

## PERSONAL AND PROFESSIONAL GROWTH PLAN

There are a variety of choices for teachers in their Individual Professional Development Plan. The following guide is meant to serve as a starting point for teachers in assisting them develop their plans.

Questions to Guide Your Planning

1. What is/are your goal(s)?
2. How does this contribute to your school's goals?
3. How will it change your teaching?
4. How will it impact your students?
5. How will you evaluate to determine that you have accomplished your goal(s)?

Table for Planning your activities:

Strategy/Activity	Resources	Responsibility	Date

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

Teacher: \_\_\_\_\_

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

**General overview of the Project**

**What did I enjoy the most?**

**Was there a change in my teaching?**

**How did it impact my students?**

**Summary comments**

**Administrator comments**

\_\_\_\_\_  
**Teacher's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Administrator's Signature**

\_\_\_\_\_  
**Date**

## Differentiated Supervision

*Differentiated supervision operates on the belief that teaching is a profession. As members of a profession, teachers should have more control over their professional development, within generally accepted professional standards. As skilled professionals, they need both support and feedback, but from colleagues and students – not always from administrators or supervisors.*

Allan A. Glatthorn (1997)

Differentiated supervision also recognizes that teachers are at different stages in their career and different stages of preparedness to assume responsibility for their personal and professional development. As such, Lloydminster Public School Division provides varying levels of supervision to provide a scope of activities that will best suit the needs of teacher, principal and school. Glatthorn (1997) outlines three models of supervision. In addition to the supervision model associated with first or second year people, and people evaluated on a regular cycle, there are two additional models of supervision that fit within the concept of Personal and Professional Growth Plans.

Cooperative Development - This option refers to small groups of teachers working together to assist each other with their professional growth. Typically there is a relationship between the teacher's growth and the school's goals and direction. A variety of strategies may be used in this process.

- ♦ Action research - Teachers develop a hypothesis and establish a research plan for learning in their school or classroom.
- ♦ Peer supervision - Teachers, often in pairs, will observe each other to provide feedback on specific components and elements of their teaching.
- ♦ Curriculum and Resource Material Development - Teachers may work together to develop curriculum materials to enhance the learning of students in their classroom or school.
- ♦ Mentoring - In most schools, combinations of teachers with a wealth of experience and teachers just beginning are the norm. The skills of the senior expert teacher can be utilized by pairing the teacher with a beginner. By mentoring a form of tutoring occurs and the inexperienced teacher benefits from the senior teacher and in some circumstances, the senior teacher is rejuvenated with the enthusiasm of the inexperienced teacher.
- ♦ Peer - Administration Supervision - A teacher may develop a plan for growth and rather than utilizing a colleague, use administration to provide a modified model of clinical supervision. The supervision will not be as intensive but rather formative and reflect only observations and recommendations relative to the established goal.
- ♦ Teachers may establish a plan outside of the recommended options to meet their needs. These must be approved as per administrative procedures by the Principal.

Self Directed Development - Teachers may also work independently to establish a growth plan. This will involve a goal, plan of action, evaluation, and a reflection component. Options include:

- ♦ Action research - A teacher develops a hypothesis and establishes a research plan for learning in his or her school or classroom.

- ◆ Professional Readings with Logbook for Reflection: A staff member may select a number of readings related to a particular component or element of teaching. The teacher will maintain a logbook with the teacher's reflection on the readings, implications on the teacher's practice and effects on student learning.
- ◆ Classroom and Teacher Visitations: A teacher may establish a plan to visit and observe both classrooms and schools. A predetermined plan outlining the purpose for the visitations and expected outcomes must be included.
- ◆ Inservice Activity - A teacher may establish an inservice plan to attend or present at conferences. The plan is to note that material garnered at the conferences will be shared/presented with the school staff.
- ◆ Publications - A teacher may write a number of articles for professional publication. The articles are to be commensurate with the criteria for evaluation and school goals.
- ◆ Self Reflection: A teacher may create a video or audio tape of his or her lesson and use the Standards for Teaching to establish a growth plan. The growth plan could involve the use of multiple observations and their analysis.
- ◆ Teachers may establish a plan outside of the recommended options to meet their needs. These must be approved as per administrative procedures by the Principal.

### **Suggested Questions to Guide the Pre-observation Conference**

1. Briefly describe the students in your class. Please identify those with special needs. (1b)
2. Identify the goals for the lesson and what you want students to learn. (1c)
3. Can you demonstrate suitability of these goals for your students? (1c)
4. How are these goals supported by the curriculum and Criteria for Evaluation of Teaching Performance? (1a and 1c)
5. How do these goals relate to the rest of the curriculum and other disciplines? (1c)
6. How will you engage the students in the content? What will you do specifically? What will the students do? (Include time estimates) (1e)
7. What are the difficulties that students may experience and how do you plan to accommodate these? (1a)
8. What instructional materials or other resources will you use? (1d)
9. How will you assess student achievement of the goals? What are your procedures? (Tests, scoring guides, are copies provided in advance of the lesson?) (1f)
10. What do you plan to do with the results of your assessment? (1f)

**NOTE: These questions are provided as suggestions and a starting point for the Pre-observation Conference. All questions will not be meaningful for all lessons.**

### Suggested Questions to Guide the Post-observation Conference

1. To what extent do you think students were productively engaged? (4a)
2. Did students learn what was intended? Were the instructional goals clear? On what basis do you make these assessments now or plan to in the future? (1f and 4a)
3. Were your goals or instructional plan altered during the course of the lesson? Why? (1e and 3e)
4. If you had the opportunity to teach the lesson again to the same group, how would you teach it differently? Why? (4a)

### Guide For Reflection and Planning

The following rubrics expand on the established Criteria for Evaluation that appear earlier in the administrative procedure. They are adapted from the Charlotte Danielson (1996) work entitled Enhancing Professional Practice. Not only can the rubrics provide a basis for understanding the various criteria used to guide supervision and evaluation, but may also serve as a basis for self-reflection and plan for growth.

