Greenwood Lake Union Free School District
Annual Professional Performance Review

Teacher: ___________________________  Evaluator: ___________________________
School: ___________________________  Grade Level/Course: ___________________________
Observation Date: ___________________  Time Frame: ___________________________
Number of Student in Class: ___________  Location: ___________________________

DATE OF PRE-OBSERVATION CONFERENCE- ANNOUNCED OBSERVATION: ________________
• required for all tenured/probationary faculty

DATE OF POST-OBSERVATION CONFERENCE: ___________________________
• required for probationary staff OPTIONAL for tenured faculty for announced/unannounced observations

<table>
<thead>
<tr>
<th>Teacher Status (check one)</th>
<th>Probationary</th>
<th>Tenured</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lead Evaluator (80%)</td>
<td>Independent Evaluator (20%)</td>
</tr>
</tbody>
</table>

*Note: All selected components of the Danielson Rubric may not be observed during the unannounced observation.

Observation Type:
___ First Announced Observation
___ Unannounced Observation

Probationary & Teachers on Improvement Plans
___ Second Announced Observation

Administrator’s Comments Based on Evidence Collected (to be completed after the observation):

Teacher’s Comments (to be completed after the observation):

Administrator’s Signature: ___________________________  Date: __________________
Teacher’s Signature*: ___________________________  Date: __________________

*Signature does not necessarily indicate the teacher’s agreement with the contents contained herein. The teacher shall have a right to attach a written response hereto and/or use the space above to comment on the observation.
<table>
<thead>
<tr>
<th>1B: Demonstrating Knowledge of Students</th>
<th>Ineffective (1 pt)</th>
<th>Developing (2 pts)</th>
<th>Effective (3 pts)</th>
<th>Highly Effective (4 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</td>
<td>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</td>
<td>Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</td>
<td>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</td>
<td></td>
</tr>
</tbody>
</table>

**Evidence:**

**Score:**

| 1C: Setting Instructional Outcomes | Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline. Outcomes are stated as activities rather than as student learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students. | Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration. Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning. | Most outcomes represent rigorous and important learning in the discipline. All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination. Outcomes take into account the varying needs of groups of students. | All outcomes represent rigorous and important learning in the discipline. The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Outcomes take into account the varying needs of individual students. |

**Evidence:**

**Score:**

| 1F: Designing Student Assessments | Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards. Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction. | Some of the instructional outcomes are assessed through the proposed approach, but others are not. Assessment criteria and standards have been developed, but they are not clear. Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes. Teacher intends to use assessment results to plan for future instruction for the class as a whole. | Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used. Teacher intends to use assessment results to plan for future instruction for groups of students. | Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies have been adapted for individual students, as needed. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information. Teacher intends to use assessment results to plan future instruction for individual students. |

**Evidence:**

**Score:**
## Domain 2 The Classroom Environment
*To be scored during announced & unannounced observations*

<table>
<thead>
<tr>
<th></th>
<th>Ineffective (1 pt)</th>
<th>Developing (2 pts)</th>
<th>Effective (3 pts)</th>
<th>Highly Effective (4 pts)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2B: Establishing a Culture for Learning</strong></td>
<td><em>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or a lack of investment in student energy into the task at hand. Hard work is not expected or valued.</em>&lt;br&gt; <em>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</em></td>
<td><em>The classroom culture is characterized by little commitment to learning by teacher or students.</em>&lt;br&gt; <em>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</em>&lt;br&gt; <em>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</em></td>
<td><em>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</em>&lt;br&gt; <em>The teacher conveys that with hard work students can be successful.</em>&lt;br&gt; <em>Students understand their role as learners and consistently expend effort to learn.</em>&lt;br&gt; <em>Classroom interactions support learning and hard work.</em></td>
<td><em>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</em>&lt;br&gt; <em>The teacher conveys high expectations for learning by all students and insists on hard work.</em>&lt;br&gt; <em>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</em></td>
</tr>
</tbody>
</table>

