFECTIVE program for classroom behaviors that promotes positive behavior, healthy self-esteem in students, and is adhering to the conduct of the school.
NA - Not Applicable
NO - Not Observed

D - PROFESSIONAL ATTITUDES
Respects children to earn their respect
4- Always: Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
3- Mostly: Teacher-student interactions are friendly and demonstrate general care and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.
2- Seldom: Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.
1- Never: Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.
NA - Not Applicable
NO - Not Observed
Acts as role-model for children. This includes how they act, speak, dress, and treat other people
4- Always: Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
3- Mostly: Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.
2- Seldom: Teacher is honest in interactions with colleagues, students and the public.
1- Never: Teacher displays honesty in interactions with colleagues, students and the public.
NA - Not Applicable
NO - Not Observed
Receptive to parents and treats them with respect
4- Always: Shows great sensitivity and respect for family and community culture, values and beliefs.
3- Mostly: Communicates respectfully with parents and is sensitive to different families' culture and values.
2- Seldom: Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear.
1- Never: Is often insensitive to the culture and beliefs of students' families.
NA - Not Applicable
NO - Not Observed
Shows evidence of willingness to work cooperatively with others in team situations
4- Always: Teacher takes a leadership role in promoting a culture of professional inquiry; relationships with colleagues are characterized by mutual support and cooperative, teacher takes initiative in assuming leadership among the faculty.
3- Mostly: Teacher volunteers to participate in a culture of professional inquiry; relationships with colleagues are characterized by mutual support and cooperation.
2- Seldom: Teacher maintains cordial relationships with colleagues to fulfill duties that he school or district requires. Teacher's decisions and recommendations are based on limited though genuinely professional consideration.
1- Never: Teacher's relationships with colleagues are negative or self-serving. Teacher makes decisions and recommendations based on self-serving interests.
NA - Not Applicable
NO - Not Observed
Actively participates in all professional development activities
4- Always: Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
3- Mostly: Teacher seeks out opportunities for professional development to enhance content and pedagogical skill.

2- Seldom: Teacher participates in professional activities to a limited extent when they are convenient.
1- Never: Teacher engages in no professional development activities to enhance knowledge or skill.
NA - Not Applicable
NO - Not Observed
Actively participates in school non-teaching responsibilities such as, but not limited to, committee work, special programs, assemblies, etc...
4- Always: Actively participates in 3 or more special projects that address authentic school needs and often assumes a leadership position.
3- Mostly: Actively participates in 2 special projects that address authentic school needs and meaningful contributions are evident.
2- Seldom: Actively participates in 1 special project that addresses authentic school need.
1- Never: Need volunteers for additional projects and is a minimal participant in committees and special programs.
NA - Not Applicable
NO - Not Observed
Demonstrates openness and responsiveness to mentoring, assessment, and constructive criticism by persons with teacher evaluation responsibility and authority
4- Always: Seeks constructive criticism and demonstrates eagerness to try out new ideas and suggestions.
3- Mostly: Accepts most suggestions and often implements suggested strategies.
2- Seldom: Accepts some suggestions and rarely implements suggested strategies
1- Never: Refuses to accept suggestions and never implements suggested strategies.
NA - Not Applicable
NO - Not Observed
Demonstrates an openness to new ideas and is willing to try to incorporate those ideas into his/her profession as a teacher.
4- Always: Routinely investigates innovative and creative lessons and procedure and fully demonstrates openness in trying new ideas.
3- Mostly: Often investigates and tries new ideas for lessons and procedures.
2- Seldom: Occasionally investigates and tries new ideas for lessons and procedures.
1- Never: Never investigates or tries new ideas.
NA - Not Applicable
NO - Not Observed
Takes an interest in ALL students in the school, not just those assigned to his/her classes
4- Always: Knows many students from other grades and demonstrates friendly, approachable demeanor to school community.
3- Mostly: Knows some students from other grades and possess approachable demeanor.
2- Seldom: Rarely focuses on students from other grades or demonstrates a demeanor that is unapproachable.
1- Never: Shows little or no interests in students.
NA - Not Applicable
NO - Not Observed
Teacher implements a constructivist, hands on approach to teaching and learning.
4- Always: Teacher implements a constructivist, hands on approach to teaching and learning daily and is evidence by lesson plans and observations.
3- Mostly: Teacher implements a constructivist, hands on approach to teaching and learning mostly (3-4 times a week) and is evidence by lesson plans and observations.
2- Seldom: Teacher implements a constructivist, hands on approach to teaching and learning seldom (2 times a week) and is evidenced by lesson plans and observations.

1- Never: Teacher does not implement a constructive, hands on approach to teaching and learning which is not, evidence by lesson plans and observations.
NA - Not Applicable
NO - Not Observed
Teacher demonstrates through action the belief that ALL students can achieve at high levels and adults are responsible for student success.
4- Always: Teacher demonstrates through action the beliefs that ALL students can achieve high levels and adults are responsible for student success. This is evident on a daily basis through language, action during grade level meetings, team leader meetings, professional development and conversations with parents.
3- Mostly: Teacher demonstrates through action the belief that ALL students can achieve at high levels and adults are responsible for student success. This is evident seldom (2 times a week) through language, action during grade level meetings, team leader meetings, professional development and conversations with parents.
2- Seldom: Teacher demonstrates through action the belief that ALL students can achieve at high levels adult are responsible for student success. This is evident seldom (2 times a week) through language action during grade level meetings, team leader meetings, professional development and conversations with parents.
1- Never: Teacher does not demonstrate through action the belief that ALL students can achieve at high levels and adults are responsible for student success. This is not evidence through grade level meetings, team leader meetings, professional development and conversations with parents.
NA - Not Applicable
NO - Not Observed
Teacher's spoken and written language models the expectation that the school has for students in the school.
4- Always: Teacher's spoken and written languages always model the expectation that the school has for students.
3- Mostly: Most of the time the teacher's spoken and written language models the expectation that the school has for students.
2- Seldom: The teacher seldom models spoken and written language in a way that clearly displays the expectation that the school has for students.
1- Never: The teacher never models spoken and written language in a way that clearly displays the expectation that the school has for students.
NA - Not Applicable
NO - Not Observed
Communicates regularly and appropriately with parents regarding their child
4- Always: Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
3- Mostly: Teacher communicates with families about students' progress on a regular basis, respecting cultural norms and is available as needed to respond to family concerns.
2- Seldom: Teacher adheres to the schools required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.
1- Never: Teacher provides minimal information about individual students, or the communication is inappropriate to the culture of the family. Teacher, or responds insensitively.
NA - Not Applicable
NO - Not Observed
Provides detailed lesson plans on a scheduled basis for review by Team-leader and/or Director
4- Always: Instructional materials and resources are suitable to the instructional purpose and engage students mentally. Students initiate the choice, adaptation or creation of materials to enhance their learning; lessons are submitted on time in accordance with required due dates. All portions of the plans are complete with detail including standards and assessments.

