

**2009-  
2010**

Ann Arbor Public Schools

Supervision & Evaluation  
Study Committee

Supervision & Evaluation  
Committee Members:

# **[AAPS SUPERVISION – EVALUATION MODEL: DRAFT 2009-2010]**

This draft supervision & evaluation model has been developed collaboratively by members of the Ann Arbor Public Schools Supervision & Evaluation Study Committee, comprised of teachers, administrators, and central office personnel. It is presented as a draft to guide practice and learning as AAPS works to adopt a supervision & evaluation model that promotes professional growth and ensures that every child has a highly skilled teacher.

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## **Purpose of Teacher Supervision and Evaluation in the Ann Arbor Public Schools**

The Ann Arbor Public School agreement with the Ann Arbor Educators' Association articulates the following purpose for teacher supervision and evaluation.

“The primary purpose of evaluation is oriented toward the development, maintenance, and retention of a highly qualified, competent and professional staff...” (Ann Arbor Negotiated Agreement)

The authors of the agreement recognize that teacher supervision and evaluation in the Ann Arbor Public School District has as its primary purpose the improvement of student learning and teaching. For student learning and teaching to improve, a professional culture must exist in which teachers are engaged in activities designed to improve teaching practice, pedagogy, and content knowledge to advance student achievement and close the achievement gap. These activities need to be aligned with the strategic plan, build upon areas of strengths, and improve identified areas for growth. It is an intended outcome of this model to create and sustain such a culture in all Ann Arbor Schools.

### Standards-Based Criteria to Assess Professional Practice

The Ann Arbor model uses the *Framework for Teaching* (Danielson, ASCD, 2007) as criteria against which effective teaching will be assessed and professional goals developed. The *Framework for Teaching* and its respective Descriptors of Practice with Levels of Performance is identified as a research-based set of criteria for teaching practice. The use of such criteria ensures that assessments of teacher practice are based upon valid criteria that has been shown to improve student achievement.

### Formative and Summative Aspects

The model promotes both formative and summative assessment of teachers' practice. The formative assessment component of the model promotes professional growth through teacher self-assessment, goal setting, and ongoing improvement through the development and implementation of a Professional Growth Plan (PGP). The summative assessment component of the model uses classroom observations, teacher conferences with the supervising administrator, and a yearly evaluation of the attainment of individual goals to document professional growth and effective teaching practice.

The objective of the formative assessment is to improve professional practice. This is best achieved when learners take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon the selected standards of teaching practice.

The objective of the summative assessment is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides

public assurance of teaching effectiveness, and provides evidence-based judgments about professional practice that can be used to determine tenure, recognize excellence, and determine suitability for continued employment. [Note: the administrators suggested that this language be reviewed to ensure that it complies with state legislation / statute language.]

### Differentiated Model of Supervision and Evaluation

In accordance with the negotiated agreement between the Ann Arbor Public Schools and the Ann Arbor Educators' Association, the model recognizes and differentiates observations procedures and practices for probationary (non-tenured), tenured professional staff, and staff identified in need of intensive supervision. Procedures developed are intended to follow the intent and timelines of negotiated agreements and state statutes.

### Intensive Supervision

Teachers whose practice is determined to be unsatisfactory or in need of immediate improvement by their supervising administrator will be placed on a plan of intensive supervision. When placed on an intensive supervision plan they will work with their administrator to develop an Individual Development Plan (IDP). The IDP will detail areas in which their practice must improve, and will describe specific actions that must be taken to document growth and professional competence. Processes used in the IDP will follow those procedures detailed in the negotiated agreement. *(cite / reference the article of the negotiated agreement)*

On the following pages, you will find a narrative of the evaluation cycle and appendices that include important definitions, timelines and all forms for completing the evaluation cycle.

## **Observation Cycles for Probationary (Non-tenured) and Tenured Professional Staff**

### Observation of Probationary (non-tenured) Professional Staff

Probationary (non-tenured) professional staff will participate in two complete *evaluation cycles* (consisting of four observations cycles) each year of probationary status. Probationary status will last for four years upon being hired by the district.

During each evaluation cycle, two classroom observations will be completed. Each observation will consist of a pre-observation conference, classroom observation of practice, and a post-observation conference. An evaluation report will be filed at the completion of two observations (one evaluation cycle). There will be a minimum of 4 observations completed during the two evaluation cycles.

NOTE: the observation cycle as explained does not prohibit administrators / evaluators from conducting informal observations in accordance with article 4.612.4 of the negotiated agreement.

To prepare for the pre-observation conference, teachers will submit a lesson plan containing information aligned with the *Framework for Teaching* components and elements, demonstrating their knowledge and competencies relative to lesson preparation and planning. Administrators / evaluators will facilitate a pre-conference following an established agenda to ensure all teachers have equitable opportunities to discuss and explain instructional planning, intended delivery of instruction and assessment, and knowledge of students. The agenda is provided to help teachers prepare for the pre-observation conference. At the conclusion of the pre-observation conference the evaluator and teacher will establish times and schedules for the classroom observations.

The classroom observation will be completed by the evaluator, during which he/she will observe practice, collect objective evidence of practice, and align the evidence to specific components and elements of the *Framework for Teaching*. The evaluator may identify questions to discuss with the teacher during the post-observation conference. Within two days following the classroom observation the evaluator will share the evidence collection with the teacher and schedule a post-observation conference to be held within ~~ten~~ two (2) school days of the classroom observation.

The post-observation conference will be facilitated by the evaluator and will follow an established agenda. Reflection questions are provided to assist teachers in preparing for the post-observation conference, as well as the agenda for the post-conference. During the post-conference the teacher will discuss his/her reflection on the lesson's effectiveness and student learning, and the evaluator will seek answers to any questions that were identified during the observation. The teacher and evaluator will review the collected evidence of the teacher's practice together, and align the evidence with the *Framework for Teaching* rubrics by highlighting descriptors from the rubric that best fit the evidence collected. (The teacher and evaluator may do this individually, and then compare alignment, or this may be done collaboratively). They will work to reach agreement on the evidence and level of performance to be used in the observation report, with the evaluator having final determination of the level of

performance. The evidence and level of performance will be used to discuss areas of teaching strength and areas for future growth.

Following the second post-observation conference the evaluator will prepare the formal Evaluation Report which will be submitted to the teacher for signature and comments, and filed in accordance with AAPS district procedures.

*Observation timelines for probationary (non-tenured) professional staff*

- Last Friday in September Notification of observation
- Second Friday in October Completed meeting to review process and procedures
- Second Monday in December First formal evaluation cycle completed; consisting of two observations, each with a pre-observation conference, classroom observation, and post-observation conference.
  - Formal evaluation report will be signed by the administrator and teacher and filed at the conclusion of the second observation.\*
- First Monday in April Second formal evaluation cycle completed; consisting of two observations, each with a pre-observation conference, classroom observation, and post-observation conference.
  - Formal evaluation report will be signed by the administrator and teacher and filed at the conclusion of the second observation.

