

**CITY OF ST. CHARLES
SCHOOL DISTRICT**

**GUIDE TO
PERFORMANCE-BASED
TEACHER EVALUATION**

**Board Review
April 2009**

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City of St. Charles School District

MISSION

The School District of the City of St. Charles believes that teaching and learning are the two most important activities that occur in our community. Our mission is to provide the care, leadership, and instructional skills necessary to ensure that effective learning occurs for each student.

The School District of the City of St. Charles Guiding Principles

- *Our mission statement challenges each of us to explore, experiment, and grow to our full potential.*
- *Every member of the school community is both a teacher and a learner.*
- *We are committed to grow and learn as professionals.*
- *We will provide a solid academic foundation, a broad choice of programs, and high standards for all learners.*
- *Each student must be challenged to achieve his or her full potential.*
- *Our decisions are informed by effective assessment and substantiated research.*
- *We strive to develop effective learners who accept responsibility for their learning and feel confident in their ability to create a positive future for themselves.*
- *Our school culture nurtures both the joy and satisfaction of achievement.*
- *Building character in our students is a priority in our schools in order to develop responsible, thoughtful citizens who contribute positively to their global community.*
- *We value diversity in our school community because it enriches our lives, mirrors our world, and reflects our future.*
- *Each person will be treated with dignity and appreciated for his/her unique contributions.*

- *Our schools provide equitable access to educational opportunities and protect the right of each student to learn.*
- *All voices should be heard in the decision making process.*
- *We base decisions on the best interests of the students, balancing individual and group needs.*
- *We encourage effective partnerships with the community.*
- *As the first and primary teachers of their children, families are necessary partners in their children's education.*
- *We allocate our resources in a fiscally responsible manner consistent with our principles and goals.*

Statutory Authority for Performance-Based Evaluation

The following text is the statute requiring Missouri school districts to implement a performance-based teacher evaluation program. It was adapted by the Missouri Legislature in 1983. The first document providing suggested procedures and evaluation was made available to school district in 1984.

Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained. The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of Section 168.128 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher's personnel file at the office of the Board of Education. A copy of each evaluation shall be provided to the teacher and the appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation. (L. 1969 p. 275, 168.114, A. L. 1983 H.B. 38 & 783)

Philosophy

A performance-based teacher evaluation (PBTE) system is critical to ongoing teacher growth leading to increased student achievement. Performance-based teacher evaluation in the School District of the City of St. Charles is designed to promote a collaborative partnership between teachers and administrators that supports a learning environment where students acquire and apply knowledge and skills that lead to high achievement for all.

The PBTE system provides information and feedback regarding effective practices, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals, supports a positive learning community where people are encouraged to improve and share insights through professional conversation.

Guiding Statements

The following statements guide the developmental growth of teachers in a collaborative process of reflection.

1. The Performance-Based Teacher Evaluation (PBTE) model includes processes that address professional growth and teacher evaluation. Professional growth supports the teacher in improving performance on an ongoing basis while the teacher evaluation serves organizational decision-making.
2. Proficient and/or distinguished is the performance standard expected of all teachers. **It is important to remember that the PROFICIENT rating is the expected level of performance for St. Charles teachers, and it is an excellent rating.** Individuals who are working below the proficient level on any criteria/descriptor as determined by his/her administrator/supervisor should give immediate attention to improving performance to the proficient level.
3. Evaluation criteria/descriptors address both students and teachers. These criteria/descriptors have been established to reflect professional standards, current research, student performance, and assessment. The central purpose in developing an evaluation system is to promote student success.
4. The process of teacher evaluation and professional growth provides opportunities for reflection, collaboration, and professional contributions to the learning community.
5. An effective mentoring program, with adequate funding and training is essential for the support and feedback for first and second year teachers and teachers new to the school community.

