

**Murray School District
Educator Evaluation Program**

EDUCATOR EVALUATION HANDBOOK

**Honoring quality teaching
Improving student learning
Encouraging professional growth**

Teacher- centered & research- based

[reprint 12/06]

MURRAY SCHOOL DISTRICT

147 East 5065 South
Murray, UT 84107
(801) 264-7400

Dear Colleague:

You are invited to participate in a process of exemplary professional development. We ask you to reflect upon your work as a professional educator, to demonstrate your competencies, and then be recognized for teaching excellence. Developed by the MSD Evaluation System Design Committee, representative of the collaboration between the Board of Education, Murray District Administration, and the Murray Education Association, this educator evaluation program shares the goals of both the National Board of Professional Teaching Standards and Murray City Schools.

You will have the opportunity to reflect on how your beliefs about education are revealed in your daily practice and how they exemplify the vision and mission of our district. You will also examine the learning environment that you have created and how it impacts your students emotionally, socially, and academically. We hope your participation in this process affirms your choice to become an educator.

Sincerely,

Superintendent Richard R. Tranter,
Murray School District Board of Education,
Murray Education Association,
Murray School District Association of School Administrators, and
MSD Evaluation System Design Committee

The MSD Educator Evaluation Committee

This evaluation system has been developed collaboratively by Murray School District and the Murray Education Association through the MSD Evaluation System Design Committee.

Senate Bill 100, passed by the 1987 Utah State Legislature and augmented in 1988 by Senate Bill 159, calls for each local board of education to develop an evaluation program for its educators through a Joint Evaluation Development Committee known in this district as the MSD Evaluation System Design Committee. This committee must be comprised of an equal number of school/district administrators, professional educators elected by their peers, and parents nominated by the local Community Councils. Membership must be approved by the Board of Education. (Utah Code 53A-10-103).

The MSD Evaluation System Design Committee is a standing committee charged with the responsibility for assessing program components such as evaluation time frames, special evaluation instrument standards, and general procedures, then making recommendations to the Board of Education to revise the Educator Evaluation Program as needed.

In the event of contradiction between this document and the Master Agreement, the Master Agreement shall be the overriding authority, unless the point of difference is directly linked to a specific provision of Senate Bills 100 or 159.

Murray School District and the Murray Education Association believe that:

- Rigorous, on-going professional development can lead to excellence in teaching.
- Reflecting on one's practice through the creation of a personal file is a highly effective professional development approach for achieving such excellence in teaching.
- There must be a fair and objective way for educators to demonstrate and be judged on the quality of their instructional practice.
- There must be a way to recognize educators for outstanding professional practice.

The MSD Evaluation System Design Committee has designed the following process for educators to demonstrate their personal commitment to rigorous professional development and outstanding teaching performance.

Through this process, an educator's practice will be collaboratively assessed based on evidence the individual selects and submits for his/her file and a formal discussion of that evidence with the administrator.

It is the position of both the Board of Education and the Association that educators not suited to the educational setting should not be employed by the district.

The MSD Educator Evaluation Program will be evaluated by educators and administrators annually for the first two years of implementation, and then at least every two years by the MSD Evaluation System Design Committee. This Committee will recommend any changes or adjustments to the Program based upon the information gathered in the assessment process. Final approval of recommended changes or adjustments is granted by the Board of Education.

Guiding Principles

The MSD Educator Evaluation System is intended to promote educational excellence. The Evaluation System Design Committee believes that the evaluation system should:

- Benefit students by ensuring quality instruction
- Help all educators learn and improve
- Recognize and acknowledge good teaching
- Highlight exemplary practice
- Keep the educator at the center of the assessment
- Recognize and accommodate teaching styles, contexts, and individual needs
- Show special emphasis on assessment and assistance for beginning educators
- Recognize that educators unsuited to the educational setting should no longer be employed as educators.

Operating Principles

The MSD Teacher Evaluation System Design Committee established the following *requirements for the actual operation* of the evaluation program:

- Conforms to state statutes and aligns with district goals
- Is objective, reliable, and valid
- Reassures educators and stakeholders that students are provided quality instruction and learning opportunities
- Recognizes, acknowledges, and promotes excellent practice
- Promotes professional growth
- Uses multiple and varied data sources
- Provides performance assistance and support for improving practice
- Supplies specific information and assistance for effective remediation and/or dismissal
- Provides ongoing education/training regarding the purposes, principles, and processes of the educator evaluation system.

Committee Members 2000-01

Laura Baker	Board Member
Brent Bateman	Principal, Parkside Elementary
Scott Bushnell	Asst. Principal, Murray High School
Nancy Carpenter	Community Member
Mary Ann Clements	Teacher, Parkside Elementary
Michelle Fotheringham	Teacher, Viewmont Elementary
Tracy Fullmer	Teacher, Liberty Elementary
Dr. Steve Hirase	Assistant Superintendent
Dr. Martha Kupferschmidt	Director of Personnel and Student Services
Kay Morgan	Teacher, Murray High School
Star Orullian	President, Murray Education Association
Kris Rice	Teacher, Riverview Junior High
Carolyn Schubach	Principal, Hillcrest Junior High
Pam Shupe	Murray School District PTA President
Debbie Sorensen	Principal, Riverview Junior High
Karen Smith	Teacher, Riverview Junior High
Melinda Snow	Principal, Viewmont Elementary School
Marge Tuckett	Board Member

**Murray School District
Educator Evaluation Program**

PROGRAM OVERVIEW

PROGRAM OVERVIEW

Annual Educator Evaluation Procedures

1. Administrator Report
Year-End Administrator Report form for educator's file

2. Educator File:
 - Collaboratively set Professional Goals for the year and develop Professional Growth Action Plan (Part I)
 - Professional Development Activity for the year (Part II)
 - Educators' Choice and Presentation of *one* Data Source (Part III)
 - *Provisional educators will submit *two* data source reports in years 1 & 2 and *three* data sources in year 3. Each provisional will have two formal classroom observations, each followed with a conference and evaluation each year for three years.

The goal of Murray School District is to provide an evaluation program that recognizes quality performance, promotes professional growth, and improves student learning. It places educators at the center of the process by asking them to provide evidence of quality work. The program calls for collaboration between educators aimed at providing a quality education for all students. All career educators are evaluated every three years; and provisional educators twice during each provisional year. The system requires:

- Orientation for all educators
- Collaborative goal setting between educator and administrator
- Two formal observations for provisional educators
- One formal observation for career educators every three years
- Monitoring all educators by the administrator, open to a variety of information sources
- Selection of data sources and collection of information by all educators
- Conferencing and sharing of information between administrators and educators
- Completion of the *Year-End Administrator Report* (a collaborative process between educator and administrator) to be filed with the district at the end of the evaluation cycle; every year for provisionals and every third year for career educators

ACTION	FORMS	DUE DATE
Orient professional staff	None	By September 30th
Assist educator in goal setting Collect completed Professional Goals & Activities forms	Initial Collaborative Meeting Form Professional Goals & Activities forms	By September 30th
Observe Provisional and Career Educators Formal Observations and Conferences	Licensed Educator Evaluation Form	By April 1st
Monitor All Educators		Throughout the year

Prepare Administrator Report and schedule review of goals, professional activities, and data sources	Professional Goals and Activities form Data Source(s) Administrator Report	By last week of May
Submit completed Administrator Reports	Administrator Report forms	June

Orientation

The administrator is responsible for orienting all educators on the evaluation system at the beginning of each school year. Every educator will be given one copy of this handbook as well as have electronic access to the *Educator Evaluation Handbook*. Two hard copies of the handbook are located in each school principal's office.

