

University of Chicago Laboratory Schools
Faculty Evaluation – Expectations Document
Middle School/High School **April 24, 2012**

Domain 1: Preparation and Planning

- A. Demonstrates knowledge of content and pedagogy
- B. Sets appropriate instructional outcomes
- C. Designs coherent instruction
 - 1. Teacher designs a series of learning experiences aligned to instructional outcomes and suitable to groups of students.
 - 2. The lessons are clearly structured and demonstrate an understanding of task analysis, the ability to break down the learning task into carefully sequenced steps.
 - 3. Learning activities have reasonable time allocation.
 - 4. Learning activities represent significant cognitive challenge.
- D. Develops assessments that reflect the goals for the class and the instruction

Domain 2: The Classroom Environment

- A. Creates an environment of respect for all students
- B. Establishes a culture of learning
 - 1. Teacher communicates a genuine passion for the subject.
 - 2. Teacher demonstrates a high regard for student's abilities.
 - 3. Teacher conveys an expectation of high levels for student effort.
- C. Manages classroom procedures effectively
 - 1. With minimal guidance and prompting, students follow established routines.
 - 2. Students are productively engaged during small group work.
 - 3. Transitions between large and small group activities are smooth.
 - 4. Classroom routines are orderly.
- D. Manages student behavior appropriately
 - 1. Student behavior is generally appropriate.
 - 2. The teacher monitors student behavior against established standards of conduct.
 - 3. Teacher's response to student behavior is consistent, proportionate, and respectful of students.
- E. Manages physical space effectively in support of student safety

Domain 3: Instruction

- A. Communicates effectively with students
- B. Engages students in learning

1. Most students are intellectually engaged in the lesson.
 2. Learning tasks and activities are designed to challenge student's thinking, resulting in active engagement by most students with important content.
 3. Teacher provides scaffolding to support that engagement.
 4. Students may have some choice in how to complete learning tasks and may serve as resources for one another.
 5. Materials and resources support the learning objectives.
- C. Challenges students to think deeply, communicate a point of view, and consider the points of view of others
- D. Effectively uses questions, prompts, and discussion strategies
1. Teacher may use low-level questions but generally poses questions to students designed to promote thinking and understanding.
 2. Teacher creates a genuine discussion among students, providing adequate time for students to respond, stepping aside when appropriate.
 3. Teacher successfully engages students in the discussion, employing a range of strategies to ensure that most, if not all, students are heard.
 4. Students formulate appropriate unsolicited contributions.
- E. Demonstrates flexibility and responsiveness
1. Teacher makes minor adjustments as needed to lesson plans and accommodates students' questions and interests.
 2. Teacher offers alternate approaches to students experiencing difficulty.

Domain 4: Reflection and Collaboration

- A. Accurately assesses the effectiveness of instructional activities
1. Teacher supports his/her observations using specific examples from the lesson.
 2. Teacher suggests possible improvements for the lesson.
- B. Welcomes opportunities to collaborate with peers
- C. Engages in self-assessment, introspection and reflection
1. Teacher seeks regular opportunities for continued professional development to enhance content knowledge and pedagogical skill.
 2. Teacher welcomes feedback from colleagues and administrators.

Domain 5: Professional Responsibilities

- A. Upholds professional standards of punctuality, courtesy, and discretion
- B. Attends professional meetings and appropriately carries out specific assignments, including advisory and assigned supervision
- C. Maintains accurate student records