6. Reliable evaluators are essential to the evaluation process. Evaluators will be provided the necessary training to analyze effective teaching, engage in reflective conversations, manage documentation, and facilitate teacher professional growth.
7. The PBTE system should connect the Missouri School Improvement Program (MSIP) Standards, the Comprehensive School Improvement Plan (CSIP) and the district and building mission statements.
8. Sufficient orientation will be provided to train teacher in the district's evaluation and professional growth process. The orientation will include training at the building level.
9. All teachers will develop a Professional Growth Plan. (PGP). Each Professional Growth Plan will vary based on the proficiency of the teacher as determined by the administrator/supervisor.
10. As teachers develop their Professional Growth Plan, close attention must be paid to the requirements for teacher certification through the Missouri Department of Elementary and Secondary Education.
11. The School District of the City of St. Charles Professional Development Committee will serve as a resource to provide teachers professional opportunities related to the Professional Growth Plans.
12. Adequate time and opportunity will be provided for teachers to grow professionally through mentoring, peer coaching, working on professional teams, and other self-directed activities.

Teachers in First or Second Year of the Teaching Profession

During the annual evaluation cycle, the first and second year teachers will need to keep an on-going collection of data (artifacts) to show progress toward individual goals or to provide evidence for specific criteria on the rubric. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the criterion/descriptors as determined in conversation with the administrator. (See the Artifact Examples Page). Performance criteria are the districts expectations for teacher performance.

The teacher will complete the Pre-Observation Form before the pre-observation conference with the administrator. Teachers will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at the follow up conference. Teachers will conduct a self assessment annually using personal reflection, required client surveys, and data to be shared with the administration. This self assessment will be used to assist in the development of a Professional Growth Plan (PGP). The PGP can be developed individually or with the assistance of a colleague, mentor, or administrator and should be submitted to the administrator within the first six weeks of school. This plan should include specific criteria from the performance rubric that will be focused on during the year. The PGP should be written in alignment with building and district goals.

During the annual evaluation cycle the administrator will conduct two scheduled observations and two unscheduled observations. Scheduled observations will include pre and post conferences and the completion of the appropriate descriptors of the Teacher Evaluation Report. Unscheduled observations will include post observation conferences and the completion of the appropriate descriptors of the Teacher Evaluation Report. The administrator will use written feedback from formal observations and information that is obtained from drop-in visits. Unplanned data and artifacts from the teacher, students, parents, and the community may be used as documentation related to performance criteria/descriptors. Significant data will be documented in the formative comment sections of the Teacher Evaluation Report and/or added to the evaluation file of the teacher. All data included in the Teacher Evaluation File or additions to the evaluation rubric should be discussed with the teacher prior to placing the data in the file or within one week of an addition to the evaluation rubric. Formal observations may be increased as determined by the teacher or the administrator.

The administrator will develop and discuss the summative evaluation utilizing collected data from the formative observations, teacher and administrator artifacts, documentation, and unplanned data to complete the Summative Evaluation. The administrator will conference with the teacher to discuss the Summative Evaluation on or before March 15.

The first and second year teacher and administrator will develop or review Professional Growth Plans (PGP) based on the proficiency level related to criteria/descriptors, content, building goals, and school improvement goals. If a teacher is not performing at a proficient level, the PGP will indicate that the teacher is progressing toward proficiency or that the teacher is failing to meet the performance expectations. At that time, a PGP or Professional Improvement Plan (PIP) focused on the performance deficiencies will be written in response to an observed deficiency, an artifact document or other information that indicates concern regarding a specific criterion/descriptor. This plan will be discussed and presented to the teacher to ensure that the teacher has adequate time to improve to the proficient level. The teacher and the administrator will meet to discuss the teacher's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

The first and second year teacher and administrator will hold annual professional development conferences within the first six weeks of the school year and prior to the conclusion of the school year to develop or review the PGP and to discuss the document file. During these conferences there will be a review of the performance criteria/descriptors and a discussion of the teacher's current level of performance.

Teachers in First or Second Year of Teaching Profession

The Teacher Will:

Develop a Professional Growth Plan (PGP)

Complete pre-observation form prior to scheduled observations.

Complete reflection sheet after scheduled observations

Compile an artifact file

Complete a self-assessment form

The Administrator Will:

Conduct two scheduled observations

Conduct two unscheduled observations

Complete summative evaluation

Collect data related to performance criteria/descriptors

Conduct drop in observations

Notify the teacher of changes/additions that are made to the rubric.

The Teacher and Administrator Will:

Conference to discuss and develop a Professional Growth Plan

Conference before and after scheduled observations

Conference after unscheduled observations

Conference to discuss Summative Evaluation by March 15

The above number of observations is a minimum standard and may be increased at the request of the teacher or as determined by the administration.