3- Mostly: Instructional materials and resources are suitable to the instructional purposes and engage the students mentally; lesson plans are submitted on time in accordance with required due dates. All portions of the plans are complete with some detail of lesson delivery, teaching recourses and assessments.
2- Seldom: Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.
1- Never: Materials and resources are not suitable for students and do not support instructional outcomes or engage students in meaningful learning.
NA - Not Applicable
NO - Not Observed
Point additions and Reductions:
* Recipient of a recognized award for excellence in Teaching (5points)
* Days absent beyond authorized days (2 points per day) reduction
* Days late for work (2 points per day) reduction

B- INSTRUCTION and ASSESSMENT	
Shows evidence of differentiation of instruction	
4- Always:	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
3- Mostly:	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.
2- Seldom:	Teachers accept responsibilities for the success of all students, but has only a limited repertoire of instructional strategies to draw on.
1- Never:	When a student has difficulty learning, the teacher either gives up or blames the student's home environment.
NA - Not Applicable	
NO - Not Observed	
Demonstrates creative ways to deliver subject matter to students	
4- Always:	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
3- Mostly:	Most activities and assignments are appropriate to students and almost all students are cognitively engaged in exploring content.
2- Seldom:	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.
1- Never:	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.
NA - Not Applicable	
NO - Not Observed	
Demonstrates teaching approaches aligned to core knowledge curriculum (elementary schools) and State Standards (high schools aligned to state standards)	
4- Always:	
3- Mostly:	
2- Seldom:	
1- Never:	
NA - Not Applicable	
NO - Not Observed	
Demonstrates effective implementation of the Didactic aspects of Paidiea teaching	
4- Always:	Teacher makes the purpose of the lesson or unit is clear including where it is situated within the broader learning linking that purpose to the student interests, teacher's explanation of the content is imaginative and connects with students knowledge and experience. Students contribute to explain concepts to their peers.
3- Mostly:	Teacher's purpose for the lesson/unit is clear including where it is situated within broader learning; teacher's explanation of contents with students knowledge and experience.
2- Seldom:	Teacher's explanation of the content is uneven; some is done skillfully. But other portions are difficult to follow. Teacher attempts to explain the instructional purpose, with limited success.
1- Never:	Teacher's explanation of the content is unclear of confusing or uses inappropriate language. Teacher's purpose in a lesson or unit is unclear to students.
NA - Not Applicable	
NO - Not Observed	

Demonstrates effective implementation of the Coaching aspects of Paidiea teaching
4- Always: Teacher's questions are of uniformly high quality, with adequate time for students to respond, students formulate many questions.
3- Mostly: Most of the teacher's questions are of high quality, adequate time is provided for students to respond.
2- Seldom: Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.
1- Never: Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession
NA - Not Applicable
NO - Not Observed
Demonstrates effective implementation of the Socratic discussion aspects of Paidiea teaching
4- Always: Students themselves ensure that all voices are heard in the discussion; students assume considerable responsibility for the success of the discussion initiating topics and making unsolicited contributions.
3- Mostly: Teacher successfully engages all students in the discussion; teacher creates a genuine discussion among students stepping aside when appropriate
2- Seldom: Teacher attempts to engage all students in the discussion, but with only limited access.
1- Never: A few students dominate the discussion.
NA - Not Applicable
NO - Not Observed
Shows evidence, through multiple assessments, of student academic growth from fall to targeted spring in one academic year
4- Always: Teacher's system for maintaining information on student's progress in learning is fully effective, students contribute information and participate in interpreting the records; all students are cognitively engaged in the activities
3- Mostly: Teacher's system for maintaining information on student progress in learning is fully effective, most assessments are appropriate to students and almost all students are cognitively engaged in exploring content to demonstrate understanding and knowledge
2- Seldom: Teacher's system for maintaining information on student's progress in learning is rudimentary and only partially effective.
1- Never: Teacher has no system for maintaining information on student progress in learning, or the systems in disarray.
NA - Not Applicable
NO - Not Observed
Shows evidence of the ability to analyze and utilize school data to plan and execute appropriate responses to individual student academic or behavioral issues.
4- Always:
3- Mostly:
2- Seldom:
1- Never:
NA - Not Applicable
NO - Not Observed
Understands and utilizes educational technology in academically appropriate and relevant ways

4- Always: Demonstrates awareness of the necessary technological skills that students need. Often incorporates innovative and creative technology into lessons to enhance content, increase engagements, and sharpen student's use of technology.
3- Mostly: Often uses technology in lessons but occasionally misses opportunities to enhance lessons with innovative and creative technology
2- Seldom: Uses minimum technological tools like power school and collaborative learning. Rarely incorporates technology into lessons.
1- Never: Never utilizes educational technology.
NA - Not Applicable
NO - Not Observed
children's emotional and academic growth
4- Always: Modifications and accommodations in IEP are never followed. Teacher often collaborates with other staff to tailor and adjust instruction. Provides meaningful feedback in meetings designed to promotes children's emotional and academic growth.
3- Mostly: Modifications and accommodations in IEP are always followed.
2- Seldom: Modifications and accommodations in IEP are rarely followed.
1- Never: Modifications and accommodations in IEP are never followed.
NA - Not Applicable
NO - Not Observed
Top quartile students grew by at least one year based on NWEA results in reading and math.
4- Always: 100% of the top quartile students grew by at least one year based on the NWEA results in reading and math.
3- Mostly: 90% of the top quartile students grew by at least one year based on the NWEA results in reading and math.
2- Seldom: Only 15-20% of top quartile students grew by one year based on NWEA results in reading and math.
1- Never: None of the top quartile students grew by at least one year based on NWEA results in reading and math.
NA - Not Applicable
NO - Not Observed
Moved students between winter/spring NWEA cycle who did NOT achieve growth between the fall/winter NWEA cycle.
4- Always:
3- Mostly:
2- Seldom:
1- Never:
NA - Not Applicable
NO - Not Observed
Shows consistent evidence of extended response instruction in reading and math.
4- Always: Teacher has displayed extended response posters for reading and math
3- Mostly: Teacher references extended response posters most of the time.
2- Seldom: Teacher seldom references extended response posters
1- Never: Teacher does not have extended response posters displayed.
NA - Not Applicable
NO - Not Observed
Teacher is able to articulate the lesson objective and its value as it pertains to real world experiences.
4- Always: Learning objectives are always explicitly communicated.
3- Mostly: Learning objectives are mostly explicitly communicated.
2- Seldom: Learning objectives are seldom communicated to students.
1- Never: Learning objectives are not communicated to students.

NA - Not Applicable
NO - Not Observed
Teacher provides higher order thinking opportunities for students.
4- Always: Teacher regularly provides opportunities where students generate a variety of ideas and alternatives.
3- Mostly: The teacher often provides opportunities where students generate a variety of ideas and alternatives.
2- Seldom: The teacher provides few opportunities where students generate a variety of ideas and alternatives.
1- Never: The teacher does not incorporate learning experiences that teach any type of thinking.
NA - Not Applicable
NO - Not Observed
Teacher implements effective use of time between the question and student response (wait time).
4- Always: Teacher always utilize wait time between the question and the student response.
3- Mostly: The teacher utilizes wait time between the question and student responses most of the time.
2- Seldom: The teacher seldom utilizes wait time between the question and the student response.
1- Never: The teacher does not use utilize wait time between question and student responses.
NA - Not Applicable
NO - Not Observed
Students know their individual assessment targets and can articulate a plan to meet those targets.
4- Always: Students are fully aware of and now their individual assessment targets and can articulate a plan to meet those targets.
3- Mostly:
2- Seldom:
1- Never:
NA - Not Applicable
NO - Not Observed
Teacher implements frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery.
4- Always: Teacher implements frequent diagnostic assessments/progress and monitoring in an effort to check for students' understanding/mastery. Evidence by daily exit slips, weekly quizzes and unit assessments
3- Mostly: Teacher implements frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery. Evidence by mostly eit slips (3-4 times a week), weekly quizzes and unit assessments.
2- Seldom: Teacher implements frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery. Evidence by daily exit slips (2 times a week), bi-weekly quizzes and some unit assessments.
1- Never: Teacher does not implement frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery. Evidence by no exit slips, no weekly or biweekly quizzes and no unit assessments.
NA - Not Applicable
NO - Not Observed
Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessment at the end of the month/unit to measure student mastery.

