

## Section 4: Performance Evaluation Rating Definitions

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| <b>EXCELLENT</b>         | <ul style="list-style-type: none"> <li>Professional practice at the <i>Excellent</i> level is consistently characterized by evidence of extensive knowledge and expertise in understanding and implementing the components of the Indian Prairie District 204 Framework for Teaching.</li> <li>Practice at the <i>Excellent</i> level is characterized by exceptional commitment to flexible, differentiated, and responsive instructional practice as evidenced by effective teacher modeling, high levels of student engagement, student-directed learning, and student growth. There is evidence of extensive and rigorous individualized instruction that is developmentally and culturally appropriate.</li> <li>A Teacher at the <i>Excellent</i> level takes initiative, provides leadership in the school and/or district and is committed to ethical, reflective, continuous, professional practice that ensures high levels of student learning and student ownership.</li> </ul> |
| <b>PROFICIENT</b>        | <ul style="list-style-type: none"> <li>Professional practice at the <i>Proficient</i> level is consistently characterized by evidence of a solid knowledge of effective instructional practices, purposeful teaching preparation, and use of a broad repertoire of strategies and activities supported by the Indian Prairie District 204 Framework for Teaching.</li> <li>Practice at the <i>Proficient</i> level is consistent and includes high expectations for student learning. Accurate knowledge of instructional practices, content, students, and resources is demonstrated.</li> <li>A Teacher at the <i>Proficient</i> level works independently and collaboratively to improve his/her professional practice to support and promote high levels of student learning and demonstrate ethical and reflective professional practice.</li> </ul>   |
| <b>NEEDS IMPROVEMENT</b> | <ul style="list-style-type: none"> <li>Professional practice at the <i>Needs Improvement</i> level is characterized by evidence of minimal understanding and/or implementation of the Indian Prairie District 204 Framework for Teaching.</li> <li>Practice at the <i>Needs Improvement</i> level is inconsistent. Understanding and implementation of instructional and/or professional behaviors demonstrate limited effectiveness with uneven results.</li> <li>A tenured Teacher at the <i>Needs Improvement</i> level requires specific supports and interventions to improve individual professional practice to <i>Proficient</i> or <i>Excellent</i> levels of practice.</li> </ul>   |
| <b>UNSATISFACTORY</b>    | <ul style="list-style-type: none"> <li>Professional practice at the <i>Unsatisfactory</i> level is characterized by evidence of little or no understanding and/or implementation of the Indian Prairie District 204 Framework for Teaching.</li> <li>Practice at the <i>Unsatisfactory</i> level is detrimental to student achievement. Inadequate and inappropriate instructional and/or unprofessional behaviors persist even after intervention(s) and support(s) have been provided.</li> <li>A tenured Teacher at the <i>Unsatisfactory</i> level must successfully implement <i>specific steps</i> to improve his/her professional practice to the <i>Proficient</i> or <i>Excellent</i> level.</li> </ul>  |