All Other Probationary Teachers

During the annual evaluation cycle, all other probationary teachers will need to keep an on-going collection of data (artifacts) to show progress toward individual goals or to provide evidence for specific criteria on the rubric. The artifact file may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the criterion/descriptors as determined in conversation with the administrator. (See the Artifact Example Page). Performance criteria are the districts expectations for teacher performance.

The teacher will complete the Pre-Observation Form before the pre-observation conference with the administrator. Teachers will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at the follow up conference. Teachers will conduct a self assessment annually using personal reflection, surveys, and data to be shared with the administration. This self assessment will be used to assist in the development of a Professional Growth Plan (PGP). The PGP can be developed individually or with the assistance of a colleague, mentor, or administrator and should be submitted to the administrator within the first six weeks of school. This plan should include specific criteria from the performance rubric that will be focused on during the year. The PGP should be written in alignment with building and district goals.

During the annual evaluation cycle the administrator will conduct one scheduled observations and two unscheduled observations. Scheduled observations will include pre and post conferences and the completion of the appropriate descriptors of the Teacher Evaluation Report. Unscheduled observations will include post observation conferences and the completion of the appropriate descriptors of the Teacher Evaluation Report. The administrator will use written feedback from formal observations and information that is obtained from drop-in visits. Unplanned data and artifacts from the teacher, students, parents, and the community may be used as documentation related to performance criteria/descriptors. Significant data will be documented in the formative comment sections of the Teacher Evaluation Report and/or added to the evaluation file of the teacher. All data included in the Teacher Evaluation File or additions to the evaluation rubric should be discussed with the teacher prior to placing the data in the file or within one week of an addition to the evaluation rubric. Formal observations may be increased as determined by the teacher or the administrator.

The administrator will develop and discuss the summative evaluation utilizing collected data from the formative observations, teacher and administrator artifacts, documentation, and unplanned data from all descriptors to complete the Summative Evaluation. The administrator will conference with the teacher to discuss the Summative Evaluation on or before March 15.

All other probationary teachers and administrator will develop or review Professional Growth Plans (PGP) based on proficiency level related to criteria/descriptors, content, building goals, and school improvement goals. If a teacher is not performing at a proficient level, the PGP will indicate that the teacher is progressing toward proficiency or that the teacher is failing to meet the performance expectations. At that time, a PGP or Performance Improvement Plan (PIP) focused on the performance deficiencies should be written in response to an observed deficiency, an artifact document or other information that indicates concern regarding a specific criterion/descriptor. This PGP should be discussed and presented to the teacher to ensure that the teacher has adequate time to improve to the proficient level. The teacher and the administrator will meet to discuss the teacher's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

All other probationary teachers and administrator will hold annual professional development conferences within the first six weeks of school the year and prior to the conclusion of the school year to develop or review the PGP and to discuss the document file. During these conferences there will be a review of the performance criteria/descriptors and a discussion of the teacher's current level of performance.

All Other Probationary Teachers

The Teacher Will:

Develop a Professional Growth Plan (PGP)

Complete pre-observation form prior to scheduled observations.

Complete reflection sheet after scheduled observations

Compile an artifact file

Complete a self-assessment form

The Administrator Will:

Conduct one scheduled observation

Conduct two unscheduled observations

Complete summative evaluation

Collect data related to performance criteria/descriptors

Conduct drop in observations

Notify the teacher of changes/additions that are made to the rubric.

The Teacher and Administrator Will:

Conference to discuss and develop a Professional Growth Plan

Conference before and after scheduled observations

Conference after unscheduled observations

Conference to discuss the Summative Evaluation prior to March 15.

The above number of observations is a minimum standard and may be increased at the request of the teacher or as determined by the administration.

Tenured Teachers

During the three year evaluation cycle, the tenured teachers will need to keep an on-going collection of data (artifacts) to show progress toward individual goals or to provide evidence for specific criteria on the rubric. The artifact file (optional for teachers tenured before 2007) may include, but is not limited to, parent call logs/letters, examples of student work, assessment data, survey results, professional journal logs and instructional materials. This collection of data should be related to the criterion/descriptors as determined in conversation with the administrator. (See the Artifact Example Page). Performance criteria are the districts expectations for teacher performance.

The teacher will complete the Pre-Observation Form before the pre-observation conference with the administrator. Teachers will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at the follow up conference.