*Professional Growth Plan for probationary (non-tenured) staff.* Throughout the probationary period of employment all probationary staff members will participate in a Professional Growth Plan (PGP) which is explained in a following section of this model. Developing and implementing a PGP involves completing a self-assessment of practice using the FfT criteria, meeting with the supervising administrator to review evidence and possible areas of growth identified through observations, and developing goals and a growth plan to guide improvement of teaching practice. Probationary staff members will receive support and assistance in this process from AAPS instructional mentors and coaches.

\*Exception: during the third and fourth year of probation the supervising administrator and probationary teacher can decide not to file a written report after completing the first two evaluations (one evaluation cycle). If decided, a formal evaluation report will only be completed after the second observation. NOTE: If the supervising administrator and teacher decide not to submit a formal evaluation report after the first two evaluations, and waiver must be signed by the teacher and administrator as required in the negotiated agreement.

Observation of Tenured - Professional Staff

Tenured professional staff will participate in one complete *evaluation cycle* (consisting of two observation cycles) during every third year of employment with the Ann Arbor Public Schools.

During each evaluation cycle, two classroom observations will be completed. Each observation will consist of a pre-observation conference, classroom observation of practice, and a post-observation conference. An evaluation report will be filed at the completion of two observations

(one evaluation cycle). There will be a minimum of 4 observations completed during the two evaluation cycles.

NOTE: the observation cycle as explained does not prohibit administrators / evaluators from conducting informal observations in accordance with article 4.612.4 or the negotiated agreement.

To prepare for the pre-observation conference, teachers will submit a lesson plan containing information aligned with the *Framework for Teaching* components and elements, demonstrating their knowledge and competencies relative to lesson preparation and planning. Administrators / evaluators will facilitate a pre-conference following an established agenda to ensure all teachers have equitable opportunities to discuss and explain instructional planning, intended delivery of instruction and assessment, and knowledge of students. The agenda is provided to help teachers prepare for the pre-observation conference. At the conclusion of the pre-observation conference the evaluator and teacher will establish times and schedules for the classroom observations.

The classroom observation will be completed by the evaluator, during which he/she will observe practice, collect objective evidence of practice, and align the evidence to specific components and elements of the *Framework for Teaching*. The evaluator may identify questions to discuss with the teacher during the post-observation conference. Within two days following the classroom observation the evaluator will share the evidence collection with the teacher and schedule a post-observation conference to be held within **two (2) school days of the classroom observation.**

The post-observation conference will be facilitated by the evaluator and will follow an established agenda. Reflection questions are provided to assist teachers in preparing for the post-observation conference, as well as the agenda for the post-conference. During the post-conference the teacher will discuss his/her reflection on the lesson's effectiveness and student learning, and the evaluator will seek answers to any questions that were identified during the observation. The teacher and evaluator will review the collected evidence of the teacher's practice together, and align the evidence with the *Framework for Teaching* rubrics by highlighting descriptors from the rubric that best fit the evidence collected. (The teacher and evaluator may do this individually, and then compare alignment, or this may be done collaboratively). They will work to reach agreement on the evidence and level of performance to be used in the observation report, with the evaluator having final determination of the level of performance. The evidence and level of performance will be used to discuss areas of teaching strength and areas for future growth.

Following the post-observation conference the evaluator will prepare the Evaluation Report which will be submitted to the teacher for signature and comments, and filed in accordance with AAPS district procedures.

*Observation timelines for tenured professional staff*

- Last Friday in September Notification of observation
- Second Friday in October Completed meeting to review process and procedures
- Second Friday in December First formal observation completed; including pre-observation conference, classroom observation, and post-observations conference.

- Teachers choosing option 2 of the teacher evaluation must have the first formal observation completed by the first Friday in December
- First Monday in June                      Second formal observation cycle completed; including pre-observation conference, classroom observation, and post-observation conference.
  - Formal evaluation report is signed by the administrator and teacher and filed at the conclusion of the second observation.
  - Teachers choosing Option 2 must have all Professional Growth Plans completed by the first Monday in June.

If the administrator and teacher mutually agree to select option 2 for the third year of the evaluation cycle, they will follow the Option 2 guidelines as detailed in the master agreement after one formal evaluation cycle has been completed (two observations).

*Professional Growth Plan for professional (tenured) staff.* Throughout the tenured period of employment all staff members will participate in a Professional Growth Plan (PGP) which is explained in a following section of this model. Professional staff will self-assess practice and develop a PGP during the two non-evaluation years of the three year cycle. During the evaluation year of the cycle the professional staff member will complete a brief summary of his/her PGP reflecting on how participating in the plan addressed the professional development goals, and the learning that occurred during the process. Developing and implementing a PGP involves completing a self-assessment of practice using the FfT criteria, meeting with the supervising administrator to review evidence and possible areas of growth identified through observations, and developing goals and a growth plan to guide improvement of teaching practice.



## **Professional Growth through Self-Assessment and Reflection**

The authors of this model acknowledged that self-assessment and individual reflection upon practice is essential to promote professional growth and improvement in teachers' professional practice.

Reflective practices are embedded within the observation cycle in the following manner:

- Teachers are asked to plan and prepare instruction based upon a sequence of learning
- Following a classroom observation teachers are asked to reflect upon the lesson, to self-assess the degree to which the instruction helped achieve the instructional outcomes, and to identify areas in which the instruction could be enhanced for future lessons
- Teachers and administrator / evaluators collaborate in the review of evidence and in determining the levels of performance for teacher practice, promoting a high level of both self-assessment of professional practice and reflection.

In addition to practices that promote professional growth through self-assessment and reflection embedded within the observation cycles, specific opportunities for structured professional growth are established within this model.

### Professional Growth for Probationary (non-tenured) Professional Staff

During each year of probationary status as a teacher in the Ann Arbor Public School District, teachers will participate in the development and implementation of a Professional Growth Plan (PGP).

The goals of the PGP on which the probationary teacher will focus will be identified collaboratively by the administrator / evaluator during the formal observation cycles, and through the completion of a self-assessment of practice by the probationary teacher. As part of the post-observation conference, teachers and administrators will identify areas of strength in the teacher's practice, and areas for growth. Teachers will focus on areas of growth in the development of their PGP.

For each area of growth, the teacher and administrator / evaluator will identify the *Framework for Teaching* Component and Element that relates to the area of growth, and will use the descriptors of practice to describe the characteristics of improvement desired, and to establish measurable and achievable goals.