Professional Goals & Activities and Development of Professional Growth Action Plan

The selection of goals is the responsibility of the educator with assistance from the administrator as needed. Each educator must complete the Professional Goals and Activities form for placement in both the administrator's file and the educator's file. (The educator and administrator will meet prior to the end of the school year to review the educator's progress toward meeting his/her goals.)

Observations & Post-Observation Conferences

Provisional educators must have two formal observations annually. One observation must occur during the first semester and the last observation 60 calendar days before the end of the school year. Career educators are formally observed every three years with the observation scheduled at least **60 calendar days prior to the end of the school year. The post-observation conference and evaluation using the *Licensed Educator Evaluation Form* must follow within ten days after the observation.**

Teacher Data Sources

The Educator Data Source requirement is intended to provide educators with the opportunity to document quality work and professional performance. **All Educator Data Sources require written documentation.**

The educator decides which data sources from the Data Sources list will best document his/her performance.

Educators are encouraged to use a variety of data sources. If the educator has used the same source frequently in the past, the administrator may suggest that the educator select a different source for the next year. However, the administrator may request a specific data source be administered when a concern has developed. **All administrator survey requests should be on the *Survey Request Form*, completed and signed by both the administrator and the teacher and sent to the Director of Personnel at the district office for scheduling and administration.**

The choice of Data Sources does not need to be disclosed to the administrator until it is presented. The educator is encouraged to collect data from several sources and then determine which to share. **If the educator is considering the *Evidence Unique to the Teacher***

category, s/he should discuss the plan with the administrator in the fall in order to ensure its acceptability in this category.

For provisional educators, two data sources are required each year.

Administrator Evaluation Report

The administrator will complete the Year-End Administrator Report Form for each educator by the end of the school year. A conference shall be held to share data sources, discuss progress on goals, and review the Year-End Administrator Report. The administrator and the educator should ensure that the data sources meet the standards/criteria for acceptability. The Year-end Administrator Report will be signed by the administrator and educator.

*Whenever appropriate, the administrator is encouraged to cite evidence of *Distinguished Performance* on the Year-End Administrator Report Form (see page 51).

Performance Assistance

When the evaluation process indicates that an educator's performance is in any way needing attention or unsatisfactory, a three-level performance assistance process is implemented. The goal of this process is to help the educator remediate any performance problems and achieve an overall "Basic" or "Proficient" performance rating and is comprised of three steps or levels:

1. Informal Intervention,
2. Performance Assistance, and
3. Remediation.

The first step in this process is the Informal Intervention. Upon successful completion of an Informal Intervention Plan, the rating will be changed from "U" to "B" or "P" (Basic or Proficient Performance). If additional time is needed for the plan, it can be extended by mutual agreement into the next school year. In this case, the "U" rating would remain on Licensed Educator Evaluation Form and the extended time frame would be noted on the Administrator Report Form. If the educator's performance has not adequately improved upon completion of the Informal Intervention process, the educator is moved to the second step or level and placed on Performance Assistance. If this second step also fails, the educator is then placed on formal Remediation.

**Murray School District
Educator Evaluation Program**

Educator Performance Standards for Professional Practice

Distinguished Performance	Proficient Performance
The educator is a master educator and makes significant contributions both inside and outside of school. The classroom is clearly a community of learners with students highly motivated, engaged, and assuming much responsibility for their own learning.	The educator clearly understands and successfully implements the components and elements in the domains. Most experienced, capable educators perform at this level.

Basic Performance	Unsatisfactory
The educator has an understanding of the component(s) and attempts to implement the elements. Success is inconsistent, but performance is likely to improve with experience and additional effort such as professional development, classroom visits, graduate courses, or reading.	The educator does not yet fully understand the concepts underlying the component. S/he is still working on fundamental practices associated with the elements within the components. Educators in this category need to improve their professional practices through Informal Intervention or Performance Assistance. Failure to do so will move the educator to Remediation and/or Termination.

DOMAIN 1: PLANNING AND PREPARATION

Component 1.1: *Demonstrating Knowledge of Content and Pedagogy*

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content	Teacher makes content errors or does not correct content errors students make.	Teacher demonstrates basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher demonstrates solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher demonstrates extensive content knowledge, with evidence of continuing pursuit of such knowledge.
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher demonstrates basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher demonstrates continuing search for best practice and anticipates student misconceptions.

Component 1.2: *Demonstrating Knowledge of All Students*

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished

Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher demonstrates thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher demonstrates knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher demonstrates solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher demonstrates knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher demonstrates and <u>applies</u> knowledge of students' skills and knowledge for each student, including those with special needs.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher demonstrates knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher demonstrates knowledge of the interests or cultural heritage of each student.

Component 1.3: Selecting Instructional Goals

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Value	Goals/objectives are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning nor relate to curriculum frameworks and standards.	Goals/objectives are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning and somewhat relate to curriculum frameworks and standards.	Goals/objectives are valuable in their level of expectations, conceptual understanding, and importance of learning and relate well to curriculum frameworks and standards.	Not only are the goals/objectives valuable, but teacher can also clearly articulate how goals establish high expectations and clearly relate to curriculum frameworks and standards.
Clarity	Goals/objectives are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals/objectives are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	The goals/objectives are clear and may include a few activities. Most permit viable methods of assessment.	All of the goals/objectives are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals/objectives are not suitable for the class.	Most of the goals/objectives are suitable for most students in the class.	All of the goals/objectives are suitable for most students in the class.	Goals/objectives take into account the varying learning needs of individual students or groups.
Balance	Goals/objectives reflect only one type of learning and one discipline or strand.	Goals/objectives reflect several types of learning but no effort at coordination or integration within or across disciplines.	Goals/objectives reflect several different types of learning and opportunities for integration.	Goals/objectives reflect student initiative in establishing important learning.

Component 1.4: Demonstrating and Knowledge of Resources

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Resources for Teaching	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is aware of resources available through the school or district and uses them appropriately.	In addition to being aware of school and district resources, teacher actively seeks and uses other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is aware of and is able to access resources available through the school or district and knows how to gain access for students.	In addition to being aware of and able to access school and district resources, teacher is aware of additional resources available through the community.