4- Always: Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessments at the end month/unit to measure student mastery in every subject area.
3- Mostly: Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessment at the end of the month/unit to measure student mastery in some (2-3) subject areas.
2- Seldom: Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessment at the end of the month/unit to measure student mastery in (1) subject area.
given topic and uses hat same unaltered assessment at the end of the month/unit to measure student mastery.
NA - Not Applicable
NO - Not Observed
Students ask higher order thinking questions.
4- Always: Students always ask high order thinking questions.
3- Mostly: Most of the time students ask high order thinking questions.
2- Seldom: Students seldom ask high order thinking questions.
1- Never: Students never ask high order thinking questions.
NA - Not Applicable
NO - Not Observed
Lessons have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities, and a time for reflection and closure.
4- Always: Lesson always have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.
3- Mostly: Most lessons have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.
2- Seldom: Lessons seldom ever have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.
1- Never: Lessons never have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.
NA - Not Applicable
NO - Not Observed
Teacher purposefully and effectively matches teaching strategies to the teaching objective to maximize successful outcomes.
4- Always: Teacher always purposefully and effectively matches teaching strategies to the teaching objectives to maximize successful outcomes.
3- Mostly: Most of the time the teacher purposefully and effectively matches the key components of teaching in order to maximize successful outcomes.
2- Seldom: Teacher seldom matches teaching strategies and objectives in a purposeful and effective way.
1- Never: Teacher never matches reaching strategies and objectives in a purposeful and effective way.
NA - Not Applicable
NO - Not Observed

APPENDIX S

American Quality Schools Danielson Coaching Tool

Overview

This tool is designed to help Principals, APs and coaches gather teacher information in order to better develop and support the effectiveness of all teachers at ABEA. Specifically, this tool should be used to:

- Gather teacher information using the Danielson rubric (Domains Two and Three as observed in classroom practice)
- Facilitate timely and actionable reflection and feedback for teachers
- Identify developmental needs and priorities to better provide school and network-wide training and professional development

Instructions for using this tool:

- 1) Conduct a **5-7 minute observation**; the network-wide goal is for Principals and AP's, to observe and deliver feedback at least once per day, coaches at least three times per day.
- 2) **Use the form to take notes** and to help you look for evidence in different areas (Note: It is not necessary to look for all aspects of Domains 2 and 3; sometimes it can be better to focus on a few salient aspects that you notice and offer specific evidence-based feedback, rather than to attempt a surface-level pass at everything.)
- 3) **Refer back to the Danielson rubric** for more language about what each skill really looks like at all performance levels.
- 4) At the bottom of the form, **develop a clear summary message and identify a teaching tip or Signature Strategy for the Goal/Action Plan** that might be useful based on what you have observed. Refer back to the Danielson/Signature Strategy matrix for help in identifying the right one(s).
- 5) **Within 24 hours, "circle back" and deliver verbal feedback to the teacher**, focusing on the summary message (based on concrete examples from the observation) and an action plan/"do now." The teacher does not receive a copy of your note-taking page.
- 6) **Store the notes page in a binder in your office** – It will be helpful to refer back to before your next observation of the teacher.
- 7) Every couple of weeks, check in with the coaches in your building to understand how teachers are progressing. During these check-ins, the stored observation-notes forms can be helpful in identifying patterns and making sure you are all reinforcing the right key messages across coaching sessions.

American Quality Schools

Danielson Coaching Tool

Teacher Name: _____ Date: _____ Observer Name: _____ Time: _____

Classroom context:			
Danielson Domain Two	Classroom Environment ("Proficient" practice)	What to look for?	Notes:
2a. Create an environment of respect and rapport	Classroom interactions between the teacher and students are respectful, reflecting warmth and caring and sensitivity to students' culture and levels of development. Student interactions are respectful.	- Teacher / student interactions - Student / student interactions	
2b. Establish a culture for learning	The level of energy, from both students and teacher, is high, creating a culture for learning in which the subject is important and students clearly take pride in their work.	- Energy level - High expectations for students/ pride in work	
2c. Managing classroom procedures	Little instructional time is lost because of classroom routines and procedures, transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly. Students contribute to classroom routines.	- Organization - Transitions - Classroom routines and procedures	
2d. Managing student behavior	Standards of conduct are clear, with teacher's sensitive monitoring of student behavior and subtle response to misbehavior.	- Teacher alertness - Response to misbehavior - Standards of conduct	
2e. Organizing physical space	The classroom is safe, and the physical environment ensures the learning of all students and is conducive to the goals of the lesson. Technology is used skillfully, as appropriate to the lesson.	Room arrangement; use of technology	
Danielson Domain Three	Instruction ("Proficient" practice)		
3a. Communicating with students	Expectations for learning, directions, and procedures are clear to students. The teacher's explanation of content is effective and anticipates possible student misconceptions.	- Expectations/ purpose for lesson - Directions - Explanations	
3b. Using questioning and discussion techniques	The teacher's questions are at a high cognitive level, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	- Teacher questions - Student responses / discussions - Student engagement	
3c. Engaging students in learning	Students are engaged throughout the lesson in learning. The activities, student groupings, and the materials are appropriate to the instructional outcomes. The lesson's structure is coherent, with suitable pace.	- Activities and assignments - Instructional groups - Materials and resources - Structure and pacing	
3d. Using assessment in instruction	Assessment is used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or student, and high-quality feedback to students. Students are fully aware of the assessments criteria used to evaluate their work.	- Student awareness - Teacher monitors/checks for understanding - Feedback to students	
3e. Demonstrating flexibility and responsiveness	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher adjusts the lesson when needed.	Adjustments; persistence	
Summary Message :			
Goals/Action plan (Do Now):			

APPENDIX T

Director Reports to the Board

1. Academic Report

- Report all test score dates or NWEA testing along with analysis of positive and negative points
- Report results of state tests. Present charts comparing your school with:
 - a) Total State results
 - b) Comparison with city or school district in which your school is located
- Any honor received by student or staff

2. Enrollment

- Present the total full time enrollment number for the given month
- Present result of exit intervention or other information to understand why students are leaving the school
- Present methods being utilized to recruit students if they are needed as well as the results of those marketing efforts
- Present number on a waiting list (if one exists), by a grade by grade breakdown

3. Suspension and Expulsion

- Present a report on any student suspension or expulsion that took place in the previous month along with a description of the incident and how it was handled
- Make recommendations as to way school rules, regulations or problems that would minimize such incidents in the future.

4. Facilities

- Present a report to the board on any current or projected facility issues which have occurred or may likely happen in the immediate future.
- Report on what action has been taken to solve the problem

5. Community & Parent Events and Issues

- Report on any community or parent concerns and how they have been or will be addressed
- Report on any school events and programs that the school is having. Invite board members to attend

6. Financial Issues

- Report any issues relating to school finance you believe the board should know about

7. Policies

- Discuss issues you believe require a formal school board policy and present a written policy recommendation for the boards considerate.

APPENDIX U



Charter School of the Dunes

860 N. Lake St., Gary, IN 46403 ♦ Phone: (219) 939-9690 ♦ Fax: (219) 939-9031
www.csotd.org

Goal: Writing Applications

During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ writing applications subtest) at CSD will improve their writing skills by 10% as measured by the ISTEP+ writing applications subtest.

Objective:

- 1) Students will identify and utilize the 6+1 writing traits to increase skills in extended written responses.
- 2) Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ writing applications subtest.

Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Train new teachers and enrich veteran teachers on the 6+1 writing traits	1a) Team Leaders, Teachers, and Teacher aides	1a) August PD, and throughout the year on Wed. PD	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18	
1b) Post 6+1 writing traits posters in all classrooms	1b) Teachers and Teacher aides	1b) August	-Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31 - ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
1c) Incorporate Writer's Workshop into daily instruction	1c) Teachers and Teacher aides	1c) Daily		
1d) Produce one timed writing sample bi-weekly	1d) Teachers	1d) Bi-weekly		
2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		

2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development:	Increased student achievement, higher teacher performance			
Implications for Family Involvement:	Increased student achievement, increase student attendance			



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Goal: ELA Literary Text During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ literary text subtest) at CSD will improve their reading comprehension skills by 10% as measured by the ISTEP+ literary text subtest.				
Objective: 1) Students will utilize reading comprehension strategies. 2) Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ literary text subtest.				
Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Train new teachers and enrich veteran teachers on comprehension and vocabulary strategies.	1a) Team Leaders, Teachers, and Teacher aides	1a) August PD, and throughout the year on Wed. PD	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18 -Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31 - ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
1b) Organize classes into flexible reading groups based on test data.	1b) Teachers and Team Leaders	1b) Beginning of school year and after teacher assessments		
1c) Participate in small group instruction daily.	1c) Teachers, Teacher aides and students	1c) Daily		
1d) Set individual goals for each student and log their progress.	1d) Teachers and Teacher aides	1d) Activities for goal work daily, benchmark bi-weekly		
2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		

2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development:	Increased student achievement, higher teacher performance			
Implications for Family Involvement:	Increased student achievement, increase student attendance			

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Goal: Math Computation

During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ math computation subtest) at CSD will improve their math computation skills by 10% as measured by the ISTEP+ math computation subtest.

Objective:

- 1) Students will practice basic math facts in addition, subtraction, multiplication and division
- 2) Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ math computation subtest.

Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Train teachers on boot camp program strategies.	1a) Team Leaders, Teachers, and Teacher aides	1a) August PD	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18 -Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31 - ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
1b) Students participate in Math Boot Camp	1b) Teachers	1b) September – mastery		
1c) Assign students to skill level group based on boot camp scores	1c) Teachers and Teacher aides	1c) September		
1d) Create individual plans to help students achieve boot camp goals	1d) Teacher and Teacher aides	1d) September-mastery		
1e) Monitor student progress and plan remedial instruction based on data from timed tests	1e) Teacher and Teacher aides	1e) Weekly		
2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		

2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development: Increased student achievement, higher teacher performance				
Implications for Family Involvement: Increased student achievement, increase student attendance				



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Goal: Measurement During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ measurement subtest) at CSD will improve their measurement skills by 10% as measured by the ISTEP+ measurement subtest.				
Objective: 1) Students will employ different measurement skills effectively (i.e. length, volume, area, perimeter) 2) Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ measurement subtest.				
Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Train teachers on effective ways to increase measurement skills.	1a) Team Leaders and Teachers	1a) Oct. PD and throughout the year at Wed. PD	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18 -Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31 - ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
1b) Organize class into small groups based on test data.	1b) Teachers and Teacher aides	1b) Throughout the year after assessments		
1c) Integrate measurement in cross-curricular activities.	1c) Team Leaders and Teachers	1c) Throughout the year		
2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		

2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development: Increased student achievement, higher teacher performance				
Implications for Family Involvement: Increased student achievement, increase student attendance				



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Goal: Math Problem-Solving

During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ problem-solving subtest) at CSD will improve their math problem-solving skills by 10% as measured by the ISTEP+ problem-solving subtest.

Objective:

- 1) Students will analyze and solve math extended response questions daily.
- 2) Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ problem-solving subtest.

Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Demonstrate and instruct students on the four square math technique.	1a) Teachers	1a) August	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18 -Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31 - ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
1b) Implement four square math technique during guided and independent practice	1b) Teachers and Teacher aides	1b) Daily		
1c) Monitor student progress and plan instruction based on four square writing samples	1c) Teachers and Teacher aides	1c) Daily		
1d) Provide remediation based on four square math progress	1d) Teachers and Teacher aides	1d) Daily		

2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development: Increased student achievement, higher teacher performance				
Implications for Family Involvement: Increased student achievement, increase student attendance				



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Goal: Vocabulary During the 2011-12 school year, non-proficient students (as indicated by the ISTEP+ vocabulary subtest) at CSD will improve their vocabulary skills by 10% as measured by the ISTEP+ vocabulary subtest.				
Objective: - Students will utilize vocabulary strategies and identify word parts to decode and make meaning of unknown words. - Teachers will align the curriculum and instruct to reflect the knowledge needed for the ISTEP+ vocabulary subtest.				
Implementation Steps (What will be done?)	Roles and Responsibilities	Implementation Schedule	How will success be measured?	Notes:
1a) Participate in professional development focused on effective teaching of vocabulary.	1a) Team Leaders, Teachers, and Teacher aides	1a) August PD, and throughout the year on Wed. PD	-Teacher assessments weekly or bi-weekly -NWEA assessment, Sept. 1-30, Dec. 1-22, Apr. 18-May 18 -Acuity assessment, Oct. 13-28, Jan. 9-30, Mar. 15-30, May 21-31 - ISTEP+ assessment, Mar. 5-14, Apr. 30-May 9	
1b) Engage in word structure instruction daily during guided practice	1b) Teachers and Teacher aides	1b) Daily		
2a) Train teachers on aligning curriculum to Indiana State Standards and Core Standards.	2a) Team Leaders and Teachers	2a) August PD, Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2b) Train teachers on analyzing Descartes data from NWEA and data analysis from mClass, DIBELS and TRC.	2b) Team Leaders, Teachers and Teacher aides	2b) Wed. PD, weekly grade level meetings and weekly collaboration meetings		

2c) Train teachers on new lesson plan template that is based on UbD	2c) Team Leaders, Teachers and Teacher aides	2c) Wed. PD, weekly grade level meetings and weekly collaboration meetings		
2d) Monitor teacher instruction for differentiation and best teacher practice	2d) Team Leaders and Director	2d) Bi-weekly observations and weekly walkthroughs		
2e) Assign new teachers a teacher mentor	2e) Team Leaders and Director	2e) Weekly collaboration meetings		
2f) Assign teachers to PD opportunities based on teacher needs	2f) Team Leaders and Director	2f) Throughout the year when needed		
Implications for Professional Development:	Increased student achievement, higher teacher performance			
Implications for Family Involvement:	Increased student achievement, increase student attendance			

APPENDIX V

Director Reports to the Board

1. Academic Report

- Report all test score dates or NWEA testing along with analysis of positive and negative points
- Report results of state tests. Present charts comparing your school with:
 - a) Total State results
 - b) Comparison with city or school district in which your school is located
- Any honor received by student or staff

2. Enrollment

- Present the total full time enrollment number for the given month
- Present result of exit intervention or other information to understand why students are leaving the school
- Present methods being utilized to recruit students if they are needed as well as the results of those marketing efforts
- Present number on a waiting list (if one exists), by a grade by grade breakdown

3. Suspension and Expulsion

- Present a report on any student suspension or expulsion that took place in the previous month along with a description of the incident and how it was handled
- Make recommendations as to way school rules, regulations or problems that would minimize such incidents in the future.

4. Facilities

- Present a report to the board on any current or projected facility issues which have occurred or may likely happen in the immediate future.
- Report on what action has been taken to solve the problem

5. Community & Parent Events and Issues

- Report on any community or parent concerns and how they have been or will be addressed
- Report on any school events and programs that the school is having. Invite board members to attend

6. Financial Issues

- Report any issues relating to school finance you believe the board should know about

7. Policies

- Discuss issues you believe require a formal school board policy and present a written policy recommendation for the boards considerate.