**Evidence:**  
**Score:**

| **2C: Managing Classroom Procedures** | *Much instructional time is lost through inefficient classroom routines and procedures.*<br> *There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.*<br> *There is little evidence that students know or follow established routines.* | *Some instructional time is lost through only partially effective classroom routines and procedures.*<br> *The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.*<br> *With regular guidance and prompting, students follow established routines.* | *There is little loss of instructional time because of effective classroom routines and procedures.*<br> *The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.*<br> *With minimal guidance and prompting, students follow established classroom routines.* | *Instructional time is maximized because of efficient classroom routines and procedures.*<br> *Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.*<br> *Routines are well understood and may be initiated by students.* |

**Evidence:**  
**Score:**
## Domain 3 Instruction

**To be scored during announced & unannounced observations**

<table>
<thead>
<tr>
<th></th>
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</table>
| 3A: Communicating with Students | • The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.  
• The teacher's explanation of the content contains major errors.  
• The teacher's spoken or written language contains errors of grammar or syntax.  
• The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. | • The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.  
• The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.  
• The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.  
• Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds. | • The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.  
• Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.  
• During the explanation of content, the teacher invites student intellectual engagement.  
• Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests. | • The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.  
• The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.  
• Students contribute to extending the content and help explain concepts to their classmates.  
• The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies. |

**Evidence:**  
**Score:**

| 3C: Engaging Students in Learning | • The learning tasks and activities, material resources, instructional groups a technology are poorly aligned with the instructional outcomes or require onlyrote responses.  
• The pace of the lesson is too slow or too rushed.  
• Few students are intellectually engaged or interested. | • The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.  
• The pacing of the lesson may not provide students the time needed to be intellectually engaged. | • The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.  
• The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | • Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.  
• In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.  
• The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.  
• Students may have some choice in how they complete tasks and may serve as resources for one another. |

**Evidence:**  
**Score:**

| 3D: Using Assessment in Instruction | • There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.  
• Students do not appear to be aware of the assessment criteria and do not engage in self-assessment. | • Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.  
• Feedback to students is general. students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.  
• Questions, prompts, and assessments are rarely used to diagnose evidence of learning. | • Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.  
• Students appear to be aware of the assessment criteria; some of them engage in self-assessment.  
• Questions, prompts, assessments are used to diagnose evidence of learning. | • Assessment is fully integrated into instruction through extensive use of formative assessment.  
• Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.  
• Students self-assess and monitor their progress.  
• A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.  
• Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students. |

**Evidence:**  
**Score:**
### Domain 4: Professional Responsibilities

*To be scored during announced observations only*

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<thead>
<tr>
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| Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.  
Teacher has no suggestions for how a lesson could be improved. | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.  
Teacher makes general suggestions about how a lesson could be improved. | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.  
Teacher makes a few specific suggestions of what could be tried another time the lesson is taught. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.  
Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action. |

**Evidence: Score:**

#### 4D: Participating in a Professional Community

| Teacher's relationships with colleagues are negative or self-serving.  
Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.  
Teacher avoids becoming involved in school events or school and district projects. | Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.  
Teacher becomes involved in the school's culture of professional inquiry when invited to do so.  
Teacher participates in school events and school and district projects when specifically asked to do so. | Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.  
Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution. | Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.  
Teacher takes a leadership role in promoting a culture of professional inquiry.  
Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life. |

**Evidence: Score:**
<table>
<thead>
<tr>
<th>Domain</th>
<th>Average Score for Domain</th>
<th>Domain Rating</th>
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<tbody>
<tr>
<td>1: Planning</td>
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<tr>
<td>2: Classroom Management</td>
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<tr>
<td>3: Instruction</td>
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<tr>
<td>4: Professional Responsibilities</td>
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</tbody>
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**Observation Rating**
(a 1-4 score averaging all Observed Domain Ratings)

<table>
<thead>
<tr>
<th>Overall Score</th>
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H=Highly Effective; E= Effective; D = Developing; and I = Ineffective

<table>
<thead>
<tr>
<th>Overall Observation Category Score &amp; Rating</th>
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<tbody>
<tr>
<td>Minimum</td>
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<tr>
<td>---------</td>
</tr>
<tr>
<td>H</td>
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<td>D</td>
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