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| **NORTH SALEM CENTRAL SCHOOL DISTRICT** |
| **2024-25 SCHOOL YEAR**  USING THE DANIELSON 2011 RUBRIC  FOR TENURED TEACHERS  GOAL SETTING AND ACTION PLAN  VERSION A  September 2024  **Teacher’s Name:**  **Lead Evaluator:**  **Second Evaluator:**  **Common Goal:**Achieve our Mission to **“**Engage students to continuously learn, question, define and solve problems through critical and creative thinking”  **Teacher’s Specific Focus For 2024-25:**  **How does your Focus support the Mission?**  **How will you examine student performance regarding your focus?** |
| **Pre-Observation Form**  **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**  The comments written for the Components in Domain 2 are taken directly from the Highly Effective level of the Danielson Rubric.  Ratings for each component are: 0 = not evident, 1 = Ineffective, 2 = Developing, 3 = Effective, or 4 = Highly Effective |
| **Component A:  Creating An Environment Of Respect And Rapport Describe what the Secondary Evaluator will hear and see regarding the classroom environment that shows a Highly Effective (4) level of teacher performance:**  **Rating By Lead Evaluator:**  **Date   Score    Initials**  **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**  **The teacher may ask for a repeat observation if the rating is less than Highly Effective.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Component B:  Establishing A Culture For Learning Describe what the Secondary Evaluator will hear and see regarding the classroom environment that shows a Highly Effective (4) level of teacher performance:**  **Rating By Lead Evaluator:**  **Date   Score    Initials**  **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**  **The teacher may ask for a repeat observation if the rating is less than Highly Effective.**  **Component C:  Managing Classroom Procedures**  **Describe what the Secondary Evaluator will hear and see regarding the classroom environment that shows a Highly Effective (4) level of teacher performance:**  **Rating By Lead Evaluator:**  **Date   Score    Initials,**  **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**  **The teacher may ask for a repeat observation if the rating is less than Highly Effective.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Component D:  Managing Student Behavior**  **Describe what the Secondary Evaluator will hear and see regarding the classroom environment that shows a Highly Effective (4) level of teacher performance:**  **Rating By Second Evaluator:**  **Date   Score    Initials**  **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**  **The teacher may ask for a repeat observation if the rating is less than Highly Effective.**  **Component E:  Organizing Physical Space**  **Describe what the Secondary Evaluator will hear and see regarding the classroom environment that shows a Highly Effective (4) level of teacher performance:**  **Rating By Second Evaluator:**  **Date   Score    Initials**  **Feedback from the observation provided to the teacher if actual performance was not at the Highly Effective level of performance:**  **The teacher may ask for a repeat observation if the rating is less than Highly Effective.** |
| **DOMAIN 3:  Instruction (Lesson Plan for Formal Observation)**  Ratings for each component are: 0 = not evident, 1 = Ineffective, 2 = Developing, 3 = Effective, or 4 = Highly Effective |
| **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:**  **Rating By Lead Evaluator:**  **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 a repeat observation if the teacher requests one.**  **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:**  **Rating By Lead Evaluator:**  **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 a repeat observation if the teacher requests one.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **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:**  **Rating By Lead Evaluator:**  **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 a repeat observation if the teacher requests one.**  **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:**  **Rating By Lead Evaluator:**  **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 a repeat observation if the teacher requests one.**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **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:**  **Rating By Lead Evaluator:**  **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 a repeat observation if the teacher requests one.** |