APPENDIX W

AQS Teacher Evaluation Form

School :	Evaluator :	
Teacher :	Grade/Subject :	
Date :	# of Students :	
Time Entered :	Time Left :	
Overall Performance Percentage		#DIV/0!
		#DIV/0!
A - PLANNING AND PREPARATION (25%)		
A1	The teacher shows evidence of full subject matter preparation for each day of teaching	
A2	Provides thorough instructions and materials for class sessions to be conducted by a substitute teacher	
A3	Carried out RTI plans for students on each tier of the RTI process.	
A4	Teacher charts the learning as it is taking place in class and refers back to the charts as teaching tools.	
A5	Teacher reflects on his/her lessons and makes alterations based on students' needs.	
A6	Teacher has a classroom library that is organized by reading level and genre.	
A7	Teacher utilizes aide/paraprofessionals in ways that maximize student enrichment and increases opportunities for small group instruction.	
A8	Teacher ensures accountability and equality in classroom participation for ALL students.	
A9	Student groupings are purposeful and strategic to enhance learning, and static depending on student growth and development.	
B - INSTRUCTION AND ASSESSMENT (35%)		
B1	Shows evidence of differentiation of instruction	
		#DIV/0!

B2	Demonstrates creative ways to deliver subject matter to students	
B3	Demonstrates teaching approaches aligned to core knowledge curriculum (elementary schools) and State Standards (high schools aligned to state standards)	
B4	Demonstrates effective implementation of the Didactic aspects of Paidiea teaching	
B5	Demonstrates effective implementation of the Coaching aspects of Paidiea teaching	
B6	Demonstrates effective implementation of the Socratic discussion aspects of Paidiea teaching	
B7	Shows evidence, through multiple assessments, of student academic growth from fall to targeted spring in one academic year	
B8	Shows evidence of the ability to analyze and utilize school data to plan and execute appropriate responses to individual student academic or behavioral issues.	
B9	Understands and utilizes educational technology in academically appropriate and relevant ways	
B10	Understands special needs students and utilizes educationally appropriate teaching strategies to promote children's emotional and academic growth	
B11	Top quartile students grew by at least one year based on NWEA results in reading and math.	
B12	Moved students between winter/spring NWEA cycle who did NOT achieve growth between the fall/winter NWEA cycle.	
B13	Shows consistent evidence of extended response instruction in reading and math.	
B14	Teacher is able to articulate the lesson objective and its value as it pertains to real world experiences.	
B15	Teacher provides higher order thinking opportunities for students.	
B16	Teacher implements effective use of time between the question and student response (wait time).	
B17	Students know their individual assessment targets and can articulate a plan to meet those targets.	
B18	Teacher implements frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery.	

B19	Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessment at the end of the month/unit to measure student mastery.	
B20	Students ask higher order thinking questions.	
B21	Lessons have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities, and a time for reflection and closure.	
B22	Teacher purposefully and effectively matches teaching strategies to the teaching objective to maximize successful outcomes.	
C - CLASSROOM MANAGEMENT (25%)		#D1701
C1	Teacher implements rigorous, engaging, character education instruction for 45 minutes at least twice per week to students, resulting in improved student behavior.	
C2	Teacher transitions students from one content area/activity/classroom to another seamlessly, effectively, and efficiently	
C3	Teacher has clearly established seamless routines that support student independence and academic success.	
C4	Teacher effectively orchestrates/facilitates small group work that is rigorous, engaging, and holds students responsible for their own productivity.	
C5	Teacher has developed classroom systems for non-instructional duties that make students responsible for smooth classroom operation (1).	
C6	Teacher implements an EFFECTIVE program for classroom conduct that promotes positive behavior, maintains the students' positive self image, and is in keeping with the school-wide behavioral program and expectation.	
D - PROFESSIONAL ATTRIBUTES (15%)		#D1701
D1	Respects children to earn their respect	
D2	Acts as role-model for children. This includes how they act, speak, dress, and treat other people	
D3	Receptive to parents and treats them with respect	
D4	Shows evidence of willingness to work cooperatively with others in team situations	
D5	Actively participates in all professional development activities	

D6	Actively participates in school non-teaching responsibilities such as, but not limited to, committee work, special programs, assemblies, etc...	
D7	Demonstrates openness and responsiveness to mentoring, assessment, and constructive criticism by persons with teacher evaluation responsibility and authority	
D8	Demonstrates an openness to new ideas and is willing to try to incorporate those ideas into his/her profession as a teacher.	
D9	Takes an interest in ALL students in the school, not just those assigned to his/her classes	
D10	Teacher implements a constructivist, hands on approach to teaching and learning.	
D11	Teacher demonstrates through action the belief that ALL students can achieve at high levels and adults are responsible for student success.	
D12	Teacher's spoken and written language models the expectation that the school has for students in the school.	
D13	Communicates regularly and appropriately with parents regarding their child	
D14	Provides detailed lesson plans on a scheduled basis for review by Team-leader and/or Director	
E	POINT ADDITIONS AND REDUCTIONS	
E1	* Recipient of a recognized award for excellence in Teaching (5points)	0
E2	* Days absent beyond authorized days (2 points per day) reduction	0
E3	* Days late for work (2 points per day) reduction	0

Teacher Evaluation Form

(Filed in Personal File)

School :	Evaluator :
Teacher :	Grade/Subject :
Date :	# of Students :
Time Entered :	Time Left :

The evaluator's written evaluation is to address the teacher's strengths as well as areas for growth/improvement in concert with the teacher expectations as deemed appropriate by the evaluator.

CATEGORIES	SCORE
- PLANNING AND PREPARATION (25%)	#DIV/0!
B - INSTRUCTION and ASSESSMENT (35%)	#DIV/0!
C - CLASSROOM MANAGEMENT (25%)	#DIV/0!
D - PROFESSIONAL ATTRIBUTES (15%)	#DIV/0!
OVERALL PERFORMANCE %	#DIV/0!

Signature of Teacher	Signature of Evaluator(s)	Date
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Teachers comments may be attached. _____ Check and attach if teacher comments.

A- PLANNING AND PREPARATION
The teacher shows evidence of full subject matter preparation for each day of teaching
4- Always: Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.
3- Mostly: Designs lessons focused on measurable outcomes aligned with unit goals and state standards.
2- Seldom: Plans lessons with unit goals in mind.
1- Never: Plans Lessons aimed primarily at entertaining students or covering textbook chapters.
NA - Not Applicable
NO - Not Observed
Provides thorough instructions and materials for class sessions to be conducted by a substitute teacher
4- Always: Detailed, thorough instructions and copied materials are always provided for substitute.
3- Mostly: Detailed, thorough instructions and copied materials are always provided for substitute.
2- Seldom: Instructions and materials are often provided, however, detail may be slightly lacking or copies of materials may be occasionally absent.
1- Never: Instructions and materials are rarely left for substitute.
NA - Not Applicable
NO - Not Observed
Carried out RTI plans for students on each tier of the RTI process.
4- Always: Teacher always turns in yellow folders on time.
3- Mostly: Teachers mostly turns in yellow folders on time.
2- Seldom: Teacher seldom turns in yellow folder on time.
1- Never: Teacher does not turn in yellow folders on time.
NA - Not Applicable
NO - Not Observed
Teacher charts the learning as it is taking place in class and refers back to the charts as teaching tools.
4- Always: The teacher always charts the learning.
3- Mostly: The teacher charts the learning most of the time.
2- Seldom: The teacher seldom charts the learning as it is taking place.
1- Never: The teacher never charts the learning as it is taking place.
NA - Not Applicable
NO - Not Observed

