

LANSING USD # 469

DIFFERENTIATED TEACHER EVALUATION
PROCEDURES AND INSTRUMENTS
FOR CONTINUOUS GROWTH

Developed
with cooperation and representation from:

Lansing Education Association
Lansing High School
Lansing Middle School
Lansing Intermediate School
Lansing Elementary School
Lansing District Administration

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INTRODUCTION

Typically, most teachers have found the traditional evaluation process to hold little value and the majority of the preparation falls on the administrator. Often teacher evaluation has been conducted by an administrator who knows less about the content and pedagogical techniques of a particular discipline than the instructor. This undermines the process, contributing to the perception that evaluation has little value. These factors in the absence of a collegial setting can lead to a culture of passivity and protection.

In order to promote an environment where professional growth through inquiry is the norm, an atmosphere where risk-taking is encouraged is necessary for the teaching profession to be enhanced. By definition, a profession is the work of persons who possess a body of knowledge, skills, and practices that must be continually tested and upgraded with colleagues. A professional field, as opposed to a technical one, is one that prizes constant dissatisfaction with one's own practice with current clients as the core to better serve to clients in the future. Lansing school professionals have created an evaluation process based substantially on continued personal professional development, professional conversations about teaching and learning, and administrator/teacher judgments based on specific evidence of student learning instead of a checklist of teacher behaviors.

The evaluation development team members, Donna Hughes, Kerry Brungardt, Mary Alice Schroeger, Ron Averill, Sherri Courtney, Barb Alonzi, and Linda Rumney have researched and designed a three-track evaluation system based on publications from the Association of Supervision and Curriculum Development: Teacher Evaluation - To Enhance Professional Practice by Charlotte Danielson and Thomas McGreal, July 2000, Enhancing Professional Practice – A Framework for Teaching by Charlotte Danielson, Princeon Education Association, 1996 and counsel from Dr. Howard Ebmeier, Kansas University, School of Education.

- **Track I**, for the beginning teacher. Track I promotes growth and new learning through mentoring, frequent observations, and support systems.
- **Track II**, for the tenured teacher-that is most teachers in the system. Track II promotes professional learning experiences through self-assessment, goal setting, data collection, formative evaluations, study groups, and evaluation in which the teacher plays an active role.
- **Track III**, for the tenured teacher needing assistance. Track III focuses on remediating weaknesses and recommending further action.

OVERVIEW OF TEACHER EVALUATION PROGRAM

| Effective Teaching Domains | | |
|---|--|---|
| I. Professional Growth & Individual Development | III. Instruction | IV. The Classroom Environment |
| II. Planning and Preparation | V. Professional Responsibilities | |
| Track I Initial Staff Development | Track II Professional Growth | Track III Specified Staff Development |
| <p>Who:</p> <ul style="list-style-type: none"> Non-Tenured Teachers in Lansing USD 469 <p>Purpose:</p> <ul style="list-style-type: none"> To ensure that the Indicators for Effective Teaching Domains are understood, accepted, and demonstrated To provide support in implementing the Standards To provide accountability for employment <p>Process:</p> <ul style="list-style-type: none"> Informal documented classroom observations Formal classroom observation and evaluation with feedback Development, implementation & discussion of professional practices (IDP), beginning year 2 Review of the evidence of student learning Mentor Support <p>Information Provided:</p> <ul style="list-style-type: none"> Records of Observations and Evaluation of Performance Evidence of student learning Reflection Journal (Year 1) Record of Contact with Mentor (Year 1) | <p>Who:</p> <ul style="list-style-type: none"> Tenured Teachers who demonstrate successful implementation of the Effective Teaching Domains <p>Purpose:</p> <ul style="list-style-type: none"> To enhance professional growth To improve student achievement To provide feedback on professional issues To focus on Building Target Area Goals, Curriculum & Instruction <p>Process:</p> <ul style="list-style-type: none"> Informal documented observations Development, implementation & discussion of professional practices (IDP) Review of the evidence of student learning Formal Observation(s) and Evaluation with feedback <p>Information Provided:</p> <ul style="list-style-type: none"> Ongoing informal discussion of teacher performance Individual Development Plan Collaboration between teacher and administrator Indicators of progress Administrative support Feedback to teacher Evidence of Student Learning Teacher Evaluation Instrument | <p>Who:</p> <ul style="list-style-type: none"> Tenured Teachers who need specific professional guidance <p>Purpose:</p> <ul style="list-style-type: none"> To give tenured teachers the opportunity to seek assistance on any indicator To provide a more structured process for administrative support To provide due process for disciplinary action <p>Process:</p> <ul style="list-style-type: none"> Three Phases <ol style="list-style-type: none"> Awareness Phase Assistance Phase Accountability Phase <p>Information Provided:</p> <ul style="list-style-type: none"> Notification of Concern Recommendation for Placement Possible Plan of Assistance Records of Observations and Evaluations of performances Records of meetings Evidence of acceptable or non-acceptable performance Notification of Disciplinary Action |

DIFFERENTIATED PROCEDURES FOR NON-TENURED AND TENURED TEACHERS

NON-TENURED TEACHERS

1-3 Years of Experience

YEAR ONE

- Observations & Summative Evaluation of The Effective Teaching Domains
- Evidence of student learning
- Mentoring and induction

Teachers who have not been previously tenured in Kansas and are new to the Lansing School District.

YEAR TWO

- Observations & Summative Evaluation on The Effective Teaching Domains
- Evidence of student learning related to Effective Teaching Domains
- Individual Development Plan

Lansing teachers who have been previously tenured in Kansas and are new to the Lansing School District.

YEAR THREE

- Observations & Summative Evaluation on Effective Teaching Domains
- Evidence of student learning
- Individual Development Plan
- Evidence of student learning relative to the Individual Development Plan

TENURED TEACHERS

4 or More Years of Experience

Any tenured teacher who is new to a building or assignment will begin the Track II evaluation cycle.

