



Teacher Evaluation: One District's Journey

**Presented By: Christina Dinklocker, Julie
Donovan, Tim Sullivan, and Lindsay Klodt**



Welcome



- **Objectives for the morning**
 - **Explain what OTEs is and how it is developing**
 - **Explain expectations of evaluation system**
 - **Review standards for teachers**
 - **Introduce and explain Mogadore's adapted teacher evaluation tool and how we arrived at its development**

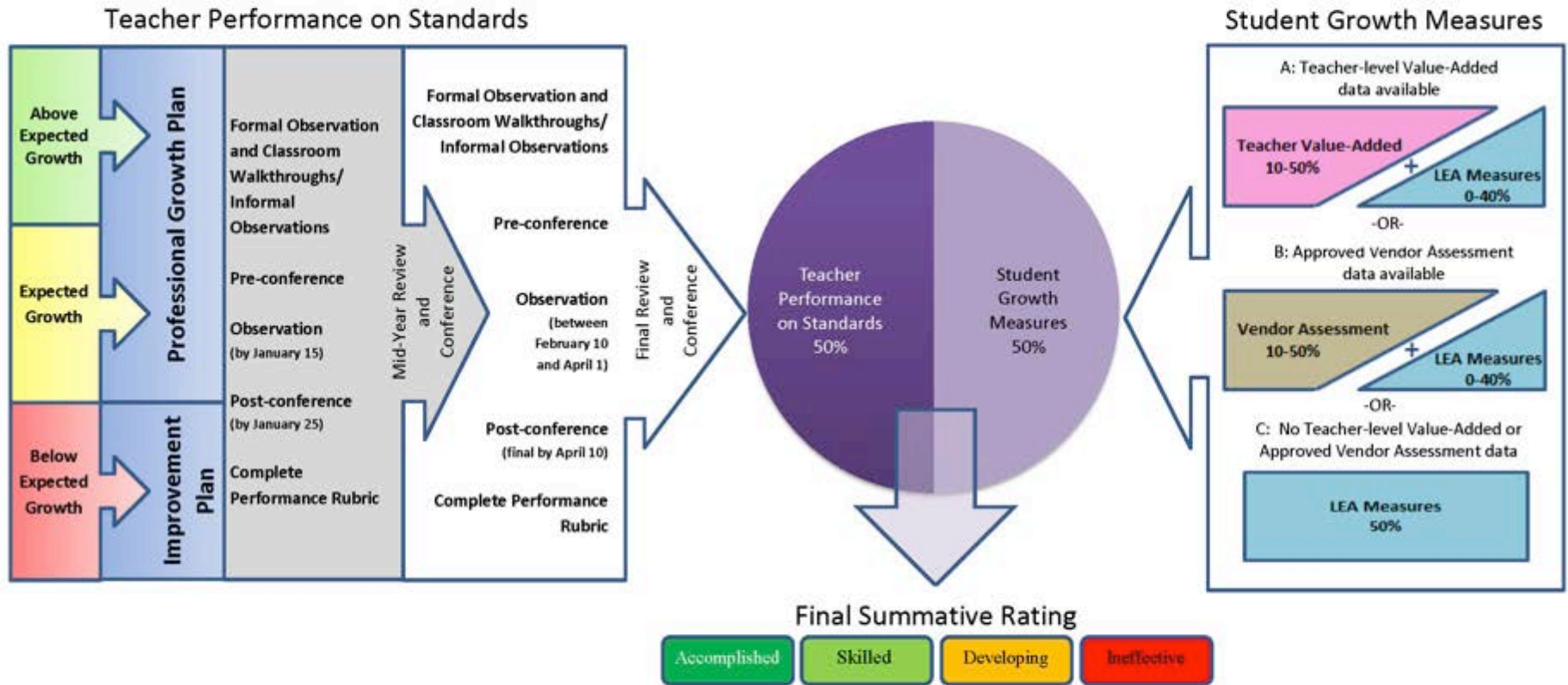


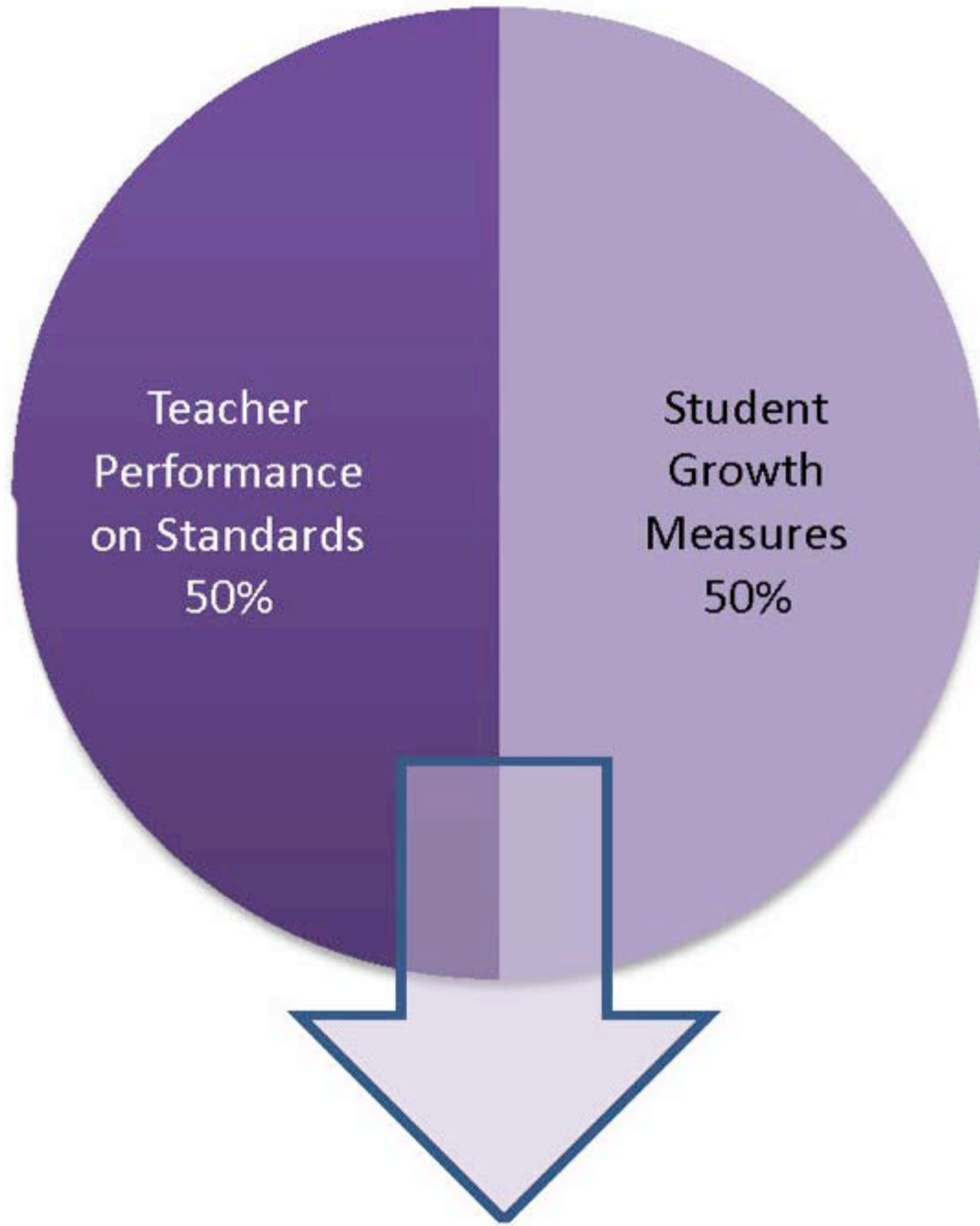
Before we get started...