Component 1.5: Designing Coherent Instruction

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials when appropriate.
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student participation in selecting different patterns of instructional groups when appropriate.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are	The structure of the lesson or unit is clear and allows for different pathways according to student needs.

Component 1.6: Assessing Student Learning

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Assessment Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2.1: Creating an Environment of Respect and Rapport

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interaction with Students	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 teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students= cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Component 2.2: Establishing a Culture for Learning

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished

Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the importance of the content.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Component 2.3: Managing Classroom Procedures

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so students are engaged.	Groups working independently are productively engaged, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in 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 efficient operation.
Performance of Non-Instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little 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.
Supervision of Volunteers and Paraprofessionals	Volunteers and/or paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and/or paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and/or paraprofessionals are productively and independently engaged during the entire class.	Volunteers and/or paraprofessionals make a substantive contribution to the classroom environment.

Component 2.4: Managing Student Behavior

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished

Expectations	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 for most situations, 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.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is often unaware of what 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.
Response to Student Misbehavior	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 no serious disruptive behavior occurs.	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 appropriate.

Component 2.5: Organizing Physical Space

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is effectively adjusted for learning.	The classroom is safe, and students adjust the furniture arrangement to advance their own learning when needed.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and teacher ensures that all learning is equally accessible to all students.

DOMAIN 3: INSTRUCTION

Component 3.1: Communicating Clearly and Accurately

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. 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 students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Component 3.2: Using Questioning and Discussion Techniques

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality of Questions	Teacher=s questions are virtually all of poor quality.	Teacher=s questions are a combination of low and high quality. Only some invite a response.	Most of teacher=s questions are of high quality. Adequate time is available for students to respond.	Teacher=s questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion Techniques	Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion; successful with some students.	Teacher successfully engages all students in the discussion.	Students assume considerable responsibility for the success of the discussion by encouraging all voices are heard in the discussion.

Component 3.3: Engaging Students in Learning

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Representation of Content	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality. Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students= knowledge and experience.	Representation of content is appropriate and links well with students= knowledge and experience. Students contribute to representation of content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students= level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.

Structure and Pacing	The lesson has no clearly defined structure, or the pacing 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 consistent and closure is provided.	The lesson=s structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.
-----------------------------	--	---	---	--

Component 3.4: Providing Feedback to Students

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

Component 3.5: Demonstrating Flexibility and Responsiveness

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Lesson Adjustment	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
Response to Students	Teacher ignores or brushes aside students= questions or interests.	Teacher attempts to accommodate students= questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students= questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student=s lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate 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.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4.1: Reflecting on Teaching

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	Teacher does not know if 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 extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson=s effectiveness and the extent to which it achieved its 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 strength of each.

Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.
-------------------------------	---	---	---	--

Component 4.2: Maintaining Accurate Records

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Student Completion of Assignments	Teacher=s system for maintaining information on student completion of assignments is in disarray.	Teacher=s system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher=s system for maintaining information on student completion of assignments is effective.	Teacher=s system for maintaining information on student completion of assignments is effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher=s system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher=s system for maintaining information on student progress in learning is effective.	Teacher=s system for maintaining information on student progress in learning is effective. Students contribute information and interpretation of the records.
Noninstructional Records	Teacher=s records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher=s records for noninstructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher=s system for maintaining information on noninstructional activities is effective.	Teacher=s system for maintaining info on noninstructional activities is effective, and students contribute to its maintenance.

Component 4.3: Communicating with Families

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Information About the Instructional Program	Teacher provides little information about the instructional program to families.	Teacher participates in the school=s activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school=s required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students= progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program.	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently 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.

Component 4.4: Contributing to the School and District

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Relationships with Colleagues	Teacher=s relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	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 some aspect of school life.
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects.	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 and district projects, making a substantial contribution, and assumes a leadership role in a school or district project.

Component 4.5: Growing and Developing Professionally

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skill	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 attempt to conduct action research in his classroom.
Service to the Profession	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, such as mentoring new educators.

Component 4.6: Showing Professionalism

ELEMENT	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
Service to Students	Teacher is not alert to students= needs.	Teacher=s attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly pro-active in serving students, seeking out resources when necessary.

Advocacy	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 within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally under served, are honored in the school.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher=s decisions 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.

Murray School District
Educator Evaluation Program

THE EDUCATOR'S RESPONSIBILITIES

Educator Responsibilities

ACTION	FORMS	DUE DATE
Attend Educator Evaluation Program Information Meeting/Orientation	None	By September 30th
Set goals with assistance of administrator as needed. Prepare and submit Professional Goals & Activities forms	Professional Goals & Activities Form	By September 30th
<i>Provisional</i> educators observed at least 2 times with post-observation conferences and evaluations Career educators observed once every 3 years with post-observation conference and evaluation	Licensed Educator Evaluation form	
Collect Information for data sources Engage in professional development activity	One data source for career educators Two data sources for provisional educators; three data sources during Year 3	Throughout the school year
Complete and submit Self-Evaluation	Licensed Educator Self-Evaluation Form	On or before April 30th
Submit data source(s) and completed Professional Goals and Activities form End-of-Year Conference	Professional Goals and Activities Forms Appropriate data source(s) form(s)	By the end of the school year

Sign and receive copy of Administrator Evaluation Report	Year-End Administrator Report	By the end of the school year
--	-------------------------------	-------------------------------

Murray School District
GUIDE FOR DEVELOPMENT OF GOALS

***Rationale:** Professional development is the process by which competent educators achieve higher professional competence and expand their understanding of self, role, context, and career
(Duke and Stiggins, 1990)*

What are your goals for professional growth this year? Please address one or more of the following domains:

- | | |
|------------------|--------------------------------------|
| Domain 1. | Planning and Preparation |
| Domain 2. | The Classroom Environment |
| Domain 3. | Instruction |
| Domain 4. | Professional Responsibilities |

<p>Goal of your Professional Plan:</p> <p>Individual, team, building, or district goals that result in the continuous improvement of student learning.</p>	<p>What format will be used?</p> <p>Working with an administrator, with peers, independently; multidisciplinary, grade level teams, department teams, or a combination of approaches</p>	<p>What is the time line for your plan?</p> <p>1-year, 2-year, or 3-year plan; include anticipated starting date of plan. (start/due dates)</p>
<p>Goals could include:</p>	<p>Format could include:</p>	<p>Time line could include:</p>
<p>What methods/strategies will be used?</p> <p>Action research, coaching, video taping, self-assessment, clinical supervision, mentoring, college courses, simulations, workshops, visitation days, conferences, classroom observations, teacher academies.</p>	<p>What are the indicators of progress?</p> <p>Student work portfolios, videotapes of classes, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment, reflective journal entries, case study analysis, professional portfolios.</p>	<p>What resources/support are needed?</p> <p>Classroom materials, student materials, journals, workshops, resources, books, collegial time, appropriate technology, mentoring, collegial support, release time administrative support</p>
<p>Methods/strategies could include:</p>	<p>Indicators of progress could include:</p>	<p>Resources/support could include:</p>

PROFESSIONAL GOALS FOR THE YEAR
for School Year _____

Educator Name: _____ School: _____

Goal setting is the initial activity of the annual evaluation process. Discussion of goal achievement and the final ratings of the Administrator Report should be the concluding evaluation activity of the school year.