During the three year evaluation cycle the administrator will conduct one scheduled observation and one unscheduled observation. Scheduled observations will include pre and post conferences and the completion of the appropriate descriptors of the Teacher Evaluation Report. Unscheduled observations will include post observation conferences and the completion of the appropriate descriptors of the Teacher Evaluation Report. The administrator will use written feedback from formal observations and information that is obtained from drop-in visits. Unplanned data and artifacts from the teacher, students, parents, and the community may be used as documentation related to performance criteria/descriptors. Significant data will be documented in the formative comment sections of the Teacher Evaluation Report and/or added to the evaluation file of the teacher. All data included in the Teacher Evaluation File or additions to the evaluation rubric should be discussed with the teacher prior to placing the data in the file or within one week of an addition to the evaluation rubric. Formal observations may be increased as determined by the teacher or the administrator.

The administrator will develop and discuss the summative evaluation utilizing collected data from the formative observations, teacher and administrator artifacts, documentation, and unplanned data from all descriptors to complete the Summative Evaluation. The administrator will conference with the teacher to discuss the Summative Evaluation on or before May 1 of the evaluation year.

The tenured year teacher and administrator will develop or review Professional Growth Plans (PGP) based on proficiency level related to criteria/descriptors, content, building goals, school improvement goals or CSIP. Professional Development for the tenured teacher is a collaborative effort facilitated by the administrator and teacher. Tenured teachers who are proficient in all performance criteria/descriptors have the opportunity to select a Professional Growth Plan. As a part of this process, each teacher will conduct a self assessment, select in collaboration with the administrator, suitable goals for focus and then develop and implement a Professional Growth Plan. This should occur on an annual basis; however, Professional Growth Plans may be of multi-year

design and may involve collaboration with colleagues. The data are collected and maintained by the teacher and are used in the annual professional development conferences with the administrator. The teacher should retain their PGP and respective information and may use them in documenting criteria/descriptors during the three year evaluation cycle. If a tenured teacher does not implement the PGP, the administrator may choose to place the teacher on an annual evaluation cycle and/or a PGP that is specific to the teacher's performance.

The administrator and teacher should engage in a professional growth conference annually to discuss the teacher's options for the professional growth process. The tenured teacher must submit a PGP proposal to the administration for approval prior to October 15. In some cases, the teacher and the administrator may wish to determine a plan prior to the end of the previous school year. This would allow the teacher to integrate district professional development opportunities, graduate work, travel, or other events into the plan.

Tenured teachers will be formally evaluated on a three year cycle. The administrator has the responsibility to observe the teacher on a regular basis. A tenured teacher not performing at the proficient level on all criteria/descriptors may be placed on a Professional Improvement Plan (PIP). This administrator initiated PIP will be focused on the noted performance deficiencies, an artifact document or other information that indicates concern regarding a specific criterion/descriptor. This plan should be discussed and presented to the teacher within a reasonable amount of time. The teacher and the administrator will meet to discuss the teacher's level of performance as it relates to the performance expectations. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator, continued employment may be jeopardized. This conference may be concurrent with other evaluative conferences.

Tenured Teacher

The Teacher Will:

Develop a Professional Growth Plan

Complete pre-observation form prior to scheduled observation.

Complete reflection sheet after scheduled observation

Compile an artifact file (optional for teachers tenured before 2007)

Complete a self-assessment form

The Administrator Will:

Conduct one scheduled observation in a three year cycle

Conduct one unscheduled observation in a three year cycle

Conduct drop in observations

Collect data related to performance criteria/descriptors

Notify the teacher of changes/additions that are made to the rubric.

Complete and Discuss Summative Evaluation by May 1.

The Teacher and Administrator Will:

Conference to discuss and develop the Professional Growth Plan

Conference before and after scheduled observations

Conference after unscheduled observations

Conference to discuss summative evaluation

The above number of observations is a minimum standard and may be increased at the request of the teacher or as determined by the administration.