INFORMAL FORMATIVE EVALUATION
On-going through the year (s)

- Individual development plan (includes collection of evidence and documentation)
- Formal and Informal Observations
- Evidence and analysis of student learning
- Self-assessment (at end of each school year)

FORMAL SUMMATIVE EVALUATION
Minimum of at least once every three years beginning with the first year of Track II

- Evidence of student learning
- Evidence of student learning relative to the Individual Development Plan
- Evidence of appropriate emphasis from the Effective Teaching

Serious Misconduct

District Recommendation for Suspension, Probation or Termination

Plan of Assistance

NON-TENURED APPRAISAL SYSTEM –TRACK I

Informal Observations

Informal observations with documentation

Year One and Two: Minimum of 15 per semester

Year Three: Minimum of 10 per semester

Varied settings

Based on Effective Teaching Domains

Individual Development Plan

Developed by September 15; **reviewed** by January 15 and March 15

Based on specific need

Goals: Minimum one year - maximum three year

Collaboratively developed with the principal

Targets professional growth

Collaboratively assessed with the principal

Formal Evaluation

Minimum - one per semester

Pre-observation conference with administrator within one week prior to formal observation

Formal Observation

Self-Evaluation Instrument completed by teacher prior to summative evaluation conference

Post-observation conference with administrator within one week after observation

Teacher Summative Evaluation by the administrator; by sixtieth day of each semester

**Mentor Program
First Year Teachers**

Participation in 1st year mentoring activities (see Mentor Handbook)

Weekly reflections in Journal

Quarterly reflection with mentor

TENURED APPRAISAL SYSTEM TRACK II

Informal Observations

Minimum of eight walk-through observations per semester during the school year (documented)

Varied settings

Based on Effective Teaching Domains

Individual Development Plan

Self-Directed Development, with principal approval

Developed/Revised annually by September 15 and **reviewed** by January 15, and March 15

Goals: Minimum one year – maximum three year

Aimed at Professional growth

Evidence of student results and teacher growth collaboratively assessed by teacher and administrator

Formal Evaluation

Minimum of one every three years beginning with the first year

Pre-observation conference with administrator within one week prior to formal observation

Formal Observation

Self-Evaluation Instrument completed by teacher prior to summative evaluation conference

Post-observation conference with administrator within one week after observation

Teacher Summative Evaluation Process completed by the administrator by February 15.

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TENURED APRAISAL SYSTEM WITH ASSISTANCE - TRACK III

Informal Observations

Weekly documented walk-through observations (under normal conditions)

Varied settings

Based on Effective Teaching Domains

Individual Development Plan

Suspend Individual Development Plan and replace with Notification of Concern or a Plan of Assistance

Based on specific need(s)

Administrator determined

Related to professional growth

Evidence of student results and/or teacher growth assessed by administrator

Formal Summative Evaluation

Minimum of one per month

Pre-observation conference with administrator within one week prior to observation

Formal Observations

Self-Evaluation Instrument completed by teacher prior to each post-observation conference

Post-observation conference with administrator within one week after observation

Teacher Evaluation Process completed by the administrator by February 15

EFFECTIVE TEACHING DOMAINS

Indicators of Competency and Competency Rubrics

I. PROFESSIONAL GROWTH AND INDIVIDUAL DEVELOPMENT PLAN

- a. Attends and participates in staff/team department meetings
- b. Attends and participates in building and district professional development
- c. Engages in personal/professional growth as evidenced by selection of appropriate goals on the Individual Development Plan
- d. Engages in personal/professional growth as evidenced by working toward achievement of goals on the Individual Development Plan
- e. Engages in personal/ professional growth as evidenced by working toward achievement of Building Target Area Goals
- f. Engages in personal/professional growth as evidenced by working toward achievement of District Goals
- g. Engages in reflection and self evaluation

II. PLANNING AND PREPARATION

- a. Demonstrates command of the subject matter for which he/she is assigned to teach
- b. Plans purposeful and coherent activities to achieve the goals and objectives of building target area goals, district goals, and the district's curriculum
- c. Plans for individual student differences
- d. Plans for assessment of student learning of the district curriculum through a variety of methods
 - Informal – through questioning and observation
 - Formal – objective, short answer, authentic and performance

III. INSTRUCTION

- a. Aligns instruction with the target area building goals and district curriculum
- b. Communicates clearly and accurately with students
- c. Differentiates instruction to individual students learning needs and interests
- d. Uses a variety of teaching materials and techniques as appropriate for the content
- e. Builds instruction upon previously learned material
- f. Provides frequent and meaningful feedback to all students
- g. Provides for appropriate re-teaching, adaptation, and/or extensions
- h. Provides evidence of individual student learning

IV. CLASSROOM ENVIRONMENT

- a. Creates a culture of learning for all students
- b. Respects and values all students
- c. Engages **all** students in learning
- d. Develops and maintains effective classroom management procedures
- e. Develops and maintains effective student behavior management
- f. Develops and maintains effective organization of physical space
- g. Recognizes student successes

V. PROFESSIONAL RESPONSIBILITIES

- a. Works the contract day
- b. Maintains records as required by building/district administration
- c. Maintains state certification/licensure standards for the assigned teaching area
- d. Maintains acceptable professional demeanor
- e. Respects and maintains confidentiality
- f. Communicates clearly, accurately and frequently with parents
- g. Follows district policy
- h. Maintains collegial relationships with peers

