2013

WORKGROUP ON
TEACHER
EVALUATION
EVIDENCE

TEACHER EVALUATION SUPPORT DOCUMENT: PREK & K

The evidence in this document is organized under

The Framework for Teaching Danielson Rubric (2011 Edition)

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Overview

The purpose of this document is to guide observers using The Framework for Teaching Danielson rubric (2011 Edition)[1] by "tinting the lens" with a view from an early childhood perspective. Although this evidence document uses the format of the Danielson framework, we anticipate that the document will be useful for districts using other instruments as well since ALL instruments approved by the Department of Education align to Interstate Teacher Assessment and Support Consortium (**InTASC**) Standards[2].

The guiding question that directs this effort is; what does evidence of a particular item look like given best practices in early childhood and a district's curriculum? Furthermore, in the continued effort to support districts in implementing teacher evaluation systems of the highest quality, this document also includes Frequently Asked Questions (FAQs) concerning teacher evaluation and early childhood as well as Student Growth Objective (SGO) examples. As such, we anticipate that this document will change over time as educators learn lessons through implementation, which give rise to new examples and questions. As the timeline below indicates, the work took place between July and September of 2013. While the work group focused mainly on Domains 2 and 3, examples for Domains 1 and 4 are provided courtesy the Pennsylvania Department of Education through their own evidence document, which can be accessed here
http://static.pdesas.org/content/documents/Examples%20for%20Early%20Childhood%20Teachers.pdf .

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[1] http://www.danielsongroup.org/article.aspx?page=frameworkforteaching

[2] http://www.ccsso.org/Resources/Programs/Interstate_Teacher_Assessment_Consortium_(InTASC).html

Timeline

July 16th

- ✓ First workgroup meeting that produces DRAFT of evidence for each Component

July 25th

- ✓ Revise DRAFT and compile one document for workgroup distribution

August 2nd

- ✓ Workgroup reviews document sends feedback

August 8th

- ✓ Feedback incorporated

August 23rd

- ✓ Document sent to PreK & K teachers/administrators outside of the group for review

August 30th

- ✓ Feedback incorporated and shared with workgroup for FINAL review

September 2nd

- ✓ Final document

FAQs

1. How are non-teaching staff (e.g., Master Teacher & PIRT) evaluated?

   a. 2013-14: Districts will be granted considerable latitude in evaluating staff members in these roles. Districts can choose to continue existing practice, adopt or adapt their selected teaching or principal practice instruments, or create their own instrument. For additional information visit http://www.state.nj.us/education/AchieveNJ/intro/SpecialistsandOthersOverview.pdf.

2. When should SGOs be established?

   a. With supervisor input and approval, set ambitious yet achievable student learning goals by Nov. 15, 2013; by Oct. 15 in all subsequent years. In PreK and Kindergarten, best practices in assessment involve using performance based assessment measures that assess children in the context of daily curriculum and account for multiple domains of learning.[3] Districts using a performance based assessment system should finalize a rating before November 15, 2013. For additional information visit http://www.state.nj.us/education/AchieveNJ/teacher/SGOOverview.pdf.

3. When should the final SGOs rating occur?

   a. SGO scores should be reviewed and discussed with your supervisor/principal by the end of the school year.

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[3] National Research Council. (2008). Early Childhood Assessment: Why, What, and How? Committee on Developmental Outcomes and Assessments for Young Children, Catherine E. Snow and Susan B. Van Hemel, editors. Board on Children, Youth and Families, Board on Testing and Assessment, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. http://www.nap.edu/catalog.php?record_id=12446