Evaluation Timeline

	Non-Tenured					Tenured		
	1	2	3	4	5	1	2	3
Summative Evaluation	Yes	Yes	Yes	Yes	Yes	No	No	Yes
Scheduled Observation	2	2	1	1	1	One Scheduled observation during the three-year period.		
UnScheduled Observation	2	2	2	2	2	One Unscheduled observation during the three-year period.		
Drop-in Observation	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
PGP Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Artifact file Required	Yes	Yes	Yes	Yes	Yes	Optional for those tenured before 2007. Required for those tenured for the 2007-2008 school year and beyond.		
Administrator And Teacher Meet	A meeting to develop and discuss PGP should be held within the first six weeks of the start of school.					A meeting to develop and discuss PGP should be held within the first six weeks of the start of school.		
Administrator Observes Classroom	Administrator observes classroom instruction with pre and post-observation conferencing as appropriate.					Administrator observes classroom instruction with pre and post-observation conferencing as appropriate.		
Data Collection	Teacher and administrator collect data throughout the year. Teacher should have artifact data available by the summative evaluation conference. Administrator should share collected data within a week of updates to the teacher report.					Teacher and administrator collect data throughout the three-year cycle. Teacher should have artifact data available, if applicable, by the summative evaluation conference. Administrator should share collected data within a week of updates to the teacher report.		
Summative Evaluation Conference	Teacher and administrator will meet by March 15 to review collected data and the PGP and to complete the summative evaluation.					Teacher and administrator will meet by May 1 to review the PGP or, if at the end of the three-year cycle to review collected data and to complete the summative evaluation.		

The above number of observations is a minimum standard and may be increased at the request of the teacher or as determined by the administration.

Summative Evaluation

All teachers will receive a Summative Evaluation during the evaluation cycle. The Summative Evaluation summarizes the administrators rating of performance for each criteria/descriptor. The Summative Evaluation is a section of the Teacher Evaluation Report.

Non tenured and tenured teachers both have the opportunity to dispute the information on the Summative Evaluation. However, in cases in which disagreement arises, the decision of the administration is final. Written comments can be provided by either party (teacher or administrator) and included with the report. Written comments by either party must be shared within five working days of the conference and attached to the original copy of the Summative Evaluation. The teacher, the administrator, and the Human Resources Office will retain copies of the report.

Standards and Criteria for Performance Based Teacher Evaluation

Note: Criteria - The items on the rubric that are used to evaluate teacher performance.
Descriptors - Phrases that aid in defining the expected behavior for a particular criterion.

Standard 1: Professional Responsibilities

Criterion 1A:	Builds and Maintains Positive Relationships
⇒Descriptor 1:	Teacher Relationships with Students
⇒Descriptor 2:	Relationships with Colleagues
Descriptor 3:	Communicates with families
Descriptor 4:	Written and Oral Communication with Parents, Colleagues, and Community
Criterion 1B:	Participates in Professional Growth
⇒Descriptor 5:	Professional Development
⇒Descriptor 6:	Reflects on Teaching
Criterion 1C:	Complies with Building and District Policies and Procedures
⇒Descriptor 7:	Accurate data/record keeping
⇒Descriptor 8:	Attendance
Descriptor 9:	Adherence to Policy
Criterion 1D:	Contributes to the Building and District Service
Descriptor 10:	

Standard 2: Environment

Criterion 2A:	Creates an Environment of Respect and Rapport
⇒Descriptor 11:	Maintains Confidentiality/Privacy
⇒Descriptor 12:	Student/Student Interactions
⇒Descriptor 13:	Teacher Reaction to Student Misbehavior
Criterion 2B:	Establishes a Culture of Learning
⇒Descriptor 14:	Expectations for Learning and Achievement
⇒Descriptor 15:	Creates a Positive Learning Environment
Descriptor 16:	Manages Classroom Routines and Procedures
Descriptor 17:	Organizes Physical Space and Teaching Materials
⇒Descriptor 18:	Management of Transitions

Standard 3: Planning and Preparation

Criterion 3A:	Demonstrates Knowledge of Curriculum
⇒Descriptor 19:	Knowledge of Content and Sequence
⇒Descriptor 20:	Selects Instructional Goals and Objectives
⇒Descriptor 21:	Pacing of Instruction

Standard 3: Planning and Preparation, Continued

Criterion 3B:	Demonstrates Knowledge of Students
⇒Descriptor 22:	Knowledge of Students as Individuals
Criterion 3C:	Demonstrates Knowledge of Resources
Descriptor 23:	Knowledge of Resources
Criterion 3D:	Designs Appropriate Instruction
⇒Descriptor 24:	Planning of Daily Lessons