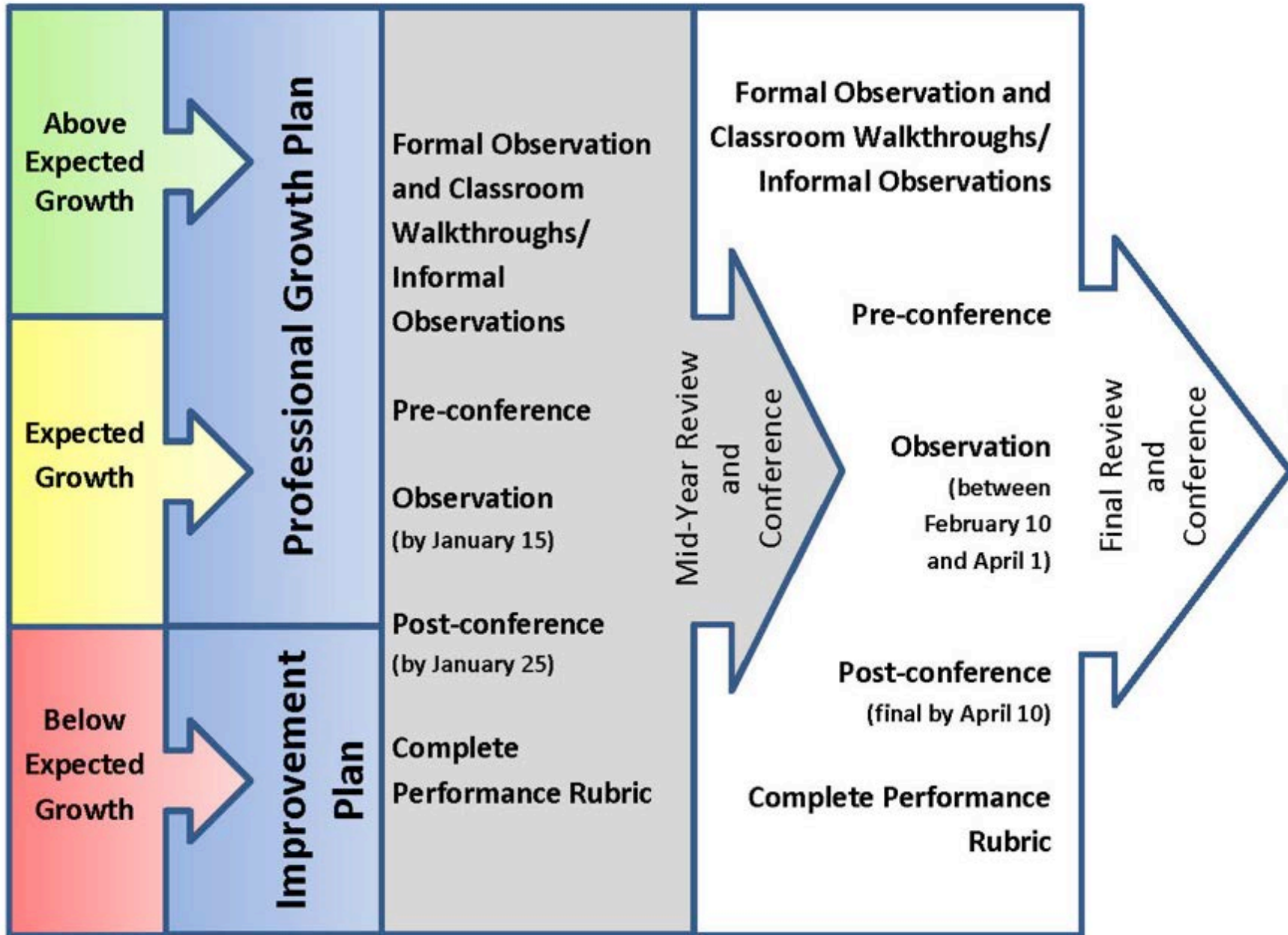
- 1. What is one thing that you already know about the teacher evaluation system?**
- 2. What is one thing that you want to learn about the teacher evaluation system?**

Ohio Teacher Evaluation System (OTES)