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	➤ The only strategy used on lesson plan is whole group instruction. ➤ The teacher has children writing their names in all uppercase. ➤ Teacher distributes ditto worksheets to all students. ➤ The teacher says, "The spider is an insect."	➤ The teacher plans lessons on sorting by attributes based on characteristics students are unfamiliar with. ➤ The teacher plans to forge ahead with a lesson on skipping even though some students have not mastered hopping on one foot.	➤ The teacher's plan for sorting by attributes is based on vocabulary learned in prior lessons/experiences. ➤ The teacher realized her students are not sure how to use scissors so she plans to practice that before introducing the activity on cutting. ➤ The teacher plans to expand a concept on sharing by having them act out scenes from a book they read about sharing. ➤ Teacher has materials at varied levels in the classroom to meet the needs of individual learning styles. ➤ The teacher answers student questions accurately and provides feedback that furthers their learning. ➤ The teacher seeks out content-related professional development.	➤ The teacher uses a "KWL" chart at the introduction of the unit on caterpillars to uncover student misconceptions and prior knowledge. ➤ The teacher plans to adapt all learning centers/entire classroom environment to reflect the current topic/theme. In addition, she adds specific activities to address the needs of individual students. ➤ Itinerant teacher and regular ed teacher proactively seek support from one another to enhance student success with upcoming unit. ➤ Teacher applies a new instructional strategy learned at a professional development session.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1b: Demonstrating Knowledge of Students	➤ The lesson plan includes a teacher led 30-minute circle time. ➤ The teacher plans to present a lesson with no visual props. ➤ The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.	➤ The teacher's lesson plan has the same assignment for the entire class, in spite of the fact that one activity is beyond the reach of some students. ➤ In the unit on families, the teacher has not incorporated information provided by the families. ➤ Lesson plans make only peripheral reference to students' interests. ➤ The teacher knows that some of her students have IEPs but they're so long, she hasn't read them yet.	➤ The teacher creates an assessment of students' levels of cognitive development. ➤ The teacher examines previous year's portfolio folders to ascertain the proficiency levels of groups of students in the class. ➤ The teacher administers a student interest survey at the beginning of the school year. ➤ The teacher plans activities based on student interests. ➤ The teacher realizes that not all of his students are ➤ Christian, so he plans to read stories that reflect the diversity of the students. ➤ The teacher plans to invite students and families to share their ancestry with the class.	➤ The teacher plans his lesson with three different follow-up activities, designed to meet the varied ability levels of his students. ➤ The teacher plans to provide multiple activity options; students will self-select the activity that best meets their individual approach to learning. ➤ The teacher attended the local Mexican heritage day, meeting several of his students' extended family members. ➤ Teacher has determined that a pre-k age student is reading and offers enrichment activities. ➤ The teacher regularly creates adapted assessment materials for several students with learning disabilities.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1c: Setting Instructional Outcomes	➢ A learning outcome for the class is to make a mural. ➢ All the outcomes for the class are factual knowledge. ➢ The topic of a math activity involves the concept of 1 to 1 correspondence but the teacher only expects the students to rote count.	➢ Outcomes consist of understanding the difference between 1 to 1 correspondence and rote counting. ➢ The outcomes are written with the needs of the "middle" group in mind. ➢ Despite having a number of students receiving occupational therapy in the class, the outcomes state that all children will be able to write their name.	➢ Teacher's lesson plans are connected to Early Learning Standards. ➢ One of the learning outcomes is for students to demonstrate 1 to 1 correspondence. ➢ The outcomes for the apple unit include some factual information as well as a comparison to other fruits. ➢ The teacher reviews the project expectations and modifies some goals to be in line with students' IEP objectives.	➢ Teacher uses "Plan, Do, Review" to encourage students to set their own goals. ➢ The class develops a concept web that links previous learning goals to those they are currently working on. ➢ All students identify additional learning through use of the "KWL" chart.

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Component	Unsatisfactory	Basic	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources	➢ The teacher only uses materials within their classroom even when more variety would assist some students. ➢ For the unit on dinosaurs, the students accessed all of their information from teacher supplied books and materials. ➢ The teacher is not sure how to teach phonological awareness, he says, "How am I expected to learn it on my own." ➢ A student says, "It's too bad we can't go to the museum when we're doing our unit on the dinosaurs."	➢ For a unit on dinosaurs the teacher really needs more books, but the program only has three for which to choose. ➢ The teacher knows she should learn more about teaching literacy, but the program only offered one professional development day last year and the teacher did not pursue additional professional development. ➢ The teacher thinks his students would benefit from hearing about health safety from a professional; he contacts the school nurse to visit his classroom.	➢ Books and materials are supplemented by guest speakers and field experiences. ➢ Teacher facilitates use of technology. ➢ The teacher provides her preschool class a range of books and materials about dinosaurs; no matter their developmental level, all students can participate in related ➢ The teacher took an online course on sign language to expand her knowledge of other forms of communication. ➢ The teacher distributes family literacy bags to encourage reading at home.	➢ The teacher expands the literacy center and has the students create class books. ➢ The teacher attends the Early Childhood Educators Summit, collects available resources, and integrates them into practice. ➢ The teacher invites local community professionals into the classroom to talk about their jobs during the Community Helper Unit

Component	Unsatisfactory	Basic	Proficient	Distinguished
1e: Designing Coherent Instruction	➢ After being introduced to the parts of the plant the teacher plans to have the class complete a worksheet. ➢ The teacher assigns circle time seating alphabetically. ➢ The teacher's lesson plans are written on sticky notes.	➢ After the mini-lesson, the teacher plans to have the whole class play a game to reinforce the skill she taught. ➢ The teacher found a globe to use as a supplemental resource during the social studies unit. ➢ The teacher always lets students self-select their learning centers because they behave better when they can choose who they want to sit with. ➢ The teacher's lesson plans are formatted, but the timing for many activities is too long to maintain student participation.	➢ The teacher reviews her learning activities and rewrites some of the activities to make them more challenging. ➢ The teacher plans for students to complete projects in small groups; he carefully selects group members based on their ability level and learning style. ➢ The teacher reviews lesson plans with her supervisor; they are well structured with pacing times and activities clearly indicated.	➢ The teacher's unit on dinosaurs includes a variety of high-level activities throughout the classroom. Students choose those that suit their approach to learning. ➢ While completing their projects, the students have access to a wide variety of resources. ➢ After the cooperative group activity, students reflect on their experience and make suggestions for new materials to expand a center. ➢ The lesson plan clearly indicates the concepts taught in the last few lessons; the teacher plans for his students to connect the current lesson outcomes to those they previously learned.