The identification of mutually acceptable goals and the appraisal of the teacher's/educator's achievement of them constitute an especially meaningful facet of the educator evaluation system.

The prevailing goal for educator assessment is formative. Goals for improved or strengthened performance should be set by the educator with assistance from the principal or assistant principal as needed.

Goals should relate to the educator's immediate program needs in one or more of the four domains of the Educator Evaluation System. **The use of district, school-wide, grade level, team, or department goals is encouraged.**

DEADLINE: submit this form to your administrator by September 30th. Keep a copy of this completed form for your files. This form will be reviewed by your administrator and discussed with you at your End-of-Year Conference.

***Beginning-of-Year:**

1. What are your goals for professional growth this year? Please consider addressing one or more of the following Domains:
 - a. Planning and Preparation
 - b. The Classroom Environment
 - c. Instruction
 - d. Professional Responsibilities
 - e. Other
2. Please note your time line and indicate the resources you will need to be successful at meeting your goals.
3. What indicators for success will be evident?

4. How can your administrator help you in meeting your goals?

***End-of-Year Conference:**

1. To what extent were you able to meet your goals?

Educator Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

SELECTING AND SUBMITTING YOUR DATA SOURCE(S)

1. Career educators choose one each year
2. Provisional educators choose two in years 1 & 2 and three in year 3

Data Sources are selected by the educator at two levels.

1. The educator decides which data source(s) best tells his/her story and makes the strongest case for quality teaching/professionalism.
2. After the data have been collected and reviewed by the educator, s/he has the option to present the data to the administrator for his/her professional file and used for the performance assessment. The choice of the data source does not need to be disclosed to the administrator until it is presented. However, the educator may wish to collaborate or consult with the administrator about how the data source selection(s) would meet the criteria for acceptability listed below.

Criteria for Acceptability of Data Sources:

As indicators of quality work, data sources must be of primary importance in consideration of educator performance (e.g., student learning) and meet the following criteria for acceptability:

- Evidence from the data source is linked to the "MSD Educator Performance Standards for Professional Practice."
- Evidence from the data source is caused by or is the responsibility of the educator.
- Evidence from the data source is relevant to and supportive of the educator's assignment.
- Evidence from the data source is linked to student learning, welfare, or other needs.
- Evidence from the data source should provide support and acknowledgment for quality teaching.

Data Sources for Murray School District Teacher Evaluation System

- Career Educators choose one each year
- Provisional Educators choose two in years 1 & 2 and three in year 3

1. Documentation of Advocacy (p. 27)
2. Analysis of lesson planning (p. 29)
3. Documentation and Analysis of Student Learning and Assessment practices (p. 31)
4. Administrator Evaluation (when *not* on the evaluation cycle (p. 33)
5. Action research (p. 34)
6. Collaborative inquiry (p. 36)
7. Documentation of Preparation for Differentiated Instruction/Equal Opportunity to Learn (p. 38)
8. Student Survey (p. 40)
9. National Board Certification* (p. 42)
10. Documentation of Professional Association Leadership (p. 43)
11. Portfolio for the MSD Academy of Instruction (p. 44)
12. Facilitator for the MSD Academy of Instruction (p. 45)
13. Evidence Unique to the Teacher (p. 46)

* National Board Certification may be used for 10 years.

DATA SOURCE 1

DOCUMENTATION OF ADVOCACY - EVIDENCE THE EDUCATOR KNOWS HIS/HER STUDENTS WELL AND MOTIVATES, CHALLENGES, AND SUPPORTS ALL STUDENTS

Quality instruction involves more than just teaching. It also involves personalization between educator and student. Indeed, teaching and learning should be personalized to the maximum extent feasible. Learning is a dynamic process, one in which every student at some time experiences episodes of intense frustration, sudden spurts of cognitive activity, and periods of quiet reflection. It is the role of the educator to provide interactions that motivate, challenge, and support the learner throughout these phases. This data source allows you to describe and demonstrate the decisions you make and the techniques you use to foster and enhance strong personalization in your relationships with students and then choose examples from your current teaching practice that demonstrate how you motivate, challenge, and support your students throughout the learning process.

Select three learning episodes that illustrate how you have provided intervention for a student, or group of students, who exhibited a need to be motivated, challenged, and supported.

Evidence: *Refer to Domains & Components 1, 2, and 3*

1. Present a description of the learning event and the evidence you used to determine the student's need.
2. For each episode, provide a written response that explains your intervention and analyzes your results.
3. In each instance, reflect upon the outcome of your intervention.

Murray School District

**Data Source 1: Evidence the Educator Knows His/Her
Students Well and Engages in Advocacy**

KNOWLEDGE OF STUDENTS:

Name: _____

School: _____

Grade Level: _____

Subject: _____

School Year: _____

1. What techniques do you use to learn about your students':
 - background?
 - interests outside school?
 - cultural heritage?

2. How have you used some or all of the following to improve your planning and practice?
 - student data
 - student/parent/teacher conferences
 - home visits
 - state and local assessment data
 - other information

3. What resources do you use to enhance your students' experience in this subject? (Examples are films, videos, museums, and experts in the community.)

4. Toward what resources have you guided students, if needed? (Examples are counseling, medical facilities, and clothing contributions.)

DATA SOURCE 2

ANALYSIS OF LESSON PLANNING

Quality instruction is directly linked to quality planning, and a common purpose connects them both. The objective is to translate instructional goals into successful learning experiences for students through the appropriate design of instruction. Since these goals are varied, the choice of strategies must also vary. Therefore, a critical element in the design of any lesson is the creation or adaptation of a series of learning activities. This entry of your portfolio/file allows you to demonstrate the rigor, quality, and application of a lesson plan. Here you will have the opportunity to choose an example of a lesson plan you have used and explain your thinking, preparation, use, and, if necessary, revision.

Evidence: *Refer to the Domains & Components 1 and 3*

1. Briefly describe the students in this class, including those with special needs.
2. What are your goals for the lesson? What do you want the students to learn?
3. Why are these goals suitable for this group of students?
4. How do these goals support the district's curriculum, state frameworks, and content standards?
5. How do these goals relate to broader curriculum goals in your content area as a whole or in other subjects?
6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.)
7. What difficulties do students typically experience in this area, and how do you plan to anticipate and address these difficulties?
8. What instructional materials or other resources, if any, will you use?
9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.)
10. How do you plan to make use of the results of the assessment?