Teacher reflects on his/her lessons and makes alterations based on students' needs.
4- Always: Teacher reflects daily on his/her lesson and makes alteration daily based on students needs during and after the lessons
3- Mostly: Teacher reflects often (3-4 times a week) on his/her lessons and makes alterations often based on students needs during and after the lessons.
2- Seldom: Teacher reflects twice a week on his/her lessons and make alterations twice a week based on student needs after the lesson
1- Never: Teacher reflection is not evident on his/her lessons and there is no evidence of alterations based on students' needs.
NA - Not Applicable
NO - Not Observed
Teacher has a classroom library that is organized by reading level and genre.
4- Always: There is readable physical and written evidence that all of the books in the classroom library is organized by reading level and genre.
3- Mostly: There is readable physical and written evidence that some of the books in the classroom library are organized by reading level and genre.
2- Seldom: There is readable physical and written evidence that few of the books in the classroom library are organized by reading level and genre.
1- Never: There is no readable physical and written evidence that any of the books in the classroom library are organized by level and genre.
NA - Not Applicable
NO - Not Observed
Teacher utilizes aide/paraprofessionals in ways that maximize student enrichment and increases opportunities for small group instruction.
4- Always: Teachers always utilizes the assistant/para-professionals in ways that maximize student enrichment & increase small group instruction time.
3- Mostly: Most of the time the teacher utilizes the assistants/para-professionals in ways that increase student enrichment and small group instruction time.
2- Seldom: Assistants/Para-professionals are seldom utilized by the teacher to maximize student enrichment and small group instruction time.
1- Never: The teacher never utilizes the assistants/para-professionals to maximize student enrichment and increase opportunities for small group instruction time.
NA - Not Applicable
NO - Not Observed
Teacher ensures accountability and equality in classroom participation for ALL students.
4- Always: Teacher always ensures accountability and equality in classroom participation for ALL students.
3- Mostly: Most of the time the teacher ensures accountability and equality in class participation for most students.
2- Seldom: The teacher seldom ensures that students are equally held accountable for class participation.
1- Never: The teacher never ensures that students are equally held accountable for class participation.
NA - Not Applicable
NO - Not Observed
Student groupings are purposeful and strategic to enhance learning, and static depending on student growth and development.

4- Always: Student groupings are always purposeful and strategic to enhancing learning and static depending on student growth and development
3- Mostly: Student groupings are, for the most part, purposeful and strategic to enhancing learning in a way that depends on student growth and development.
2- Seldom: Student groupings are seldom purposeful and strategic to enhancing learning for students at different levels of growth and development.
1- Never: Student groupings are never purposeful and strategic for student learning.
NA - Not Applicable
NO - Not Observed

10- CLASSROOM MANAGEMENT
Teacher implements rigorous, engaging, character education instruction for 45 minutes at least twice per week to students, resulting in improved student behavior.
4- Always: Teacher implements a minimum of two 45 minutes character lesson per week. Character education lessons are always rigorous and engaging.
3- Mostly: Teacher implements two 45 minutes character education lessons most of the time. The character education lessons are rigorous and engaging most of the time.
2- Seldom: Teacher implements are least one 45 minute character education per week. Character education lessons are seldom rigorous or engaging.
1- Never: The teacher does not teach at least 45 minutes per character education lesson per week. The character education lessons lack rigor and are not engaging.
NA - Not Applicable
NO - Not Observed
Teacher transitions students from one content area/activity/classroom to another seamlessly, effectively, and efficiently
4- Always: Transitions are always handled effectively and efficiently.
3- Mostly: Transition time is minimal and very little instructional time lost.
2- Seldom: Transition time is slow most of the time and valuable instructional time is lost
1- Never: Transition time is slow and valuable instructional time is lost.
NA - Not Applicable
NO - Not Observed
Teacher has clearly established seamless routines that support student independence and academic success.
4- Always: Teacher has clearly established seamless routines that support student independence and academic success on a daily basis.
3- Mostly: Teacher has clearly established seamless routines that support student independence and academic success that is evident (3-4 times a week)
2- Seldom: Teacher has somewhat clearly established seamless routines that support student independence and academic success that is evident (2 times a week)
1- Never: Teacher has not clearly established seamless routines that support student independence and academic success which is not evident during school day.
NA - Not Applicable
NO - Not Observed
Teacher effectively orchestrates/facilitates small group work that is rigorous, engaging, and holds students responsible for their own productivity.
4- Always: Teacher always & effectively facilitates small group work that is rigorous, engaging, and holds students responsible for their own learning.
3- Mostly: Most of the time the teacher effectively facilitates small group work that is rigorous, engaging, and holds most students responsible for their own learning
2- Seldom: Teacher seldom facilitates small group work that is rigorous and engaging, which means students are seldom held responsible for their learning.
1- Never: The teacher never facilitates effective small group work that is rigorous, engaging, and holds students responsible for their own learning.
NA - Not Applicable
NO - Not Observed
Teacher has developed classroom systems for non-instructional duties that make students responsible for smooth classroom operation.
4- Always: Teacher always demonstrates the use of developed classroom system for non-instructional duties that make students responsible for smooth classroom operations.

3- Mostly: Most of the time the teacher demonstrates developed classroom system for non-instructional duties that make students responsible for smooth classroom operation.
2- Seldom: Teacher seldom demonstrates that classroom systems for non-instructional duties have been developed to make students responsible for smooth classroom operation.
1- Never: The teacher never demonstrates that any classroom system have been developed to involve the students in smooth classroom operations.
NA - Not Applicable
NO - Not Observed
Teacher implements an EFFECTIVE program for classroom conduct that promotes positive behavior, maintains the students' positive self image, and is in keeping with the school-wide behavioral program and expectation.
4- Always: Teacher always implements an EFFECTIVE program for classroom conduct that promotes positive behavior, maintains the students' positive self-image, and is adhering to the code of conduct for the school
3- Mostly: Most of the time the teacher implements an EFFECTIVE program for classroom behaviors that promotes positive behavior, healthy self-esteem in students, and as adhering to the code of conduct for the school
2- Seldom: The teacher is seldom observed implementing an EFFECTIVE program for classroom behaviors that promotes positive behavior, healthy self-esteem in students, and is adhering to the code of conduct for the school.
1- Never: The teacher has never implemented an EFFECTIVE program for classroom behaviors that promotes positive behavior, healthy self-esteem in students, and is adhering to the conduct of the school.
NA - Not Applicable
NO - Not Observed

DE PROFESSIONAL ATTRIBUTES
Respects children to earn their respect
4- Always: Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.
3- Mostly: Teacher-student interactions are friendly and demonstrate general care and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.
2- Seldom: Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.
1- Never: Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.
NA - Not Applicable
NO - Not Observed
Acts as role-model for children. This includes how they act, speak, dress, and treat other people
4- Always: Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
3- Mostly: Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public.
2- Seldom: Teacher is honest in interactions with colleagues, students and the public.
1- Never: Teacher displays honesty in interactions with colleagues, students and the public.
NA - Not Applicable
NO - Not Observed
Receptive to parents and treats them with respect
4- Always: Shows great sensitivity and respect for family and community culture, values and beliefs.
3- Mostly: Communicates respectfully with parents and is sensitive to different families' culture and values.
2- Seldom: Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear.
1- Never: Is often insensitive to the culture and beliefs of students' families.
NA - Not Applicable
NO - Not Observed
Shows evidence of willingness to work cooperatively with others in team situations
4- Always: Teacher takes a leadership role in promoting a culture of professional inquiry; relationships with colleagues are characterized by mutual support and cooperative, teacher takes initiative in assuming leadership among the faculty.
3- Mostly: Teacher volunteers to participate in a culture of professional inquiry; relationships with colleagues are characterized by mutual support and cooperation.
2- Seldom: Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. Teacher's decisions and recommendations are based on limited though genuinely professional consideration.
1- Never: Teacher's relationships with colleagues are negative or self-serving. Teacher makes decisions and recommendations based on self-serving interests.
NA - Not Applicable
NO - Not Observed
Actively participates in all professional development activities
4- Always: Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
3- Mostly: Teacher seeks out opportunities for professional development to enhance content and pedagogical skill.