Component	Unsatisfactory	Basic	Proficient	Distinguished
1f: Designing Student Assessments	➤ The teacher only administers a standardized test pulling the student aside and often timing responses. ➤ The teacher has no documentation supporting a determined outcome level. ➤ The teacher says, "The program only gave me ➤ two curriculum choices, so I just have to keep moving.	➤ The plan indicates that the teacher will pause to "check for understanding" but without a clear process of how that will be done. ➤ Despite half of the students being able to identify the colors, the teacher plans a unit on colors. ➤ The teacher has some documentation supporting the determined outcome level.	➤ Based on the previous day's formative assessment, the teacher plans to have five students work on a more challenging activity, while she works with six other students to reinforce the concept. ➤ Teacher has a variety of assessments including child's work, anecdotal notes and checklists to support the determined outcome. ➤ Based on the "KWL" chart the teacher will organize children in different groups during the next activity.	➤ Teacher invites students to select work samples that support their determined outcome level. ➤ The teacher ensures that there is documented evidence to support the teacher determined ranking for each domain. ➤ A team consisting of classroom teachers, therapists, parents, and support staff participate in the design on student assessment.

Domain 2: The Classroom Environment

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an environment of respect and rapport	➢ Teacher does not acknowledge students by name. ➢ Students engage in conflict without any response or acknowledgement from teacher. ➢ Teacher and students do not demonstrate respectful behavior and often use sarcasm (e.g., Teacher states, "Rolling on the carpet really shows that you're ready for morning meeting.")	➢ Teacher addresses some students by name. ➢ In conflict situations, teacher imposes a solution for resolving the conflict (e.g., "You two need to take turns on the computer, I saw Ian there first." ➢ Teacher and students demonstrate disrespectful behavior. ➢ Students must be constantly reminded to respect the rights of others. (e.g., Teacher states, "It's not your turn yet. You need to remember to take turns).	➢ Teacher addresses individual students by name and encourages students to address others by name. (e.g., "Good morning Jaylin,. Did you say good morning to Joshua and Lindsey?) ➢ Teacher involves children in solving problems that arise in the classroom using age-appropriate conflict resolution strategies such a Positive Behavior Supports (PBS). ➢ Teacher consistently models positive behavior and prompts students to model such behavior. (e.g., Teacher frequently uses please, thank you and excuse me). ➢ During center time, the teacher kneels down next to a student and says, "This building is enormous, I wonder what could possibly be going on inside.)	➢ Teacher addresses individual students by name and inquires about events in students' personal life. (e.g., "Good morning Jaylin, did mommy have the baby yet?") ➢ Children independently engage in steps of conflict resolution. ➢ Students say please and thank you and apologize for mistakes without being reminded by teacher. ➢ During center time, a student comments about a classmates painting, "That picture has so many colors, it's beautiful James! ➢ Students independently respect the rights of others by taking turns (e.g., Daquan said, "After Shalia has a turn it will be Imani's turn.").

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Component	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a culture for learning	➢ Teacher actions involve classroom management and preparatory activities only. ➢ There is no respect for one another's work, there is no purpose or focus. ➢ Teachers do not support problem solving, they solve the children's problems for them. ➢ There are no opportunities for children to engage with peers.	➢ High expectations are reserved for some children. ➢ Teachers are primarily talking and children are listening. ➢ There is little respect for the work of peers: After a child knocks down a block structure of another child the teacher responds by saying "stop"! ➢ Teachers are inconsistent with encouraging children to problem solve. ➢ Teachers rarely encourage children to share their ideas, work and responses with peers and adults.	➢ The classroom provides children with opportunities to engage in relevant and challenging, play based learning experiences (e.g., center time). ➢ Teachers have high expectations for all students. ➢ Teachers are listening to students and students are listening to each other. ➢ Children respect each other's work (e.g., teacher allows a child building a tall tower to save his work.) ➢ Teachers encourages children to problem solve and share their ideas, work and responses with peers and adults. ➢ Children independently select materials to complete tasks. ➢ Children know where materials belong.	➢ Teachers listen and respond to students and students are responding to each other; (e.g., a child is reading his/her journal and peers are commenting on the work.) ➢ Teacher takes a picture of a child's work, or children make a sign stating please do not knock down this structure. ➢ Students encourage other students to problem solve. ➢ Teacher provides opportunities for students to engage in investigations or projects to allow students to work interdependently, and they frequently share their feelings, ideas, work with each other.