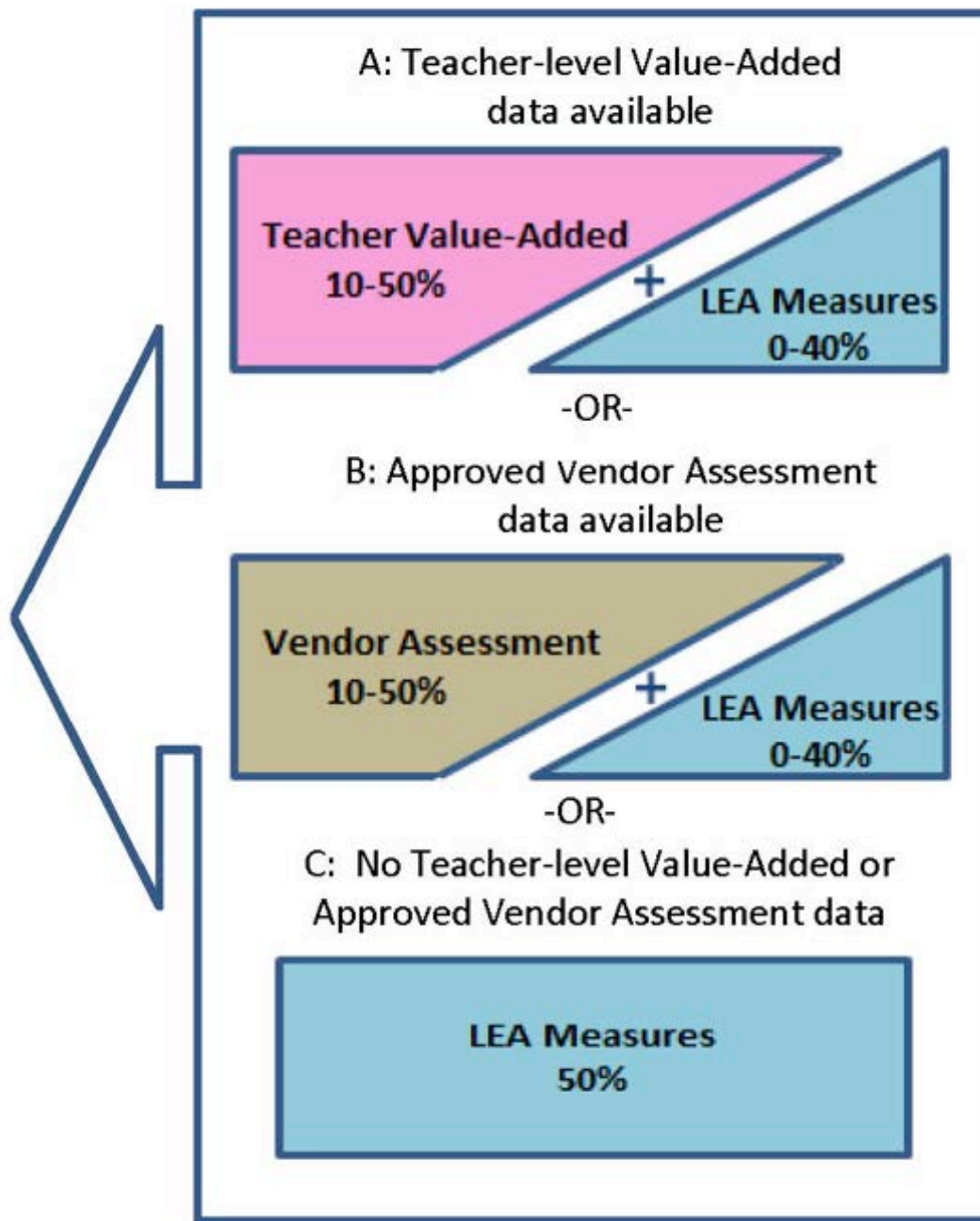




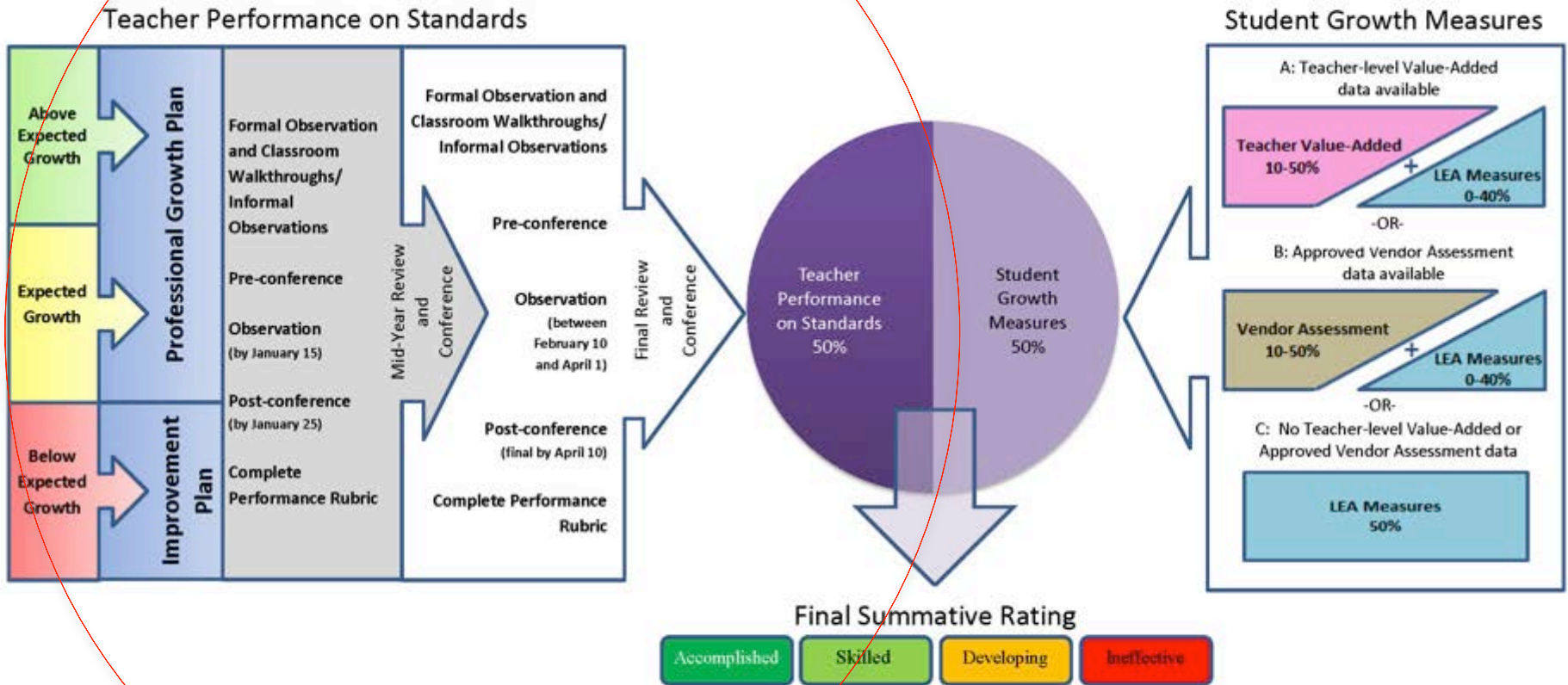
Teacher Performance on Standards



Student Growth Measures



Ohio Teacher Evaluation System (OTES)



+ **What do the measurements mean?**

I = Ineffective

D = Developing

S = Skilled

A = Accomplished



+ **Standards for the Teaching Profession**

THE FOCUS OF TEACHING AND LEARNING

- **Standard 1: Students**
- **Standard 2: Content**
- **Standard 3: Assessment**
- **Standard 4: Instruction**

THE CONDITIONS FOR TEACHING AND LEARNING

- **Standard 5: Learning Environment**

TEACHING AS A PROFESSION

- **Standard 6: Collaboration and Communication**
- **Standard 7: Professional Responsibility and Growth**

Evaluation Look-Up Table

Teacher Performance

		4	3	2	1
Student Growth	Above	Accomplished	Accomplished	Proficient	Developing
	Expected	Proficient	Proficient	Developing	Developing
	Below	Developing	Developing	Ineffective	Ineffective

+ ODE Provided Rubric



Instruction and Assessment					
		Ineffective	Developing	Proficient	Accomplished
I N S T R U C T I O N A N D A S S E S S M E	<p>LESSON DELIVERY (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)</p> <p><i>Sources of Evidence:</i> Formal Observation Classroom Walkthroughs/ Informal Observations</p>	<p>A teacher's explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p> <p>The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.</p>	<p>Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p> <p>The teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.</p>	<p>Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p> <p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding. The teacher employs effective, purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.</p>	<p>Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p> <p>The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>
	Evidence				



Mogadore Local Schools Evaluation Tool

Lesson Delivery		
(Standard 2: Content, Standard 4: Instruction, Standard 6: Collaboration and Communication)		
Sources of Evidence: Formal Observation, Classroom Walkthroughs/Informal Observations		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
<p>Explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding.</p> <p>Teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p>	<p>Explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p>	<p>Explanations are clear and accurate.</p> <p>The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p>
<p>Accomplished <input type="checkbox"/> Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p>		
<p>Comments:</p>		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
<p>Teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson.</p> <p>Lesson is almost entirely teacher-directed.</p>	<p>Teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation.</p> <p>Teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions.</p> <p>Lesson is primarily teacher-directed.</p>	<p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding.</p> <p>The teacher employs effective, purposeful questioning techniques during instruction.</p> <p>The lesson is a balance of teacher-directed instruction and student-led learning.</p>
<p>Accomplished <input type="checkbox"/> The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>		
<p>Comments:</p>		



+ **What is evidence?**

Lesson Delivery:

- **How did he/she explain content?**
- **What strategies were used? Did they involve deeper thinking?**
- **How was student confusion handled?**
- **Was the lesson well balanced?**





How can you record evidence?