### *Timeline for completion of Professional Growth Plans for Probationary Teachers*

- Second Friday in October      Probationary teachers complete a self-assess of practice using the FFT criteria
  - Probationary teacher participates in the first evaluation cycle
- Last Friday in January      Teachers will complete their initial PGP with their supervising administrator

- Third Friday in May Teachers will complete their PGP with their supervising administrator to be applied in the following year of probationary status

Professional Growth for Tenured Professional Staff

During the years of teaching when tenured professional staff do not participate in a formal evaluation cycle (two years of the three year cycle) tenured professional teachers in the Ann Arbor Public School District will participate in the development and implementation of an Professional Growth Plan (PGP) that focuses on areas they identify and select for professional growth.

The areas of professional growth on which the teacher will focus on areas of growth identified through a self-assessment of practice using the FfT criteria, and may also include areas of growth identified collaboratively by the administrator / evaluator during the formal observation cycles. Teachers with professional tenured status are encouraged to identify their own areas for improvement, and to develop a PGP individually or with colleagues to promote a professional culture of collaboration and improvement.

For each area of growth the teacher identifies, he/she will align it with the *Framework for Teaching* Component and Element, and will use the descriptors of practice to describe the characteristics of improvement desired, and to establish measurable and achievable goals. At the conclusion of each year the teacher will complete a summary of the activities in which he/she participated to improve in the selected areas, and will complete a brief reflection on his/her learning. A final reflective summary will be presented and discussed with the teacher's supervising administrator during the evaluation year of the three year cycle.

*Timeline for completion of Professional Growth Plans for Tenured Teachers (non-evaluation years of the three year cycle)*

- Second Friday in October Tenured teachers complete a self-assess of practice using the FFT criteria
- Last Friday in November Tenured teachers will complete their PGP and submit the plan to their supervising administrator for approval
- Third Friday in May Tenured teachers will provide their administrator with a report indicating how they attained the professional growth goals in the PGP.
- *Third year of the cycle* Tenured teachers summarize and discuss their professional growth and achievement of goals with their administrator as part of the evaluation cycle.

### Intensive Supervision and Intervention

Article 4.612.4 of the negotiated agreement provides administrators with the responsibility of provided intensive supervision and intervention to staff members whose practice has been identified as less than satisfactory. Any tenured staff member whose practice is less than satisfactory will be placed on an Individual Development Plan (IDP). The plan will specify what the teacher must do to improve practice immediately, timelines to meet improvement goals, and how improvements in practice will be monitored and evaluated.

Teachers placed on an IDP by the administrator will follow all requirements stated in article 4.612.4 of the negotiated agreement.

### **Adherence to the Negotiated Agreement between Ann Arbor Public Schools and the Ann Arbor Educators' Association**

The components and processes in this model are meant to align with the established negotiated agreements between the district and teachers' association, and acknowledge specific obligations of both parties in accordance with specific articles of the agreement, especially those referencing articles 4.600 and sub-articles within this section of the agreement.

## **Appendices**

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## **Procedures for the development of a Professional Growth Plan for Probationary and Tenured Professional Staff**

### Step One: Completing and Self-Assessment of Practice

The first step in the development of a Professional Growth Plan (PGP) is the completion of a self-assessment of practice using the criteria in the *Framework for Teaching* (FFT) (Danielson, 2007). Tenured and probationary teachers will review the criteria of the FFT, and using evidence of their practice, will self-assess their practice to identify areas in which professional growth would improve practice.

Probationary teachers (non-tenured) will be supported in this process by their mentors, coaches, and administrators. While they complete their self-assessment and develop their PGP goals, they will meet with their administrator during the first observation. The administrator will share observation evidence with the probationary teacher to assist the teacher with goal development.

### Developing Goals for Improvement

After the teacher completes the self-assessment of practice, s/he will develop no more than two goals for professional growth. The goals will be aligned with the FFT indicating the domain, component, and element on which the teacher's professional development and growth will focus.

### Developing a Plan of Action to Achieve the Goal

Once professional goals are developed, the teacher will develop a plan of action to achieve the goal, including methods to measure progress. Probationary teachers will be assisted in this process by mentors, coaches, and their administrators.

## Goal Setting Guidelines for Professional and Probationary Teachers

### Objective

The objective of the formative aspect is to improve professional practice. To achieve this objective, learners require ownership of the learning goals, established by thoughtful self-assessment, personal reflection on teaching practices, and specific feedback based upon standards of teaching practice.

### Overview

Teachers and administrators will identify and agree upon professional growth goals which align with the *Framework for Teaching* (FFT) Domains of Professional Practice. Teachers will self assess their practice utilizing the FFT Domain Rubrics and review feedback and data received from previous observations where applicable. Goals will then be developed related to areas of growth they've identified from the self-assessment and the observation feedback.

Domain 1: Planning and Preparation

Domain 3: Instruction

Domain 2: The Classroom Environment

Domain 4: Professional Responsibilities

### Procedures

1. *Self assessment and goal setting:* Teachers will self assess their practice using the FFT and evidence from evaluations ongoing, or completed in previous years. From this information, teachers will identify professional growth goals and develop a professional growth plan to achieve those goals in the current year.
2. *Agreement of goals and professional growth activities:* The teacher and supervising administrator will discuss options for professional growth related to the selected Components, and will agree upon the final goals and growth activities.
3. *Developing a professional growth plan:* Once approved, teachers will develop a professional growth plan and measurement methods to be implemented during the school year, and present the plan to their supervising administrator for approval.
4. *Completing and reflecting upon goals:* Teachers may collect and present artifacts which document growth in the selected areas. Observation evidence gathered by the administrator can also be used to determine the degree to which the teacher attained the goals.
  1. *Reviewing progress toward meeting the goals:* The professional growth plan and progress made to attain the goals will be reviewed during the Summative Evaluation conference.

**Professional Growth Plan**

**Goals Goal-Setting Form** (*duplicate for each goal*)

**Teacher's Name** \_\_\_\_\_ **School:** \_\_\_\_\_

**Grade/Subject Taught:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervising Administrator:** \_\_\_\_\_

**Goal-setting process**

- Use the *Framework for Teaching* Descriptors of Practice, Component Level to complete a self-assessment of your teaching practice.
- Review any relative data and feedback available
- Identify areas of practice for professional growth within the FFT you and your administrator have agreed to as areas of focus. It is recommended that teachers select no more than two goals to address in a school year.
- Complete this form to indicate the domain(s) and component(s) selected for growth, and provide information describing how you will improve in the selected areas, and how you will measure / document growth.
- Use this form to refine goals and to develop professional growth plans.

**Goal:**

Domain: \_\_\_\_\_ Component(s) \_\_\_\_\_ Element(s) \_\_\_\_\_

Rationale for selecting this goal:

Steps to achieve the goal:

Method(s)/procedure(s) for gathering evidence:

How will you measure progress?

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Signature of Teacher:

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Date:

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Signature of Administrator:

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Date:



**PROFESSIONAL GROWTH PLAN (PGP)  
SUMMARY OF PROFESSIONAL GROWTH AND LEARNING**

Teacher's Name \_\_\_\_\_

School: \_\_\_\_\_

Grade/Subject Taught: \_\_\_\_\_

Date: \_\_\_\_\_

**Goal: (Component and Element of FfT) Complete for each goal.**

Provide a brief summary explaining the degree to which you attained your professional growth goal. Consider the following questions to construct your summary.