Component	Unsatisfactory	Basic	Proficient	Distinguished
2c: Managing classroom procedures	➢ Procedures for carrying out routines are not established. (e.g., Schedule is not visible or posted and/or children are not aware of established routines.) ➢ Transitions are too long, too frequent, or ineffective. Children's wait time is long due to unprepared transitions and/or unprepared materials. (e.g., Long wait time during hand washing, materials not set at small group time, no transition activity.) ➢ Materials are not prepared and/or accessible to students. ➢ Children are continually asking what is next and appear to not know what is expected of them.(e.g., . During the morning meeting children ask, "What are we doing next?"	➢ Some children in small groups are not engaged while working; or not engaged when working directly with the teacher. ➢ Routines are inconsistently established. (e.g., Children are not sure what to do after the completion of an activity.) ➢ Schedule is posted and teacher refers to it randomly-with little connection to children's needs. ➢ Materials are prepped and ready. ➢ Some instructional time is lost due to the long wait time of routine tasks. ➢ Children regularly demonstrate off-task behavior.	➢ The teacher provides advanced warning for most upcoming transitions. (e.g. During center time the teacher states, "In five minutes I'll play our clean up song. It's coming soon." ➢ Children move smoothly between group activities. ➢ Children respond to established attention signal.(e.g., raising hand or clap) ➢ Appropriate backup materials are planned and accessible as needed. ➢ The teacher refers and incorporates the posted visual schedule. (e.g., Teacher states, "I see on the schedule that we're moving to center time. Can I have a volunteer to read the schedule and remind us what's after center time?" ➢ "Downtime" is eliminated as children move to alternative activities when appropriate. (e.g., when children complete small group activity they move on to another activity.)	➢ Children remind teacher and/or classmates of what is next in the schedule. ➢ Students assist with and/or contribute to the established transitioning signal. (e.g. A students asks, Can a play the clean up song when we're ready?" ➢ Students re-direct a classmate to the transition and/or routines. (e.g., Tells a child to "wash your hands" before they come to the sand table, to "be quiet, it is teacher's time to talk.") ➢ Child uses timer to help determine amount of time to work with a toy. (e.g., the computer center, the child transitions to another center when the allotted time is up.)

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Component	Unsatisfactory	Basic	Proficient	Distinguished
2d. Managing Student Behavior	➢ Classrooms rules are not established or posted. ➢ Noise level distracts all students from learning (e.g., children frequently ask teacher to repeat what was said.) ➢ The teacher does not monitor student behavior. (e.g., the teacher spends an entire center time in one center or in one small group) ➢ Students misbehave frequently. (e.g., children destroy materials, throw objects, uses foul language, and climb on furniture).	➢ Classroom rules are posted but not referred to. ➢ Most students ignore teachers request to use an indoor voice. ➢ Teacher monitors and reacts to some indicators of behavior problems but often misses or ignores others. ➢ Teacher response to misbehavior is inconsistent. (e.g., teacher ignores children calling out while enforcing the rule other times.	➢ Classroom rules are posted with evidence of student input. (e.g., the rules are clearly written by children or children have written their names alongside the rules.) ➢ Student behavior is generally age-appropriate and misbehavior rarely continues or detracts from instruction. ➢ Children respond to verbal and non-verbal teacher cues (e.g. Teacher plays the "clean up" song and children begin to clean up.) ➢ Teacher consistently monitors and prevents behavior problems with effective results. (e.g., during center the teacher moves between centers.) ➢ Teacher response to misbehavior is effective particularly when focused on the positive and/or uses non-verbal cues.	➢ Children refer to the classroom rules to monitor behavior. (e.g., Sophia tells Vincent, "If you talk mean you will tip Alicia's bucket." ➢ Students take an active role in monitoring their own behavior and that of other students. (e.g., independently, student does not go to a center that is at the limit of children allowed in the center, and/or children have been taught how to independently problem solve without the need of teacher assistance). ➢ Student misbehavior rarely occurs.

Component	Unsatisfactory	Basic	Proficient	Distinguished
2e: Organizing physical space	➢ Space poorly maintained by staff (e.g., floors left sticky or dirty, trash cans overflowing) ➢ Classroom space overcrowded and does not adequately support learning (e.g., No interest areas or learning centers) ➢ Visual Supervision of centers is difficult to maintain. (e.g., Teacher cannot see over shelves where the library center is located.) ➢ Several hazards exist indoors/outdoors (e.g., loose electrical cords, no outlet covers, heavy objects children can pull down, furniture in poor repair and dangerous substances are within the reach of the children- such as bleach) ➢ No essentials to handle emergencies available. (i.e., emergency kit)	➢ Space clean and maintained by staff ➢ Sufficient space for several activities to go on at once (e.g., at least three centers are in the classroom.) ➢ Visual Supervision is adequate to protect children's health and safety ➢ No major safety hazards indoors/outdoors. ➢ Essentials available and accessible to handle emergencies ➢ Evidence that teacher rotates materials or manipulates environment to meet the purpose of lessons.	➢ Messes cleaned promptly with staff encouraging students to take ownership of materials and supplies ➢ Minimum of five centers clearly defined and accessible to all students with clear guidelines for center participation (e.g., only two children at the computer at one time). ➢ Visual Supervision is adjusted appropriately for different ages and abilities ➢ Teacher's use of technology is age-appropriate (e.g. incorporates iPads in the investigation center or uses Smart Board to display pictures of previously built block structures.	➢ Students respect and maintain classroom environment. (e.g., Liz tells Rosanne, "You can't just leave the marker on the floor, someone will slip." ➢ More than five centers clearly defined and accessible to all students (centers may include writing, blocks, art, investigations, sand table, library and dramatic play.) ➢ Visual Supervision is adjusted appropriately for different ages and abilities, and a balance is maintained between the child's need to explore independently and maintain safety ➢ Students arrange the environment to enhance an activity. (e.g. student uses Smart Board to display a message she wants everyone to read at the writing center.)

