

The New America School Professional Evaluation



The mission of The New America School is to empower new immigrants and ESL learners with the educational tools and support they need to maximize their potential, succeed and live their American dream.

Adopted from:

The New America School Teacher Evaluation Committee 2007-2008 – Chair: Rhett Parham
Teacher Evaluation Professional Development Committee – Cripple Creek Victor School District Re-1
Committee Chair: Rhett Parham

Developed from Charlotte Danielson's Research in Enhancing Professional Practice; *A Framework for Teaching*, ASCD Publications, 1996

TEACHER PERFORMANCE STANDARDS

Four Domains of Teaching with 23 components and 68 Elements

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|---|---|
| <p>Domain 1: Planning and Preparation</p> <ul style="list-style-type: none">a. Demonstrating Knowledge of Content and Pedagogyb. Demonstrating Knowledge of Studentsc. Selecting Instructional Goalsd. Demonstrating Knowledge of Resourcese. Designing Coherent Instructionf. Assessing Student Learning | <p>Domain 2: The Classroom Environment</p> <ul style="list-style-type: none">a. Creating an Environment of Respect and Rapportb. Establishing a Culture for Learningc. Managing Classroom Proceduresd. Managing Student Behaviore. Organizing Physical Space |
| <p>Domain 3: Instruction</p> <ul style="list-style-type: none">a. Communicating Clearly and Accuratelyb. Using Questioning and Discussion Techniquesc. Engaging Students in Learningd. Providing Feedback to Studentse. Demonstrating Flexibility and Responsivenessf. Using Student Assessment Datag. Using the NAS Lesson Plan | <p>Domain 4: Professional Responsibilities</p> <ul style="list-style-type: none">a. Reflecting on Teachingb. Maintaining Accurate Recordsc. Communicating with Familiesd. Contributing to the School and Districte. Growing and Developing Professionallyf. Showing Professionalism |

The New America School
Teacher Expectations

First and Second Year Teacher Evaluation Procedures

2 Formal Observations - One per semester*

Evaluation #1 – Before December 1

Domain 1 & 2 or 3 (administrative approval required)

Evaluation #2 – Before March 1

Domain 5 & 2 or 3 and improvement if necessary from previous evaluation

Professional Level Teacher Evaluation Procedures

Domain 5 is assessed every year for every teacher.

Three levels over a three year time frame, then repeated A, B, and C

Once you have been employed by The New America School for two years, and in your third year of teaching, you will be formally evaluated once per year. The format of the evaluation will follow the rotation of cycles A, B or C.

Cycle A:

Two formal observations on two Domains each per year.

Cycles B and C:

Minor Evaluation Years. Teacher fills out goals, completes a self-evaluation, and meets with the administrator once for a formal review.

TRACK III

Track III Placements are for teachers whose performance levels have failed to increase over time, or teachers who have unsatisfactory level rankings for 2 consecutive evaluation periods, or upon administrative placement. This is an intensive focus session that requires goals and objectives, with a written expectation of the indicators of success to illustrate improvement or growth. This placement requires intensive communication between the teacher and the administrator. Track III is an improvement plan.

Building Principal may place any teacher at any level at anytime.

At the end of each year, Teacher must have 100% of the elements at or above Level 1. Track III assistance required for anything less than Level I rankings.

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Teacher Expectations

*Other data collection such as observations of non-teaching events, parent conferences, department meetings, team interactions, etc. . . also provide data for evaluation purposes. All Formal Observations are to have Pre- and Post-observation meetings with the teacher. All non-formal evaluation data will be discussed with the teacher.

| TEACHER'S YEARLY GOAL SHEET | | | |
|--|---|---|---------------------------------------|
| Name: _____ Date: _____ School: _____ Grade Level/Subject Area: _____ <p style="text-align: right;">Please set 1-3 goals ONLY in the targeted Domains</p> | | | |
| DOMAIN: <u> </u> Targeted Components: | <div style="border-bottom: 1px solid black; padding: 5px;"> Teacher's goal(s) stated in terms of performance outcomes: (1-3 per Domain) </div> <div style="padding: 5px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; border-right: 1px dotted black; padding: 5px; vertical-align: top;"> STRATEGIES: What will the teacher do to achieve goal(s)? </td> <td style="padding: 5px; vertical-align: top;"> Sources of Data/Proof/Evidence </td> </tr> </table> </div> | STRATEGIES: What will the teacher do to achieve goal(s)? | Sources of Data/Proof/Evidence |
| STRATEGIES: What will the teacher do to achieve goal(s)? | Sources of Data/Proof/Evidence | | |
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TEACHER'S PRE-OBSERVATION PLANNING RECORD