| PROFESSIONAL GROWTH | | | | |
|--|--|--|--|--|
| Level of Performance | Unsatisfactory | Basic | Proficient | Distinguished |
| INDICATOR | | | | |
| 1a. 1b. Participation in staff meetings, building and district staff development | Teacher makes decisions based on self-serving interests. | Teacher's decisions are based on limited though genuinely professional considerations. | Teacher participates in team, building & district decision-making and helps ensure that such decisions are based on professional standards. | Teacher takes a leadership role in team, building & district decision-making and helps ensure that such decisions are based on the highest professional standards. |
| 1c. 1d. Personal Professional Growth | Teacher engages in no professional development activities to enhance knowledge or skill. | Teacher participates in professional activities to a limited extent when they are convenient | Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. | Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom. |
| 1e. 1f. Attention to building and district goals | Teacher avoids participation in activities to achieve building and/or district goals. | Teacher participates in activities to achieve building and district goals when specifically asked. | Teacher willingly participates in activities to achieve building and district goals, making a substantial contribution. | Teacher volunteers to participate in activities to achieve building and district goals, assuming a leadership role and making a substantial contribution. |
| 1g. Reflection and self-evaluation | Teacher does not know if a lesson was effective or achieved its goals, profoundly misjudges the success of a lesson, or has no suggestions for how a lesson may be improved another time. No evidence of self-evaluating or reflection concerning teaching and learning. | Teacher has a generally accurate impression of a lesson's effectiveness, the extent to which instructional goals were met and can make general suggestions about how a lesson may be improved. Some evidence of reflection concerning teaching and learning. | Teacher makes an accurate assessment of a lesson's effectiveness, can cite general references to support the judgment, and can make a few specific suggestions of what may work another time. Considerable evidence of reflection and self-evaluations concerning teaching and learning. | Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness, citing many specific examples from the lesson and weighing the relative strength of each. Teacher draws on an extensive repertoire of skills, offers specific alternative actions. Reflection and self-evaluation positively impact teaching and learning on a continuous basis. |

PLANNING AND PREPARTATION

| Level of Performance | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|---|--|--|
| INDICATOR | | | | |
| 2a. Command of Content and Pedagogy | Teacher makes content errors or does not correct content errors students make. Teacher displays little understanding of pedagogical issues involved in student learning of the content. | Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions. | Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline. Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions. | Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. Teacher displays continuing search for best practice and anticipates student misconceptions. |
| 2b. Aligns curriculum | Goals are not in alignment with district/state curriculum, represent low expectations, are not clear, are stated as student activities, and are not congruent with the method of assessment. | Some goals are in alignment with the district/state curriculum, are moderately, valuable in expectations, and are moderately clear. Some include both goals and activities, and some are not congruent with the method of assessment. | The goals are in alignment with district/state curriculum, are valuable in their level of expectation and are stated in clear terms. Most are congruent with the method of assessment. | Not only are the goals in complete alignment with the district/state curriculum, but the teacher can also clearly articulate how goals establish high expectations. All goals are written in terms of student learning and are congruent with the method of assessment. |
| 2c. Plans for student differences | Teacher displays minimal knowledge of developmental characteristics of different age groups, is unfamiliar with students' different approaches to learning (modalities, styles, "intelligences") and the goals reflect only one type of learning. | Teacher displays general accurate knowledge of developmental characteristics of different age groups and general understanding of students' different approaches to learning. | Teacher displays thorough understanding of typical developmental characteristics of different age groups as well as exceptions to general patterns. The teacher displays solid understanding of students' varied approaches to learning. | Teacher displays knowledge of typical developmental characteristics or age groups, exceptions to the patterns, and the extent to which each student follows patterns. Teacher uses knowledge of students' varied approaches when planning for instruction |
| 2d. Plans for assessment | The assessment results minimally affect planning for the students. The approach contains no clear criteria or standards. | Teacher uses assessment results to plan for the class as a whole. Assessment criteria and standards have been developed, but they are not clear or have not been communicated to students. | Teacher uses assessment results to plan remediation, enrichment, or further instruction for individuals and groups of students. Assessment criteria and standards are clear and have been clearly communicated to students. | Students are aware of how they are meeting the established standards and participate in planning the next steps. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards. |

| INSTRUCTION | | | | |
|---|---|---|--|---|
| Level of performance | Unsatisfactory | Basic | Proficient | Distinguished |
| INDICATOR | | | | |
| 3a. Learning Activities | Learning activities are not suitable for students or instructional goals. They do not follow an organized progression and do not reflect recent professional research. | Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research. | Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research. | Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research. |
| 3b. Clear communication | Teacher directions and procedures are confusing to students. Teacher's spoken language is inaudible, or written language is illegible. Communication may contain many grammatical and syntax errors. Vocabulary may be used incorrectly or inappropriately. The lesson has no order and is too slow or rushed. | Teacher directions and procedures are clarified after initial student confusion. Teacher's spoken language is audible, and written language is legible. There are some grammatical errors, vocabulary is usually correct and appropriate. The lesson has a structure, but not consistently paced. | Teacher directions and procedures are clear to students and contain an appropriate level of detail. Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests. The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. | Teacher directions and procedures are clear and the teacher anticipates possible student misunderstandings. Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. The lesson's structure is highly coherent, allowing for reflection and closure. Pacing is appropriate for all students. |
| 3c. Differentiates instruction | When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success. | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use. | Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies. | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school. |
| 3d. Instructional materials and techniques | Materials and resources do not support the instructional goals or engage students in meaningful learning. Teacher's questions are of poor quality. Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers. Only a few students participate in the discussion. | Some of the materials and resources support the instructional goals, and some engage students in meaningful learning. Teacher's questions are a combination of low and high levels from Bloom's Taxonomy. Only some invite a response. Teacher makes some attempt to engage students in a true discussion, with uneven results. Teacher attempts to engage all students in the discussion, but with only limited success. | All materials and resources support the instructional goals and most engage students in meaningful learning. Most of the teacher's questions are at a high level on Bloom's Taxonomy. Adequate time is available for students to respond. Classroom interaction represents true discussion, with teacher stepping to the side when appropriate. Teachers successfully engage all students in the discussion. | All materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials. Teacher's questions are at a uniformly high level of cognition, with adequate time for students to respond. Students formulate many questions. Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. |

