**Othello School District**

**Certificated Performance Criteria**

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| **Element** | 1. **Centering instruction on high expectations for student achievement.** | | | | | | | **Not observed** |
|  | **Unsatisfactory(1)** | | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Lesson Planning** | Lesson objectives unclear and/or not aligned with standards. | | | Inconsistently has clear lesson objectives aligned with standards | Has clear lesson objectives aligned with standards | | Lesson objectives/ standards are correlated to unit or long range plan |  |
| **EVIDENCE** | - Lesson Plans | | | - Lesson Plans | - Lesson Plans | | - Lesson and Unit Plans |  |
| **Lesson**  **Assessment** | Assessment is not aligned to lesson objective | | | Inconsistently plans assessments that are aligned to lesson objectives | Consistently plans assessments that are aligned to lesson objectives | | Daily and unit assessment plans are correlated to each other and to standards |  |
| **EVIDENCE** | - Assessments  - Lesson Plans | | | - Assessments  - Lesson Plans | - Assessments  - Lesson Plans | | - Assessments  - Lesson Plans |  |
| **Comments** |  | | | | | | | |
| **Element** | 1. **Demonstrating effective teaching practices.** | | | | | | | **Not Observed** |
|  | **Unsatisfactory(1)** | | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Using questioning and discussion techniques** | Questions are basic recall, knowledge level, or not content directed | | | Questions inconsistently elicit a thoughtful response | Questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer | | Teacher’s questions reflect higher order thinking, e.g. analysis, synthesis, evaluation |  |
| **EVIDENCE** | - Observations | | | - Observations | - Observations | | - Observations |  |
| **Instructional Delivery** | Directions, procedures, and explanations of content are unclear and/or confusing | | | Directions, procedures, and explanations of content are not consistently clear and/or appropriate | Directions, procedures, and explanations of content are clear and appropriate | | Directions, procedures, and explanations of content are clear and the teacher provides opportunity for student connections to content |  |
| **EVIDENCE** | - Observation | | | - Observation | - Observation | | - Observation |  |
| **Flexibility and Responsiveness** | Minimal instructional adjustments are made to accommodate student needs | | | Inconsistently makes instructional adjustments as needed to accommodate student needs | Makes instructional adjustments as needed to accommodate student needs | | Seizes an opportunity to enhance learning through the use of an extensive repertoire of instructional strategies |  |
| **EVIDENCE** | - Observation | | | - Observation | - Observation | | - Observation |  |
| **Student Engagement** | Does not use strategies to engage students in appropriate activities, and assignments | | | Inconsistently uses strategies to engage students in appropriate activities, and assignments | Uses strategies to engage students to actively participate in appropriate activities, and assignments | | Motivates students to make contributions to enhance their learning |  |
| **EVIDENCE** | - Observation | | | - Observation | - Observation | | - Observation |  |
| **Comments** |  | | | | | | |  |
| **Element** | 1. **Recognizing individual student learning needs and developing strategies to address those needs** | | | | | | | Not Observed |
|  | **Unsatisfactory(1)** | | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Knowledge of Student Needs** | Unaware of individual student accommodations | | | Inconsistent awareness of accommodations for individual students e.g. 504, IEPs, ELL, Speech, OT, Counseling, Hi-Cap | Articulates awareness of accommodations for individual students e.g. 504, IEPs, ELL, Speech, OT, Counseling, Hi-Cap | | Documents interventions and observations and reports information to appropriate professionals |  |
| **EVIDENCE** | - Pre-Observation Meeting | | | - Pre-Observation Meeting | - Pre-Observation Meeting | | - Preconference  - Documentation of  Interventions and  Observation Reports |  |
| **Planning for Individual Student Needs** | Cannot articulate a plan for individual student needs | | | Articulates inconsistent planning for individual student needs | Articulates plans for addressing individual student needs, including: environment, content, expectations for assignments, and lesson delivery | | Continuously seeks out additional resources/strategies to plan for differentiated instruction |  |
| **EVIDENCE** | - Discussion | | | - Discussion | - Discussion | | - Discussion  - Documentation |  |
| **Addressing Student Needs** | Lack of awareness of student needs | | | Inconsistently implements instructional strategies to meet student needs | Implements instructional strategies to meet student needs | | Seeks out additional resources/strategies to differentiate instruction |  |