- *Did you have to adjust any aspect of your plan? Did any steps change?*
- *What did you learn from the evidence you collected to assess your progress?*
- *How has your instructional practice changed as a result of the learning that you gained?*
- *How will this experience influence your teaching or future improvement goals?*

Teacher signature \_\_\_\_\_

Date \_\_\_\_\_

### Pre-observation Conference Agenda

Teacher's Name: \_\_\_\_\_ Grade Level/Subject Taught: \_\_\_\_\_  
Supervising Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

#### Agenda and Meeting Notes

##### Instructional Outcomes

What instructional objectives and learning outcomes are the focus of this lesson? (Planning and Preparation, 1c)

Discuss / review the district, state standards, frameworks, and assessment benchmarks that are incorporated in this lesson. (Planning and Preparation 1c)

What do you want students to learn?

How will they demonstrate that they've learned it? (Planning and Preparation 1f)

How does the lesson fit into a sequence of learning? (pre-requisite / post requisite requirements) (Planning and preparation 1c)

How do you plan to engage students in the content? What will you do? What will the students do? (1C, 3D)

How will you plan to ensure that all students, including students of color, special need students, low SES, ELL or other students identified in lower achievement groups or exceptional students, were engaged in the lesson? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning)

What difficulties do students typically experience in this area and how do you plan to address this? (1A, 2B, 2C)

Discuss the assessment you will use. (Planning and Preparation 1f)  
Pre & post assessments / formative & summative assessments

How do you plan to make use of the results of the assessment? (1A, 1B,2C)  
Knowledge of Students (1b: Knowledge of Students)

- *Unique class or student characteristics / demographics*
- *Special needs consideration / class accommodations / ELL*
- *Any special considerations / information that an observer should know about*
- *Resources used in the class (school support personnel, community resources, etc.)*
- *How do your class instructional methods address / accommodate any unique student needs or challenges?*

### **Schedule date / time for the class observation**

*Observation date:* \_\_\_\_\_ *Time:* \_\_\_\_\_

### **Designing Coherent Instruction – Review of the Lesson Plan**

Discussion: Lesson to be observed (1a: knowledge of Content/Pedagogy; 1c: Setting Instructional Outcomes; 1e: Designing Coherent Instruction; 1f: Designing Student Assessments)

- *General discussion of curriculum unit & lesson to be observed.*
- *Standards being addressed, instructional goals, methods to be employed, assessment methods*
- *If prepared, the lesson plan can be reviewed. If not, the lesson plan will be available by*  
\_\_\_\_\_.

## Post-observation Conference

Teacher's Name: \_\_\_\_\_ Grade Level/Subject Taught: \_\_\_\_\_

Supervising Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

### Agenda and Meeting Notes

Review / discuss reflection questions (4a: Reflecting on Teaching)

- *Teacher will have the reflection form and evidence to review prior to the conference*
- *Lesson plans and lesson artifacts (materials, assessments, etc.) may be presented by the teacher*

Discuss evidence that shows how the students were cognitively engaged in the work. What level of engagement is suggested from the analysis of the evidence? (3b: Questioning and Discussion Techniques, 3c: Engaging Students in Learning, 3d: Assessing Student Learning)

Discuss steps taken by the teacher to ensure that all students, including students of color, special need students, low SES, ELL or other students identified in lower achievement groups or exceptional students, were engaged in the lesson. (3b: Questioning, 3c: Engaging Students in Learning, 3d: Assessing Student Learning)

Review / discuss evidence collected in the lesson and collaboratively identify levels of performance for the observed lesson.

Review / discuss areas for growth and any applicable recommendations (This may be in reference to the PGP)

*Discussion*

- *What strategies might help the teacher achieve his/her goals?*
- *What strengths were observed in the lesson that present opportunities for additional growth?*
- *What resources or supports would help students achieve or support the teacher's work?*

Other:

## Reflection Questions (for teacher)

**Teacher Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

As you reflect on the lesson, were the students cognitively engaged in the work? How do you know? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning)

How did you ensure that all students, including students of color, special need students, low SES, ELL or other students identified in lower achievement groups or exceptional students, were engaged in the lesson? (4a: Reflecting on Teaching; 3c: Engaging Students in Learning)

Did the students learn what you expected them to learn? How do you know? If you do not know at this point, when will you know, and what will be evidence of their learning? (1c: Selecting Instructional Goals; 1f: Designing Student Assessments)

How did the instructional strategies you chose support student learning? How do you know? (1e: Designing Coherent Instruction)

What have you done to promote a culture for learning in your classroom? (2b: Culture for Learning)

Did you alter your lesson plan or adjust your outcomes as you taught the lesson? If so how, and for what reason? (3d: Using Assessment in Instruction; 3e: Demonstrating Flexibility & Responsiveness)

If you had the opportunity to teach this lesson again to the same group of students, what would you do differently? (4a: Reflecting on Teaching)

Are there other thoughts about the lesson that you would like to share?

## Lesson Planning Template

**Teacher name** \_\_\_\_\_ **Grade Level** \_\_\_\_\_

**Class to be observed** \_\_\_\_\_ **Date / Time of observation** \_\_\_\_\_

Describe any unique characteristics of the class, and the students in the class, to be observed. (1b:

Knowledge of students)

*Consider the following:*

- *Unique class or student characteristics / demographics*
- *Special needs consideration / class accommodations / ELL*
- *Any special considerations / information that an observer should know about*
- *Resources used in the class (school support personnel, community resources, etc.)*

State your instructional goals and objectives for this lesson. (1c: Selecting instructional outcomes). What do you expect students to learn, and how will they demonstrate their learning? Consider how your selected goals and plan will engage students cognitively and build understanding.

Outline [provide an outline] your instructional plan. (1e: Designing coherent instruction) How will you facilitate learning that engages the students cognitively throughout the lesson?

Describe your use of instructional groups to facilitate learning. (1e: Designing coherent instruction)

Materials / resources you will use in this lesson. (1e: Designing coherent instruction)

Assessment for and of learning. (1f: Designing assessments of learning) How will you assess student learning throughout the lesson (formative)? Describe any summative assessments to be used if applicable.

**Probationary Teacher Timeline**  
**Observation / Evaluation and Professional Growth Plan**

By last Friday in September	Notification of evaluation
By second Friday in October	Complete self-assessment using FFT Meeting regarding process and procedures. Review PGP with supervising administrator
By Second Monday in December	Complete first evaluation cycle
By last Friday in January	Develop initial PGP for first year Probationary teachers; administrator approval
Between first Monday in November and first Friday in February	PGP review for other (non first year) probationary teachers
By First Monday in April	Complete second evaluation cycle
By third Friday in May	PGP completed for following year with administrator approval

- \* Observations may not take place during first two weeks or last two weeks.
- \* Evaluations must be reviewed with the staff person within 10 days of last observation or agreed to end date.