Murray School District

**Data Source 2: Analysis of a Lesson Plan:
Instruction Plan for Single Lesson**

Name: _____

School: _____

Grade Level: _____

Subject: _____

School Year: _____

1. Briefly describe the students in this class, including those with special needs.	6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.)
2. What are your goals for the lesson? What do you want the students to learn?	7. What difficulties do students typically experience in this area, and how do you plan to anticipate and address these difficulties?
3. Why are these goals suitable for this group of students?	8. What instructional materials or other resources, if any, will you use?

<p>4. How do these goals support the district's curriculum, state frameworks, and content standards?</p>	<p>9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompany scoring guides or rubrics.)</p>
<p>5. How do these goals relate to broader curriculum goals in your content area as a whole or in other subjects?</p>	<p>10. How do you plan to make use of the results of the assessment?</p>

DATA SOURCE 3

DOCUMENTATION AND ANALYSIS OF STUDENT LEARNING AND ASSESSMENT PRACTICES EVIDENCE OF STUDENT LEARNING/PROGRESS

A contract between the educator and students is implied in the learning process. The educator provides clear expectations for any task given. The student's response to the task represents the best effort to meet the expectations stated. In turn, student products are guaranteed a thorough objective assessment and a thoughtful response. Instruction and assessment are key interdependent components of effective education, and the influence of each component strengthens or diminishes the quality of student work. This entry of your portfolio/file allows you to present your assessment of student work and its implication for your instructional practice.

This data source is intended to be an opportunity for an educator to present a sampling of her or his ability to foster learning in students, and not an encyclopedic record of all the learning that can be attributed to the educator.

The goal is to show educator understanding and use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Instructional Goal or Goals: (check which apply)

- For the lesson For the unit For the term For the semester

1. Attach directions or an assignment/assessment that engages students in learning about the concept or topic cited above. Examples are a worksheet, homework or class assignment, project guidelines, or a problem.
2. Provide several samples of student work on this assignment/assessment. They should reflect the full range of student ability in your class and include feedback you provided to the students on their work.
3. Write a brief commentary about the assignment/assessment, answering the following questions:
 - What is the context of the assignment/assessment in terms of students' prior knowledge and the other topics they have been studying?
 - What do the samples of student work tell you about the students' level of understanding?
 - How did you measure the students' achievement? (Rubric)
 - How does the assignment help students develop their understanding?
 - How will these results guide my future planning for these students':
 - Instructional planning?

- Support for students' individual education plans:
 - IEP _____
 - 504 _____
 - SEOP _____

Data Source 3: INSTRUCTIONAL ASSESSMENT DATA SOURCE

Name: _____ School: _____

Grade Level(s): _____ Subject(s): _____ Date: _____

Concept of Topic: _____

Instructional Goal or Goals:

For the lesson:	For the term:
For the unit:	For the semester:

1. Attach directions or an assignment/assessment that engages students in learning about the concept or topic cited above. Examples are a worksheet, homework or class assignment, project guidelines, or a problem.
2. Provide several samples of student work on this assignment/assessment. They should reflect the full range of student ability in your class and include feedback you provided to the students on their papers.
3. Write a brief commentary about the assignment/assessment, answering the following questions:
 - What is the context of the assignment/assessment in terms of students' prior knowledge and the other topics they have been studying?
 - What do the samples of student work tell you about the students' level of understanding?
 - How did you measure the students' achievement? (Rubric)
 - How does the assignment help students develop their understanding?
 - How will these results guide my future planning for these students':
 - Instructional planning?

- Support for students' individual educational plans:

IEP _____
SEP _____
SEOP _____

DATA SOURCE 4

ADMINISTRATOR EVALUATION

Educators have the responsibility for establishing a culture of learning and an environment of mutual respect. There are many interactions that occur in the teaching and learning experience. Classroom observations provide an outside view of these interactions and serve as a powerful catalyst for reflection, analysis, and improvement. This data source offers a window into your teaching environment and the personal interactions that occur.

The educator and his/her administrator will complete all three phases of the evaluation cycle: 1) pre-observation conference, 2) observation, and 3) the post-observation conference, after which the administrator will complete the Licensed Educator Evaluation Form.

DATA SOURCE 5

ACTION RESEARCH

Action research is a process whereby educators systematically review their own practice. Written descriptions of Action Research projects may be submitted as data sources.

Evidence: *Use Domains & Components 1, 3, and 4*

1. Outline of Project
2. Action Research Paper, which includes:
 - a. Introduction
 - b. History or topic and the question you would like to answer about student learning or your teaching
 - c. Literature Review
 - d. Methods used to gather data
 - e. Resources used
 - f. Data analysis - what you have learned. Any new questions?
 - g. Action Plan - how you will use the information

Murray School District

Data Source 5: Action Research Project

Name: _____ School: _____

Grade Level(s): _____ Subject(s): _____ Date: _____

ACTION RESEARCH PROJECT TITLE:

OUTLINE OF PROJECT:

A completed Action Research Paper must be submitted with this form. The paper should include:

- Introduction
- History or topic at the school
- Literature Review
- Methods section
- Resources and data analysis
- Action Plan

DATA SOURCE 6

COLLABORATIVE INQUIRY

Quality instruction depends on the ability of the educator to continually inquire into his or her own teaching practice as related to student learning goals. The advantage of doing collaborative inquiry is that you work with a group of people who are also interested in investigating questions about their own teaching. This entry in your portfolio/file will provide you with the opportunity to show how you work with colleagues to ask questions about your practice, gather information about your question, and then come to conclusions based on your discussion/ analysis with colleagues.

Who are the members of your team/group who are working together to ask questions about their practice?

What is your inquiry question? How is it related to increased student learning? Why and how did you decide on this question?

What three sources of evidence did you use to find out about your questions? Why did you select these sources of data?

OUTCOMES:

1. What did you learn and how did it change your teaching/practice as a result of what you discovered?
2. What were the student learning results after your change in practice?

Murray School District

Data Source 6: Collaborative Inquiry

Name: _____ School: _____

Grade Level(s): _____ Subject(s): _____ Date: _____

Who are the members of your team/group who are working together to ask questions about their practice?

What is your inquiry question? How is it related to increased student learning? Why and how did you decide on this question?

What three sources of evidence did you use to find out about your question? Why did you select these sources of data?

Identify the kind of feedback that has helped you change your teaching.

OUTCOMES:

1. What activities have helped you reflect on your practice? What insights have you gained from these experiences?

1. What did you learn and how did it change your teaching/practice as a result of what you discovered?

2. What were the student learning results after your change in practice?

DATA SOURCE 8

STUDENT SURVEYS

Using the Survey Request Form, the educator will request to have administered either the student survey. The Director of Personnel will receive the request and assign the Human Resources Department Administrative Assistant to complete the requested survey. The deadline to submit a request for student surveys is March 1st of each year.

Student surveys will be administered by the HR Administrative Assistant in the classroom at a time scheduled with the educator. The Administrative Assistant will collate the survey data and return the data directly to the educator. The surveys will be kept on file for one year before being destroyed.