2- Seldom: Teacher participates in professional activities to a limited extent when they are convenient.
1- Never: Teacher engages in no professional development activities to enhance knowledge or skill.
NA - Not Applicable
NO - Not Observed
Actively participates in school non-teaching responsibilities such as, but not limited to, committee work, special programs, assemblies, etc...
4- Always: Actively participates in 3 or more special projects that address authentic school needs and often assumes a leadership position.
3- Mostly: Actively participates in 2 special projects that address authentic school needs and meaningful contributions are evident.
2- Seldom: Actively participates in 1 special project that addresses authentic school need.
1- Never: Need volunteers for additional projects and is a minimal participant in committees and special programs.
NA - Not Applicable
NO - Not Observed
Demonstrates openness and responsiveness to mentoring, assessment, and constructive criticism by persons with teacher evaluation responsibility and authority
4- Always: Seeks constructive criticism and demonstrates eagerness to try out new ideas and suggestions.
3- Mostly: Accepts most suggestions and often implements suggested strategies.
2- Seldom: Accepts some suggestions and rarely implements suggested strategies
1- Never: Refuses to accept suggestions and never implements suggested strategies.
NA - Not Applicable
NO - Not Observed
Demonstrates an openness to new ideas and is willing to try to incorporate those ideas into his/her profession as a teacher.
4- Always: Routinely investigates innovative and creative lessons and procedure and fully demonstrates openness in trying new ideas.
3- Mostly: Often investigates and tries new ideas for lessons and procedures.
2- Seldom: Occasionally investigates and tries new ideas for lessons and procedures.
1- Never: Never investigates or tries new ideas.
NA - Not Applicable
NO - Not Observed
Takes an interest in ALL students in the school, not just those assigned to his/her classes
4- Always: Knows many students from other grades and demonstrates friendly, approachable demeanor to school community.
3- Mostly: Knows some students from other grades and possess approachable demeanor.
2- Seldom: Rarely focuses on students from other grades or demonstrates a demeanor that is unapproachable.
1- Never: Shows little or no interests in students.
NA - Not Applicable
NO - Not Observed
Teacher implements a constructivist, hands on approach to teaching and learning.
4- Always: Teacher implements a constructivist, hands on approach to teaching and learning daily and is evidence by lesson plans and observations.
3- Mostly: Teacher implements a constructivist, hands on approach to teaching and learning mostly (3-4 times a week) and is evidence by lesson plans and observations.
2- Seldom: Teacher implements a constructivist, hands on approach to teaching and learning seldom (2 times a week) and is evidenced by lesson plans and observations.

1- Never: Teacher does not implement a constructive, hands on approach to teaching and learning which is not, evidence by lesson plans and observations.
NA - Not Applicable
NO - Not Observed
Teacher demonstrates through action the belief that ALL students can achieve at high levels and adults are responsible for student success.
4- Always: Teacher demonstrates through action the beliefs that ALL students can achieve high levels and adults are responsible for student success. This is evident on a daily basis through language, action during grade level meetings, team leader meetings, professional development and conversations with parents.
3- Mostly: Teacher demonstrates through action the belief that ALL students can achieve at high levels and adults are responsible for student success. This is evident seldom (2 times a week) through language, action during grade level meetings, team leader meetings, professional development and conversations with parents.
2- Seldom: Teacher demonstrates through action the belief that ALL students can achieve at high levels adult are responsible for student success. This is evident seldom (2 times a week) through language action during grade level meetings, team leader meetings, professional development and conversations with parents.
1- Never: Teacher does not demonstrate through action the belief that ALL students can achieve at high levels and adults are responsible for student success. This is not evidence through grade level meetings, team leader meetings, professional development and conversations with parents.
NA - Not Applicable
NO - Not Observed
Teacher's spoken and written language models the expectation that the school has for students in the school.
4- Always: Teacher's spoken and written languages always model the expectation that the school has for students.
3- Mostly: Most of the time the teacher's spoken and written language models the expectation that the school has for students.
2- Seldom: The teacher seldom models spoken and written language in a way that clearly displays the expectation that the school has for students.
1- Never: The teacher never models spoken and written language in a way that clearly displays the expectation that the school has for students.
NA - Not Applicable
NO - Not Observed
Communicates regularly and appropriately with parents regarding their child
4- Always: Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
3- Mostly: Teacher communicates with families about students' progress on a regular basis, respecting cultural norms and is available as needed to respond to family concerns.
2- Seldom: Teacher adheres to the schools required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.
1- Never: Teacher provides minimal information about individual students, or the communication is inappropriate to the culture of the family. Teacher, or responds insensitively.
NA - Not Applicable
NO - Not Observed
Provides detailed lesson plans on a scheduled basis for review by Team-leader and/or Director
4- Always: Instructional materials and resources are suitable to the instructional purpose and engage students mentally. Students initiate the choice, adaptation or creation of materials to enhance their learning; lessons are submitted on time in accordance with required due dates. All portions of the plans are complete with detail including standards and assessments.

3- Mostly: Instructional materials and resources are suitable to the instructional purposes and engage the students mentally; lesson plans are submitted on time in accordance with required due dates. All portions of the plans are complete with some detail of lesson delivery, teaching recourses and assessments.
2- Seldom: Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.
1- Never: Materials and resources are not suitable for students and do not support instructional outcomes or engage students in meaningful learning.
NA - Not Applicable
NO - Not Observed
Point additions and Reductions:
* Recipient of a recognized award for excellence in Teaching (5points)
* Days absent beyond authorized days (2 points per day) reduction
* Days late for work (2 points per day) reduction

B- INSTRUCTION and ASSESSMENT	
Shows evidence of differentiation of instruction	
4- Always:	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.
3- Mostly:	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.
2- Seldom:	Teachers accept responsibilities for the success of all students, but has only a limited repertoire of instructional strategies to draw on.
1- Never:	When a student has difficulty learning, the teacher either gives up or blames the student's home environment.
NA - Not Applicable	
NO - Not Observed	
Demonstrates creative ways to deliver subject matter to students	
4- Always:	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
3- Mostly:	Most activities and assignments are appropriate to students and almost all students are cognitively engaged in exploring content.
2- Seldom:	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.
1- Never:	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.
NA - Not Applicable	
NO - Not Observed	
Demonstrates teaching approaches aligned to core knowledge curriculum (elementary schools) and State Standards (high schools aligned to state standards)	
4- Always:	
3- Mostly:	
2- Seldom:	
1- Never:	
NA - Not Applicable	
NO - Not Observed	
Demonstrates effective implementation of the Didactic aspects of Paidiea teaching	
4- Always:	Teacher makes the purpose of the lesson or unit is clear including where it is situated within the broader learning linking that purpose to the student interests, teacher's explanation of the content is imaginative and connects with students' knowledge and experience. Students contribute to explain concepts to their peers.
3- Mostly:	Teacher's purpose for the lesson/unit is clear including where it is situated within broader learning; teacher's explanation of contents with students knowledge and experience.
2- Seldom:	Teacher's explanation of the content is uneven; some is done skillfully. But other portions are difficult to follow. Teacher attempts to explain the instructional purpose, with limited success.
1- Never:	Teacher's explanation of the content is unclear or confusing or uses inappropriate language. Teacher's purpose in a lesson or unit is unclear to students.
NA - Not Applicable	
NO - Not Observed	