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a: Communicating with students	➢ Teacher gives unclear and confusing directions. (e.g., Teacher gives children directions with too many steps resulting in children merely following the last step.) ➢ Most students appear confused and uninterested in the materials provided and don't use them. (e.g. students wander from center to center with no clear purpose) ➢ Teacher does not clarify vocabulary and content that is confusing or unclear. (e.g., during center time, Teacher tells a child in the block center, "You need a moat with that castle" without further explanation.	➢ Teacher begins lesson by passing out materials with little explanation. ➢ A few students appear confused and uninterested in using the materials provided during small group lesson. ➢ Teacher's explanation of content is clear but does not invite student participation or encourage students to think (e.g., teacher states, "Today we will be working with the wooden shapes during small group. You each have many different shapes to work with.)	➢ Teacher states clearly what the students will be learning using age appropriate vocabulary. ➢ If appropriate, the teacher models the use of materials and calls attention to how students use materials. (e.g., during a small group lesson the teacher uses the materials along with the children and says "I am arranging the red teddy bears in size order. The smallest one is first. Jeremy, I notice that you arranged the blue bears in size order and put the largest one first.) ➢ Teacher's explanation of content invites student participation and thinking. (e.g., as the teacher puts shapes on table she says, "We will be working with shapes today; I can make different pictures with the shapes. I can turn them upside down or sideways. I wonder how you can arrange your shapes on your paper).	➢ Teacher states clearly what the students will be learning using rich language and age appropriate vocabulary. ➢ Students explain directions to peers and share different approaches to modeling materials. ➢ Students share among each other how they are using materials (e.g. "Look what I am doing, I am measuring two rows of teddy bears, and the second row is longer"). ➢ Teacher checks for understanding by asking students to share what they are doing, encouraging the use of new vocabulary. (e.g., "Tamara said the triangle has points. Can you think of another word for points?" ➢ If appropriate, the teacher models the use of materials and calls attention to how others are using materials.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3b: Using questioning / prompts and discussion	➤ Teacher's questions are of low cognitive or low level and elicit a single correct response (e.g. Teacher asks, "What shape did you use there?") ➤ Teacher asks questions in asked rapid succession with little or no opportunity for student response. ➤ There is a recitation style of learning, it is teacher directed and a few students dominate. (e.g., children sit on the carpet for a long period with the teacher talking.)	➤ Teachers attempt to frame some questions designed to promote thinking and understanding with uneven results (e.g., after reading the story of the three pigs, the teacher asks, "What were the houses made of?") ➤ Teacher predominantly uses closed-ended questions ➤ Teacher rarely follows up to a child's response or does so with a response that does not provoke thought (e.g. after a student says, "I think Annie will find the Panda", teacher replies, "Good answer.")	➤ Teachers primarily pose questions to promote thinking and understanding. ➤ In both large and small groups, teachers create opportunities for most students to be heard (e.g., while reading the story about the three pigs, a teacher asks: "What do you think may happen next? Why did the wolf blow down the house? If you were the author, how would this story end?" ➤ During a walk outside, a child notices a shadow, which followed prompts a discussion of shadows.	➤ Students formulate many questions, initiate topics, and make unsolicited contributions. (e.g. Student asks the teacher to predict which car will make it down the ramp first. ➤ Teacher asks many open-ended questions. ➤ Students read to peers in the library center and ask other children to make predictions.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c: Engaging students in learning	➢ Students do not appear interested/ engaged in activities (e.g., Children are roaming throughout centers without a clear purpose). ➢ Teacher makes no attempt or is unsuccessful at orienting and guiding students toward learning objectives (e.g., Children need a great deal of assistance to engage with materials). ➢ Pace is inappropriate – lesson drags or is rushed. ➢ Lesson is too long and children are unable to stay focused. (e.g., children are disruptive, rolling on carpet, having to be called back, continually re-directed to focus). ➢ Students are given materials without an intentional purpose in order to keep them busy (e.g., manipulatives are put on tables to fill time; teachers are using technology that is unrelated to lessons).	➢ At times throughout the day, children are intellectually interested or engaged in activities. ➢ Some activities are appropriate and partially achieve the learning objective. ➢ The pacing of the lesson is uneven. ➢ Activities are a mix of higher-level thinking and rote recall. ➢ Children do not respond in partner work, limited engagement in activities. ➢ During story time teacher reads the story and attempts to relate concepts to students' prior knowledge. ➢ Students need regular assistance to engage with materials.	➢ Most students are intellectually engaged in activities. Use of technology is evident when appropriate (e.g., teacher demonstrates how to use an iPad to record a story retell). ➢ Lessons are purposeful and align to learning objectives. ➢ Pacing is suitable and provides time needed to be intellectually engaged. ➢ Materials support learning goals and require intellectual engagement. ➢ Children remain involved in centers during the allotted time. ➢ Children respond to questions, interact with peers and teachers for the duration of the activity.	➢ Virtually all students are intellectually engaged in activities (e.g. students request additional/other materials and have choice in groupings). ➢ Students pose questions to teachers and/or peers, expand on teacher directed questions and ideas. ➢ Children initiate connection to their culture, prior knowledge, life experiences, etc. ➢ Children retell the story in their own words. ➢ Students ask for additional materials to create individual props, collages, etc. ➢ Children create different uses for provided materials (i.e. Create child-generated signs, labels etc.).