INSTRUCTION CONTINUED

| Level of performance | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|--|--|---|
| INDICATOR | | | | |
| 3e. Prerequisite Learning | Teacher displays little understanding of prerequisite knowledge important for student learning of the content. | Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate. | Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts. | Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding. |
| 3f. Provides feedback | Feedback is either not provided, is of uniformly poor quality, or not provided in a timely manner. | Feedback is inconsistent in quality and timeliness; some elements of quality are present. | Feedback is consistently high quality and provided in a timely manner. Teacher successfully accommodates students' questions or interests. | Feedback is consistently high quality with provisions made for students to use feedback in their learning. Feedback is consistently provided in a timely manner and students make prompt use of the feedback in their learning. Teacher seizes a major opportunity to enhance learning, by building on a spontaneous event. |
| 3g. Grouping for re-teaching, extensions, adaptations etc. | Instructional groups do not support the instructional goals and offer no variety in activities for achieving the goal. Groupings are inappropriate to the students or to the instructional goals. Groupings are inappropriate to the students or to the instructional goals. | Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety. Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson. | Instructional groups are varied, productive and fully appropriate to the students and to the instructional goals of a lesson. | Instructional groups are varied, productive and fully appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups. Students take the initiative to influence instructional groups to advance their understanding. |
| 3h. Evidence of learning | Content and methods of assessment lack congruence with instructional goals. | There is little evidence that students have successfully learned the instructional goals. | There is evidence that students have mastered the instructional goals, but the evidence is more suitable to some goals than to others. | Evidence of student mastery is completely congruent with instruction both in content and process. |

CLASSROOM ENVIRONMENT

| Level of performance | Unsatisfactory | Basic | Proficient | Distinguished |
|---|--|---|--|--|
| INDICATOR | | | | |
| 4a. Culture for Learning | <p>Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. Goals, activities, interactions and the classroom environment convey only modest expectations for student achievement.</p> | <p>Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students. Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of the work. Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.</p> | <p>Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value. Students accept teacher insistence on work of high quality and demonstrate pride in that work. Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.</p> | <p>Students demonstrate through their active participation, curiosity, and attention to detail that they value learning the content. Students take obvious pride in their work and initiate improvement. For example, revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed. Both students and teacher establish and maintain planning of learning activities. Interactions, and the classroom environment convey high expectations for the learning of all students.</p> |
| 4b. Respects and Values Students | <p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher. Student interactions are characterized by conflict, sarcasm, or put-downs. Teacher displays little knowledge of students’ interests or cultural heritage and does not indicate that such knowledge is valuable.</p> | <p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for the teacher, and do not demonstrate negative behavior toward one another. Teacher recognizes the value of understanding students’ interests or cultural heritage, but displays knowledge of the class only as a whole.</p> | <p>Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for each other and the teacher. Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.</p> | <p>Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for each other and the teacher as individuals. Teacher displays knowledge of the interests or cultural heritage of each student.</p> |

CLASSROOM ENVIRONMENT CONTINUED

| Level of performance | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|--|---|---|
| 4c. Engages Students in Learning | Representation of the content is inappropriate and unclear. Activities and assignments are inappropriate for the age or backgrounds. Students are not mentally engaged. | Representation of content is inconsistent in quality; some is done skillfully, with good examples; other portions are difficult to follow. Some activities and assignments are appropriate to students and engage them mentally, but others do not. | Representation of content is appropriate and links well with student's knowledge and experience. Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them. | Representation of content is appropriate and links well with students' knowledge and experience. All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding. |
| 4d. 4e. 4f. Classroom management. | No standards of conduct appear to have been established, or students are confused as to what the standards are. Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity. Students are not working with the teacher, are not productively engaged in learning. Much time is lost during transitions. Performing non-instructional duties and inefficiently handling materials results in a loss of instructional time. Volunteers and paraprofessionals have no clearly defined duties. The classroom is unsafe, or the furniture arrangement is not suited to the lesson, activities, or both. | Standards of conduct appear to have been established for most situations, and most students seem to understand them. Teacher attempts to respond to student misbehavior but with uneven results. Tasks for group work are partially organized, resulting in some off-task behaviors when teacher is involved with one group. Transitions are sporadically efficient, resulting in some loss of instructional time. Routines for handling materials and supplies function moderately well. Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time. Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision. The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness. | Standards of conduct are clear to all students. Teacher response to misbehavior is appropriate and successful and respects the students' dignity, or student behavior is generally appropriate. Tasks for group work are organized, and groups are managed so most students are engaged at all times. Transitions occur smoothly, with little loss of instructional time. Routines for handling materials and supplies occur smoothly with little loss of instructional time. Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. Volunteers and paraprofessionals are productively and independently engaged during the entire class. | Standards of conduct are clear to all students and appear to have been developed with student participation. Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. Groups that are working independently are productively engaged at all times, with students assuming responsibility for productivity. Transitions are seamless, with students assuming some responsibility for efficient operation. Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation. Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. Volunteers and paraprofessionals make a substantial contribution to the classroom environment. |

CLASSROOM ENVIRONMENT CONTINUED

| Level of performance | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|--|---|--|
| INDICATOR | | | | |
| <p>4f. Recognizes Student Success</p> | <p>Student behavior is not monitored, and the teacher is unaware of what students are doing. Teacher contributes to school practices that result in some students being ill served by the school.</p> | <p>Teacher is generally aware of student behavior but may miss the activities of some students. Teacher does not knowingly contribute to some students being ill served by the school.</p> | <p>Teacher responds appropriately, reinforcing positive behaviors. The teacher respects the student's dignity. Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.</p> | <p>Teacher acknowledges positive behavior in a subtle manner, modeling successful behaviors and responds in a way that encourage the behavior. Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.</p> |