Demonstrates effective implementation of the Coaching aspects of Paidiea teaching .
4- Always: Teacher's questions are of uniformly high quality, with adequate time for students to respond, students formulate many questions.
3- Mostly: Most of the teacher's questions are of high quality, adequate time is provided for students to respond.
2- Seldom: Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.
1- Never: Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession
NA - Not Applicable
NO - Not Observed
Demonstrates effective implementation of the Socratic discussion aspects of Paidiea teaching
4- Always: Students themselves ensure that all voices are heard in the discussion; students assume considerable responsibility for the success of the discussion initiating topics and making unsolicited contributions.
3- Mostly: Teacher successfully engages all students in the discussion; teacher creates a genuine discussion among students stepping aside when appropriate
2- Seldom: Teacher attempts to engage all students in the discussion, but with only limited access.
1- Never: A few students dominate the discussion.
NA - Not Applicable
NO - Not Observed
Shows evidence, through multiple assessments, of student academic growth from fall to targeted spring in one academic year
4- Always: Teacher's system for maintaining information on student's progress in learning is fully effective, students contribute information and participate in interpreting the records; all students are cognitively engaged in the activities
3- Mostly: Teacher's system for maintaining information on student progress in learning is fully effective, most assessments are appropriate to students and almost all students are cognitively engaged in exploring content to demonstrate understanding and knowledge
2- Seldom: Teacher's system for maintaining information on student's progress in learning is rudimentary and only partially effective.
1- Never: Teacher has no system for maintaining information on student progress in learning, or the systems in disarray.
NA - Not Applicable
NO - Not Observed
Shows evidence of the ability to analyze and utilize school data to plan and execute appropriate responses to individual student academic or behavioral issues.
4- Always:
3- Mostly:
2- Seldom:
1- Never:
NA - Not Applicable
NO - Not Observed
Understands and utilizes educational technology in academically appropriate and relevant ways

4- Always: Demonstrates awareness of the necessary technological skills that students need. Often incorporates innovative and creative technology into lessons to enhance content, increase engagements, and sharpen student's use of technology.
3- Mostly: Often uses technology in lessons but occasionally misses opportunities to enhance lessons with innovative and creative technology
2- Seldom: Uses minimum technological tools like power school and collaborative learning. Rarely incorporates technology into lessons.
1- Never: Never utilizes educational technology.
NA - Not Applicable
NO - Not Observed
children's emotional and academic growth
4- Always: Modifications and accommodations in IEP are never followed. Teacher often collaborates with other staff to tailor and adjust instruction. Provides meaningful feedback in meetings designed to promotes children's emotional and academic growth.
3- Mostly: Modifications and accommodations in IEP are always followed.
2- Seldom: Modifications and accommodations in IEP are rarely followed.
1- Never: Modifications and accommodations in IEP are never followed.
NA - Not Applicable
NO - Not Observed
Top quartile students grew by at least one year based on NWEA results in reading and math.
4- Always: 100% of the top quartile students grew by at least one year based on the NWEA results in reading and math.
3- Mostly: 90% of the top quartile students grew by at least one year based on the NWEA results in reading and math.
2- Seldom: Only 15-20% of top quartile students grew by one year based on NWEA results in reading and math.
1- Never: None of the top quartile students grew by at least one year based on NWEA results in reading and math.
NA - Not Applicable
NO - Not Observed
Moved students between winter/spring NWEA cycle who did NOT achieve growth between the fall/winter NWEA cycle.
4- Always:
3- Mostly:
2- Seldom:
1- Never:
NA - Not Applicable
NO - Not Observed
Shows consistent evidence of extended response instruction in reading and math.
4- Always: Teacher has displayed extended response posters for reading and math
3- Mostly: Teacher references extended response posters most of the time.
2- Seldom: Teacher seldom references extended response posters
1- Never: Teacher does not have extended response posters displayed.
NA - Not Applicable
NO - Not Observed
Teacher is able to articulate the lesson objective and its value as it pertains to real world experiences.
4- Always: Learning objectives are always explicitly communicated.
3- Mostly: Learning objectives are mostly explicitly communicated.
2- Seldom: Learning objectives are seldom communicated to students.
1- Never: Learning objectives are not communicated to students.

NA - Not Applicable
NO - Not Observed
Teacher provides higher order thinking opportunities for students.
4- Always: Teacher regularly provides opportunities where students generate a variety of ideas and alternatives.
3- Mostly: The teacher often provides opportunities where students generate a variety of ideas and alternatives.
2- Seldom: The teacher provides few opportunities where students generate a variety of ideas and alternatives.
1- Never: The teacher does not incorporate learning experiences that teach any type of thinking.
NA - Not Applicable
NO - Not Observed
Teacher implements effective use of time between the question and student response (wait time).
4- Always: Teacher always utilize wait time between the question and the student response.
3- Mostly: The teacher utilizes wait time between the question and student responses most of the time.
2- Seldom: The teacher seldom utilizes wait time between the question and the student response.
1- Never: The teacher does not use utilize wait time between question and student responses.
NA - Not Applicable
NO - Not Observed
Students know their individual assessment targets and can articulate a plan to meet those targets.
4- Always: Students are fully aware of and now their individual assessment targets and can articulate a plan to meet those targets.
3- Mostly:
2- Seldom:
1- Never:
NA - Not Applicable
NO - Not Observed
Teacher implements frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery.
4- Always: Teacher implements frequent diagnostic assessments/progress and monitoring in an effort to check for students' understanding/mastery. Evidence by daily exit slips, weekly quizzes and unit assessments
3- Mostly: Teacher implements frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery. Evidence by mostly eit slips (3-4 times a week), weekly quizzes and unit assessments.
2- Seldom: Teacher implements frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery. Evidence by daily exit slips (2 times a week), bi-weekly quizzes and some unit assessments.
1- Never: Teacher does not implement frequent diagnostic assessments/progress monitoring in an effort to check for students' understanding/mastery. Evidence by no exit slips, no weekly or biweekly quizzes and no unit assessments.
NA - Not Applicable
NO - Not Observed
Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessment at the end of the month/unit to measure student mastery.

4- Always: Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessments at the end month/unit to measure student mastery in every subject area.
3- Mostly: Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessment at the end of the month/unit to measure student mastery in some (2-3) subject areas.
2- Seldom: Teacher creates monthly and/or unit assessments PRIOR to the commencement of instruction on a given topic and uses that same unaltered assessment at the end of the month/unit to measure student mastery in (1) subject area.
given topic and uses hat same unaltered assessment at the end of the month/unit to measure student mastery.

NA - Not Applicable

NO - Not Observed

Students ask higher order thinking questions.

4- Always: Students always ask high order thinking questions.

3- Mostly: Most of the time students ask high order thinking questions.

2- Seldom: Students seldom ask high order thinking questions.

1- Never: Students never ask high order thinking questions.

NA - Not Applicable

NO - Not Observed

Lessons have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities, and a time for reflection and closure.

4- Always: Lesson always have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.

3- Mostly: Most lessons have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.

2- Seldom: Lessons seldom ever have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.

1- Never: Lessons never have a clear structure which includes the activation of prior knowledge, new information, student practice opportunities and a time for reflection and closure.

NA - Not Applicable

NO - Not Observed

Teacher purposefully and effectively matches teaching strategies to the teaching objective to maximize successful outcomes.

4- Always: Teacher always purposefully and effectively matches teaching strategies to the teaching objectives to maximize successful outcomes.

3- Mostly: Most of the time the teacher purposefully and effectively matches the key components of teaching in order to maximize successful outcomes.

2- Seldom: Teacher seldom matches teaching strategies and objectives in a purposeful and effective way.

1- Never: Teacher never matches reaching strategies and objectives in a purposeful and effective way.

NA - Not Applicable

NO - Not Observed