## Tenure Teacher Timeline

### Observation / Evaluation and Professional Growth Plan

By last Friday in September	Notification of evaluation
By second Friday in October	Meeting regarding process/procedures (individual or group) inform of process options information on how to make option decisions
<i>By second Friday in October (non-evaluation years)</i>	Tenured teachers complete self-assessment using FFT  Review PGP with supervision administrator
By last Friday in November (non-evaluation years)	PGP approved by administrator
By first Friday in December**	Decision on option  Option #2 may be utilized if there is mutual agreement between the teacher and the evaluating administrator. If no agreement exists, option #1 will be used for evaluation.  Option #1 per current contract
By second Friday in January	Develop plan if Option #2 description of Plan goals and objectives of Plan indicators of Success of Plan Implement plan  IDP due for any tenured teacher with unsatisfactory evaluation
By first Monday in February	Option 2 Checkpoint #1 (with an option to return to Option 1)



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By first Monday in April

Option 2 Checkpoint #2

By third Friday in May

Complete evaluation cycle (pre-conference, observation, post-observation conference) and review of PGP goals and progress over past two year cycle – Identify PGP goals for following year  
If there are any “unsatisfactory” ratings or more than 2 “below expectations” ratings – assigned to IDP

*By third Friday in May (non-evaluation years)*

Provide administrator with summary report indicating how the PGP goals were achieved and preliminary goals for the following year.

By First Monday in June

Complete evaluation cycle (pre conference observation, post-observation conference) for all others

Complete Option 2

By second Monday in June

Complete improvement IDP for tenured staff with any “unsatisfactory” or more than 2 “below expectations”

\* Observations may not take place during first two weeks or last two weeks.

\* There must be three weeks between observations unless by mutual agreement.

\* Evaluations must be reviewed with staff person within 10 days of last observation or agreed to end date.

\*\* The first round of the pre observation conference/observation/post observation conference is to be completed by this date.

## Operational Definitions

**Enhancing Professional Practice: A Framework for Teaching** – Text written by Charlotte Danielson. This book contains the standards-based criteria on which the AAPS evaluation model is based. Cited in the evaluation model as the Framework for Teaching. Published by ASCD, 2007.

- **Descriptors of Practice** - Descriptions of professional practice for each domain of the FFT, which includes levels of performance on a continuum from unsatisfactory to distinguished.
- **Domains** - the four domains of the FFT; Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **Components** - criteria within the domains which identify professional practices within a specific domain of the FFT.
- **Elements** - criteria within the components that provide isolated characteristics of teaching within a specific component with descriptors of practice.

**Evaluation Cycle** – One complete cycle of the evaluation process, consisting of two observation cycles followed by an evaluation report signed by the teacher and administrator. Each observation cycle consist of a pre-observation conference, observation, and post-observation conference.

**Evidence** – Evidence observed, collected or provided during the evaluation cycle which can be used to determine the level of performance on the descriptors of practice. Evidence is objective, free of opinion or bias, and consists of actions and statements of teachers and students, observable features of the classroom, quantifiable data (e.g. amount of time spent during a lesson warm-up, number of students with raised hands, etc), and artifacts representing a teacher's practice (e.g. lesson plan, instructional materials, student work, etc).

## Forms

- **Administrator Forms**
  - **Descriptors of Practice (Element Level Rubrics)** Observation evidence forms – The Descriptors of Practice (two forms at the Component Level and Element Level) are used for observation / evidence gathering by administrators to observe practice, collect evidence and interpret teacher levels of performance.
  - **Pre-Observation Conference Agenda (form)** – An administrative agenda and form used to record and document discussion held during the pre-observation conference.
  - **Post-Observation Conference Agenda (form)** - An administrative agenda and form used to record and document discussion held during the post-observation conference.
  - **Summative Evaluation Conference Notes (form)** - An administrative agenda and form used to record and document discussions held during the summative evaluation conference.

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- **Evaluation Master Report** – Administrative form on which the evaluator summarizes all components of the evaluation cycle provided by the Department of Human Relations.
- **Teacher Forms**
  - **Goal Setting Procedures** - Procedures to guide teachers in the development of professional growth goals.
  - **Professional Growth Plan** (form) - Teachers document their goals and measurement criteria on this form, which is reviewed with the evaluator during the observation conferences.
  - **Professional Growth Plan Summary Report** (form) – Teacher form used to summarize how they attained the goals in their Professional Growth Plan.
  - **Descriptors of Practice (Element Level)** - The Descriptors of Practice (Element Level) will be used by the teacher for self-assessment prior to the goal planning conference.
  - **Lesson Plan Template** (form) - Form used by teachers to provide information about the lesson that will be observed in any of the three observations (diagnostic observations, first and second formal observations). Schools may provide their own lesson planning form for this purpose.
  - **Reflection on the Lesson** (form) - Used by teachers after the formal observations to prepare for and share with the evaluator during the post-observation conference, and to document evidence of reflective practice.

**Formal Observation** – Pre-scheduled observations of a teacher’s practice, including pre-observation and post-observation conferences, and at least 30 minutes of classroom observation.

**Formative Assessment** – The process of assessing and providing feedback to promote personal reflection, improve professional practice, and to facilitate goal setting for the purpose of professional growth,

**Individual Development Plan (IDP)** – A plan of intensive assistance on which teachers received unsatisfactory performance ratings are placed. The IDP specifies action that must be taken to improve teaching practice, and specific timelines for improvement to be documented.

**Non-tenured teachers** – Probationary teachers who have not yet attained tenured status.

**Pre-Observation Conference** – A conference with the teacher and administrator prior to any formal observation for the purpose of reviewing information regarding the lesson to be observed.

**Post-Observation Conference** – A conference with the teacher and administrator after each formal observation for the purpose of providing feedback to the teacher and gathering additional information as necessary.

**Probationary Teachers** – Teachers who have not yet attained tenured status. Probationary teachers usually remain on probationary status for a period of four years.

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**Professional Growth Goals** – Improvement goals for the evaluation cycle developed by the teacher and approved by the administrator.

**Professional Growth Plan (PGP)** – A plan developed by the teacher after completing a self-assessment of practice. The plan contains goals for professional growth, steps the teacher will take to attain the goals, and processes to be used to assess the attainment of the goals.

**Reflection** – The thoughtful analysis of the various aspects of teaching, with subsequent ideas on how to further improve professional practice. A teacher’s written reflection should be specific to his/her professional growth goals and considered against the criteria from the Framework for Teaching.

**Roles and Responsibilities** – Teacher and Administrator responsibilities in the supervision and evaluation process.

**Rubric** – A scoring guide that includes criteria and performance descriptors at different levels. In the AAPS Teacher Evaluation Process, rubrics from the Framework for Teaching will be used to assess attainment of stated professional goals in the teacher’s professional development plan, and to assess classroom performance during formal and informal observations.