| **EVIDENCE** | - Observation | | | - Observation | - Observation | | - Observation  - Documentation |  |
| **Comments** |  | | | | | | | |
| **Element** | 1. **Providing clear and intentional focus on subject matter content and curriculum.** | | | | | | | **Not Observed** |
|  | **Unsatisfactory(1)** | | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Focus on Content and Language Objectives** | Objectives are not posted and/or discussed | | | Objectives are inconsistently posted and discussed | Objectives are posted and discussed to make students aware of them | | Students discuss and personalize objectives.  Objectives referred back to on a regular basis to focus lesson |  |
| **EVIDENCE** | - Observations | | | - Observations | - Observations | | - Observations |  |
| **Knowledge of content** | Content and instruction are inaccurate and/or not based on standards | | | Inconsistently delivers accurate information and instruction based on the content and standards being taught | Delivers accurate information and instruction based on the content and standards being taught | | Content is enriched to build background, make real-world connections, and enhance student learning and engagement |  |
| **EVIDENCE** | - Observations | | | - Observations | - Observations | | - Observations |  |
| **Use of Content/Academic Vocabulary** | Minimal evidence of content/academic vocabulary | | | Inconsistently uses content/ academic vocabulary | Consistently and accurately uses content/academic vocabulary | | Provides students opportunities to use and/or apply content/academic vocabulary |  |
| **EVIDENCE** | - Observations | | | - Observations | - Observations | | - Observations |  |
| **Intentional Focus** | Minimal evidence of focus on content and curriculum | | | Inconsistently focuses on content and curriculum throughout the lesson | Consistently focuses on content and curriculum throughout the lesson | | Lessons are relevant and connect to future academic work and to life beyond the classroom |  |
| **EVIDENCE** | - Observations | | | - Observations | - Observations | | - Observations |  |
| **Comments** |  | | | | | | | |
| **Element** | 1. **Fostering and managing a safe, positive learning environment.** | | | | | | | Not Observed |
|  | **Unsatisfactory(1)** | | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Routines and Procedures** | Minimal evidence of routines and procedures | | | Classroom routines and procedures are communicated but inconsistently applied | Classroom routines and procedures are well developed and applied consistently | | Students contribute to the operation of classroom routines and procedures that are tailored to maximize engagement in active learning |  |
| **EVIDENCE** | - Observations  - Discussions | | | - Observations  - Discussions | - Observations  - Classroom  Management Plan  - Discussions | | - Observations  - Classroom  Management Plan  - Discussions |  |
| **Positive Learning**  **Environment: Respect/Rapport** | Minimal evidence of positive relationships/interactions | | | Relationships are inconsistently built through interactions | Assures that relationships are built through positive and respectful interactions, creating a safe environment where students can learn | | Relationships are built creating an environment where students are encouraged and feel safe to take risks |  |
| **EVIDENCE** | - Observations  -Discussions | | | - Observations  - Discussions | - Observations  - Discussions | | - Observations  - Discussions |  |
| **Managing Student Behavior** | Minimal evidence of behavior management | | | Behavior is inconsistently managed and includes expectations, consequences, and rewards | Behavior is consistently managed and includes expectations, consequences, and rewards | | Students take an active role in monitoring the standards of behavior |  |
| **EVIDENCE** | - Observations  - Classroom  Management Plan  - Discipline Forms | | | - Observations  - Classroom  Management  Plan  - Discipline  Forms | - Observations  - Classroom  Management Plan  - Discipline Forms | | - Observations  - Classroom  Management Plan  - Discipline Forms  - Discussion |  |
| **Physical Environment** | Classroom organization interferes with physical safety and/or teaching and learning | | | Classroom is physically safe, arranged and organized but inconsistently supports teaching and learning | Classroom is physically safe, and is arranged and organized to support teaching and learning | | Classroom environment is maximized to facilitate the instructional/learning needs of all students |  |
| **EVIDENCE** | - Observations | | | - Observations | - Observations | | - Observations |  |
| **Comments:** |  | | | | | | | |
| **Element** | 1. **Using multiple student data elements to modify instruction and improve student learning.** | | | | | | | Not Observed |
