|  |
| --- |
| **NORTH SALEM CENTRAL SCHOOL DISTRICT** |
| **2024-25 SCHOOL YEAR**USING THE DANIELSON 2011 RUBRICFOR NON-TENURED TEACHERS GOAL SETTING AND ACTION PLANSeptember 2024**Teacher’s Name:** **Lead Evaluator:** **Second Evaluator:****Goal:**Achieve our Mission to **“**Engage students to continuously learn, question, define and solve problems through critical and creative thinking”**Teachers’ Specific Focus For 2024-25:****How Does Your Focus Support The Mission?****How Will You Examine Student Performance Regarding your****Focus**? |
| **DOMAIN 1:  Planning and Preparation** |
| **Component A:  Demonstrating Knowledge Of Content And Pedagogy** **List the** artifact(s) and the description of how it/they show you as Highly Effective **(4):****Plan approved by Lead Evaluator:   Initials             Date****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component B:  Demonstrating Knowledge Of Students** **List the** artifact(s) and the description of how it/they show you as Highly Effective **(4):****Plan approved by Lead Evaluator:   Initials             Date****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component C:  Setting Instructional Outcomes****List the** artifact(s) and the description of how it/they show you as Highly Effective **(4):****Plan approved by Lead Evaluator:   Initials             Date****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component D:  Demonstrating Knowledge Of Resources****List the** artifact(s) and the description of how it/they show you as Highly Effective **(4):****Plan approved by Lead Evaluator:   Initials             Date****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component E:  Designing Coherent Instruction****List the** artifact(s) and the description of how it/they show you as Highly Effective **(4):****Plan approved by Lead Evaluator:   Initials             Date****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component F:  Designing Student Assessment****List the** artifact(s) and the description of how it/they show you as Highly Effective **(4):****Plan approved by Lead Evaluator:   Initials             Date** |
| **Pre-observation Form****Formal Observation #1 For Non-Tenured Teacher****Formal Observation****Teacher’s Name:** **Subject:** **Period:** **Date of observation:****Lead Evaluator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1. What is your Focus this year?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_2. How will your focusbe evident as part of your instruction throughout the year?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. What specific common core standards and content standards are addressed in this lesson?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. How does this lesson relate to the unit of instruction of which it is part?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5.  Is there anything in particular that you would like the evaluator to pay specific attention to during the observation?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_6. Are there any group or individual characteristics or circumstances about which the evaluator should be aware? (Unusual behaviors, grouping interactions, students leaving class during the period, lab work, etc.) |
| **Pre-observation Form****Formal Observation #2 For Non-Tenured Teacher****Formal Observation****Teacher’s Name:** **Subject:** **Period:** **Date of observation:****Lead Evaluator:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**1. What is your Focus this year?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**2. How will your focusbe evident as part of your instruction throughout the year?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_3. What specific common core standards and content standards are addressed in this lesson?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_4. How does this lesson relate to the unit of instruction of which it is part?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_5.  Is there anything in particular that you would like the evaluator to pay specific attention to during the observation?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_6. Are there any group or individual characteristics or circumstances about which the evaluator should be aware? (Unusual behaviors, grouping interactions, students leaving class during the period, lab work, etc.) |
| **DOMAIN 2:  The Classroom Environment** |
| **Component A:  Creating An Environment Of Respect And RapportDescribe what performance will be observed in this lesson.  Specifically, what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**● Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. ● Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. ● The net result of interactions is that of connections with students as individuals.**Rating By Lead Evaluator:****Date   Score    Initials Date    Score   Initials****Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:****Teacher responds to this feedback by writing plans for subsequent informal observations.****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component B:  Establishing A Culture For LearningDescribe what performance will be observed in this lesson.  Specifically, what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**● The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. ● The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.**Rating By Lead Evaluator:****Date   Score    Initials Date    Score   Initials****Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:****Teacher responds to this feedback by writing plans for subsequent informal observations.****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component C:  Managing Classroom Procedures****Describe what performance will be observed in this lesson.  Specifically, what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**● Instructional time is maximized due to efficient classroom routines and procedures. ● Students contribute to the management of instructional groups, transitions, and/or the handling of material and supplies. ● Routines are well understood and may be initiated by students**Rating By Lead Evaluator:****Date   Score    Initials Date    Score   Initials****Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:****Teacher responds to this feedback by writing plans for subsequent informal observations.****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component D:  Managing Student Behavior****Describe what performance will be observed in this lesson.  Specifically, what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**● Student behavior is entirely appropriate. ● Students take an active role in monitoring their own behavior and that of other students against standards of conduct. ● Teacher’s monitoring of student behavior is subtle and preventive. ● Teacher’s response to student misbehavior is sensitive to individual student needs and respects students. **Rating By Second Evaluator:****Date   Score    Initials Date    Score   Initials****Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:****Teacher responds to this feedback by writing plans for subsequent informal observations.****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component E:  Organizing Physical Space****Describe what performance will be observed in this lesson.  Specifically, what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**● The classroom is safe, and learning is accessible to all students including those with special needs. ● The teacher makes effective use of physical resources, including computer technology. ● The teacher insures that the physical arrangement is appropriate to the learning activities. ● Students contribute to the use or adaptation of the physical environment to advance learning. **Rating By Second Evaluator:****Date   Score    Initials Date    Score   Initials****Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:****Teacher responds to this feedback by writing plans for subsequent informal observations.** |