**Self- Assessment** – A comprehensive assessment of practice completed by the FIRST teacher which assesses the teacher’s level of practice as described by the criteria of the Framework for Teaching. The FIRST teacher will use the observation evidence form to complete the self-assessment.

**Summative Evaluation** – A document written by the administrator that includes a description of performance based on the criteria from the Framework for Teaching and a summary of professional growth and development as evidenced by progress towards, or attainment of established professional development goals. The summative evaluation will be written at the conclusion of the evaluation cycle for both non-tenured and tenured teachers.

**Tenured Teacher** – Any AAPS teacher holding a Professional Educator license and granted tenured status.

**INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN – ANN ARBOR PUBLIC SCHOOLS**

Name \_\_\_\_\_ School Year \_\_\_\_\_ Date of Plan \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Assignment \_\_\_\_\_

Others Contributing to Development of the Plan:	Date:	Nature of Contact:	Status: (Check One)
			<input type="checkbox"/> Probationary Year 1
			<input type="checkbox"/> Probationary Year 2
			<input type="checkbox"/> Probationary Year 3
			<input type="checkbox"/> Probationary Year 4
			<input type="checkbox"/> Tenured
			<input type="checkbox"/> Post-Probationary
			<input type="checkbox"/> Non Tenured

The Individualized Development Plan provides a framework for the development of essential teacher competencies focused on assuring student success and achievement. The format of the plan is intended to promote collaboration between teacher and supervisor, promote reflection regarding one's teaching skills, and identify areas for teacher growth and improvement.

- The areas of teacher performance include:
- Domain 1: Planning and Preparation
  - Domain 2: Classroom Environment
  - Domain 3: Instruction
  - Domain 4: Professional Responsibilities

Goals are to be stated in behavioral terms. What skills will the teacher enhance or develop in order to increase student achievement?

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IDP Type:

Developmental  
(Probationary)

Improvement  
(Tenured teacher with  
required IDP)

Enhancement  
(Tenured teacher with  
satisfactory evaluation)

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GOALS / FFT COMPONENT & ELEMENT	OBJECTIVES	MEASURES and/or EVIDENCE	SUGGESTED RESOURCES

Completion date (for improvement IDP only) \_\_\_\_\_

GOALS / FFT COMPONENT & ELEMENT	OBJECTIVES	MEASURES and/or EVIDENCE	SUGGESTED RESOURCES

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Completion date (for improvement IDP only) \_\_\_\_\_

GOALS / FFT COMPONENT & ELEMENT	OBJECTIVES	MEASURES and/or EVIDENCE	SUGGESTED RESOURCES

Completion date (for improvement IDP only) \_\_\_\_\_

GOALS / FFT COMPONENT & ELEMENT	OBJECTIVES	MEASURES and/or EVIDENCE	SUGGESTED RESOURCES



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Completion date (for improvement IDP only) \_\_\_\_\_

In addition to listing activities, please cite specific examples of how student learning has/will be enhanced by your efforts this year.

This IDP is supported by related activities in the Personal Development Plan (PDP).

_____ <i>Signature of Teacher</i>	_____ <i>Date</i>
_____ <i>Signature of Supervisor</i>	_____ <i>Date</i>
_____ <i>Signature of Contributor</i>	_____ <i>Date</i>
_____ <i>Signature of Contributor</i>	_____ <i>Date</i>

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## Domain 1: Planning and Preparation

### Component 1a: Demonstrating Knowledge of Content and Pedagogy

*Elements: Knowledge of Content and the Structure of the Discipline, Knowledge of Prerequisite Relationships, Knowledge of Content-Related Pedagogy*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Knowledge of Content and the Structure of the Discipline</i>	In planning and practice, teacher makes content errors, or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline, but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
<i>Knowledge of Prerequisite Relationships</i>	Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Teacher’s plans and practices reflect understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
<i>Knowledge of Content-Related Pedagogy</i>	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher’s plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

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### Domain 1: Planning and Preparation

#### Component 1b: Demonstrating Knowledge of Students

*Elements: Knowledge of Child and Adolescent Development; Knowledge of the Learning Process; Knowledge of Students’ Skills, Knowledge, and Language Proficiency; Knowledge of Students’ Interests and Cultural Heritage; Knowledge of Students’ Special Needs*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Knowledge of Child and Adolescent Development</i>	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group, and exceptions to the general patterns, teacher displays knowledge of the extent to which individual students follow the general patterns.
<i>Knowledge of the Learning Process</i>	Teacher sees no value in understanding how students learn, and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher’s knowledge of how students learn is accurate and current. Teacher applies this knowledge to the class as a whole and to groups of students.	Teacher displays extensive and subtle understanding of how students learn, and applies this knowledge to individual students.
<i>Knowledge of Students’ Skills, Knowledge, and Language Proficiency</i>	Teacher displays little or no knowledge of students’ skills, knowledge, and language proficiency, does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency, but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students’ skills, knowledge, and language proficiency, and displays this knowledge for groups of students.	Teacher displays understanding of individual students’ skills, knowledge, and language proficiency, and has a strategy for maintaining such information.
<i>Knowledge of Students’ Interests and Cultural</i>	Teacher displays little or no knowledge of students’ interests or cultural	Teacher recognizes the value of understanding students’ interests and	Teacher recognizes the value of understanding students’ interests and	Teacher recognizes the value of understanding students’ interests and

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<i>Heritage</i>	heritage, and does not indicate that such knowledge is valuable.	cultural heritage, but displays this knowledge only for the class as a whole.	cultural heritage, and displays this knowledge for groups of students.	cultural heritage, and displays this knowledge for individual students.
<i>Knowledge of Students' Special Needs</i>	Teacher displays little or no understanding of students' special learning or medical needs, or why such knowledge is important.	Teacher's displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher actively seeks knowledge of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.

### Domain 1: Planning and Preparation

#### Component 1c: Establishing Instructional Outcomes

*Elements: Value, Sequence, and alignment, Clarity, Balance, Suitability for diverse learners*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Value and Sequence</i>	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline nor a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor, and important learning in the discipline. They are connected to a sequence of learning both in the discipline and related disciplines.
<i>Clarity</i>	Outcomes are either not clear or are stated as not as student learning but as activities. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear, or consist of a combination of outcomes and activities. Some outcomes permit viable methods of assessment.	Most of the outcomes are clear, but may include a few activities. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.