- **Script**
- **Columns**
- **Quadrants**



<u>Developing</u>	<u>Proficient</u>
<u>Inefficient</u>	<u>Advanced</u>



Where does evidence come from?



■ Preconference

- **Meet with observer before observation to discuss lesson, planning, classroom environment, etc.**
- **We hope to have a questionnaire/form to help reduce the time required by the preconference**



Where does evidence come from?



■ Observation

- This is when the observer will physically watch you teach the lesson, take notes, gather evidence.

■ Postconference

- Meet with observer to discuss results of evaluation.
- A Prepostconference is optional if clarification is needed by the observer or the teacher feels they need to elaborate on part of the evaluated lesson.



Here is what we don't know:



- **Components that comprise the student achievement aspect of the evaluation.**
- **What happens if you are deemed ineffective.**
- **If / Where / When merit pay fits into any of this.**
- **How the scores come together to fully evaluate the educator.**



What we do know:

- **Knowing how you will be evaluated will help you understand what is expected of you, and those evaluating you in the future.**





Questions?

Standards for the Teaching Profession

THE FOCUS OF TEACHING AND LEARNING

- **Standard 1: Students**
 - **Teachers understand student learning and development, and respect the diversity of the students they teach.**
- **Standard 2: Content**
 - **Content: Teachers know and understand the content area for which they have instructional responsibility.**
- **Standard 3: Assessment**
 - **Teachers understand and use varied assessments to inform instruction, evaluate and ensure student learning.**
- **Standard 4: Instruction**
 - **Teachers plan and deliver effective instruction that advances the learning of each individual student.**

THE CONDITIONS FOR TEACHING AND LEARNING

- **Standard 5: Learning Environment**
 - **Teachers create learning environments that promote high levels of learning and achievement for all students**

TEACHING AS A PROFESSION

- **Standard 6: Collaboration and Communication**
 - **Teachers collaborate and communicate with other educators, administrators, students and parents and the community to support student learning**
- **Standard 7: Professional Responsibility and Growth**
 - **Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community**

Pre-Conference Form

(version 1)

Teacher Name _____

Grade Level/Subject _____

Pre-Conference Date _____

Formal Observation Date _____

Please consider the following questions when planning for your formal observation. These questions are aimed to help guide your lesson planning and your preparation for your formal observation.

Instructional Goal/Standard:

What Standard will be addressed?

Briefly describe the lesson that will be observed?

Knowledge of Students

How have you become familiar with your students and their learning styles?

How will this information be incorporated into your lesson planning?

Prior Content Knowledge/Sequence/Connection

What prior knowledge do students need for this lesson?

What connections to previous and future learning will be necessary for the lesson?

Assessment Data

What assessment data was used /examined to guide this lesson?:

Focus for Learning

Describe the focus of the lesson.

What skills will students demonstrate? What is the measurable goal that you want to attain?

Differentiation

How will you support the learning needs of student? What variety of strategies/materials/pacing be used?

Lesson Delivery

What instructional strategies and methods will be used during the lesson?

Resources

What resources/materials/technology will be used in the lesson?

Assessment of Student Learning

How will assessment data be used to identify students' strengths and needs?

How does the assessment data used to modify and differentiate instruction?

How will you check for understanding during the lesson?