Standard 4: Instruction

Criterion 4A:	Communicating Clearly and Accurately
⇒Descriptor 25:	Oral and Written Language
Descriptor 26:	Directions and Procedures
Criterion 4B:	Engaging Students in Learning
⇒Descriptor 27:	Presentation of Content
Descriptor 28:	Activities and Assignments
⇒Descriptor 29:	Delivery of Instruction (Structure and Pacing)
Descriptor 30:	Teaching Techniques
Criterion 4C:	Providing Feedback to Students
⇒Descriptor 31:	Timeliness and Quality Feedback
Criterion 4D:	Meets Individual Student Needs
Descriptor 32:	Persistence
⇒Descriptor 33:	Lesson Adjustment during Instruction
⇒Descriptor 34:	Response to Students
Criterion 4E:	Using Questions and Discussion Techniques
Descriptor 35:	Quality of Questions
Descriptor 36:	Discussion Techniques

Standard 5: Assessment of Student Learning

Criterion 5A:	Designing and Using Formal and Informal Assessments
⇒Descriptor 37:	Use of Variety/Types of Assessments
Descriptor 38:	Assessment Modification/Differentiation
⇒Descriptor 39:	Selects and Designs Accurate Assessments
⇒Descriptor 40:	Uses Assessment Results to Guide Instruction and Planning
Descriptor 41:	Criteria and Standards

⇒ = Essential performance criteria/descriptors for 1st and 2nd year teachers.

Glossary

Action Research	A process in which the teacher plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.
Administrator	The personnel authorized to implement the evaluation process.
Artifact File (data)	A collection of any tangible items that reflect the depth and breadth of a teacher's performance. This file should show progress toward individual goals or to provide evidence for specific criteria on the rubric. This file may include such items as letters from parents/students, surveys, samples of instructional materials, videos, or self-assessments and journals.
Criteria	The items on the rubric that are used to evaluate teacher performance.
Descriptors	Phrases that aid in defining the expected behavior for a particular criterion.
Drop In Observation	Informal, usually less than 20 minutes, classroom visit that may be used for generic data gathering or focused on particular teaching and learning behaviors. (Form available on page 44)
Lesson Reflection Sheet	Form which is completed by the teacher following each formal observation. It may be discussed with the administrator at the post observation conference.
Planned Data	Data regarding a teacher, related to the specific criteria/descriptor and collected by the administrator.
Post Observation Conference	A conference between the administrator and the teacher about data collected during an observation and other data submitted by the teacher or gathered by the administrator. Written feedback will be completed by the administrator on the post observation form to share at the conference.
Pre Observation Conference	A conference between the administrator and the teacher during which the lesson is previewed, and the purpose, time, length, and location of the observation are confirmed. A Pre-Observation form must be completed by the teacher prior to the conference.

Pre Observation Form	Form completed by the teacher and used by the administrator to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria/descriptors.
Professional Growth	Process designed to help teachers learn and grow on an on-going basis.
Professional Growth Plan (PGP)	A plan to formalize and document professional growth for the purpose of improving instruction. This plan should include a few specific criteria from the rubric that will be focused on in a given year. If a teacher is not performing at proficient or above on all criteria/descriptors, the PGP should focus on the unsatisfactory or basic areas.
Professional Improvement Plan (PIP)	A plan to formally address the deficiencies noted by the descriptors on the evaluation instrument, artifact files, or other documented information. This plan should specifically state the steps needed to rectify the deficiencies.
Proficient Rating	This rating reflects the expected level of performance for St. Charles teachers.
Rubric	Description of criteria which define levels of performance.
Scheduled Observation	A planned observation of one complete lesson or class period agreed upon by teacher and administrator. This process includes a pre-observation discussion, the observation, and post-observation discussion and is used for the purpose of evaluative feedback.
Summative Evaluation Form	The section of the PBTE used to summarize the administrator's rating of performance for each criteria at the end of the teacher evaluation cycle. Performance ratings include unsatisfactory, basic, proficient, and distinguished. The Summative Evaluation will be included in a teacher's personnel file.
Supplemental Feedback Form	A form used when documenting only one or two criteria/descriptors.