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<i>Balance</i>	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
<i>Suitability for Diverse learners</i>	Outcomes are not suitable for the class, or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class, and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

### Domain 1: Planning and Preparation

#### Component 1d: Knowledge of Resources

*Elements: Resources for classroom use, Resources to extend content knowledge and pedagogy, Resources for students*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Resources for Classroom Use</i>	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district, but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district, and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, professional organizations and universities, and on the Internet.
<i>Resources To Extend Content Knowledge and Pedagogy</i>	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or	Teacher is fully aware of resources to enhance content and pedagogical knowledge available through the school or	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, beyond those available through the school

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	district.	district, but no knowledge of resources available more broadly.	district, and has some familiarity with resources external to the school and on the Internet.	or district, including d professional organizations and universities, and on the Internet.
<i>Resources for Students</i>	Teacher is unaware of resources for students available through the school or district.	Teacher demonstrates knowledge of resources for students available through the school or district, but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district, and some familiarity with resources external to the school and on the Internet.	Teacher demonstrates extensive knowledge of resources for students, including those available through the school or district, in the community, and on the Internet..

### Domain 1: Planning and Preparation Component 1e: Designing Coherent Instruction

*Elements: Learning activities, Instructional materials and resources, Instructional groups, Lesson and unit structure*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Learning Activities</i>	<b>Learning activities are not suitable to students or to instructional purposes, and are not designed to engage students in active intellectual activity.</b>	<b>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.</b>	<b>All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, and with some differentiation for different groups of students.</b>	<b>Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity, and are differentiated, as appropriate, for individual learners.</b>
<i>Instructional Materials and Resources</i>	<b>Materials and resources are not suitable for students, do not support the instructional outcomes nor engage students in meaningful learning.</b>	<b>Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.</b>	<b>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.</b>	<b>All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of</b>

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				appropriate use of technology and of student participation in selecting or adapting materials.
<i>Instructional Groups</i>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
<i>Lesson and Unit Structure</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

### Domain 1: Planning and Preparation

#### Component 1f: Designing Student Assessment

*Elements: Congruence with Instructional Outcomes, Criteria and Standards, Design of Formative Assessments, Use for Planning*

	Unsatisfactory	Basic	Proficient	Distinguished
<i>Congruence with Instructional Outcomes</i>	Assessment procedures are not congruent with instructional outcomes	Some of the instructional outcomes are assessed through the proposed approach, but many are not	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	The proposed approach to assessment is fully aligned with the instructional outcomes, in both content and process. Assessment methodologies may have been adapted for individual students.

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<i>Criteria and Standards</i>	The proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
<i>Design of Formative Assessments</i>	Teacher has no plan to incorporate formative assessment in the lesson or unit.	Teacher’s approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	The teacher has a well-developed strategy to using formative assessment, as has designed particular approaches to be used.	The teacher’s approach to using formative assessment is well designed, and includes student as well as teacher use of the assessment information.
<i>Use for Planning</i>	Teacher has no plans to use assessment results in designing future instruction	Teacher plans to use assessment results to plan for future instruction for the class as a whole	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

### Domain 2: The Classroom Environment

#### Component 2a: Creating an Environment of Respect and Rapport

*Elements: Teacher interaction with students; Student interaction with one another*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Teacher Interaction with Students</i>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	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.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher’s interactions with students reflect genuine respect and caring, for individuals as well as groups of students. Students exhibit respect for the teacher, beyond that for the role.
<i>Student Interaction with One Another</i>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another’s treatment of



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				<b>peers, correcting classmates respectfully when needed.</b>
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### Domain 2: The Classroom Environment Component 2b: Establishing a Culture for Learning

*Elements: Importance of the content, Expectations for learning and achievement, Student pride in work*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Importance of the Content</i>	<b>Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.</b>	<b>Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</b>	<b>Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</b>	<b>Students demonstrate through their active participation, curiosity, and taking initiative that they value the content’s importance.</b>
<i>Expectations for Learning and Achievement</i>	<b>Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</b>	<b>Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.</b>	<b>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.</b>	<b>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.</b>
<i>Student Pride in Work</i>	<b>Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.</b>	<b>Students minimally accept the responsibility to “do good work” but invest little of their energy into its quality.</b>	<b>Students accept the teacher’s insistence on work of high quality and demonstrate pride in that work.</b>	<b>Students demonstrate attention to detail and take obvious pride in their work initiating improvements in it by, for example, revising drafts on their own, or helping peers.</b>

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## Domain 2: The Classroom Environment

### Component 2c: Managing Classroom Procedures

*Elements: Management of instructional groups, Management of transitions, Management of materials and supplies, Performance of non-instructional duties, Supervision of volunteers and paraprofessionals*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Management of Instructional Groups</i>	<b>Students not working with the teacher are not productively engaged in learning.</b>	<b>Students in only some groups are productively engaged in learning while unsupervised by the teacher.</b>	<b>Small group work is well organized and most students are productively engaged in learning while unsupervised by the teacher.</b>	<b>Small group work is well organized and students are productively engaged at all times, with students assuming responsibility for productivity.</b>
<i>Management of Transitions</i>	<b>Transitions are chaotic, with much time being lost between activities or lesson segments.</b>	<b>Only some transitions are efficient, resulting in some loss of instructional time.</b>	<b>Transitions occur smoothly, with little loss of instructional time.</b>	<b>Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.</b>
<i>Management of Materials And Supplies</i>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
<i>Performance of Non-Instructional Duties</i>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
<i>Supervision of Volunteers And Paraprofessionals</i>	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent	Volunteers and paraprofessionals are productively and independently engaged	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

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		supervision.	during the entire class.	
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### Domain 2: The Classroom Environment

#### Component 2d: Managing Student Behavior

*Elements: Expectations, Monitoring of student behavior, response to student misbehavior*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Expectations</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<i>Monitoring of Student Behavior</i>	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<i>Response to Student Misbehavior</i>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or infractions of the rules are minor.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

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### Domain 2: The Classroom Environment

#### Component 2e: Organizing Physical Space

*Elements: Safety and accessibility, Arrangement of furniture and use of physical resources*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Safety and Accessibility</i>	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
<i>Arrangement of furniture and use of physical resources.</i>	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

### Domain 3: Instruction

#### Component 3a: Communicating With Students

*Elements: Expectations for learning, Directions and procedures, Explanations of content, Use of oral and written language*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Expectations for Learning</i>	<b>The teacher's purpose in a lesson or unit is unclear to students.</b>	<b>Teacher attempts to explain the instructional purpose, with limited success.</b>	<b>Teacher's purpose of the lesson or unit is clear, including where it is situated within broader learning.</b>	<b>Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests.</b>
<i>Directions and Procedures</i>	<b>Teacher directions and procedures are confusing to students.</b>	<b>Teacher directions and procedures are clarified after initial student confusion.</b>	<b>Teacher directions and procedures are clear to students.</b>	<b>Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.</b>

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<i>Explanations of Content</i>	Teacher's explanation of the content is unclear or confusing, or uses inappropriate language.	Teacher's explanation of the content is uneven: some is done skillfully; other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
<i>Use of Oral and Written Language</i>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

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### Domain 3: Instruction

#### Component 3b: Using Questioning and Discussion Techniques

*Elements: Quality of questions, Discussion techniques, Student participation*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Quality of Questions</i>	Teacher's questions are virtually all of poor quality, with low cognitive challenge, single correct responses, and asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<i>Discussion Techniques</i>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<i>Student Participation</i>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

### Domain 3: Instruction

#### Component 3c: Engaging Student in Learning

*Elements: Activities and assignments, Grouping of students, Instructional materials and resources, Structure and pacing*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Activities and Assignments</i>	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged,	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and

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	them.			projects to enhance their understanding.
<i>Grouping of Students</i>	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.
<i>Instructional Materials and Resources</i>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
<i>Structure and Pacing</i>	The lesson has no clearly defined structure, or the pace of the lesson is too slow, or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.