|  | **Unsatisfactory(1)** | | | **Basic(2)** | **Proficient(3)** | | **Innovative(4)** |  |
| **Knowledge of Available Data**  **\*As defined by teacher and administrator** | Minimal attention to data elements | | | Inconsistently uses available data elements to track student progress | Consistently uses available data elements to track student progress | | Develops additional data elements that promotes student growth |  |
| **EVIDENCE** | - Documentation  of student  progress  - Discussion | | | - Documentation  of student  progress  - Discussion | - Documentation  of student  progress  - Discussion | | - Documentation of  additional data  - Documentation  of student  progress  - Discussion |  |
| **Response to data** | Random modifications made | | | Inconsistently modifies instruction based on data to meet the classroom learning needs | Modify instruction based on data to meet classroom learning needs through intervention and enrichment | | Modify instruction based on data to meet individual learning needs that promotes student growth and provides opportunities for students to set goals |  |
| **EVIDENCE** | - Observations  - Discussion | | | - Observations  - Discussion | - Observations  - Discussion | | - Observations  - Discussion  - Student Goal Sheets |  |
| **Comments** |  | | | | | | | |
| **Element** | 1. **Communicating with parents and school community.** | | | | | | | Not observed |
|  | **Unsatisfactory(1)** | | **Basic(2)** | | **Proficient(3)** | | **Innovative(4)** |  |
| **Parents** | Little to no evidence of communication with parents and/or lacks sensitivity and professionalism | | Infrequent communication with parents about student progress | | Communicates with parents about progress as needed and is available to respond to parent concerns | | Provides information to parents frequently about both positive and negative situations. Response is handled with sensitivity and professionalism |  |
| **EVIDENCE** | - Documentation  - Discussions | | - Documentation  - Discussions | | - Documentation  - Discussions | | - Documentation  - Discussions |  |
| **School Community** | Lack of communication with school and district personnel with little to no professionalism | | Infrequently communicates with school and district personnel in a professional manner | | Communicates with school and district personnel in a professional manner | | Initiates and promotes communication with school community |  |
| **EVIDENCE** | - Documentation  - Observations  - Discussions | | - Documentation  - Observations  - Discussions | | - Documentation  - Observations  - Discussions | | - Documentation  - Observations  - Discussions |  |
| **Comments** |  | | | | | | | |
| **Element** | 1. **Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning** | | | | | | | Not Observed |
|  | **Unsatisfactory(1)** | **Basic(2)** | | | | **Proficient(3)** | **Innovative(4)** |  |
| **Professional Learning Community (PLC)** | Lack of contributions and participation in a PLC group | Minimally contributes to and participates in a PLC group to focus on student learning, while adhering to group norms | | | | Contributing to and consistently participating in a PLC group to focus on student learning, while adhering to group norms | Consistently takes initiative with PLC to improve instructional practices that focus on student learning |  |
| **EVIDENCE** | - Documentation  - Observations  - Discussions | - Documentation  - Observations  - Discussions | | | | - Documentation  - Observations  - Discussions | - Documentation  - Observations  - Discussions  - Lesson Plans |  |
| **Collegial and Professional Practices** | Lack of recognition of district, building, and team agreements with little to no support of common goals | Recognizes district, building, and  team agreements, but inconsistently works towards supporting common goals | | | | Honors district, building, and team agreements and expectations. Works towards supporting common goals | Seizes the opportunity to model support of expectations and common goals |  |
| **EVIDENCE** | - Discussions  - Observations | - Discussions  - Observations | | | | - Discussions  - Observations | - Discussions  - Observations |  |
| **Interaction with Colleagues** | Interactions and respect for all staff is unprofessional and interferes with district/building/team goals | Professional interactions and respect for all staff is developing | | | | Interactions are professional and demonstrate respect for all staff | Establishes professional relationships with district/building/team personnel |  |
| **EVIDENCE** | - Observations  - Discussions  - Documentation | - Observations  - Discussions  - Documentation | | | | - Observations  - Discussions  - Documentation | - Observations  - Discussions  - Documentation |  |
| **Comments** |  | | | | | | |  |