Elementary Educators:

All students in the elementary educator's class will be surveyed.

Secondary/Special/Itinerant Educators:

The HR Administrative Assistant will draw from a container the number of the class period to be surveyed.

Rating Scale

A Likert-type rating scale will be used with each survey. Students will respond by indicating their degree of feeling about or belief in each statement on the survey as follows:

Kindergarten/grades 1&2:

Sad face = disagree

Neutral face = no strong agreement or disagreement; not sure

Happy face = agree

Grades 3-12:

1 = strongly disagree

2 = disagree

3 = neutral or unsure

4 = agree

5 = strongly agree

The average response for each *statement* will be calculated and provided to the educator.

DATA SOURCE 8

STUDENT SURVEY ITEMS

ELEMENTARY (K-2) STUDENT SURVEY ITEMS:

1. My teacher shows me how to do new things.
2. The rules in class help me learn.
3. I learn many new things in this class.
4. My teacher gives me extra help.
5. My teacher tells me when I am doing a good job.
6. My teacher listens to me.
7. My teacher is fair.
8. I like school.

ELEMENTARY (3-6) STUDENT SURVEY ITEMS:

1. There are new interesting things to learn about in class.
2. The teacher gives me extra help when I need it.
3. The teacher lets me know when I am doing a good job.
4. The teacher gives clear directions that I can follow.
5. The teacher asks questions that make me think.
6. I know what I am supposed to do in this class.
7. It is easy to ask my teacher questions.
8. The teacher expects me to be prepared with my work.
9. My teacher listens to me.
10. This teacher treats me with care and respect.
11. My teacher expects me to work with and listen to others.
12. I like my teacher.

SECONDARY (7-12) STUDENT SURVEY ITEMS:

1. There are new and interesting things to learn in this class.
2. The teacher/instructor gives me help when I need it.
3. The teacher lets me know how well I am doing in class.
4. In this class, I know what is expected of me.
5. The teacher asks questions that encourage me to think.
6. The teacher treats the students with care and respect.
7. The teacher helps me make connections between what we learn in class and other classes.
8. The teacher comes to class prepared.
9. The teacher expects me to be prepared.
10. The teacher gives clear directions.

Murray School District

SURVEY REQUEST FORM

The requested survey will be administered and the results will be returned to the educator.

Educator: _____ Date: _____

School: _____

_____ Student Survey Requested

_____ # of students in class

Signatures:

Educator

Date: _____

Administrator

Date: _____

Submit this form to the Director of Personnel

Deadline to submit Survey Request Form: March 1st

DATA SOURCE 9

NATIONAL BOARD CERTIFICATION

An educator achieving National Board Certification has completed a comprehensive and rigorous process through which the educator demonstrates his/her professional competence and expertise. Because this certification signifies for the educator the highest level of achievement and excellence, this data source may be used for ten years.

Educators interested in pursuing National Board Certification should contact the MSD Human Resources Office.

DATA SOURCE 10

DOCUMENTATION OF LEADERSHIP IN A PROFESSIONAL ORGANIZATION

Another important aspect of an educator's work is service to the profession. This service can take many forms and refers to work outside of the classroom and generally outside of regular school hours. Leadership in professional organizations includes work in various roles including that as an officer, a school or district representative, or a member of the governing Board of the organization.

Documentation of leadership in a professional organization should include:

1. Position served
2. Length of service
3. Primary responsibilities
4. Summary of how this work serves the profession
5. Summary of how this work has increased or enhanced the educator's personal professional capacity

DATA SOURCE 11

PORTFOLIO FOR MSD ACADEMY OF INSTRUCTION

Educators participating in the MSD Academy of Instruction are required to develop a professional portfolio for the purpose of demonstrating their knowledge and understanding of PTL, Assessment Wheel, Continuous Improvement, and Authentic Assessment.

The educator will present his/her portfolio with the administrator. In addition, s/he will be prepared to share and discuss the final assessment prepared by the Academy facilitators.

DATA SOURCE 12

FACILITATOR FOR MSD ACADEMY OF INSTRUCTION

Service as a facilitator for the MSD Academy of Instruction may be used as a data source. Written verification will be provided by the Assistant Superintendent of Curriculum and Instruction.

DATA SOURCE 13

EVIDENCE UNIQUE TO THE EDUCATOR

Quality teaching comes in a variety of forms. Some performances that are recognized as excellent are quite situation specific or unique to individual educators. Educators are expected to innovate and to contribute individual features or provisions as part of their professional work. Consider designing and completing a data source that deals with a unique contribution, student outcome, or district service that extends beyond the usual professional expectation.

Using a unique source allows the educator to make a case for the value and pertinence of the data source itself, as well as the merit and worth of the performance. Create a brief description of the data source making a case for how the data serves as evidence of unique professional activity and/or accomplishment.

NOTE: If the educator is considering the *Evidence Unique to the Teacher* category, s/he should discuss the plan with the administrator in the fall in order to ensure its acceptability in this category.

1. Describe the contribution to student learning. (What did you do?)
2. How is this activity or service unique? (How is this different or unusual?)
3. How is this activity or service valuable for student learning? (Why is this desirable?)

**Murray School District
Educator Evaluation Program**

The Administrator's Responsibilities

ADMINISTRATOR RESPONSIBILITIES

ACTION	FORMS	DUE DATE
Orient professional staff	None	By September 30th
Assist educator with goal setting as needed. Collect completed Professional Goals & Activities forms	Professional Goals & Activities forms	By September 30th
Observe Provisional and Career Educators Formal Observations and Conferences	Licensed Educator Evaluation Form*	
Prepare Administrator Report and schedule review of goals, professional activities, and data sources	Professional Goals and Activities Form Data Source(s) Administrator Report Form	By the end of the school year
Submit completed Administrator Reports	Administrator Report Forms**	June

*When completing the evaluation process, the administrator will:

1. Consider information and data gathered on a more informal basis throughout the school year in addition to the data collected during the formal observation process.
2. Mark an "N/A" for any elements that do not apply or are not appropriate to the educator.

**The administrator will turn in one for each teacher evaluated (*not all teachers*).

Murray School District
Ratings for the Levels of Performance

These ratings describe educator performance on four levels. They are designed to describe and recognize professional performance as well as to support and inform collaborative assessment practices. They may also suggest the need and area for continuing professional growth.

The ratings describe the performance of educators who are still striving to master the rudiments of teaching (unsatisfactory) to highly accomplished professionals who are able to demonstrate and substantiate their expertise (distinguished performance).

