



Instructional I to Instruction II Assessment Form

Classroom Teachers

Applicant's Last Name	First	Middle	Positions(s) of Employee
LEA/IU	School	Evaluator	Interview/Conference Date

The Instructional I to Instructional II Assessment Form is completed **after three years of satisfactory service on a Level I certificate**. All domains must be assessed with verification of evidence related to satisfactory performance, referring to the Framework for Observation and Practice as necessary.

DOMAIN 1: Planning and Preparation

Effective teachers plan and prepare for lessons using their extensive knowledge of the content area, the relationships among different strands within the content and between the subject and other disciplines, and their students' understanding of the subject as identified through effective use of assessments. Instructional outcomes are clear, represent important learning in the subject, and are aligned to academic standards. The instructional design includes relevant learning activities and modalities that are well sequenced and support all students in meeting high expectations in an environment that provides positive, equitable, and inclusive opportunities for learning.*

Teacher's performance demonstrates:

Knowledge of Content and Pedagogy

Knowledge of Resources

Knowledge of Students

Design Coherent Instruction and Service Delivery

Setting Instructional Outcomes

Design of Learner Assessments

Sources of Evidence Related to the Components of Planning and Preparation (Check all that apply):

Notations of professional observations, employee/rater conferences or interviews, or informal observations or visits

Development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health and safety

Communication logs (such as emails, letters, notes regarding conversations with parents, staff, students, community members)

Budget and expenditure reports

Utilization of formative and summative assessments that impact instruction and critiques of lesson plans

Professional development documentation toward continuance of certification or licensure or both

Agendas and minutes of meetings, programs, courses or planning sessions

Use of professional reflections

Examination of sources of evidence provided by the employee

Assessment of Domain 1 Components:**DOMAIN 2: Classroom Environment**

Effective teachers organize their classrooms so that all students can learn. Teachers know and value their students' identities, as well as their academic, social, and emotional strengths and needs. They maximize instructional time and foster respectful interactions with and among students, ensuring that students find the classroom a safe place to take intellectual risks. Students themselves make a substantive contribution to the effective functioning of the class by assisting with classroom procedures, ensuring effective use of instructional space, and supporting and engaging in the learning of classmates. Students and teachers work in ways that demonstrate their belief that rigorous effort will result in higher levels of learning. Student behavior is consistently appropriate, and the teacher's handling of infractions is subtle, preventive, and respectful of students' dignity.*

Teacher's performance demonstrates the ability to:

Create an Environment of Respect and Rapport

Establish a Culture for Learning

Manage Classroom Procedures

Manage Student Behavior Expectations

Organize Physical and Digital Space

Sources of Evidence Related to the Components of Classroom Environment (Check all that apply):

Notations of professional observations, employee/rater conferences or interviews, or informal observations or visits

Communication logs (such as emails, letters, notes regarding conversations with parents, staff, students, community members)

Utilization of formative and summative assessments that impact instruction and critiques of lesson plans

Agendas and minutes of meetings, programs, courses or planning sessions

Development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health and safety

Budget and expenditure reports

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Use of professional reflections

Examination of sources of evidence provided by the employee

Assessment of Domain 2 Components:

DOMAIN 3: Instruction

Effective teachers ensure all students are highly engaged in learning and contribute to the success of the class. Teacher explanations are clear and invite student intellectual engagement. Instructional practices are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness. Teacher feedback is specific to learning goals and rubrics and offers concrete suggestions for improvement. As a result, students understand their progress in learning the content and can explain the learning goals and what they need to do in order to improve, and have autonomy in their learning. Effective teachers recognize their responsibility for student learning and make adjustments, as needed, to ensure student success.*

Teacher's performance demonstrates the ability to:

Communicate with Students

Use Questioning and Discussion Techniques

Engage Learners in Learning

Engage Students in Learning Activities and Assignments

Use Assessments in Instruction and Service Delivery

Demonstrate Flexibility and Responsiveness

Sources of Evidence Related to the Components of Instruction (Check all that apply):

Notations of professional observations, employee/rater conferences or interviews, or informal observations or visits

Communication logs (such as emails, letters, notes regarding conversations with parents, staff, students, community members)

Utilization of formative and summative assessments that impact instruction and critiques of lesson plans

Agendas and minutes of meetings, programs, courses or planning sessions

Development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health and safety

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Use of professional reflections

Examination of sources of evidence provided by the employee

Assessment of Domain 3 Components:

DOMAIN 4: Professional Responsibilities

Effective teachers have high ethical standards, a deep sense of professionalism, and are focused on improving their own teaching and supporting the ongoing learning of colleagues. Teachers provide frequent, proactive, and personalized communication with families about student learning and performance, while demonstrating understanding of and appreciation for different families’ home language, culture, and values. They assume leadership roles in both school and LEA projects, and they engage in a wide range of professional development activities to strengthen their practice. Reflection on their own teaching results in ideas for improvement that are shared across professional learning communities and contribute to improving the practice of all. Documentation is accurate and comprehensive and supports student learning.*

Teacher’s performance demonstrates the ability to:

Reflect on Teaching

Participate in a Professional Community

Maintain Accurate Records

Grow and Develop Professionally

Communicate with Families

Show Professionalism

Sources of Evidence Related to the Components of Professional Responsibilities (Check all that apply):

Notations of professional observations, employee/rater conferences or interviews, or informal observations or visits

Development and implementation of school improvement plans, professional growth programs, in-service programs, student assemblies, safety programs, and other events or programs that promote educational efficacy, health and safety

Communication logs (such as emails, letters, notes regarding conversations with parents, staff, students, community members)

Budget and expenditure reports

Utilization of formative and summative assessments that impact instruction and critiques of lesson plans

Professional development documentation toward continuance of certification or licensure or both

Agendas and minutes of meetings, programs, courses or planning sessions

Use of professional reflections

Examination of sources of evidence provided by the employee

Assessment of Domain 4 Components:

Teacher's Name:

PPID:

I certify that the before named applicant for the period beginning _____ and ending _____ has received an overall assessment that is:

Satisfactory

Unsatisfactory

Signature of Principal/Assistant Principal (Assessor)

Date

Signature of District Superintendent or IU Executive Director

Date

LEA Name

Overall Justification for Assessment:

Name of Applicant

Signature of Applicant

Date

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