Name: _____ Date: _____ Observation No. _____
 School: _____ Goal/Domain _____ Grade Level/Subject Area: _____

| | |
|---|---|
| <p>1. Briefly describe the students in this class, including those with special needs. <i>(Component 1b)</i></p> | <p>6. How do you plan to engage students in the content? What will you do? What will the students do? <i>(Component 1e)</i></p> |
| <p>2. What are your goals and objectives for students for this lesson? What do you want the students to know and be able to do? <i>(Component 1c)</i></p> | <p>7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? <i>(Component 1a)</i></p> |
| <p>3. Why are these goals suitable for this group of students? <i>(Component 1c)</i></p> | <p>8. What instructional materials or other resources, if any, will you use? <i>(Component 1d)</i></p> |
| <p>4. How do these goals support the district's content and performance standards? <i>(Components 1a and 1c)</i></p> | <p>9. How do you plan to assess student achievement of the goals? What data will you collect? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) <i>(Component 1f)</i></p> |
| <p>5. How do these goals relate to broader curriculum goals in the discipline as a whole? <i>(Component 1c)</i></p> | <p>10. How do you plan to make use of the results of the assessment? <i>(Component 1f)</i></p> |

Please use the back of this page to share any other relevant information.

The New America School – Teacher Expectations

TEACHER NAME: _____

DOMAIN 1: PLANNING AND PREPARATION

SCHOOL YEAR: _____

Component 1a: Demonstrating Knowledge of Content and Teaching Skills

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--|--|--|---|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| Knowledge of Content | Teacher makes content errors or does not correct content errors students make. | Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. | Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines. | Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. |
| Knowledge of Prerequisite Relationships* (Previous Knowledge) | 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 Teaching Skills** | Teacher displays little understanding of pedagogical issues involved in student learning of the content. | Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions. | Teaching practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions. | Teacher displays continuing search for best practice and anticipates student misconceptions. |

Related Goals:

**Prerequisite relationships: This is referring to a “dependent sequence,” or order, that assists students’ understanding, i.e., socks before shoes, place value before addition and subtraction.
 **Content-Related Teaching Skills: Teaching strategies closely aligned and supporting content outcomes, i.e., foreign language teachers who use the appropriate accent, and physical education teachers who demonstrate skills rather than telling about them.*

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: PLANNING AND PREPARATION
 Component 1b: Demonstrating Knowledge of Students

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|---|--|---|---|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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 displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns. | Teacher displays 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 <u>general</u> understanding of the different approaches to learning that students exhibit, and includes a limited variety in lesson planning. | Teacher displays <u>solid</u> understanding of the different approaches to learning that different students exhibit and occasionally uses those approaches. | Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning, as an integral part of their instructional planning repertoire. |
| 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 displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge. | Teacher displays 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 displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge. | Teacher displays knowledge of the interests or cultural heritage of each student. |

Related Goals:

*Refer to Danielson book, pg. 65.

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: PLANNING AND PREPARATION
 Component 1d: Demonstrating Knowledge of Resources

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|-------------------------------|---|--|---|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| Resources for Teaching | Teacher is unaware of resources available through the school or district. | Teacher displays limited awareness or use of resources available through the school or district. | Teacher is fully aware of resources available through the school or district and makes use of them regularly. | 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 fully aware of resources available through the school or district and knows how to gain access for students. | In addition to being aware of school and district resources, teacher is aware of additional resources available through the community and assists students in gaining access. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: PLANNING AND PREPARATION
 Component 1e: Designing Coherent Instruction

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--|---|--|---|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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. |
| 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 choice in selecting different patterns of instructional groups. |
| Lesson and Unit Structure | The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic. Plans are not in written form. | The written lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Some time allocations are unreasonable and teacher occasionally makes effective adjustments. | The written lesson or unit has a clearly defined structure that activities are organized around. Most time allocations are reasonable. | The written lesson's or unit's structure is clear and teacher makes adjustments for different pathways according to student needs. Parts of the unit support the whole, time allocations are reasonable, and congruent to learning outcomes. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: PLANNING AND PREPARATION
 Component 1f: Assessing Student Learning