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d: Using Assessment in Instruction	➢ Teacher's system for assessing students is limited or absent. ➢ Teacher uses no system to monitor student learning or a system that is primarily based on a single form of data (e.g. graded assignments). ➢ Little to no evidence of authentic/formative assessment information used (e.g. Teacher does not use a portfolio assessment system that is aligned to curriculum) ➢ Teacher feedback is general and masked as praise such as "Good job."	➢ Teacher's system for assessing students via questions, anecdotal records, observations, photos, and/or work samples is sporadic. ➢ Teacher questioning is rarely used to elicit student understanding and is mostly closed-ended. ➢ Teacher feedback is not specific or individualized, and does not develop future improvement of student work.	➢ Teacher's system for assessing students via questions, anecdotal records, observations, photos, and/or work samples is observed and is effective (e.g., Teacher writes an anecdotal record of a child identifying main story ideas). ➢ Teachers collect evidence, work samples or anecdotal records *daily* (e.g., while engaging children in centers, teacher frequently writes anecdotal records and collects work samples.) ➢ Teacher uses a combination of open-ended and closed-ended questions. ➢ Teacher engages in feedback with students and repeats or extends the students' responses.	➢ Teachers collect evidence, work samples or anecdotal records for all children and weekly use the information to intentionally plan and differentiated instruction (e.g., after reviewing anecdotes from small group time, the teacher added color and shape to encourage more complex patterns and extensions. ➢ Teacher regularly uses questions to monitor and provide evidence of student learning (e.g. Teacher asks, "tell me why you think that ball will float?"). ➢ Students apply teacher/student feedback in their own learning (e.g. while students are in centers, the teacher circulates and engages children in prolonged exchanges and dialogue. ➢ During center time, the teacher supports complex dramatic play by giving hints and cues as well as models behavior.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3e: Demonstrating flexibility and responsiveness	➢ The teacher ignores a child's suggestion to include a block from the block area as an illustration of a shape mentioned in a story. ➢ Teacher is unresponsive to student behavior and keeping students engaged (e.g., child rolling around of carpet during circle time and teacher continues writing the morning message). ➢ During center time the teacher comments, "It's December, so no more pumpkins in the art area okay?"	➢ Teacher makes minimal adjustments to plans and sometimes is unaware of students who need extra support, assistance, or attention (e.g., after children have been sitting on the carpet for 20 minutes, teacher invites everyone to stand up, shake their legs and sit back down). ➢ Teacher attempts to engage students in questioning or interests, but does not deviate from scripted lesson to support student interest or understanding. (e.g., when a student suggests placing the <u>Very Hungry Caterpillar</u> in the investigation area, the teacher replies, "maybe we could do that another time.").	➢ Teacher successfully makes minor adjustments to address student interest and behavior. (e.g., a teacher includes blueprints in the block area that a child brought from home). ➢ Teacher allows students to explain their reasoning when solving problems and makes lesson adjustments. (e.g., teacher joins child in the investigation center after the child says, "she used a microscope at home to examine ants.").	➢ Teacher makes major adjustments to planned lessons (e.g. allows a student to identify materials to build concept development). ➢ Teacher extends students learning into extended lessons, incorporating additional resources from home or community (e.g.. extends tree study by having students bring in a collection of leaves from around their home).

Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic	Proficient	Distinguished
4a: Reflecting on Teaching	➢ Despite evidence to the contrary, the teacher says, "My students did great on that lesson!" ➢ The teacher says: "That was awful; I wish I knew what to do!"	➢ At the end of the lesson the teacher says, "I guess that went okay." The teacher says: "I guess I'll try ____ next time."	➢ The teacher says: "I wasn't pleased with the level of engagement of the students because they were distracted" ➢ The teacher documents on lesson plan several possible lesson improvements.	➢ The teacher says: "I think that lesson worked pretty well, although I was disappointed in the level of engagement of the students. Johnny asked when we were going to go outside and several other students said "I'm bored." ➢ In conversation with colleagues, including related staff, the teacher considers different group strategies for improving a lesson.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4b: Maintaining Accurate Records	➢ The teacher says "I misplaced the data collection sheets for my class but it doesn't matter-I know what the students can do" ➢ On the morning of the field trip, the teacher discovers that five students never turned in their permission slips. ➢ Teacher doesn't maintain communication related to child progress with the family.	➢ The teacher says: "I've got all these notes about how the kids are doing; I should put them into the system but I just don't have the time" ➢ On the morning of the field trip, the teacher frantically searches all the drawers in the desk looking for the permission slips and finds them just before leaving. ➢ Teacher communicates occasionally with the families about child progress.	➢ The teacher records students' progress toward individual learning goals. ➢ The teacher creates a spreadsheet for tracking which students have paid for their school pictures. ➢ Teacher maintains a class attendance sheet. ➢ Teacher has a classroom procedure for unpacking backpacks (lunchbox, work folder, communication book, etc). ➢ Teacher communicates frequently with the families about child progress.	➢ When asked about an activity during the day, a student proudly shows her project and can explain how she created it. ➢ Teacher facilitates daily journaling for children to share accomplishments with parents.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4c: Communicating with Families	➢ When asked what information is shared with parents, teacher says, "Nothing." ➢ Teacher says, "I would invite the parent's in, if it didn't disrupt the classroom." ➢ During IEP meeting, teacher hands IEP to parent and says, "Here, sign this."	➢ Teacher sends information home on PA standards but doesn't connect them to classroom activities. ➢ In response to parent question about child's progress, teacher emails back "He's doing fine." ➢ Teacher sends a newsletter home outlining Christmas activities	➢ The teacher-sends weekly newsletter home to families, including information that describes current and upcoming class activities, community and/or school projects, home connection activities, field trips, etc. ➢ The teacher-created monthly progress report is sent home for each student regarding their individual learning goals ➢ The teacher sends home a project for the family to complete together.	➢ Students create materials for "Back to School" night that show families what they're learning and experiencing in school (i.e. documentation panels) ➢ A daily communication log describing student learning experiences is sent home for a response from a parent or guardian. ➢ A part of newsletter teacher researches and shares relevant community resources.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4d: Participating in a Professional Community	➢ The teacher doesn't share instructional strategies with his colleagues. He figures that if his students do well, it will make him look good ➢ The teacher doesn't attend required PLC (professional learning communities) meetings ➢ The teacher doesn't attend any school/organization function beyond the work day ➢ The teacher says, "Don't ask me to serve on any ➢ school/organization committee."	➢ The teacher inconsistently shares instructional materials with his colleagues. ➢ The teacher only attends PLC meetings when reminded by her supervisor. ➢ The teacher only contributes to the discussion when asked a question by the supervisor	➢ The teacher is open to sharing successful instructional strategies with others. ➢ The teacher has decided to take some of the free online courses and to share his learning with colleagues. ➢ The teacher enthusiastically volunteers to run the book fair because of her background as a librarian.	➢ The teacher leads the "mentor" teacher group, devoted to supporting new teachers during their first year of teaching. ➢ The teacher hosts "Caring & Sharing" group that meets monthly; to collaborate with families on topics that will enhance their skills in supporting their children with Autism. ➢ The teacher leads the school's annual Family Day, involving all students and faculty in activities. ➢ Teacher volunteers to participate in a pilot program for teacher assessments.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4e: Growing and Developing Professionally	➢ The teacher never takes continuing education courses, even though the credits would increase his salary. ➢ The teacher endures the supervisor's annual observation in her classroom, knowing that if she waits long enough the supervisor will eventually leave and she can simply discard the feedback form. ➢ Despite being an early childhood educator for more than twenty years, the teacher declines involvement in a NAEYC affiliate group due to the cost.	➢ The teacher attends school/organization workshops and professional development days, but doesn't make use of the materials received. ➢ The teacher listens to his supervisor's feedback after a lesson, but isn't sure that the recommendations really apply in his situation. ➢ The teacher joins the local chapter of the American Library Association because she might benefit from the free books-but otherwise doesn't feel it's worth too much of her time.	➢ The teacher eagerly attends optional workshops finding them to be a wealth of instructional strategies he can use throughout the year. ➢ The teacher requests a walk through visit from the supervisor. ➢ The teacher joined a NAEYC affiliate group and finds that it provides her access to resources for her development as a professional.	➢ The teacher has initiated an action research project in order to improve her own instruction. ➢ The teacher working on a particular instructional strategy asks his colleagues to observe in his classroom in order to provide objective feedback on his progress. ➢ The teacher founded a local organization to devote to Literacy Education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.

Component	Unsatisfactory	Basic	Proficient	Distinguished
4f: Showing Professionalism	➢ The teacher makes errors when recording the data sheets but doesn't tell his colleagues. ➢ The teacher doesn't realize that three of her neediest students arrive at school an hour early every morning because their mother can't afford daycare. ➢ The teacher fails to notice that one of her students is often ill, looks malnourished, and frequently has bruises on her arms and legs. ➢ When one of his colleagues goes home suddenly due to illness, the teacher pretends to have a meeting so that he won't have to share in the coverage responsibilities. ➢ The teacher doesn't file her students' data collection sheets in their folders; it's time consuming and she wants to leave early for vacation.	➢ The teacher considers staying late to develop some activities to help some of her students but realizes it conflicts with her gym class so she decides against it. ➢ The teacher notices a student struggling in his class and sends a quick e-mail to supervisor. When he doesn't get a response, he assumes it has been taken care of. ➢ When her colleague goes out on maternity leave, the teacher said, "Hello" and "Welcome" to her substitute, but doesn't offer any further assistance.	➢ The teacher notices some speech delays in a few of her young students; the referral form shows she called in the speech therapist to do a few sessions in her classroom and provide feedback on further steps. ➢ The teacher shares a note from the Curriculum Council chair that says, "I appreciate when you attend our meetings-you always contribute something meaningful to the discussion. ➢ There is no evidence of violations of school regulations.	➢ Teacher acts as a mentor for other teachers. ➢ The teacher counsels a colleague regarding her inappropriate comments about a disadvantaged student. ➢ The teacher schedules weekly sessions with the special education staff to determine new instructional strategies and resources for them to discuss for supporting students. ➢ When the school/organization adopts a new web-based program, the teacher learned it inside and out so that she could assist her colleagues with the implementation.