Distinguished Performance	Proficient Performance
<p>The educator is a master educator and makes significant contributions both inside and outside of school. The classroom is clearly a community of learners with students highly motivated, engaged, and assuming much responsibility for their own learning.</p>	<p>The educator clearly understands and successfully implements the components and elements in the domains. Most experienced, capable educators perform at this level.</p>

Basic Performance	Unsatisfactory
<p>The educator has an understanding of the component(s) and attempts to implement the elements. Success is inconsistent, but performance is likely to improve with experience and additional effort such as professional development, classroom visits, graduate courses, or reading.</p>	<p>The educator does not yet fully understand the concepts underlying the component. S/he is still working on fundamental practices associated with the elements within the components. Educators in this category need to improve their professional practices through Informal Intervention or Performance Assistance. Failure to do so will move the educator to Remediation and/or Termination.</p>

Year-end Administrator Report Form

- BASIC/PROFICIENT PERFORMANCE: The educator has met the expectancies of basic/professional performance of the Murray School District.

Evidence of *Distinguished* Performance:

- PERFORMANCE ASSISTANCE: See attached Performance Assistance Plan Form and/or Outcome Form.

- REMEDIATION

Administrator Signature: _____ Date: _____

Educator Signature: _____ Date: _____

**Murray School District
Educator Evaluation Program**

**Performance
Improvement**

Murray School District
PERFORMANCE IMPROVEMENT

Performance Improvement: An educator whose evaluation identifies an area in need of improvement will be offered informal assistance in the area identified by a "U." If there are severe or persistent problems, Performance Assistance and/or Remediation will be necessary. It is the responsibility of the District to assign mentors to assist as the educator works to improve his/her performance. It is the responsibility of the educator to respond in a professional manner to identified concerns and demonstrate a willingness to make

LEVEL 1: INFORMAL INTERVENTION

1. A "U" marked on the Licensed Educator Evaluation Form is the first indicator of concern regarding an educator's performance, attitude, and/or behavior. The "Unsatisfactory" marks the beginning of an informal intervention and discussion between the educator and the administrator in which the educator is directed to take action to resolve the problem, concern, or situation.
2. If the "U" is not satisfactorily addressed, the "U" is unchanged and Level 2: Performance Assistance is automatically invoked.

LEVEL 2: PERFORMANCE ASSISTANCE

1. Performance Assistance procedures are initiated when an educator receives a "U" rating on the Licensed Educator Evaluation Form.
2. Performance Assistance shall be based upon identified deficiencies in the educator's performance of his/her assignment as indicated on either the Administrator's Working Form or the Evaluation Report.
3. The Administrator shall provide written notice (see page 58) to the educator that the Performance Assistance procedure is being initiated. Additionally, the administrator shall confer with the educator and present a copy of the Performance Assistance Form outlining reasons for initiating the actions.
4. Within five (5) working days following notification of Performance Assistance, the educator shall meet with the administrator and present his/her plan to address the written concerns. The administrator shall review the educator's plan and may add to or suggest changes in the plan. The administrator may assist by providing examples of exemplary programs, visits to other programs, assistance with the educator's classroom, and appropriate staff development classes. The educator and the administrator will reach agreement on the goals, activities, and time lines for implementing the plan. A copy of the Performance Assistance Plan and Form shall be sent to the Association when requested by the educator.
5. A copy of the completed plan shall be sent to the Director of Personnel who will then assign a mentor. Mentors are provided to assist at this level if the educator chooses to use one. The role of the mentor at Level 2 is to be of assistance as outlined by the plan. The mentor will make first contact, and then it will be the educator's responsibility to continue the contact. The mentor serves as a resource, not as an evaluator. Following the assignment of the mentor (if one is to be assigned), the beginning date of Performance

- Assistance is designated by the Director of Personnel, and the process continues for thirty (30) working days.
6. During the thirty (30) working days, the administrator and educator shall meet a minimum of three (3) times to discuss progress in the educator's performance. When classroom performance is the issue, the administrator will also visit the classroom a minimum of three (3) times. During the conferences, it is the responsibility of the educator to bring information and examples of how the improvement plan is being implemented. At each conference the Performance Assistance Form shall be updated and a copy given to the educator.
 7. Performance Assistance may be extended but shall not exceed sixty (60) working days.
 8. At the end of the Performance Assistance, the administrator shall make the final decision regarding the results of Performance Assistance and shall confer with the educator to review the results.
 9. If Performance Assistance is unsuccessful, Level 3: Remediation process shall be initiated.
 10. If Performance Assistance is successful, the educator must sustain the improved performance.
 11. Copies of the Performance Assistance procedure are kept by the administrator in the educator's school file. After three (3) consecutive years of successful performance following Performance Assistance, evidence of Performance Assistance shall be removed from the educator's school file when requested by the educator.
 12. *Transfer Restrictions:* An educator shall not be transferred from the school or his/her assignment while on Performance Assistance unless authorized by the Superintendent.

LEVEL 3: REMEDIATION

1. Remediation shall be based upon deficiencies identified in the educator's performance of his/her assignment as indicated on an Administrator Evaluation Report and shall be initiated only after reasonable assistance has been provided to the educator and Performance Assistance has been determined unsuccessful.
2. The administrator shall confer with the educator, presenting a copy of the Referral for Remediation Form and performance data and other evidence supporting the referral for remediation. Copies of the signed Referral for Remediation Form shall then be given to the Association when requested by the educator, the Director of Personnel, and the Superintendent.
3. A Remediation Team shall be formed under the direction of the Director of Personnel to assist in the remediation process. The team, appointed by the Director of Personnel, shall consist of a professional educator/mentor to serve as Chairperson, a grade or subject mentor educator, and an Association Representative if requested by the educator. The team may also select an additional educator to serve on the Team for a specific and justifiable purpose.

Roles of the team members are as follows:

Team Chairperson (professional educator/mentor, not Director of Personnel):

- a. Reviews the Referral for Remediation Form with the team.
- b. Schedules and conducts meetings as determined by the educator and the team.
- c. Compiles team reviews and gives copies to the educator and team members.
- d. Coordinates the team's assistance to the educator.
- e. Compiles the final team report and provides a copy to the educator, the administrator, the Superintendent, team members, and Association (if applicable).

Association Representative: (as designated by the MEA if requested by the educator)

- a. Reports to the Association.
- b. Acts as the Association liaison between administration and educator to ensure that the remediation process is properly followed.
- c. Ensures that the educator is treated in a fair and equitable manner.
- d. Attends all review meetings.

The Grade-Subject Mentor:

- a. Works as an educator dealing with a similar grade or subject area of appropriate assignment.
- b. Recognized as a well qualified educator.
- c. Observes and works directly with educator, using such elements as model teaching, behavior management skills, appropriate attitudes toward students, appropriate strategies for teaching, i.e., lesson plans, curriculum plans, methodologies.
- d. Attend all review meetings.