Teacher	All classroom teachers including special education teachers. This does not include counselors, librarians, and administrators.
Teacher-First/Second Year	Teacher in his/her first or second year in the teaching profession.
Teacher Evaluation	The process of collecting data and making professional judgments about the performance and development of teachers and for the purpose of personnel decision making.
Teacher Evaluation Report	Report used during the evaluation cycle to collect and organize on-going planned and unplanned data, artifacts, reflections, and feedback for the purpose of developing and evaluating teachers.
Unscheduled Observation	An unannounced observation of twenty minutes or more for the purpose of evaluative feedback. Teacher and administrator will meet for a post-observation discussion.
Unplanned Data	Unsolicited data regarding a teacher, related to specific criteria/descriptors and collected by the administrator and/or teacher.

Teacher: _____ Tenured _____ Probationary _____ Administrator: _____

Grade/Subject: _____ Observation Dates _____ Date Summative Evaluation Completed: _____

Standard 1: Professional Responsibilities

Standard 1: Professional Responsibilities
Criterion 1A: Builds and Maintains Relationships

Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#1	Teacher Relationships with Students	Teacher interaction with some students is negative, demeaning, sarcastic, inappropriate or indifferent. The student’s exhibit limited respect for the teacher.	Teacher interacts appropriately most of the time, but demonstrates occasional inconsistencies, favoritism or disrespect for student’s cultures, receives only minimal respect from students.	Teacher/students interactions are age and culturally appropriate, are friendly and generate warmth, caring and respect. This is reflected through eye contact, voice inflection, body language, gestures and written communication. Students exhibit respect for the teacher.	Teacher/students interactions are age and culturally appropriate, are friendly and generate warmth, caring and respect. This is reflected through eye contact, voice inflection, body language, gestures and written communication. Students exhibit a high level of respect for the teacher.
#2	Relationships with Colleagues	Relationships with colleagues are negative or self-serving. There is limited involvement in required activities.	Teacher maintains cordial relationships. Teacher fulfills the duties that the school or district requires.	Teacher respects others and their views, provides encouragement, shares ideas and materials and assumes responsibility for group, building and community work.	Teacher respects others and their views, provides encouragement, shares ideas and materials and assumes responsibility for group, building and community work. The teacher looks for opportunities to work cooperatively with colleagues in planning and implementing educational activities.
#3	Communicates with Families	Does not consistently provide required communication in a timely manner and/or expresses inappropriate comments to parents/guardians.	Uses required actions for communicating progress in a timely manner but offers little added information to address parent/guardian concerns.	Communicates regularly with parents/guardians about student progress. Is responsive to parent concerns and communicates in a timely manner.	Provides frequent and varied communication and resources to parents/guardians regarding the instructional program and student progress. Responds promptly and concerns are handled with great sensitivity.

Standard 1: Professional Responsibilities					
Criterion 1A: Builds and Maintains Relationships					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#4	Written and oral communication with parents, colleagues, and community	Teacher’s spoken language is at an inappropriate volume and/or written language is not legible. Spoken/written language may contain many syntax errors. Vocabulary or content may be inappropriate, vague, or used incorrectly.	Teacher’s spoken language is audible and written language is legible. Vocabulary and content are correct, but limited, or are not appropriate for intended audience.	Teacher’s spoken and written language is professional, clear, and correct. Vocabulary and content are appropriate for the intended audience.	Teacher’s spoken and written language is professional, clear and correct. Vocabulary and content are appropriate for the intended audience and enrich overall communication. Written and oral skills are used to promote the school community or serve as an education resource for others.
		_____	_____	_____	_____

Formative Comments and Dates Standard 1A Descriptors:

Standard 1: Professional Responsibilities					
Criterion 1B: Participates in Professional Growth					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#5	Professional Development	Engages in little or no professional development and makes little effort to implement new information.	Participates in required professional development but seldom uses the information in the classroom to impact learning. Alignment of professional development to district and building goals is limited or unclear.	Aligns professional development to district and building goals. Seeks opportunities for professional development and uses the information in the classroom. Documents impact of new practices on student learning.	Seeks and initiates professional activities that are aligned to district and building goals, related to student outcomes and contribute to the profession. Systematically applies knowledge and may conduct research in the classroom. Documents impact of new practices on student learning. Actively shares knowledge with others.
		_____	_____	_____	_____