#### Domain 1: Planning and Preparation

##### Component 1a: Demonstrating knowledge of content and pedagogy

<i>Level of Performance</i>				
<i>Element</i>	Unacceptable	Growth Required	Proficient	Distinguished
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	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 displays 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 displays continuing search for best practice and anticipates student misconceptions



**Domain 1: Planning and Preparation**  
**Component 1b: Demonstrating Knowledge of Students**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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 groups	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 general understanding of the different approaches to learning that students exhibit.	Teacher displays 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 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' interest or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interest or cultural heritage but displays this knowledge for the class only as whole.	Teacher displays knowledge of the interest or cultural heritage of groups of students and recognizes the value or this knowledge.	Teacher displays knowledge of the interest or cultural heritage of each student.

**Domain 1: Planning and Preparation**  
**Component 1c: Selecting Instructional Goals**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
Value	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the class	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

**VALUE:** Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum objectives, and frameworks.

**CLARITY:** Goals are clearly stated as student learning and permit sound assessment.

**SUITABILITY FOR DIVERSE STUDENTS:** Goals reflect needs of all students in the class.

**BALANCE:** Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines.

**Domain 1: Planning and Preparation**  
**Component 1d: Demonstrating Knowledge of Resources**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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 fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks 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 all resources available through the school or district and knows how to gain access for students.	In addition to being aware of the school and district resources, teacher is aware of additional resources available through the community.

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

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

**Domain 1: Planning and Preparation**  
**Component 1f: Assessing Student Learning**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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.
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 2a: Creating an Environment of Respect and Rapport**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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. 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.

**Domain 2: The Classroom Environment**  
**Component 2b: Establishing a Culture for Learning**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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 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 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.

**Domain 2: The Classroom Environment**  
**Component 2c: Managing Classroom Procedures**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
Managing 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 at all times.	Groups working independently are productively engaged at all times, 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 Para-professionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

**Domain 2: The Classroom Environment**  
**2d: Student Behavior**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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 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 entirely appropriate.

**Domain 2: The Classroom Environment**  
**Component 2e: Organizing Physical Space**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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 a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own 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.

**Domain 3: Instruction**  
**Component 3a: Communicating Clearly and Accurately**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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.

**Domain 3: Instruction**  
**Component 3b: Using Questioning and Discussion Techniques**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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 the 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 predominantly 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, but with only limited success.	Teachers successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

**Domain 3: Instruction**  
**Component 3c: Engaging Students in Learning**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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 goal 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 own purposes.
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 inconsistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

**Domain 3: Instruction**  
**Component 3d: Providing Feedback to Students**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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.

**Domain 3: Instruction**  
**Component 3e: Demonstrating Flexibility and Responsiveness**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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 4a: Reflecting on Teaching**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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 or she may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

**Domain 4: Professional Responsibilities**  
**Component 4b: Maintaining Accurate Records**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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.	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 fully effective. Students contribute information and interpretation of the records.
Non-instructional Records	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its

				maintenance.
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**Domain 4: Professional Responsibilities**  
**Component 4c: Communicating With Families\***

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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.

(Families shall include father, mother or guardians.)

**Domain 4: Professional Responsibilities**  
**Component 4d: Contributing to the School and Division**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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 Division Projects	Teacher avoids becoming involved in school and division projects.	Teacher participates in school and division projects when specifically asked.	Teacher volunteers to participate in school and division projects, making a substantial contribution.	Teacher volunteers to participate in school and division projects, making a substantial contribution, and assumes a leadership role in a major school or district project.

**Domain 4: Professional Responsibilities**  
**Component 4e: Growing and Developing Professionally**

<i>Level of Performance</i>				
<i>Element</i>	<b>Unacceptable</b>	<b>Growth Required</b>	<b>Proficient</b>	<b>Distinguished</b>
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/her 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 teachers, writing articles for publication, and making presentations.

**Domain 4: Professional Responsibilities**  
**Component 4f: Showing Professionalism**

<i>Level of Performance</i>				
<i>Element</i>	Unacceptable	Growth Required	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 proactive 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 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 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.

## Resource List

1. Acheson, Keith A. and Gall, Meredith Damien. (1992). Techniques in The Clinical Supervision of teachers - Preservice and Inservice Applications. Longman, New York.
2. Airasian, Peer W. and Walsh, Mary E. (1997) "Constructivist Cautions". Phi Delta Kappan. 78, 6:444-449.
3. Danielson, Charlotte (1996) Enhancing Professional Practice - A Framework for Teaching. ASCD, Alexandria, Va.
4. Glaathorn, Allan A. (1997) Differentiated Supervision. ASCD, Alexandria, VA.
5. Glickman, Carl D. (1985) Supervision of Instruction - A Developmental Approach. Allyn and Bacon, Toronto.
6. Marzano, Robert J. and Kendall, John S. (1996) A Comprehensive Guide to Designing Standards - Based Districts, Schools, and Classrooms. ASCD. Alexandria, VA
7. McGreal, Thomas L. (1983) Successful Teacher Evaluation. ASCD, Alexandria, VA
8. Schmoker, Mike (1996) Results -- the key to continuous school improvement. ASCD, Alexandria, VA
9. Tracy, Sandra J. and MacNaughton, Robert. (1993) Assisting and Assessing Educational Personnel - The Impact of Clinical Supervision. Allyn and Bacon, Toronto.