PROFESSIONAL RESPONSIBILITIES

| Level of performance | Unsatisfactory | Basic | Proficient | Distinguished |
|---------------------------------------|---|--|---|--|
| 5a. Works the Contract day | Teacher makes decisions based on self-serving interests. Teacher arrives late or at the last minute, leaves early and shows up for duties either late or not at all. Teacher purposely uses staff development days for sick leave or makes doctor's appointments or takes personal days. Teacher is not alert to students' needs. | Teacher's decisions are based on limited though genuinely professional considerations. Is conscientious about staying the work day, but uses planning time inefficiently, for personal reasons or prevents others from using time in a professional manner. Teacher attempts to serve students are inconsistent. | Teacher maintains an open mind and participates in team or departmental decision-making. Teacher uses planning time during the day for professional reasons, always attending to the students' needs. Teacher is moderately active in serving students. | Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. Teacher is highly proactive in serving students by seeking out resources when necessary. |
| 5b. Maintains required records | Teacher's system for maintaining information on student completion of assignments and/or student progress in learning is in disarray. Records for non-instructional activities are in disarray, resulting in errors and confusion or absent reports. | Teacher's system for maintaining information on student completion of assignments and/or students' progress in learning is rudimentary and partially effective. Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error or are often late. | Teacher's system for maintaining information on student completion of assignments and information on student progress in learning is effective and the teachers' system for maintaining information on non-instructional activities is fully effective. | Teacher's system for maintaining information on student completion of assignments and student progress in learning is fully effective. Students contribute information, interpretation and maintenance of the records. Teacher's system for maintaining information on non-instructional activities is highly effective. |
| 5c. Certification | Teacher has not completed certification /licensure for the assigned teaching area. | Teacher has completed the state certification/licensure standards for the assigned teaching area. | Teacher maintains current state certification/licensure standards for the assigned teaching area. | Teacher has acquired a national teaching certification in the assigned teaching area. |
| 5d. Professional Demeanor | Teacher presents an unfit and unhealthy appearance, and/or is negligent in grooming habits. Teacher's clothes are ill fitting and/or stained and the teacher does not make the necessary effort to look presentable. | At times teacher is dressed inappropriately and could exercise greater care in choice of dress and grooming habits. Although standards have been relaxed over the years, certain styles of clothing remain inappropriate for a professional person. | Teacher maintains acceptable professional demeanor, wears appropriate clothing and is effectively groomed. Teacher appears healthy, energetic and physically fit. | Teacher recognizes the value of good grooming and shows good judgment in the type of clothing worn to work. The teacher is a positive role-model and a good representative of the teaching profession. The teacher embodies respectability, poise and self-control. |

PROFESSIONAL RESPONSIBILITIES CONTINUED

| Level of performance | Unsatisfactory | Basic | Proficient | Distinguished |
|--|---|--|---|---|
| INDICATOR | | | | |
| 5e. 5f. Confidentiality and Communication | Teacher shares information about other students with inappropriate people. Teacher provides little information about the instructional program, makes none or inappropriate attempts to engage families in the instructional program. Teacher does not respond or responds insensitively to parent concerns about students. | Teacher participates in the school's activities for parent communication, but offers little additional information. Teacher adheres to the school's required procedures for communicating with parents. Responses to parent concerns are minimal. Teacher makes modest and inconsistently successful attempts to engage families in the instructional program. | Teacher adequately and effectively communicates with parents and is available as needed to respond to parent concerns. Teacher efforts to engage families in the instructional program are frequent and successful. | Teacher tactfully yet clearly and effectively communicates with parents. The teacher maintains the highest level of confidentiality and shares only appropriate information with appropriate people. |
| 5g. Follows policy | Teacher makes little effort to follow existing guidelines or regulations. Ignores proper organizational channels in communication. | Teacher inconsistently follows existing guidelines and regulations. Inconsistently follows organizational channels. | Teacher makes a worthy effort to always follow guidelines and regulations. Teacher's admirable in efforts to use proper organizational channels. | Teacher displays an exemplary attitude toward and compliance with guidelines and regulations even when unpopular. Teacher respects and follows organizational channels. |
| 5h. Peer Relations | Teacher's relationships with colleagues are negative or self-serving. | Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. | Support and cooperation characterize relationships with colleagues. Teacher gives and receives respect of fellow teachers. | Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. Teacher has an exceptional tolerance and understanding of the views of others. Teacher genuinely respects others and earns the respect of all. |

INDIVIDUAL DEVELOPMENT PLAN

SAMPLE PLAN (PDP TOOL BOX)

| | |
|----------------------|---|
| Parent Goal | Curriculum & Instruction (a consortium or district goal) |
| Title | Reading Instruction |
| Statement of Outcome | I will use instructional tools in reading such as asking higher level questions, using graphic organizers, using cues, predicting and summarizing |

Action Plan:

| | |
|-------------|---|
| Knowledge | District professional development: "Building Reading Comprehension Skills" |
| Application | Seminar (s) related to reading comprehension |
| | Participation in district book study for increasing reading comprehension |
| Impact | Read and discuss magazine articles related to reading comprehension |
| | I will consistently use cues and questioning as an instructional tool in the classroom. |
| | I will consistently use graphic organizers in expository readings, science and social studies content. |
| Impact | Student's performance on formative assessments of reading comprehension will consistently improve. |
| | Students' performance on comprehension questions on the state reading assessment will consistently improve. |