Teacher Evaluation/Observation		
Teacher:	Evaluator:	Date:
Knowledge of Students (Standard 1: Students) Sources of Evidence: Analysis of Student Data, Pre Conference		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
Lack of familiarity with students' backgrounds Teacher demonstrates no attempts to find this information.	Some familiarity with students' background knowledge Describes one procedure used to obtain this information.	The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information.
Accomplished <input type="checkbox"/> The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information.		
Comments:		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
Teacher demonstrates no understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.	Teacher draws upon <i>a partial analysis</i> of students' development, readiness for learning, preferred learning styles, or backgrounds and prior experiences and/or the <i>plan is inappropriately tailored</i> to the specific population of students in the classroom.	The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.
Accomplished <input type="checkbox"/> The teacher's analysis of student data (student development, student learning and preferred learning styles, and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content, and delivery that will meet the needs of individual students and groups of students.		
Comments:		
Prior Content Knowledge/ Sequence/Connection (Standard 1: Students, Standard 2: Content, Standard 4: Instruction) Sources of Evidence: Pre Conference		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
Lesson does not build on or connect to students' prior knowledge, OR Teacher may give an explanation that is illogical or inaccurate as to how the content connects to	Teacher <i>makes an attempt</i> to connect the lesson to students' prior knowledge, to previous lessons or future learning <i>but is not completely successful</i> .	The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson.

previous and future learning.		The teacher plans and sequences instruction to include the important content, concepts, and processes in school and district curriculum priorities and in state standards.
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Accomplished The teacher uses the input and contributions of families, colleagues, and other professionals in understanding each learner’s prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems. The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts, and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.

Comments:

Assessment Data
(Standard 3: Assessment)
Sources of Evidence: Pre Conference

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
Teacher does not plan for the assessment of student learning OR Does not analyze student learning data to inform lesson plans.	Teacher explains the characteristics, uses, and limitations of various diagnostic, formative, and summative assessments <i>but does not consistently incorporate</i> this knowledge into lesson planning.	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning.

Accomplished The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative, and summative assessments into lesson plans.

Comments:

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
Teacher does not use or only uses one measure of student performance.	Teacher uses more than one measure of student <i>performance</i> , <i>but does not appropriately vary assessment approaches</i> , or the teacher may have difficulty analyzing data to effectively inform instructional planning and delivery.	The teacher employs a variety of formal and informal assessment techniques to collect evidence of students’ knowledge and skills and analyzes data to effectively inform instructional planning and delivery.

Accomplished Student learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify student strengths and areas for student growth.

Comments:

<p style="text-align: center;">Focus For Learning (Standard 4: Instruction) Sources of Evidence: Pre Conference</p>		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
<p>Teacher does not demonstrate a clear focus for student learning. Objectives are too general to guide lesson planning and are inappropriate for the students, and/or do not reference the Ohio standards.</p>	<p>Teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards <i>but does not include measurable goals.</i></p>	<p>The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.</p>
<p>Accomplished <input type="checkbox"/> The teacher establishes challenging and measurable goal(s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course, and school goals for content learning and skills.</p>		
<p>Comments:</p>		
<p style="text-align: center;">Differentiation (Standard 1: Students; Standard 4; Instruction) Sources of Evidence: Pre Conference, Formal Observation, Classroom Walkthroughs/Informal Observations</p>		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
<p>Teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.</p>	<p>Teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.</p>	<p>The teacher supports the learning needs of students through a variety of strategies, materials, and/or pacing that make learning accessible and challenging for the group..</p>
<p>Accomplished <input type="checkbox"/> The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.</p>		
<p>Comments:</p>		

Lesson Delivery (Standard 2: Content, Standard 4: Instruction, Standard 6: Collaboration and Communication) Sources of Evidence: Formal Observation, Classroom Walkthroughs/Informal Observations		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
<p>Explanations are unclear, incoherent, or inaccurate, and are generally ineffective in building student understanding.</p> <p>Teacher uses language that fails to engage students, is inappropriate to the content, and/or discourages independent or creative thinking.</p>	<p>Explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion.</p>	<p>Explanations are clear and accurate.</p> <p>The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking.</p>
<p>Accomplished <input type="checkbox"/> Teacher explanations are clear, coherent, and precise. The teacher uses well-timed, individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking, including the appropriate use of questions and discussion techniques.</p>		
<p>Comments:</p>		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
<p>Teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson.</p> <p>Lesson is almost entirely teacher-directed.</p>	<p>Teacher re-explains topics when students show confusion, but is not always able to provide an effective alternative explanation.</p> <p>Teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions.</p> <p>Lesson is primarily teacher-directed.</p>	<p>The teacher effectively addresses confusion by re-explaining topics when asked and ensuring understanding.</p> <p>The teacher employs effective, purposeful questioning techniques during instruction.</p> <p>The lesson is a balance of teacher-directed instruction and student-led learning.</p>
<p>Accomplished <input type="checkbox"/> The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is student-led, with the teacher in the role of facilitator.</p>		
<p>Comments:</p>		
Resources (Standard 2: Content, Standard 4: Instruction) Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observations		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
<p>Instructional materials and resources used for instruction are</p>	<p>The teacher uses appropriate instructional materials to support</p>	<p>Instructional materials and resources are aligned to the</p>

not relevant to the lesson or are inappropriate for students.	learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.	instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.
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Accomplished Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.