| **DOMAIN 3:  Instruction** |
| **Component A:  Communicating With Students****Describe what performance will be observed in this lesson.  Specifically, what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**● The teacher focuses on specific critical, convergent and/or creative, divergent thinking skill(s) and makes his or her thinking visible regarding those thinking skill processes through strategies such as verbal explanations, graphic organizers, T charts, videos, etc. Highlight the selected strategies below. ● These instructions show the teacher’s awareness of the problems that individual or groups of students often have using these thinking skill processes. ● The teacher builds on students’ prior successes with these and similar thinking skill processes. ● The teacher checks for students’ understanding and engages students in helping to explain these thinking skills processes to their peers. Please describe your lesson in terms of each of the areas above.**Rating By Lead Evaluator:****Date   Score    Initials Date    Score   Initials****Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:****Teacher responds to this feedback by writing plans for subsequent informal observations.****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component B:  Using Questioning And Discussion Techniques****Describe what performance will be observed in this lesson.  Specifically, what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**● The teacher uses a variety of questions or prompts to challenge students to extent their critical, convergent and/or creative, divergent thinking skills. ● Not only does the teacher engages students is using these thinking skill processes but has students interact among themselves in the use of these processes. ● The teacher and students themselves ensure that all voices are heard in the discussions.Please describe your lesson in terms of each of the areas above.**Rating By Lead Evaluator:****Date   Score    Initials Date    Score   Initials****Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:****Teacher responds to this feedback by writing plans for subsequent informal observations.****Component C:  Engaging Students In Learning****Describe what performance will be observed in this lesson.  Specifically, what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**● Virtually all students are intellectually engaged in the use of critical, convergent and/or creative, divergent thinking skill processes. ● Some students go beyond the high expectations for the use of these thinking skill processes and their accomplishments are recognized in ways that are sensitive to the needs of individual students. ● Intrinsic rather than extrinsic motivation strategies are used by the teacher and among the students. ● The pacing of the lesson provides students the time needed to intellectually engage with and reflect on the learning. ● Students may have some choice in how they complete the tasks and may serve as resources for one another. Please describe your lesson in terms of each of the areas above.**Rating By Lead Evaluator:****Date   Score    Initials Date    Score   Initials****Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:****Teacher responds to this feedback by writing plans for subsequent informal observations.****Component D:  Using Assessment In Instruction****Describe what performance will be observed in this lesson.  Specifically, what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**● Formative assessment of the critical, convergent and/or creative, divergent thinking skills being taught is integrated into the instruction. ● Students are involved in self-assessment of their strengths and needs to improve these thinking skill processes. Peer assessment may also occur. ● Information from the teacher’s assessment and the students’ self-assessment is used to adjust instruction and improve student performance. ● The teacher and students celebrate their successes and take a positive approach to continuing to improve. Intrinsic rather than extrinsic motivation strategies are used. Please describe your lesson in terms of each of the areas above. **Rating By Lead Evaluator:****Date   Score    Initials Date    Score   Initials****Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:****Teacher responds to this feedback by writing plans for subsequent informal observations.****Component E:  Demonstrating Flexibility And Responsiveness****Describe what performance will be observed in this lesson.  Specifically, what will the Lead Evaluator hear and see regarding the performance of the teacher and the students that shows a Highly Effective (4) level of teacher performance:**● The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests or successfully adjusts and differentiates instruction to address individual student’s difficulties with critical, convergent and/or creative, divergent thinking skill processes. ● Note: This process may be difficult for an observer to recognize during the actual classroom observation. The teacher can point this process out during the post observation conference. Please describe your lesson in terms of each of the areas above.**Rating By Lead Evaluator:****Date   Score    Initials Date    Score   Initials****Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:****Teacher responds to this feedback by writing plans for subsequent informal observations.** |
| **DOMAIN 4:  Professional Responsibilities** |
| **Component A:  Reflecting On Teaching the Observed Lesson****List the** artifact(s) and the description of how it/they show you as Highly Effective **(4):****Plan approved by Lead Evaluator:   Initials             Date****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component B:  Maintaining Accurate Records****List the** artifact(s) and the description of how it/they show you as Highly Effective **(4):****Plan approved by Lead Evaluator:   Initials             Date****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component C:  Communicating With Families****List the artifact(s) and the description of how it/they show you as Highly Effective (4):****Plan approved by Lead Evaluator:   Initials             Date****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component D:  Participating In A Professional Community****List the** artifact(s) and the description of how it/they show you as Highly Effective **(4):****Plan approved by Lead Evaluator:   Initials             Date****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component E: Growing And Developing Professionally****List the** artifact(s) and the description of how it/they show you as Highly Effective **(4):****Plan approved by Lead Evaluator:   Initials             Date****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Component F:  Demonstrating Professionalism** **List the** artifact(s) and the description of how it/they show you as Highly Effective **(4):****Plan approved by Lead Evaluator:   Initials             Date** |