CRITERIA FOR AWARDING PROFESSIONAL DEVELOPMENT POINTS

| KNOWLEDGE (1pt/hr) | APPLICATION (2X Knowledge Points) | IMPACT (3X Knowledge Points) |
|---|---|--|
| <p>“What do you know now that you did not know before?”</p> <p>Attendance at activities or personal research to learn new information about content, professional education.</p> <p>Oral and written documentation of knowledge gained.</p> <p>Sharing information at a faculty meeting Sharing information at grade level/department meetings Sharing information at subject level curriculum meetings Sharing information at a study group Sharing information in a written form with approved distribution (i.e. article/book summary) Building Activities Peer coaching Study Groups Grade Level/Department Meeting Faculty Meetings* Target Area Teams * Subject Area Curriculum Meet. * Steering Teams * Visiting Team Chair/Member NCA Co-Chair * Site Council * Building Level Staff Development Directing a Student Teacher (Formal conferencing) Mentoring a New Teacher (Formal conferencing) District Activities Study Groups District Level Teams * District Level Staff Development Written reflection on request for points</p> <p>The Process Individual Development Plan is on file Contracted In-District Professional Development Days will automatically receive approval Out of District PD activities subject to building principal approval.</p> | <p>“What are you doing now that you could not do before?”</p> <p>Application should be carried out in this order.</p> <p>Receiving coaching during the implementation of a staff development strategy and being able to show evidence of student product. Application Indicators</p> <p>Lesson Plans Review of Student Products Student Artifacts (may be required) Creation of a Video Presentation Student Achievement Data Teacher Project Teacher Log/Journal Other (with Prior approval from Building Administration) Mentoring Another Oral Presentation to Staff with formal Direct Observation</p> <p>Submission of Teacher Materials for a Professional Journal Structured Interviews (Conferencing Logs)</p> <p style="text-align: center;">SUBMISSION FOR APPLICATION POINTS MUST BE ACCOMPANIED BY EITHER AN ORAL OR WRITTEN REFLECTION ON THE EXPERIENCE</p> | <p>“How has student performance improved? What has changed about the program? What are the results of my professional changes”</p> <p>Evidence of improved academic performance:</p> <p>Multiple measures over one or more academic year(s)</p> <p>Test Scores Rubrics for performance learning (accompanied with student results over various grading periods)</p> <p>Evidence of positive changes in students’ behaviors associated with academic achievement</p> <p>Study Habits Improved School Attendance Improved Homework Completion Rates Increased Enrollment in Advanced Classes</p> <p>Evidence of positive changes in students’ behaviors associated with academic achievement</p> <p>Independent behaviors of positive students’ classroom behaviors. Increased participation in school related activities. Reduction in dropout rates. Increase in graduation rates.</p> |

***Points may be earned only when gaining information related to a teaching and/or learning strategy by either researching and reading material, listening to a presenter, watching a video tape, etc**

EVIDENCE OF STUDENT LEARNING

The teacher is to provide an instructional unit of at least one week in length, artifacts from that unit, and the following information prior to the final annual Individual Development Plan conference. This evidence may be related to the IDP or Effective Teaching Domains.

Name _____ Grade/Subject Taught _____

Grade/Subject of the Unit and Products _____ Unit Teaching Date _____

Unit Concept/Topic _____

1. Objectives or goals for the attached student products:
2. Attach a copy of a unit you have used in your classroom this year. The unit can be in any format you wish and taken from any point during the year.
3. Attach directions for an activity or assignment that engaged students in authentic work related to the concept or topic cited above (e.g. project guidelines, problem(s) to solve, homework assignment, center activity.)
4. Provide some evidence of student learning. This should reflect the full range of student achievement levels in your class and should include feedback you provided to your students on their work (e.g. samples of student work, photographs, audio or video tapes).
5. Be prepared to reflect on the artifacts and the unit in your final IDP Conference.

REVIEW OF EVIDENCE OF STUDENT LEARNING WITH ADMINISTRATOR

These questions are provided for help in preparing for a discussion with the administrator and are to be used as suggested discussion guides only.

Tell more about this artifact (work plan, unit, student work, etc.).

For which domain do you think your student work provides evidence? Why?

Is there a particular INDICATOR of the domain that you think the work best represents?
If so, which INDICATOR?

What makes this a quality piece of evidence?

What level(s) of Bloom's Taxonomy do you think this evidence portrays? Why?
(Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)

What learning style(s) does this lesson address?
(Visual, tactile, kinesthetic, or auditory)

What intelligence does this lesson address?
(mathematical/logical, linguistic, musical, spatial, bodily-Kinesthetic, Interpersonal, intrapersonal)

What concerns, if any, do you have about submitting this piece of evidence?

If you decided not to use this particular artifact, what else could you use?

Are you considering other pieces of student work that may document the same domain or INDICATOR?

PRE-OBSERVATION CONFERENCE PLAN

To be completed by teacher prior to pre-conference for the formal observation

Name _____ Grade Level/Curriculum Area Observed _____

Date of Pre-conference _____ Date/Time of Formal Observation _____

| | |
|--|---|
| <p>Briefly describe the students in this class including those with special needs.</p> | <p>How do you plan to engage students in the lesson? What will you do? What will the students do?</p> |
| <p>What are the goals for the lesson? What do you want the students to learn?</p> | <p>What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?</p> |
| <p>Why are these goals suitable for this group of students?</p> | <p>What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using for the lesson.)</p> |
| <p>How do these goals support the district's curriculum, state frameworks, and the content standards?</p> | <p>How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with rubrics or scoring guides.)</p> |
| <p>How do these goals support and relate to the broader curriculum goals in the discipline as a whole or in other content areas?</p> | <p>How do you plan to use the results of the assessments?</p> |
| <p><i>Teacher comments pertaining to observation setting. List any items you might want to call to the attention of the administrator.</i></p> | |

TEACHER'S POST-OBSERVATION REFLECTION GUIDE

Name _____ School _____

Grade/Subject _____

Observation Date _____ Time _____

Post Conference Date _____ Time _____

1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended? Were my instructional goals met? How do I know?

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

5. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and includes feedback you provided to students on their work. In the case of an extended assignment, arrange additional conference time(s) for this review with the administrator.

Teacher Signature _____ Date _____

Administrator Signature _____ Date _____

ADMINISTRATOR'S CLASSROOM OBSERVATION GUIDE

Name _____ School _____

Grade Level _____ Subject _____ School Year _____

Observer Name _____ Position _____

| | |
|--|---|
| Creating an Environment of Respect and Rapport | Communicating Clearly and Accurately |
| Establishing a Culture for Learning | Using Questioning and Discussion Techniques |
| Managing Classroom Procedures | Engaging Students in Learning |
| Managing Student Behavior | Providing Feedback to Students |
| Organizing Physical Space | Teacher-Selected Student Behavior for Observation |