Comments:

**Assessment of Student Learning
(Standard 3: Assessment)**

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observations, Post-Conference

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
Teacher does not routinely use assessments to measure student mastery.	Teacher uses assessments to measure student mastery, <i>but may not differentiate instruction based on this information.</i>	The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles.

Accomplished The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles.

Comments:

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
Teacher rarely or never checks the students' understanding of content. Teacher fails to make adjustments in response to student confusion.	Teacher checks for student understanding and makes attempts to adjust instruction accordingly, <i>but these adjustments may cause some additional confusion.</i>	The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification.

Accomplished The teacher continually checks for understanding and makes adjustments accordingly (whole-class or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.

Comments:

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
Teacher persists in using a particular	Teacher gathers and uses student	The teacher gathers and uses

strategy for responding to misunderstandings, <i>even when data suggest the approach is not succeeding.</i>	data from <i>a few sources</i> to choose appropriate instructional strategies for groups of students.	student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students.
<p>Accomplished <input type="checkbox"/> By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class.</p>		
<p>Comments:</p>		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
Teacher does not provide students with feedback about their learning.	Teacher provides students occasional or limited feedback about their performance.	The teacher provides substantive, specific, and timely feedback of student progress to students, families, and other school personnel while maintaining confidentiality.
<p>Accomplished <input type="checkbox"/> The teacher provides substantive, specific, and timely feedback to students, families, and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in self-assessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.</p>		
<p>Comments:</p>		
<p>Classroom Environment (Standard 1: Students, Standard 5: Learning Environment, Standard 6: Collaboration and Communication) Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observations, Post-Conference</p>		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
<p>Little or no evidence of a positive rapport between the teacher and students.</p> <p>For example, <i>the teacher may respond disrespectfully</i> to students or ignore their questions or comments.</p>	<p>Teacher is fair in the treatment of students and establishes <i>a basic rapport</i> with them.</p> <p>For example, the teacher addresses students' questions or comments <i>but does not inquire about their overall well-being.</i></p>	<p>The teacher has positive rapport with students and demonstrates respect for and interest in all students.</p> <p>For example, the teacher makes eye contact and connects with individual students.</p>
<p>Accomplished <input type="checkbox"/> The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually, and sensitively to student confusion or distress.</p>		
<p>Comments:</p>		

Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.	Routines and procedures are in place, but the <i>teacher may inappropriately prompt or direct students</i> when they are unclear or idle.	Routines and procedures run smoothly throughout the lesson, and students assume age-appropriate levels of responsibility for the efficient operation of the classroom.
Accomplished <input type="checkbox"/> Routines are well-established and orderly and students initiate responsibility for the efficient operation of the classroom.		
Comments:		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged.	The teacher transitions between learning activities, <i>but occasionally loses some instructional time in the process.</i>	Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class, cooperative learning, small group and independent work).
Accomplished <input type="checkbox"/> Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative, and whole-class learning situations.		
Comments:		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
The teacher creates a learning environment that allows for little or no communication or engagement with families.	The teacher welcomes communication from families and replies in a timely manner.	The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.
Accomplished <input type="checkbox"/> The teacher engages in two-way, ongoing communication with families that results in active volunteer, community, and family partnerships which contribute to student learning and development.		
Comments:		
Ineffective <input type="checkbox"/>	Developing <input type="checkbox"/>	Skilled <input type="checkbox"/>
Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.	Appropriate expectations for behavior are established, <i>but some expectations are unclear or do not address the needs of individual students.</i> Teacher inconsistently monitors behavior.	A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring

		of student behavior is consistent, appropriate, and effective.
Accomplished <input type="checkbox"/> A classroom management system has been designed, implemented, and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.		
Comments:		