Team Designated Educator:

- a. Spends a designated period of time working with the educator on a specifically defined task.
 - b. Works on the final written report with the Remediation Team.
4. Disagreement should any member of the Remediation Team disagree with any decision, a team member may file a minority report. If the educator disagrees with any decision or process, s/he has the right to file a grievance.
 5. Remediation Orientation Meeting: Within a timely manner that shall not exceed fifteen (15) working days after the Remediation Form has been received by the Superintendent, the assigned team shall hold its first meeting. Orientation for the team shall be provided by the Director of Personnel.
 6. The Plan: The Remediation Team shall develop a remediation plan in consultation with the educator within five (5) working days after the Remediation Team members have met with the educator. In addition to a recommended course of action to be implemented by the educator, the plan will list other resources available for the educator's use for improvement. The forty-day remediation begins as soon as the completed remediation plan is given to the educator. However, if the Remediation Team determines that insufficient time remains in the school year to begin effective implementation of the remediation plan, the remediation shall be postponed until the beginning of the following school year.
 7. Meetings: The Remediation Team shall meet a minimum of two (2) times to review performance as observed by the members of the team. At the end of the first twenty (20) working days, the Remediation Team shall carefully assess the degree to which the educator demonstrates a cooperative attitude, demonstrates effort, and demonstrates a willingness to make changes. Continued assistance should then be provided commensurate with the educator's response. This provision shall be called to the attention of the educator undergoing remediation.
 8. Written Reports: At each meeting, a progress report shall be compiled by the Team. Copies of this report shall be provided to the educator and Team members.
 9. Length of Review: The remediation period shall be forty (40) working days. At the conclusion of the remediation period, the principal will evaluate the educator. A meeting with the educator and members of the Team shall take place within ten (10) working days following the conclusion of the remediation period. The group shall review the plan, the expectations, and the educator's improvement.
 10. Early Termination of the Remediation Process: At any time during the remediation process, the remediation may be terminated by the principal after adequate assessment of the

- educator's performance and appropriate coordination with the Remediation Team and the educator.
11. Final Report: Within ten (10) working days after the final evaluation meeting, the Chairperson shall submit the final written Remediation Team Report, including the principal's recommendation based upon his/her evaluation, to the Superintendent, and, if applicable, the Association.
 12. Possible Outcomes:
 - a. Remediation has been successful, and the educator is returned to full provisional or career status.
 - b. Remediation has been unsuccessful, and Orderly Termination is recommended.
 - c. Remediation has been substantially successful and on terms and conditions established by the Remediation Team, an extension of the full remediation process for a period not to exceed forty (40) working days is justified. Under no circumstances shall the formal remediation process exceed eighty (80) working days.
 13. Transfer Restrictions: An educator shall not be transferred from the school of his/her assignment while on Performance Assistance or Remediation unless authorized by the Superintendent.
 14. If remediation is successful, the educator must sustain the improved performance for the duration of his/her employment as an educator with the district. Failure to maintain the improved performance will result in further disciplinary action which may include termination of employment.

**LEVEL 1: INFORMAL INTERVENTION
FORM**

Educator: _____ Date: _____

School: _____ Assignment: _____

Reason(s) for Informal Intervention (Specify from Teaching Expectancies and identify one example of educator's performance which illustrates deficiency):

Expected Outcome(s) of Informal Intervention (state in Behavioral Objectives):

=====

Results of 1st Conference: _____ Date: _____

Educator: _____ Principal: _____

=====

Results of 2nd Conference: _____ Date: _____

Educator: _____ Principal: _____

=====

Results of 3rd Conference: _____ Date: _____

Educator: _____ Principal: _____

=====

Results of 4th Conference: _____ Date: _____

Educator: _____ Principal: _____

=====

Informal Intervention

- was successful and is hereby completed.
- was not successful for the following reasons:

Signatures:

_____ Date: _____
Educator

_____ Date: _____
Administrator

**LEVEL 2: PERFORMANCE ASSISTANCE
PROCESS**

An "U" (Unsatisfactory) has been placed on the Licensed Educator Evaluation Form and an Informal Intervention has occurred at school. A plan needs to be collaboratively developed which addresses the identified concern(s). The plan must be attached to this cover sheet.

The plan must include all of the following items:

- Statement of specific concern/issue: reference the domain(s).
- The evidence/reason for the concern(s).
- The expected outcome(s) of the plan.
- The time frame for the plan.
- Evidence to meet the expected outcome(s).

Upon successful completion of the plan, the rating will be changed from an "U" to a "B" or "P" (Basic or Professional Performance).

If additional time is needed for the plan, it can be extended by mutual agreement into the next school year. In this case, the "U" would remain on the Licensed Evaluator Evaluation Form.

If the plan outcome(s) are not met, the rating of "U" (Unsatisfactory) will be placed on the Administrator Report Form and the Remediation process will be initiated.

The Performance Assistance Outcome Form will be completed at the conclusion.

**LEVEL 2: PERFORMANCE ASSISTANCE
PLAN FORM**

Educator: _____ Date: _____

School: _____ Assignment: _____

Component of professional practice needing attention:

Assistance Plan:

Expected Completion Date:

Notes & Results:

Action Summary:

_____ Move to "B" or "P" based on demonstrated improvement

_____ Continue "U" to next school year

_____ Remain at "U." The educator does not meet the standards of basic/professional performance for Murray School District.

Signatures:

_____ Date: _____

Educator

**Signature acknowledges receipt of this document. Does not imply agreement with Action Summary.*

_____ Date: _____

Administrator

Murray School District

**LEVEL 3: REMEDIATION
REFERRAL**

Educator: _____ Date: _____

School: _____ Assignment: _____

Briefly describe concerns:

Area(s) of Concern:
Critical Incident(s):

Report prepared by: _____

Signatures:

Date: _____

Educator

**Signature acknowledges receipt of this document.*

Date: _____

Administrator

**Murray School District
Educator Evaluation Program**

Appendices

**ALIGNMENT OF INTASC STANDARDS*
WITH THE FRAMEWORK TEACHING COMPONENTS
OF THE MSD EDUCATOR EVALUATION SYSTEM**

Description of Educator Performance	Framework Components
Understands the central concepts, tools of inquiry, and structure of the disciplines taught; creates learning experiences to make them meaningful to students	1a 1e 3c
Understands how children learn and develop; provides learning opportunities that support their development	1b 1c 1f 3b 3c
Understands how students differ in their approaches to learning; creates instructional opportunities adapted to diverse learners.	1b 1e 2a 2b 3b to 3e
Understands and uses a variety of instructional strategies.	1d 1e 3b to 3e
Creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.	1e 2a to 2e 3c
Uses knowledge of communication techniques to foster active inquiry, collaboration, and supportive interaction.	2a 3a to 3c
Plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.	1a to 1e 3b 3c
Understands and uses formal and informal assessment strategies.	1b 1f 3d 3e 4a to 4c
Reflects on teaching	4a 4d 4e
Fosters relationships with colleagues and parents, and agencies in larger community.	1d 4c 4d 4f

***The Interstate New Teacher Assessment and Support Consortium** (INTASC) developed standards to be compatible with those of the National Board for Professional Teaching Standards (NBPTS), our current teaching expectancies. This combination has served as the foundation of standard-setting efforts in about 20 states, including Utah.