AWARENESS PHASE PROCEDURES –TRACK III

| Step | Step | Persons Involved | Necessary Actions |
|-------------|---|---|---|
| 1 | Notification of concern by administrator | <ul style="list-style-type: none"> • Teacher • Building Administrator | <ul style="list-style-type: none"> • Administrator completes “concern” on Form A (copy to teacher and administrator) • Signatures |
| 2 | Informal meeting to discuss and problem solve the concern | <ul style="list-style-type: none"> • Teacher • Building Administrator | <ul style="list-style-type: none"> • Administrator conducts a conference verbally expressing a concern and suggesting strategies to be used to correct behavior |
| 3 | Observation and monitoring | <ul style="list-style-type: none"> • Teacher • Building Administrator | <ul style="list-style-type: none"> • Administrator and teachers complete classroom observation forms and copies are provided to the teacher and administrator (when the concern deals with instructional issues and classroom environment) |
| 4 | Follow up meeting | <ul style="list-style-type: none"> • Teacher • Building Administrator | <ul style="list-style-type: none"> • Administrator completes findings from the “Awareness Phase” on Form A and makes recommendations for placement |
| 5 | Acknowledgment of placement | <ul style="list-style-type: none"> • Teacher • Building Administrator | <ul style="list-style-type: none"> • Sign off on form A |

**AWARENESS PHASE (1-2 MONTHS) – TRACK III
NOTIFICATION OF CONCERN**

Name _____ School _____ School Year _____

Administrator _____ Date _____

Concern:

Date of Follow Up Meeting _____ Teacher Signature _____

Administrator Signature _____

Findings from Awareness Phase (After 1-2 months of observation and administrative support)

Recommendation for Placement

- Return to Track II
- Placed on Plan of Assistance
- Placed in Accountability Phase

Teacher Signature _____
Signature indicates receipt of this document.

Date _____

Administrator Signature _____

Date _____

PLAN OF ASSISTANCE PROCEDURES - TRACK III

| Step | Definition | Persons Involved | Necessary Actions |
|-------------|--|--|---|
| 1 | Recommendation for plan of assistance | <ul style="list-style-type: none"> • Building Administrator • Teacher • (Central Office Notified) | Documentation Form A - Inform and receive advice from Central Office |
| 2 | PLAN OF ASSISTANCE | <ul style="list-style-type: none"> • Building Administrator • Teacher • (Teacher may invite LEA representative to participate in meetings.) | Complete Form B Plan of assistance must include: <ul style="list-style-type: none"> • 1 – 3 objective growth promoting measurable goals • Strategies for resolution of the concern • Timeline • Indicators of progress • Resources and support required for improvement |
| 3 | First meeting to discuss plan of assistance | <ul style="list-style-type: none"> • Building administrator • Teacher • (Central Office notified) | Form B – Signatures <ul style="list-style-type: none"> • Specify areas of concern • Discuss observations to this point in time • Discuss strategies for resolution • Discuss timeline – including schedule of meetings and final deadlines (45 days minimum to 180 days for probation) • Discuss indicators of progress • Discuss resources and support to be provided by the school district (copies to central office, principal and teacher) |
| 4 | Observation and monitoring | <ul style="list-style-type: none"> • Building Administrator • Teacher | Classroom Observation Form (copies to principal and teacher) |
| 5 | Modifications to plan of assistance meetings | <ul style="list-style-type: none"> • Building Administrator • Teacher | Form B – Formal modifications written on form. Modifications initialed by teacher and administrator. |
| 6 | Final meeting to review progress on plan of assistance | <ul style="list-style-type: none"> • Building Administrator • Teacher | Building Administrator determines recommendation based on observation, monitoring, and evaluation. <ul style="list-style-type: none"> • Return to Track II • Continue plan of assistance • Did not meet goal – move to disciplinary phase |
| 7 | Recommendation | Building Administrator | Signatures of Teacher and Building Administrator |

PLAN OF ASSISTANCE –TRACK III

Teacher _____

Date Goal Set _____

Assignment _____

Administrator _____

Time Span for Goal Attainment _____ (45 days – 180 days)

Date of Final Conference _____

Goal:

Strategies for resolution of the concern with timeline(s):

Indicators of progress:

Resources and support required for improvement:

Conference date to determine progress toward goal _____

Projected final conference date _____

Teacher Signature _____

Date _____

Signature indicates receipt of this document.

Administrator Signature _____

Date _____

Plan of Assistance cont'd
(to be completed for each interim conference)

Date _____

Modifications to the Plan of Assistance made during interim conferences:
(To include strategies, timelines and resources.)

Findings from Assistance Phase:

Recommendation for Placement (tenured teachers only)

- Return to Track II
- Continue Plan of Assistance
- Place in Accountability Phase

Teacher Signature _____
Signature indicates receipt of this document.

Date _____

Administrator Signature _____

Date _____

ACCOUNTABILITY PHASE PROCEDURES – TRACK III

| | Definition | Persons Involved | Necessary Actions |
|---|--|---|---|
| 1 | <p>Recommendation for Disciplinary Action. May be based on but not limited to:</p> <ul style="list-style-type: none"> • Not meeting indicators of Effective Teaching Domain(s) • Insubordination • Specific policy or rule violation(s) | <ul style="list-style-type: none"> • Building Administrator • Central Office Administrator | <p>Gather documentation (<i>May include Forms A and B if the teacher has moved through the awareness and assistance phases</i>) Write notification of specific violation (<i>Form C</i>)</p> |
| 2 | Written and Verbal notification of the specific violation | <ul style="list-style-type: none"> • Building Administrator • Central Office Administrator • Teacher • (Teacher may invite LEA representative to participate) | <p>Form C Provide copy of written notification to teacher, building administrator and central office administration Obtain signatures from teacher and building administrator</p> |
| 3 | Teacher Opportunity to Respond | <ul style="list-style-type: none"> • Building Administrator • Central Office Administrator • Teacher • (Teacher may invite LEA representative to participate) | Teacher may respond verbally or in writing within seven (7) calendar days of receiving written notification. |
| 4 | Administrator recommends a course of action to be taken | <ul style="list-style-type: none"> • Building Administrator • Central Office Administrator | <p>Possible Interventions</p> <ul style="list-style-type: none"> • The administrator writes a specific plan of assistance with timelines. • The teacher is placed on paid administrative suspension (GBK)* • The administration recommends specific services or evaluation by a professional at Professional Association (employee benefit) • The teacher is placed on probation for a specific time period (GBG-R)* • The administrator recommends non-renewal or termination of teacher's contract. (GBN)* |
| 5 | Administrative Recommendation to BOE for Probation or Non-Renewal of Contract. | <ul style="list-style-type: none"> • Building Administrator • Central Office Administrator | <ul style="list-style-type: none"> • All documentation • See Negotiated Agreement (Section J) • Teacher receives Due Process for subsequent procedures. |

* See Board Policy

ACCOUNTABILITY PHASE – TRACK III

Teacher _____ School _____ School Year _____

Administrator _____ Date _____

Specific Violation:

Teacher Signature _____
Signature indicates receipt of this document.