SGO Examples

Preschool SGO: ELA Tiered

Grade	Course/Subject	Number of Students	Interval of Instruction
Preschool	Domain(s): Literacy	15	Full year ■ Semester ☐ Other _____
Name of Assessment	Teaching Strategies GOLD (TSG)		

Rationale for Student Growth Objective (Please include content standards covered and explanation of assessment method.)
- Standard 3.4: Children demonstrate emergent writing skills   - Teaching Strategies GOLD Objective 19: Demonstrates emergent writing skills   - Writes to convey meaning   - Sources of Evidence: anecdotal records, photographs and work samples collected throughout the preschool day. (e.g., morning meeting, outdoor time, lunch, arrival, choice time, etc.)   * The collection of work samples must include a minimum of one sample for each of the following areas **math, science, social studies** per collection period. This will total a minimum of nine work samples per child by the end of the school year.

Student Growth Objective			
Preparedness Group	Number of Students in Each Group (Total)	Target Level on Portfolio Rubric (Scale=0-7)	Number of Students Required for "Full Attainment"
Developing (Not Yet-2)	/15	➢ 1 level	
In-Progress (3-4)	/15	➢ 1 level	
Proficient (5-7)	/15	➢ 1 level	

Baseline Data and Preparedness Groupings (Please include the number of students in each preparedness group. Summarize the information you used to produce these groupings. Provide any additional student data or background information used in setting your objective.)
After first 8 weeks (October 28, 2013): Developing: In-Progress: Proficient:

Scoring Plan					
Preparedness Group	Target Score on Final Assessment	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Developing					
In-Progress					
Proficient					

Approval of Student Growth Objective

Teacher _____   Signature_____   Date Submitted_____

Evaluator _____   Signature _____   Date Approved _____

Results of Student Growth Objective

Preparedness Group	Number of Students at Target Score	Objective Attainment Level	SGO Score Average Objective Attainment Level	
Developing				Teacher _____
In-Progress			____	Evaluator _____
Proficient				Date _____

Kindergarten SGO: ELA Tiered

Grade	Course/Subject	Number of Students	Interval of Instruction
K	Domain(s): Language	20	Full year ■ Semester ☐ Other _____

Name of Assessment	Teaching Strategies GOLD

Rationale for Student Growth Objective   (Please include content standards covered and explanation of assessment method.)
CCSS.ELA-Literacy.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.   CCSS.ELA-Literacy.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.   CCSS.ELA-Literacy.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.   Sources of Evidence: anecdotal records, photographs and work samples collected during morning meetings, small group, think pair share and learning centers.

Student Growth Objective

Preparedness Group	Number of Students in Each Group (Total)	Target Level on Portfolio Rubric (Scale=0-9)	Number of Students Required for "Full Attainment"
Developing	5/20	6	3-4
In-Progress	10/20	8	8-9
Proficient	5/20	9	3-4

Baseline Data and Preparedness Groupings   (Please include the number of students in each preparedness group. Summarize the information you used to produce these groupings. Provide any additional student data or background information used in setting your objective.)
Developing –   In-Progress –   Proficient –

Scoring Plan

Preparedness Group	Target Level on Portfolio Rubric (Scale=0-9)	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
		Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
Developing	6	5	3-4	2	<2
In-Progress	7	10	8-9	6-7	<6
Proficient	9	5	3-4	2	<2

Approval of Student Growth Objective	
Teacher _____ Signature_____	Date Submitted_____
Evaluator _____ Signature _____	Date Approved _____

Results of Student Growth Objective

Preparedness Group	Number of Students at Target Score	Objective Attainment Level	SGO Score Average Objective Attainment Level	
Developing	3	3		Teacher _____
In-Progress	9	3	3.3	Evaluator _____
Proficient	5	4		Date _____

Kindergarten SGO: ELA Non Tiered

Grade	Subject	Number of Students	Interval of Instruction
K	ELA	21	Full year ■ Semester ☐ Other _____
Name of Assessment	DRA2 (Diagnostic Reading Assessment 2)	SGO Type	General ☐ Specific ☐

Rationale for Student Growth Objective
(Please include content standards covered and explanation of assessment method.)

CCSS.ELA-Literacy.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

CCSS.ELA-Literacy.RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

CCSS.ELA-Literacy.RF.K.3c Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).

CCSS.ELA-Literacy.RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

DRA2 will assess students' oral behaviors to determine rate of accuracy, types of miscues, and problem solving strategies.

Student Growth Objective

At least 70% of students will attain Level 3 or higher on the end-of year assessment which is individually administered to students.

Baseline Data
(Please include what you know about your students' performance/skills/achievement levels at the beginning of the year, as well as any additional student data or background information used in setting your objective.)

Kindergarten students will be administered DRA2 at the beginning of the school year to determine foundational reading skills as students transition from PreK program.

Scoring Plan

Target Score	Objective Attainment Level Based on Percent and Number of Students Achieving Target Score			
	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
70%	80% of students are reading at Level 3 or higher	70% of students are reading Level 3 or higher	60% of students are reading Level 3 or higher	50% of students are reading Level 3 or higher

Approval of Student Growth Objective

Teacher _____   Signature_____   Date Submitted_____

Evaluator _____   Signature _____   Date Approved _____

Results of Student Growth Objective
(State how many students met the final assessment target.)

	Score _____	Teacher _____
	Date _____	Evaluator _____