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|---|---|---|--|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| Congruence with Lesson Objective | Content and methods of assessment lack congruence with instructional goals. | Some of the instructional goals are assessed through congruent assessment methods, but many are not. | All the instructional goals are nominally assessed through a variety of assessments, but the approach is more suitable to some goals than to others. | The teacher’s formal and informal assessments are completely congruent with the instructional goals, both in content and process. |
| Criteria and Standards | The teacher’s assessment contains no clear criteria or standards. | Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students. | Assessment criteria and standards are clear and have been communicated to students. | Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students have contributed to the development of the criteria and standards. |
| Use for Planning | The assessment results affect planning for the class 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. | 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. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2a: Creating an Environment of Respect and Rapport

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--|---|--|---|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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. | Teacher has established a climate in which students do not demonstrate negative behavior toward one another. | Teacher has established a climate in which students do not demonstrate negative behavior toward one another. Student interactions are generally polite and respectful. | Teacher has fostered an environment in which students demonstrate genuine caring for one another as individuals and as students. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2b: Establishing a Culture for Learning

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--|---|---|---|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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 apparent buy-in. | Because teacher conveys genuine enthusiasm for the subject, students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance. |
| 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 of work of high quality and demonstrate pride in their 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 student and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2c: Managing Classroom Procedures

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|---|--|--|--|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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 most students are engaged most of the times. | Groups working independently are productively engaged with all students assuming responsibility for productivity, and maintaining momentum without need for continuous monitoring. |
| 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 para-professionals have no clearly defined duties or do nothing most of the time. | Volunteers and para-professionals are productively engaged during portions of class time but require frequent supervision. | Volunteers and para-professionals are productively and independently engaged during the entire class. | Volunteers and para-professionals make a substantive contribution to the classroom environment. |

Related Goals:

**This element does not apply to teachers who do not have volunteers and/or para-professionals.*

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2d: Managing Student Behavior

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--|---|--|---|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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 have been developed with student participation. |
| Monitoring of Student Behavior | Student behavior is not monitored, and the teacher is 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 and employs strategies that maintain student attention or momentum. | 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. | Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate. | Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: THE CLASSROOM ENVIRONMENT
 Component 2e: Organizing Physical Space

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--|--|--|---|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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 success. | The classroom is safe, and the furniture arrangement is a resource for learning activities. | The classroom is safe, and both teacher and students adjust the furniture to advance their purposes in learning. |
| 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 students ensure that all learning is equally accessible to all students. |

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3a: Communicating Clearly and Accurately

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|----------------------------------|--|---|---|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3b: Using Questioning and Discussion Techniques

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|------------------------------|---|---|---|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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. | Teacher guides students in assuming 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, but with only limited success. | Teacher successfully engages most students in the discussion. | Teacher successfully engages all students in the discussion and students encourage and honor the participation of others. All voices are heard during the discussion. |

Related Goals:

*Refer to Danielson book, pg. 92

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TEACHER NAME: _____

DOMAIN 3: INSTRUCTION

SCHOOL YEAR: _____

Component 3c: Engaging Students in Learning

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--|--|---|--|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| Presentation of Content | Presentation of content is inappropriate and unclear or uses poor examples and analogies. | Presentation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow. | Presentation of content is appropriate and links well with students' knowledge and experience. | Presentation of content is appropriate and links well with students' knowledge and experience. Students contribute to presentation 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 their own purposes. |

3C continues on reverse side

The New America School – Teacher Expectations

TEACHER NAME: _____

DOMAIN 3: INSTRUCTION

SCHOOL YEAR: _____

Component 3c: Engaging Students in Learning

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|-----------------------------|--|---|---|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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. | The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is consistent and adapted if needed to be appropriate for all students. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____

DOMAIN 3: INSTRUCTION

SCHOOL YEAR: _____

Component 3d: Providing Feedback to Students

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|---|--|---|---|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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 learn 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. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: INSTRUCTION
 Component 3e: Demonstrating Flexibility and Responsiveness

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|-----------------------------|---|--|---|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____

DOMAIN 3: INSTRUCTION

SCHOOL YEAR: _____

Component 3f: Using Student Assessment Data

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--|---|---|---|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| Connecting Assessment Data to Instructional Decisions | Lessons and activities are not based on needs revealed through either informal or formal assessments. | Lessons and activities are inconsistently based on informal or formal assessment. | Instructional planning and implementation are often based on data the teacher has analyzed from informal and/or formal assessments. | Instructional planning and implementation are directly correlated to needs of students revealed through analysis of formal and/or informal assessment data. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____