Date _____

Administrator Signature _____

Date _____

Finding from Accountability Phase

Recommendation to the Board of Education
For Tenured Teachers

- Probation
- Non-Renewal of Contract
- Termination

Teacher Signature _____
Signature indicates receipt of this document.

Date _____

Administrator Signature _____

Date _____

TEACHER EVALUATION INSTRUMENT

Teacher _____

Assignment _____

| <p align="center">I. PROFESSIONAL GROWTH & INDIVIDUAL DEVELOPMENT PLAN</p> <p>INDICATORS OF COMPETENCY</p> | <p>Appropriate Emphasis Maintained</p> | <p>Emphasis Needed</p> | <p>Professional Collaboration Needed</p> | <p>Administrative Guidance Required</p> |
|---|--|----------------------------|--|---|
| a. Attends and participates in staff/team department meetings | | | | |
| b. Attends and participates in building and district professional development | | | | |
| c. Engages in personal/professional growth as evidenced by selection of appropriate goals on the Individual Development Plan | | | | |
| d. Engages in personal/professional growth as evidenced by working toward achievement of goals on the Individual Development Plan | | | | |
| e. Engages in personal /professional growth as evidenced by working toward achievement of Building Target Area Goals (N/A to first year teachers) | | | | |
| f. Engages in personal/professional growth as evidenced by working toward achievement of District Goals (N/A to first year teachers) | | | | |
| g. Engages in reflection and self evaluation | | | | |
| Evidence: Also see attached Individual Development Plan | | | | |
| <p align="center">II. PLANNING AND PREPARATION</p> <p>INDICATORS OF COMPETENCY</p> | <p>Appropriate Emphasis Maintained</p> | <p>Emphasis Needed</p> | <p>Professional Collaboration Needed</p> | <p>Administrative Guidance Required</p> |
| a. Demonstrates command of the subject matter for which he/she is assigned to teach | | | | |
| b. Plans purposeful and coherent activities to achieve the goals and objectives of building target area goals, district goals, and the district's curriculum | | | | |
| c. Plans for individual student differences | | | | |
| d. Plans for assessment of student learning of the district curriculum through a variety of methods <ul style="list-style-type: none"> • Informal – through questioning and observation • Formal – objective, short answer, authentic and performance | | | | |
| Evidence: | | | | |

| <p style="text-align: center;">III. INSTRUCTION</p> | <p style="text-align: center;">Appropriate Emphasis Maintained</p> | <p style="text-align: center;">Emphasis Needed</p> | <p style="text-align: center;">Professional Collaboration Needed</p> | <p style="text-align: center;">Administrative Guidance Required</p> |
|--|--|--|--|---|
| <p>INDICATORS OF COMPETENCY</p> | | | | |
| <p>a. Aligns instruction with the target area building goals and district curriculum</p> | | | | |
| <p>b. Communicates clearly and accurately with students</p> | | | | |
| <p>c. Differentiates instruction to individual students' learning needs and interests</p> | | | | |
| <p>d. Uses a variety of teaching materials and techniques as appropriate for the content</p> | | | | |
| <p>e. Builds instruction upon previously learned material</p> | | | | |
| <p>f. Provides frequent and meaningful feedback to all students</p> | | | | |
| <p>g. Provides for appropriate re-teaching, adaptation, and/or extensions</p> | | | | |
| <p>h. Provides evidence of individual student learning</p> | | | | |
| <p>Evidence:</p> | | | | |
| <p style="text-align: center;">IV. THE CLASSROOM ENVIRONMENT</p> | <p style="text-align: center;">Appropriate Emphasis Maintained</p> | <p style="text-align: center;">Emphasis Needed</p> | <p style="text-align: center;">Professional Collaboration Needed</p> | <p style="text-align: center;">Administrative Guidance Required</p> |
| <p>INDICATORS OF COMPETENCY</p> | | | | |
| <p>a. Creates a culture of learning for all students</p> | | | | |
| <p>b. Respects and values all students</p> | | | | |
| <p>c. Engages all students in learning</p> | | | | |
| <p>d. Develops and maintains effective classroom management procedures</p> | | | | |
| <p>e. Develops and maintains effective student behavior management</p> | | | | |
| <p>f. Develops and maintains effective organization of physical space</p> | | | | |
| <p>g. Recognizes student successes</p> | | | | |
| <p>Evidence:</p> | | | | |

| <p style="text-align: center;">V. PROFESSIONAL RESPONSIBILITIES</p> <p>INDICATORS OF COMPETENCY</p> | Appropriate Emphasis Maintained | Emphasis Needed | Professional Collaboration Needed | Administrative Guidance Required |
|---|---------------------------------|-----------------|-----------------------------------|----------------------------------|
| a. Works the contract day | | | | |
| b. Maintains records as required by building/district administration | | | | |
| c. Maintains state certification/licensure standards for the assigned teaching area | | | | |
| d. Maintains acceptable professional demeanor | | | | |
| e. Respects and maintains confidentiality | | | | |
| f. Communicates clearly, accurately and frequently with parents | | | | |
| g. Follows district policy | | | | |
| h. Maintains collegial relationships with peers | | | | |
| Evidence: | | | | |

Administrator's Signature

Date

Recommendation

- Track I Status
- Track II Status
- Track III Status
- Recommend Probation
- Recommend Termination

Teacher's Signature
Signature indicates receipt of this document

Date