### Domain 3: Instruction

#### Component 3d: Using Assessment in Instruction

*Elements: Assessment criteria, Monitoring of student learning, Feedback to students, Student self-assessment and monitoring of progress*

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Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Assessment Criteria</i>	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria
<i>Monitoring of Student Learning</i>	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole, but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding.
<i>Feedback to Students</i>	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
<i>Student Self-Assessment and Monitoring of Progress</i>	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but make active use of that information in their learning.



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### Domain 3: Instruction

#### Component 3e: Demonstrating Flexibility and Responsiveness

*Elements: Lesson adjustment, Response to students, Persistence*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Lesson Adjustment</i>	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
<i>Response to Students</i>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests on a spontaneous event.
<i>Persistence</i>	When a student has difficulty learning, the teacher either gives up, blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

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### Domain 4: Professional Responsibilities

#### Component 4a: Reflecting on Teaching

*Elements: Accuracy, Use in future teaching*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Accuracy</i>	Teacher does not know whether a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the success to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the success to which it achieved its instructional goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strengths of each.
<i>Use in Future Teaching</i>	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable successes of different approaches.

### Domain 4: Professional Responsibilities

#### Component 4b: Maintaining Accurate Records

*Elements: Student completion of assignments, Student progress in learning, Non-instructional records*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Student Completion of Assignments</i>	Teacher's system for maintaining information on student completion of assignments is in	Teacher's system for maintaining information on student completion of assignments is rudimentary and only	Teacher's system for maintaining information on student completion of assignments is fully	Teacher's system for maintaining information on student completion of assignments is fully effective. Students

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	<b>disarray.</b>	<b>partially effective.</b>	<b>effective.</b>	<b>participate in maintaining the records.</b>
<i>Student Progress in Learning</i>	<b>Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.</b>	<b>Teacher’s system for maintaining information on student progress in learning is rudimentary and only partially effective.</b>	<b>Teacher’s system for maintaining information on student progress in learning is fully effective.</b>	<b>Teacher’s system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.</b>
<i>Non-instructional Records</i>	<b>Teacher’s records for non-instructional activities are in disarray, resulting in errors and confusion.</b>	<b>Teacher’s records for non-instructional activities are adequate, but they require frequent monitoring to avoid errors.</b>	<b>Teacher’s system for maintaining information on non-instructional activities is fully effective.</b>	<b>Teacher’s system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.</b>

### Domain 4: Professional Responsibilities

#### Component 4c: Communicating with Families

*Elements: Information about the instructional program, Information about individual students, Engagement of families in the instructional program*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Information About the Instructional Program</i>	<b>Teacher provides little or no information about the instructional program to families.</b>	<b>Teacher participates in the school’s activities for parent communication, but offers little additional information.</b>	<b>Teacher provides frequent information to families, as appropriate, about the instructional program.</b>	<b>Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.</b>
<i>Information About</i>	<b>Teacher provides</b>	<b>Teacher adheres to the</b>	<b>Teacher communicates</b>	<b>Teacher provides</b>

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<i>Individual Students</i>	minimal information to parents about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively to parent concerns about students.	school's required procedures for communicating with families. Responses to parent concerns are minimal, or may reflect occasional insensitivity to cultural norms.	with parents about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to parent concerns.	information to parents frequently on student progress, with students contributing to the design of the system. Response to parent concerns is handled with great professional and cultural sensitivity.
<i>Engagement of Families in the Instructional Program</i>	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

### Domain 4: Professional Responsibilities

#### Component 4d: Participating in a Professional Community

*Elements: Relationships with colleagues, Involvement in a culture of professional inquiry, Service to the school, Participation in school and district projects*

Element	Unsatisfactory	Basic	Proficient	Distinguished
<i>Relationships with Colleagues</i>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
<i>Involvement in a Culture of Professional Inquiry</i>	Teacher avoids participation in a culture	Teacher becomes involved in the school's	Teacher actively participates in a culture	Teacher takes a leadership role in

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	<b>of inquiry, resisting opportunities to become involved.</b>	<b>culture of inquiry when invited to do so.</b>	<b>of professional inquiry.</b>	<b>promoting a culture of professional inquiry.</b>
<i>Service to the School</i>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<i>Participation in School and District Projects</i>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

### Domain 4: Professional Responsibilities

#### Component 4e: Growing and Developing Professionally

*Elements: Enhancement of content knowledge and pedagogical skill, Receptivity to feedback from colleagues, Service to the profession*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Enhancement of Content Knowledge and Pedagogical Skill</i>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
<i>Receptivity to Feedback from Colleagues</i>	Teacher resists feedback on teaching performance, from either supervisors or more experienced	Teacher accepts, with some reluctance, feedback on teaching performance, from both supervisors	Teacher welcomes feedback from colleagues when made by supervisors or when	Teacher seeks out feedback on teaching, from both supervisors

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	<b>colleagues.</b>	<b>and professional colleagues.</b>	<b>opportunities arise through professional collaboration.</b>	<b>and colleagues.</b>
<i>Service to the Profession</i>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

### Domain 4: Professional Responsibilities

#### Component 4f: Showing Professionalism

*Elements: Integrity and ethical conduct, Service to students, Advocacy, Decision making, Compliance with school and district regulations*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Integrity And Ethical Conduct</i>	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public,	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality, and takes a leadership role with colleagues
<i>Service To Students</i>	Teacher is not alert to students' needs	Teacher's attempts to serve students are inconsistent	Teacher is active in serving students	Teacher is highly proactive in serving students, seeking out resources when needed.
<i>Advocacy</i>	Teacher contributes to school practices that result in some students being ill served by the school	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.

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<i>Decision Making</i>	Teacher makes decisions and recommendations based on self-serving interests	Teacher’s decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
<i>Compliance With School And District Regulations</i>	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to “get by.”	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

**OPTIONAL: For Tenured Faculty or Acknowledgement of Service from Probationary Faculty**

**Domain 4: Professional Responsibilities**

**Component 4e: Contributions to the School and Profession**

*Elements: Service to the school, Participation in school and district projects*

<b>Element</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>Service to the School</i>	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.
<i>Participation in School and District Projects</i>	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or

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				district project.
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