DOMAIN 3: INSTRUCTION

SCHOOL YEAR: _____

Component 3g: Using the NAS Lesson Plan

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|---|--|--|--|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| Quality of Planning | Lesson Plan was not used, or filled out with little substance or sections are left blank or with little value; Standards not included in plan. | Lesson plan is cohesive, contains effective instructional strategies; may not be best suited for level of student. | Lesson Plan is effective, can be easily understood by others, provides all information for others to use. Some sheltered techniques are addressed. | Lesson Plan contains sheltered instructional practices, can be easily understood by others, provides instructor with clear and concise objectives. |
| Lesson Plan Implementation | Lesson does not follow plan, plan is not easily implemented. | Lesson plan is followed, but flow of delivery could be improved. Objective is clear to students, assessment is useful. Most aspects of the lesson are implemented. | Delivery of lesson follows plan, students are clear of objective and assessment. All aspects of the plan are implemented. | Sheltered instruction is implemented, students know the objective, all aspects are followed, objective/s were met. Plan can be implemented by others. |
| Evaluators comments - Individual Goals for plan use: | | | | |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4a: Reflecting on Teaching

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|-------------------------------|---|---|---|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4b: Maintaining Accurate Records

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|---|--|--|---|---|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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 fully effective. | Teacher’s system for maintaining information on student completion of assignments is fully 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, or is inaccurate. | 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, and can be easily and accurately reported to students and parents. | Teacher’s system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records. |
| Noninstructional Records (ex. permission slips, collection of money, inventory of supplies.) | 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 fully effective. | Teacher’s system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4c: Communicating with Families*

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--|---|---|---|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| 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. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4d: Contributing to the School and District

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--|---|--|---|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| Relationships with Colleagues | Teacher’s relationships with colleagues are negative or self-serving. | Teacher maintains cordial relationship 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 and district projects when specifically asked. | Teacher volunteers to participate in school and district projects, making a substantial contribution. | Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4e: Growing and Developing Professionally

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|---|---|---|--|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| Enhancing of Content Knowledge and Teaching Skills | 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 teaching skill. | Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research, making informed changes, or improvements in his classroom. |
| Service to the Profession and Fulfilling Professional Responsibilities | Teacher makes no effort to share knowledge with others or to assume professional responsibilities. Teacher is not aware of or disregards the rules, policies and procedures established by the school, the district, and the contract. Teacher does not work collaboratively, has poor teamwork skills, and does not accept feedback. | Teacher finds limited ways to contribute to the profession. Teacher minimally adheres to the rules, policies and procedures established by the school, the district, and the contract. Teacher works collaboratively, works well in teams, accepts feedback with hesitation or defensiveness. | Teacher participates actively in assisting other educators. Teacher fulfills the rules, policies and procedures established by the school, the district, and the contract. Teacher works collaboratively, works well in teams, accepts feedback. | Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. Teacher fulfills the rules, policies and procedures established by the school, the district, and the contract in an exemplary way. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
 Component 4f: Showing Professionalism

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|----------------------------|--|---|--|--|
| | UNSATISFACTORY | TARGET FOR GROWTH/LEVEL 1 | PROFICIENT/LEVEL 2 | AREA OF STRENGTH/LEVEL 3 |
| Service to Students | Teacher is not alert to student’s needs. | Teacher’s attempts to serve students are inconsistent. | Teacher is moderately active in serving students. | Teacher is highly proactive in serving students, seeking out resources when necessary. |
| Advocacy | Teacher knowingly exhibits practices that do not serve the students. | Teacher contributes to some students being ill served by the school, aware or not of the situation. | Teacher works 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 underserved, 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 consideration. | Teacher maintains an open mind and participates in team or departmental decision making. | Teacher takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards. |

Related Goals:

The New America School – Teacher Expectations

TEACHER NAME: _____

DOMAIN 5: Data Assessment Management

SCHOOL YEAR: _____

Component: NAS Targets and Classroom Data

| ELEMENT | LEVEL OF PERFORMANCE | | | |
|--|---|---|---|--|
| | LEVEL 1 | LEVEL 2 | LEVEL 3 | LEVEL 4 |
| Sheltered Instructional Practices (CELA) | Does not use or understand sheltered instructional strategies. | Demonstrates minimal understanding of language objectives and sheltered strategies. | Uses daily language objectives and provides evidence of implementing regularly, other sheltered strategies. | Is able to mentor and coach other staff on how to use sheltered instructional strategies. |
| Standards Based Assessment Data (CSAP) | Does not demonstrate proficient understanding of CSAP reports, and/or does not support building level strategies. Instruction does not align with state standards and benchmarks. | Is able to articulate understanding of CSAP reports; sometimes uses data for classroom instruction; sometimes supports building level strategies. Instruction is sometimes aligned with state standards and objectives. | Articulates and uses CSAP reports to influence classroom instruction and supports building level strategies (i.e.: warm-ups are inclusive of Bloom’s taxonomy and are aligned with standards and objectives). | Supports other teachers in their growth of understanding CSAP reports and in using best practices to improve daily instruction. Helps others align curriculum in classes based upon state standards and benchmarks. |
| Standards Based Assessment Data (MAP) | Does not know how to access or use MAP data reports. | Demonstrates how to access data reports and DesCartes; sometimes uses data to drive instruction. | Uses MAP data and DesCartes to drive daily instruction; evidence indicates a regular use of data. | Mentors and coaches other staff members on how to implement data driven instructions using MAP and DesCartes. |
| MAP Participation: *Primary | Participation rate of less than 50%. Does not support MAP testing process. Comments reflect a negative attitude towards MAP testing and usage. | Participation rate of 50%-64.9%. Is able to administer the test for a class with minimal support. Supports the building through the testing process. | Participation rate of 65%-75%. Is able to administer the test independently; assists building with testing process; can fill in as a proctor if needed. | Participation rate of over 75%. In addition to Level 2, teacher serves as a mentor and coach to assist others in improving participation rate, administration of the test, training of proctors, and contributes to building level improvement. |

The New America School – Teacher Expectations

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| *Supplementary | Does not accommodate needs for testing. | Accommodates needs for testing. | Accommodates needs for testing; encourages students and/or assists staff as needed. | Accommodates needs for testing; encourages students and/or assists staff as needed. |
| Academic Achievement | Common assessment passing rate is under 50%. | Common assessment passing rate is 50-68%. | Common assessment passing rate is greater than 68%. | Common assessment passing rate is consistently over 68%. |
| Mobility Rate | Evidence indicates teachers actions resulted in a student to withdrawing from school. Evidence supports non-effective relationships with students. | Teacher understands the RTI model; sometimes refers students to RTI; contributes to school sponsored non-academic programs. Relationships with students are positive. | Teacher refers and participates in the RTI process; maintains positive relationships with students; contributes to a positive school climate; classroom and non-academic interactions support a positive school climate. | Evidence indicates teacher has contributed to keeping students enrolled at school. Understands and articulates the RTI process; assists students in non-academic needs. Supports and maintains a positive school climate. Goes above and beyond to help maintain enrolment and academic success. |
| Attendance | Classroom daily attendance rate is <18% of building rate. | Classroom daily attendance rate is <18-10% of building rate. | Classroom attendance rate is at or above building rate. | Classroom daily attendance rate significantly exceeds building and or NAS rate. |
| Graduation | Does not support program completion for students. | Sometimes contributes towards program completion for students. Sometimes refers students to appropriate resources to address concerns, provides relevancy to students in instruction and overall school participation. | Contributes to a positive school climate. Refers students to appropriate resources to address concerns, provides relevancy to students in instruction and overall school participation. | Seeks out opportunities for outside influence to promote and support graduation rate. Participates in outside opportunities to assist students in graduating. |
| Student Behavior | Interactions elevate and/or incite inappropriate student behavior. Not aware of and/or does not enforce code of conduct. | Evidence indicates teacher helps to defuse inappropriate behavior. Teacher is aware of behavior expectations. | Teacher is aware of building level behavior expectations and appropriate pre-referral strategies. Teacher fairly and consistently enforces building level procedures for reducing discipline rates. | Evidence indicates teacher intervenes to prevent disciplinary behaviors, is aware of and uses building level resources to prevent student misconduct. Is able to mentor others. |
| ACT | Does not support ACT testing processes. | Sometimes supports building level ACT preparations. | Fully supports building level ACT preparations. Assists in seeking out opportunities to improve ACT performance. | Actively seeks out resources to improve ACT performance. Instructional pedagogy integrates ACT vocabulary and higher level thinking skills. |

The New America School – Teacher Expectations

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| Student Monitoring and Progress Portfolio | Neither uses or remains current in the use of class level monitoring and tracking forms. | Maintains current records on the monitoring and tracking forms; sometimes uses data to improve instruction and student performance. | Forms are current; the process is used to improve instruction or student performance; evidence reflects students are involved and know their progress with the forms. | Teacher is able to mentor and coach others on how to use the forms; students use the forms to self-direct their learning. |
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Related Goals: