

## Teacher Performance Evaluation in Israel

\* In developing this tool, existing tools for teacher performance assessment in Israel and the world were used: Tool for Feedback, Empowerment and Development of Teaching Staffs in the Central District (Israel); Tool for Assessment of Teaching Staffs in the Tel Aviv District (Israel); Deployment Team for Implementing Training Periods and for Licensing Teachers in the Department of Teacher Training (Israel); Indicator for Assessing the Pedagogic Discussion, from: *In Constant Construction*; NBPTS – *National Board for Professional Teachers Standards*; CLASS – *Classroom Assessment Scoring System*; The Danielson Group (ETS); TDA, England – *Professional Standards for Teachers*

## Domain 1: Role Perception and Professional Ethics

### Identification with the Educational and Teaching Role

- Commitment to the success of all students from the cognitive, emotional and social aspect, and in terms of values
- Intention to assimilate values and manifesting them through the teaching-learning processes
- Code of conduct and professional ethics

### Commitment to the School and the System

- Investment in teaching
- Team work and Involvement in school activities/tasks
- Collaboration with the remedial support staff
- Accountability and Preparation of a work plan and reporting on its implementation
- Parents' involvement in the educational-instructional aspect

## Domain 2: Disciplinary Expertise

### Disciplinary and Pedagogical Knowledge

- Proficiency in the discipline and pedagogy of the discipline and language proficiency
- Familiarity with the curriculum of the discipline
- Adaptation of resources and teaching procedures to the characteristics of the discipline and students
- Planning the teaching and learning while considering typical difficulties
- Relationship with other disciplines and/or ethical aspects

## Domain 3: Educational and Instructional Processes

### Instructional Planning and Management

- Defining goals for the lesson
- Management of the lesson: lesson structure, utilization of lesson time, flexibility

### Teaching, Learning and Assessment

- Differential teaching addressing the commitment to the learning of all students
- Variety of teaching, learning and assessment modes
- Information and communication technology<sup>3</sup> (ICT)
- Activities for fostering/ promoting higher-order thinking<sup>4</sup>
- Activity for creating student engagement in social and ethical aspect
- Actual student engagement and reciprocation in the classroom
- Providing feedback that promotes learning
- Feedback for the improvement of teaching

### Environment Supportive of Learning

- Classroom appearance and organization
- Active learning environment
- Setting rules for classroom organization and management
- The nature of the relationship with students and a routine of meeting with students

## Domain 4: Collaboration in the Professional Community

### The School's Professional Community

- Collaborative learning and reflection

### The Discipline's Professional Community

- Participation in professional development activities and implementation of what was taught
- Involvement in the Discipline's community

## Domain 1: Role Perception and Professional Ethics

Components	Unsatisfactory	Basic level 1 , 2	Skilled level 3 , 4	Distinguished level 5 , 6	Master 7
<b>1.1 Identification with the Educational and Teaching Role</b>					
<b>Commitment to the success of all students from the cognitive, emotional and social aspect, and in terms of values</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• performs his/her role on a technical level, sometimes below the formally required level, while ignoring aspects of students' development – such as emotional, social, and in terms of values</li> <li>• is not committed to attaining results and does not take on the responsibility for students' achievements</li> <li>• believes it is not possible to change or affect student abilities</li> <li>• does not aim to realize the full potential of each individual student</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• fulfills his/her instructional and educational role responsibly</li> <li>• acknowledges the importance of cultivating student efficacy</li> <li>• believes students can realize their full potential and acknowledges their uniqueness</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• aims for the realization of student potential</li> <li>• identifies and grasps different opportunities to share his/her knowledge with students</li> <li>• identifies and grasps opportunities to discuss personal values and nurtures students' social skills</li> <li>• holds high expectations for each student (learning, behavioral, emotional and social) and acknowledges their uniqueness</li> <li>• is able and knows how to conduct a meaningful debate with the students</li> </ul>	<p><b>...In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• aims to expand student curiosity and accessibility to knowledge</li> <li>• creates opportunities to empower and cultivate students' abilities</li> <li>• creates experiences for students to actively select personal values and nurtures social skills</li> <li>• creates belief in student ability among school and remedial support staff</li> </ul>	

## Domain 1: Teacher Professionalism and Commitment

Components	Unsatisfactory	Basic level 1 , 2	Skilled level 3 , 4	Distinguished level 5 , 6	Master 7	
<b>Intention to assimilate values and manifesting them through the teaching-learning processes</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• does not assimilate values as required</li> <li>• does not demonstrate knowledge of his/her people's heritage</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• aims to promote democratic and humane values in his/her students through combining illustrations of and references to social and civic affairs</li> <li>• expands and deepens his/her knowledge of his/her people's heritage</li> </ul>	<p><i>.... In addition: The teacher...</i></p> <ul style="list-style-type: none"> <li>• incorporates social, civic and cultural issues in the curriculum and in class activities</li> </ul>	<p><i>... In addition: The teacher...</i></p> <ul style="list-style-type: none"> <li>• examines possible ways to actively engage students in the learning process</li> <li>• initiates and realizes different opportunities for conducting a dialogue and experiencing the meaning of democratic and humane values, and for exploring in practice the meaning of being a member of the community (in the classroom, the school and the neighborhood) and a citizen of the state</li> <li>• initiates and expands the scope of his/her educational activity and influence beyond the formality and boundaries of his classroom</li> </ul>		
<b>Code of conduct and Professional ethics</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• does not follow professional ethical codes in the four domains (specified at the Basic level)</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• performs his/her functions while following the professional ethical codes in four domains:                             <ul style="list-style-type: none"> <li>▪ relationship with students</li> <li>▪ relationship with students' parents</li> <li>▪ relationship with colleagues</li> <li>▪ commitment to the quality of the profession and its status in the public eye<sup>1</sup></li> </ul> </li> </ul>	<p><i>Optional choice between no more than two levels of performance</i></p>			

## Domain 1: Teacher Professionalism and Commitment

Components	Unsatisfactory	Basic level 1, 2	Skilled level 3, 4	Distinguished level 5, 6	Master 7
<b>1.2 Commitment to the School and the System</b>					
<b>Investment in teaching</b>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>refrains from committing to instructional goals</li> </ul>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>invests time and effort in specialization and achieving instructional goals</li> </ul>	<i>... In addition: The teacher...</i> <ul style="list-style-type: none"> <li>consistently and persistently invests time and effort in teaching and educating while aiming for high performance standards</li> </ul>	<i>... In addition: The teacher...</i> <ul style="list-style-type: none"> <li>consistently and persistently invests time and effort in all activity areas of the class, grade and school</li> <li>is committed to high performance standards</li> </ul>	
<b>Team work and Involvement in school activities/tasks</b>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>is not involved in school activities/tasks</li> </ul>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>consistently invests time and effort in every area related to his/her class</li> <li>is willing to assist and help others</li> </ul>	<i>... In addition: The teacher...</i> <ul style="list-style-type: none"> <li>consistently invests time and effort in all areas related to his/her class and school</li> <li>is willing to perform additional school functions and/or undertake school tasks</li> </ul>	<i>... In addition: The teacher...</i> <ul style="list-style-type: none"> <li>performs important roles on the school level</li> <li>is involved and participates in important processes and participates in the promotion of school initiatives and projects</li> </ul>	
<b>Collaboration with the remedial support staff</b>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>does not know the remedial support staff of the school</li> <li>does not collaborate with the remedial support staff or avoids responsibility and believes responsibility for certain students lies with the remedial support staff</li> </ul>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>involves the remedial support staff but does not implement the agreed plan of action</li> </ul>	<i>... In addition: The teacher...</i> <ul style="list-style-type: none"> <li>involves the remedial support staff immediately upon initial discovery of emotional/behavioral difficulties on the level of the individual and the group</li> <li>implements the agreed plan of action</li> </ul>	<i>... In addition: The teacher...</i> <ul style="list-style-type: none"> <li>suggests additional solutions which are accepted by the remedial support staff</li> </ul>	

## Domain 1: Teacher Professionalism and Commitment

Components	Unsatisfactory	Basic level 1, 2	Skilled level 3, 4	Distinguished level 5, 6	Master 7
<b>Accountability and Preparation of a work plan and reporting on its implementation</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• does not present an annual work plan as required or presents a plan that has not been updated</li> <li>• does not monitor student performance and achievements</li> <li>• does not allow his/her activities and student achievements to be transparent and monitored</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• prepares an annual work plan and sets measurable goals that address the needs of his/her students</li> <li>• monitors the implementation of the work plan at mid and end of year</li> <li>• reports plan implementation to the coordinator</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• prepares an annual and periodical work plan and sets measurable goals for the students and presents evidence of the extent to which goals have been achieved</li> <li>• monitors the implementation of the work plan at mid and end of year and adapts the plan according to the data produced</li> <li>• presents the work plan, goals and monitoring outcome to the school board, parents and students</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• produces a work plan that reflects the outcomes of assessment and which is adapted to the changing needs of the students</li> <li>• is involved in and leads the creation of a work plan suitable for an entire grade level/a multi-age work plan/an interdisciplinary work plan etc.</li> <li>• discusses the work plan with others and together they form strategies for improvement</li> </ul>	
<b>Parents' involvement in the educational-instructional aspect</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• does not provide information/ provides partial information to the parents regarding the curriculum</li> <li>• does not keep the parents regularly updated regarding the performance levels of their children (parents discover the existence of problems only when the situation reaches crisis levels)</li> <li>• does not welcome parental involvement and prefers not to involve parents in class activities</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• provides parents with information regarding the instructional and educational activity plan</li> <li>• regularly updates the parents regarding the performance levels of their children</li> <li>• initiates and establishes parental collaboration for planning and carrying out class activities</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• provides the parents with information on the teaching, learning and assessment methods</li> <li>• encourages parent collaboration for promoting their children's learning</li> <li>• initiates and establishes parental collaboration for planning and carrying out school activities</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• develops, through collaboration with the parents, work plans adapted to suit and foster their children's learning</li> </ul>	

## Domain 2: Disciplinary Expertise

Components	Below basic level	Basic level 1, 2	Skilled level 3, 4	Distinguished level 5, 6	Master 7
<b>2.1 Disciplinary and Pedagogical Knowledge</b>					
<b>Proficiency in the discipline and pedagogy of the discipline and language proficiency</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>lacks basic knowledge of the field and does not generally understand the essential principles, concepts and procedures of the discipline</li> <li>uses incorrect or poor language and lacks professional language</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>is adequately knowledgeable in the essential principles, concepts and procedures of the discipline</li> <li>uses basic professional language</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>Is very knowledgeable of the discipline, has an in depth understanding of the ideas, concepts, principles and values of the discipline, and is entirely familiar with its key research approaches</li> <li>demonstrates expertise relating to the teaching of the discipline</li> <li>uses correct spoken and written professional language and a rich vocabulary</li> <li>every now and then grasps opportunities to expand students' knowledge in the professional language of the discipline</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>serves as a source of knowledge in the discipline and is considered an expert by the other teachers</li> <li>is familiar with the main turnabouts and current dilemmas in the discipline and in its teaching</li> <li>uses correct and rich professional language and incorporates new developments and innovations</li> <li>regularly grasps the opportunity to expand students' knowledge of the professional language of the discipline</li> </ul>	
<b>Familiarity with the curriculum of the discipline</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>is not familiar with the curriculum of the discipline</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>is familiar with the curriculum of the discipline</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>monitors the implementation of the curriculum, comparing it to the work plan and making adaptations accordingly, including resources and tools</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>leads the design of a school-based curriculum</li> <li>provides guidance to other disciplinary teachers</li> </ul>	
<b>Adaptation of resources and teaching procedures to the characteristics of the discipline and students</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>does not adapt resources and teaching procedures to the characteristics of the discipline</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>uses resources and teaching procedures adapted to the teaching of the discipline</li> <li>is familiar with instructional materials within the discipline and integrates them in teaching</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>adapts the resources, the teaching – learning – assessment processes and the learning assignments to the characteristics of the discipline and of the students</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>develops updated relevant materials for teaching the discipline and distributes them both within and without the school</li> </ul>	

## Domain 2: Disciplinary Expertise

Components	Below basic level	Basic level 1, 2	Skilled level 3, 4	Distinguished level 5, 6	Master 7
<b>Planning the teaching and learning while considering typical difficulties</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>Does not identify learning difficulties and/or does not provide solutions</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>plans the learning modes and identifies some of the typical difficulties in the discipline (conceptual perceptions, common mistakes, false perceptions and so on)</li> <li>partially provides solutions to learning difficulties</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li>systematically bases teaching on knowledge (theoretical and/or practical) of the learning modes and typical difficulties in the discipline (conceptual perceptions, common mistakes, false perceptions and so on).</li> <li>uses a built-in mechanism for reexamining the teaching plan in view of student understanding (for example, typical conceptual mistakes)</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li>keeps abreast of the latest learning modes and applies them In teaching</li> <li>develops unique ways and methods for learning and dealing with difficulties</li> </ul>	
<b>Relationship with other disciplines and/or ethical aspects</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>does not make connections to other fields of expertise even when it is considered necessary or required</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>seldom makes connections to other fields of expertise, or does so in an unsystematic manner</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li>makes connections between central issues in the discipline and relevant issues in other areas of expertise</li> <li>demonstrates openness to and interest in a variety of disciplines related to the teaching profession and also aims to expand his/her general education</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li>has an in depth knowledge and understanding of the interdisciplinary aspects and their significance for understanding the discipline and its teaching</li> <li>is outstanding in his/her extensive education, diverse knowledge and scholarliness</li> <li>is familiar with diverse sources for expanding his/her knowledge and expertise</li> <li>expands and updates his/her general knowledge</li> </ul>	



### Domain 3: Educational and Instructional Processes

Components	Below basic level	Basic level 1 , 2	Skilled level 3 , 4	Distinguished level 5 , 6	Master 7
<b>3.1 Instructional Planning and Management</b>					
<b>Defining goals for the lesson</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• does not define goals for the lessons, or the goals are too vague to become an applied teaching plan, or are not appropriate for the particular class</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• defines lesson goals in alignment with the curriculum goals</li> <li>• defines lesson goals that are mostly appropriate for the particular class</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• defines lesson goals in complete alignment with the curriculum and that are appropriate for the particular class</li> <li>• defines lesson goals that reflect high expectations</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• defines clear and specific lesson goals, appropriate and measurable</li> <li>• defines lesson goals that reflect high expectations from all the students</li> </ul>	
<b>Management of the lesson: lesson structure, utilization of lesson time, flexibility</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• does not progress towards the lesson goals and does not make clear distinction between the concepts or create links between them</li> <li>• conducts the lesson in an associative manner, rather than follow a clear structure</li> <li>• does not adequately utilize lesson time; materials and means are not adequately prepared</li> <li>• does not have a clear class routine; most students do not know what is expected of them</li> <li>• rigidly sticks to the lesson plan even when it is not compatible with his/her goals</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• may sometimes divert to irrelevant subjects and/or not completely cover the subject</li> <li>• ensures clear lesson structure and content, adapted to goals</li> <li>• clarifies the concepts and creates links between them</li> <li>• allows time for the introduction and summation of the lesson</li> <li>• usually efficiently utilizes lesson time</li> <li>• may have some class routine that allows everyone to understand what is expected of them</li> <li>• ensures that all necessary resources are ready and available</li> <li>• demonstrates partial flexibility during the lesson and makes adjustments if necessary</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• efficiently focuses on the goals of the lesson and achieving them, while paying attention to students' needs</li> <li>• deals with a subject from all its different aspects and teaches it to its fullest</li> <li>• creates complex links between the concepts</li> <li>• uses interim summations, makes clear transitions, and ensures understanding before moving on to a new subject</li> <li>• effectively utilizes the entire lesson time</li> <li>• ensures that all students know what is expected of them and how to behave during the lesson</li> <li>• demonstrates substantial flexibility during the lesson</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• ensures that students make new conceptualizations / have new insights / find solutions / deal with difficulties and demonstrate awareness to it</li> <li>• makes it clear to the students what is the structure and continuum of the lesson as a modeling of the teaching and learning processes</li> <li>• makes efficient utilization of lesson time and flexibly adapts the work plan</li> <li>• attends to the new goals arising during the lesson, and exploits opportunities for promoting meaningful learning</li> </ul>	

## Domain 3: Educational and Instructional Processes

Components	Below basic level	Basic level 1, 2	Skilled level 3, 4	Distinguished level 5, 6	Master 7
<b>3.2 Teaching, Learning and Assessment Modes</b>					
<b>Differential teaching addressing the commitment to the learning of all students</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>treats the class and students as one entity and does not relate to the difference in needs, learning pace or abilities of students</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>demonstrates some differential teaching methods adapted to the different needs and skills of the students, through defining different goals for different students</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li>demonstrates differential teaching through adapting the mediation levels to suit student abilities</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li>demonstrates differential teaching that is systematic and continuous and is conducted through adapting the mediation levels to the optimal utilization of all students' abilities</li> </ul>	
<b>Variety of teaching, learning and assessment modes</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>uses a limited variety of teaching methods and means</li> <li>creates unclear connections between the means and the goals of the lesson</li> <li>defines goals and uses resources that are not in alignment with the students needs</li> <li>uses homogenous assessment tools (mainly tests) for all students</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>uses different teaching methods and means (frontal teaching, discussion, assignments, usage of different aids and so on) in alignment with the lesson goals</li> <li>uses a few open-ended assessment tools</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li>uses a variety of teaching methods, means and structures (including: questions and examples, teaching-learning assignments, homework, presentations and aids, usage of different modalities, individual and group learning structures) in alignment with the goals of the lesson and students' needs</li> <li>uses diverse methods and tools (tests, written/verbal assignments, individual/group, summative/formative) for assessing different skills, in alignment with the teaching and learning processes</li> </ul>	<p><b>... In addition:</b> <i>The teacher...</i></p> <ul style="list-style-type: none"> <li><i>creatively uses diverse and innovative methods, structures and means (including: questions and examples, teaching-learning assignments, homework, presentations and aids, usage of different modalities, individual and group learning structures) in alignment with the goals of the lesson and students' needs</i></li> <li>uses a variety of methods and tools of assessment (tests, written and verbal assignments, individual and group assessment, summative and formative assessment, and so on) and combines components of student self and/or peer assessment in the feedback and assessment process</li> </ul>	

### Domain 3: Educational and Instructional Processes

Components	Below basic level	Basic level 1 , 2	Skilled level 3 , 4	Distinguished level 5 , 6	Master 7
<b>Information and communication technology<sup>3</sup> (ICT)</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• does not use computers</li> <li>• does not combine ICT for teaching and learning</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• uses ICT environments for communication purposes on the personal and professional levels (for example, emails and discussion forums)</li> <li>• uses ICT environments for the purpose of gathering and accessing information</li> <li>• uses ICT environments in the teaching and learning processes (adapting learning materials and using them in the classroom)</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• uses ICT environments in an informed manner (adapts the content so that it will have added value in alignment with the teaching goals and the diversity of his students)</li> <li>• uses an interactive white board (IWB) for the purpose of demonstrations and interaction with the students</li> <li>• uses ICT environments for learning and assessment in an informed manner (activation of Learning Management Systems – LMS)</li> <li>• continuously uses pedagogic information systems (MANBAS - Computerized School Administration software, and others)</li> <li>• engages students in learning in ICT environments</li> <li>• cultivates students' reading, writing and creative skills in a digital environment</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• widely activates learning management systems (management of different contents/users/classes/groups / allocations and so on)</li> <li>• actively develops ICT learning materials</li> <li>• constructs a school portal</li> <li>• activates collaborative communities for students and colleagues for the purpose of creating collaborative knowledge</li> <li>• initiates identification and integration of technological innovations as an additional resource for teaching / learning / assessing</li> </ul>	

### Domain 3: Educational and Instructional Processes

Components	Below basic level	Basic level 1, 2	Skilled level 3, 4	Distinguished level 5, 6	Master 7
<b>Activities for fostering/promoting higher-order thinking<sup>4</sup></b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• provides no evidence for the use of activities for fostering/promoting higher-order thinking</li> <li>• interacts with students based on a recitation style – the teacher is a mediator in all questions and answers</li> <li>• mostly uses questions that aim to produce an expected answer and does not connect the learned subject with students' prior knowledge</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• demonstrates initial usage of activities for fostering/promoting higher-order thinking</li> <li>• pays attention to ideas and conceptions that are raised by the students</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• usually includes activities for fostering/promoting higher-order thinking</li> <li>• connects the learned subject with prior knowledge</li> <li>• promotes the development of a discussion based on students' comments</li> <li>• summarizes and reflects (instead of allowing the students to do so)</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• consistently and systematically fosters/promotes higher-order thinking in most students<sup>5</sup></li> <li>• uses ideas, mistakes or ulterior conceptions as a starting point for discussion, asking the participants to provide suggestions and explanations for the mistakes and encourages the students to doubt facts/opinions/theories</li> <li>• encourages students to take on the responsibility for a successful debate, contribute to it of their own accord and initiate new discussion topics</li> </ul>	
<b>Activity for creating student engagement in social and ethical aspects</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• does not pay attention to the importance of the learned subject and its relevance to the students</li> <li>• does not encourage engagement and participation and ignores students that do not participate and/or listen</li> <li>• ignores student questions and expressions of interest</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• provides interesting and relevant materials, diverse teaching methods, discussions and/or activities designed for enhancing student engagement</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• connects the learned subject with current issues relevant to students' lives, invites the students to provide ideas, encourages individual expression, creates debates and/or diverse activities, creates social interactions and encourages all students to participate in the lesson</li> <li>• arouses curiosity and challenges the students to think; ensures the students understand the importance and purpose of the learned subject</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• creates engagement and participation in the lesson through creative and innovative ways. Is aware of the varied levels of interest among students and responds with effective interventions</li> <li>• encourages students to initiate and allows them to choose assignments, topic, materials, and so on, in order to enhance their engagement</li> </ul>	

### Domain 3: Educational and Instructional Processes

Components	Below basic level	Basic level 1, 2	Skilled level 3, 4	Distinguished level 5, 6	Master 7
<b>Actual student engagement and reciprocity in the classroom</b>	<p><i>During the lesson...</i></p> <ul style="list-style-type: none"> <li>only a few students are engaged</li> <li>the atmosphere is tense, with expressions of disrespect, such as banter and harsh words, making learning difficult</li> </ul>	<p><i>During the lesson...</i></p> <ul style="list-style-type: none"> <li>usually a small group of students participates in the lesson, and they belong to a normative group</li> <li>some students exhibit boredom and lack of interest in the lesson</li> <li>most of the communication is between a single student and the teacher</li> <li>students react to the comments of their classmates with intolerance</li> </ul>	<p><i>... In addition: During the lesson...</i></p> <ul style="list-style-type: none"> <li>most students participate and are actively engaged in the learning and show interest in the lesson, in response to encouragement from the teacher</li> <li>students behave as a united social group, are courteous, and provide mutual help and support</li> </ul>	<p><i>... In addition: During the lesson....</i></p> <ul style="list-style-type: none"> <li>all students participate and are significantly engaged in the learning; are interested in the subject learned in the lesson and are excited by it</li> <li>students actively participate in the lesson of their own accord</li> <li>communication is multi-directional (also among the students) while everyone is listening and wanting to understand the other, willing to express different views, and doubting and attempting to persuade the others while showing mutual respect. The atmosphere is relaxed</li> </ul>	
<b>Providing feedback that promotes learning</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>does not provide feedback or uses the feedback and assessment in a manner that does not promote growth (inclusive, labeling, inapplicable, frustrating, not in a timely fashion)</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>demonstrates initial usage of feedback and assessment techniques that promote learning (reinforces positive actions and pays attention to points that require improvement; specific, applicable, encouraging and reinforcing)</li> </ul>	<p><i>... In addition: The teacher...</i></p> <ul style="list-style-type: none"> <li>provides feedback and assessment that promote learning (reinforces positive actions and pays attention to points that require improvement; specific, applicable, encouraging and reinforcing) when relating to the answers, assignments and performance in the classroom and on homework assignments</li> <li>distinguishes between situations that require giving individual feedback and situations that require giving group feedback</li> </ul>	<p><i>... In addition: The teacher...</i></p> <ul style="list-style-type: none"> <li>structurally and systematically uses assessment and feedback processes</li> <li>encourages students to immediately use the learning processes subsequent to receiving feedback</li> <li>promotes reflective skills of feedback and assessment in students (allocates time and tools to students to correct mistakes, improve performance and rewrite products)</li> </ul>	

### Domain 3: Educational and Instructional Processes

Components	Below basic level	Basic level 1, 2	Skilled level 3, 4	Distinguished level 5, 6	Master 7
<b>Feedback for the improvement of teaching</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• does not regularly record the level of performance and achievements of the students</li> <li>• does not use assessment outcomes to adjust his/her teaching plan</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• regularly records performance and achievements of the students</li> <li>• adjusts teaching plan and allocation of resources in accordance with assessment outcomes</li> <li>• uses mapping as an infrastructure for all his/her activities</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• identifies and recognizes cognitive, emotional, social and behavioral competencies and differences in all students</li> <li>• creates intervention programs for individuals and groups in light of internal and external findings, and assesses their outcomes</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• systematically uses reflective processes based on the products of the students and learning interactions for the improvement of teaching</li> </ul>	

### 3.3 Environment Supportive of Learning

<b>Classroom appearance and organization</b>	<p><i>The classroom...</i></p> <ul style="list-style-type: none"> <li>• is not neat and clean; students find it hard to find their place and belongings. The chaos disrupts their ability to listen and upsets the progression of the lesson</li> </ul>	<p><i>The classroom...</i></p> <ul style="list-style-type: none"> <li>• is organized in a way that effectively serves the learning and comfort of the students</li> <li>• <b>as the responsibility of the homeroom teacher:</b> classroom appearance is esthetic, and it is a pleasant place to be in and <b>subject teacher:</b> initiates change in the appearance of the classroom while collaborating with the persons responsible for classroom appearance</li> <li>• is attended to by students</li> </ul>	<p><b>... In addition: The classroom...</b></p> <ul style="list-style-type: none"> <li>• is the responsibility of the students who appropriately tend to their learning environment and participate in caring for it</li> </ul>	<p><b>... In addition: The classroom...</b></p> <ul style="list-style-type: none"> <li>• is the responsibility of the students who organize the physical environment which includes personal expressions and student products</li> </ul>	
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### Domain 3: Educational and Instructional Processes

Components	Below basic level	Basic level 1 , 2	Skilled level 3 , 4	Distinguished level 5 , 6	Master 7
<b>Active learning environment</b>	<p><i>The environment...</i></p> <ul style="list-style-type: none"> <li>• has no external expressions of the learned subjects</li> </ul>	<p><i>The environment...</i></p> <ul style="list-style-type: none"> <li>• includes external expressions of the learned subjects through different representations</li> </ul>	<p><b>... In addition: The environment...</b></p> <ul style="list-style-type: none"> <li>• is suited to and aligned with the teacher's activity plan</li> <li>• provides interesting and relevant learning stimuli and enhances the engagement of the student</li> <li>• supports the learning and active engagement of the student</li> </ul>	<p><b>... In addition: The environment...</b></p> <ul style="list-style-type: none"> <li>• provides stimuli for raising social and current issues, which are used as the basis for debate</li> </ul>	
<b>Setting rules for classroom organization and management</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• Does not clarify or is not consistent with regard to the expectations and rules relating to students appearance, behavior and adherence to schedule; it is not clear to the students what is expected of them and what will be the teacher's reaction to their lack of compliance with the rules</li> <li>• is faced with recurring disciplinary issues or violations of school rules</li> <li>• does not respond to inappropriate behavior, or responds in an inconsistent or disrespectful manner, or overreacts</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• sets clear expectations and rules for students appearance, behavior and adherence to schedule</li> <li>• usually manages to adhere to the lesson schedule, while consistently dealing with students who are late and with those violating disciplinary rules</li> <li>• consistently enforces the rules</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• sets clear behavioral norms that are known to and applied by most of the students: attention, tolerance, patience, politeness, appearance and dress codes and adhering to the schedule</li> <li>• deals with disturbances, conflicts and opposition practically and judiciously while maintaining a respectful attitude</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• involves the students in the design and consistent application of behavioral norms of attention, tolerance, patience and politeness, appearance and dress codes, and adhering to the schedule, both within and without the classroom</li> <li>• monitors students' behavior in a preventative way</li> <li>• allows students the opportunity to provide feedback on their own behavior</li> <li>• implements processes of conflict management: mediation, negotiation, compromise, while allowing the students to take the responsibility for the conflict management. Identifies the personal and group learning opportunity that lie in the conflicts</li> </ul>	

### Domain 3: Educational and Instructional Processes

Components	Below basic level	Basic level 1 , 2	Skilled level 3 , 4	Distinguished level 5 , 6	Master 7
<b>The nature of the relationship with students and a routine of meeting with students</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• does not regularly meet with students</li> <li>• exhibits one of the following behaviors, in part or in full: shows disrespect and is judgmental in his/her treatment of students, labels and neglects students with difficulties, is offensive and insulting, discriminates. Has numerous complaints related to his/her treatment of students</li> <li>• does not provide effective solutions to the problems and concerns of students</li> <li>• is not aware of and does not react to the need of students for support, assistance or attention</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• holds regular meetings with students and conducts a constant dialogue with them</li> <li>• shows care for and commitment to all students and treats each one of them warmheartedly</li> <li>• his interaction with students is friendly and expresses warmth, concern and respect</li> <li>• effectively provides solutions to the problems and concerns of students</li> </ul>	<p><b>... In addition: <i>The teacher...</i></b></p> <ul style="list-style-type: none"> <li>• differentially plans the meetings according to students' needs</li> <li>• encourages the students to be aware of the emotional needs of their classmates</li> </ul>	<p><b>... In addition: <i>The teacher...</i></b></p> <ul style="list-style-type: none"> <li>• is a person both students and parents can come to for support and assistance (for example: meetings outside school grounds)</li> </ul>	



## Domain 4: Collaboration in the professional community

Components	Below basic level	Basic level 1, 2	Skilled level 3, 4	Distinguished level 5, 6	Master 7
<b>4.1 The School's Professional Community</b>					
<b>Collaborative learning and reflection</b>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• does not know whether the lessons were successful or achieved their goals</li> <li>• is not able to propose ways for improving his/her teaching</li> <li>• is not actively involved in the learning processes of the staff</li> <li>• refrains from getting feedback and exposure</li> </ul>	<p><i>The teacher...</i></p> <ul style="list-style-type: none"> <li>• accurately assesses the effectiveness of the lesson and the extent to which goals were achieved</li> <li>• provides general proposals for improving his/her teaching</li> <li>• is actively involved in the school's learning processes</li> <li>• is open to feedback processes and learns from them</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• can provide evidence / sources that support his/her judgment of the effectiveness of the lesson</li> <li>• provides proposals for improving his/her teaching in relation to problems which occurred and their solutions</li> <li>• raises dilemmas, difficulties, successes and conflicts which then contribute to collaborative learning material in staff meetings</li> <li>• implements what he has learned from such learning processes and shares his/her implementation experiences with the staff</li> <li>• is open to feedback processes and learns from them</li> </ul>	<p><b>... In addition: The teacher...</b></p> <ul style="list-style-type: none"> <li>• conducts an educated and precise evaluation of the effectiveness of his/her lesson and of the extent to which it achieved the set goals, and can provide many examples from the lesson while considering the relative relevance of each of them</li> <li>• shares with other teachers insights that rose from the reflection</li> <li>• shares reflective processes that may contribute to other teachers' growth</li> </ul>	

## Domain 4: Collaboration in the professional community

Components	Below basic level	Basic level 1, 2	Skilled level 3, 4	Distinguished level 5, 6	Master 7
<b>4.2 The Discipline's Professional Community</b>					
<b>Participation in professional development activities and implementation of what was taught</b>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>• does not regularly participate in professional development activities</li> <li>• does not implement what was taught in the professional development activities</li> </ul>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>• regularly attends professional development activities</li> <li>• partially and non-critically implements what was taught in the professional development activities</li> <li>• recognizes the need for professional development and works toward addressing it</li> </ul>	<b>... In addition: The teacher...</b> <ul style="list-style-type: none"> <li>- implements what was taught in the professional development activities in an educated, critical and adapted manner</li> <li>• provides classroom evidence of implementing what was taught in professional development activities</li> </ul>	<b>... In addition: The teacher...</b> <ul style="list-style-type: none"> <li>• is active, involved and participates in professional development activities, beyond the required</li> <li>• identifies the need for professional development that is derived from the outcome of student performance<sup>6</sup></li> </ul>	
<b>Involvement in the Discipline's community</b>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>• is not involved in the discipline's professional community</li> <li>• does not use the assistance of others whose job is to provide it</li> </ul>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>• is familiar with professional websites and uses the assistance they provide</li> <li>• accepts the assistance of others (a colleague, an instructor and so on) to improve his/her practice</li> </ul>	<b>... In addition: The teacher...</b> <ul style="list-style-type: none"> <li>• utilizes professional websites actively participates in assisting other teachers</li> </ul>	<b>...In addition: The teacher...</b> <ul style="list-style-type: none"> <li>• coordinates and leads district or national professional teams; actively participates and contributes to the discipline's community</li> </ul>	

**The teacher performance assessment process:**

You are requested to assess the teacher's performance in addition in the following four components.

Teacher assessment for these four components is rated on two performance levels: **Below required level; Meets required level.**

		<b>Below required level</b>		<b>Meets required level</b>
<b>A. Following procedures<sup>7</sup></b>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>- sometimes deviates from school procedures</li> <li>- does not regularly report improper incidents as required</li> </ul>	<input type="checkbox"/>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>- follows school procedures</li> <li>- regularly reports improper incidents that take place either in the classroom or in the school yard</li> </ul>	<input type="checkbox"/>
<b>B. Teacher's attendance at school</b>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>- is often absent for unjustified reasons</li> <li>- does not prearrange absences</li> </ul>	<input type="checkbox"/>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>- is only absent when justified</li> <li>- is punctual</li> <li>- prearranges absences</li> </ul>	<input type="checkbox"/>
<b>C. Recording students' attendance and behavior</b>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>- does not regularly record students' attendance and behavior</li> </ul>	<input type="checkbox"/>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>- records students' attendance and behavior</li> </ul>	<input type="checkbox"/>
<b>D. Language proficiency (Hebrew/Arabic)</b>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>- may use simple or incorrect language (does not apply to new immigrants)</li> <li>- provides confusing directions</li> </ul>	<input type="checkbox"/>	<i>The teacher...</i> <ul style="list-style-type: none"> <li>- uses correct language, in speaking and in writing</li> <li>- - in Arabic: uses mostly literary Arabic, in speaking and in writing</li> </ul>	<input type="checkbox"/>

<sup>1</sup> Source: N. Aloni, (1997). Professional ethics for teachers and their functions in the society as a service providing elite. In: A. Peledi, (Ed.) *Education in the Test of Time*, Tel Aviv: Ramot, 383-390 [Hebrew]. For example: (1) relationship with students – shall strive for maximal fulfillment of the potential of his students...; shall cultivate moral and civil virtues...; shall maintain a decent and respectful approach of equality...; and more. (2) Relationship with students' parents – shall regularly inform them of the learning and social state of their children...; shall maintain the confidentiality of personal details...; and more. (3) Relationships with colleagues – shall share with them information and professional experience; shall assist in the absorption of new colleagues; shall refrain from mocking them and disrespecting them...; and more. (4) Commitment to the quality of the profession and its reputation – shall be a role model...; shall refrain from abusing his status...; shall maintain high work morality, and shall demonstrate involvement, initiative and responsibility in all areas relating to the functions of the institution where he works; and more.

<sup>2</sup> Allocating the time to each part of the lesson (lecture, discussion and debate, group work, performing assignments) in alignment with its goals.

<sup>3</sup> On the Basic level this is an online teacher; on the Skilled level these are an online teacher and student; on the Distinguished Level this is a teacher who manages systems and develops ICT learning materials.

<sup>4</sup> Such as: open-ended questions; providing time for thinking and organizing answers; encouraging student questions; using mistakes for deepening the learning; eliciting comparisons, generalizations and conceptualizing; usage of thinking terminology: cause, evidence, assumption; encouraging critical thinking; encouraging creativity; creating connections to past learning.

<sup>5</sup> Encourages students to go deeper and/or on different/multiple thinking directions. Encourages the students to generalize, make comparisons, create connections to past learning, and so on, independently. The teacher allocates time to think to the students for planning and organizing their thoughts and encourages them to take their time and suggest solutions, thus signaling that thinking is a process that requires time.

<sup>6</sup> For example, students' achievements indicate the existence of writing difficulties or difficulties with one of the text types, and the teacher recognizes his/her need for professional development in that area.

<sup>7</sup> Procedures include the manner of behavior that is the convention in the school, taking part in roster duties, and so on.