Standard 1: Professional Responsibilities					
Criterion 1B continued: Participates in Professional Growth					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#6	Reflects on Teaching	Teacher is unable to accurately assess the success of the lesson and attainment of goals and has no ideas for improvement.	Teacher is able to accurately assess the success of the lesson and attainment of goals but has no ideas for improvement.	Makes thoughtful and accurate assessment of the effectiveness of lessons and attainment of goals citing many specific examples and develops and implements specific alternative actions.	Makes thoughtful and accurate assessment of the effectiveness of lessons and attainment of goals citing many specific examples and develops and implements specific alternative actions. Provides evidence of the effectiveness of alternative actions and shares insights with colleagues.
		_____	_____	_____	_____

Formative Comments and Dates Standard 1B Descriptors:

Standard 1: Professional Responsibilities					
Criterion 1C: Complies with Building and District Policies					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#7	Accurate data/record keeping	Teacher does not keep accurate or updated records.	Teacher’s records are accurate, but not updated in a timely fashion.	Teacher maintains accurate records in a timely manner, (Ex. Grade book, plan book, permanent records, etc.)	Teacher maintains accurate records in a timely manner and assists other staff members in maintaining records.
		_____	_____	_____	_____
#8	Attendance	Teacher is excessively absent and/or reports to work late or leaves early.		Teacher is rarely absent, arrives on time and is ready to begin work at the designated start time. The teacher schedules time off in accordance with board policy.	
		_____		_____	

Standard 1: Professional Responsibilities					
Criterion 1C continued: Complies with Building and District Policies and Procedures					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#9	Adherence to Policy	Teacher is uncooperative or noncompliant about building/district policies and procedures and program regulations. _____		The teacher consistently adheres to building//district policies and procedures and consistently supports and enforces program regulations. _____	The teacher consistently adheres to building/district policies and procedures and consistently supports and enforces program regulations while assisting others in their understanding and compliance. _____

Formative Comments and Dates Standard 1C Descriptors:

Standard 1: Professional Responsibilities					
Criterion 1D: Contributes to Building and District					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#10	Service	The teacher avoids becoming involved in building/district events and committees. _____	The teacher participates in required building/district events or committees only when specifically asked or reminded. _____	The teacher is willing to participate in school events and makes contributions to building/district projects and committees. _____	The teacher takes initiative in assuming leadership among the faculty. The teacher makes a substantial contribution to school events and building/district projects and committees and assumes leadership roles among the faculty. _____

Formative Comments and Dates Standard 1D Descriptors:

Standard 2: Environment

Standard 2: Environment
Criterion 2A: Creates an Environment of Respect (and Rapport)

Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#11	Maintains Confidentiality/ Privacy	Doses not comply with FERPA, does not keep confidences or respect the privacy of others. _____		Complies with FERPA, keeps all confidences and respects the privacy of others (This does not negate our responsibilities as mandated reporters) _____	
#12	Student/Student Interactions	The teacher is indifferent to student interactions characterized by conflict, sarcasm or putdowns. _____	The teacher encourages positive exchanges between students, encourages community among members of the class. Student interactions generally are polite and respectful. _____	The teacher succeeds in developing positive exchanges between students and building community among members of the class. Students demonstrate positive group interactions. _____	The teacher and students work interdependently as a positive community characterized by caring for one another as individuals and the whole group. _____
#13	Teacher Reaction to Misbehavior	The teacher fails to monitor student behavior; fails to respond to student misbehavior or responds inappropriately to student misbehavior. _____	The teacher monitors and responds to student misbehavior but responses are sometimes inappropriate or ineffective. _____	The teacher responds to misbehavior respectfully and effectively so student behavior is generally appropriate. _____	The teacher monitors student behavior in preventative ways therefore student behavior is almost entirely appropriate; responds to misbehavior effectively with little or no disruption to the learning process. _____

Formative Comments and Dates Standard 2A Descriptors:

Standard 2: Environment					
Criterion 2B: Establishes a Culture of Learning					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#14	Expectations for Learning and Achievement	The teacher conveys minimal expectations for student achievement through instructional goals, activities, and interactions. _____	The teacher conveys moderate or inconsistent expectations for student achievement through instructional goals, activities, and interactions. _____	The teacher conveys high expectations for student achievement through instructional goals, activities, and interactions. _____	The teacher establishes and maintains high expectations which are shared by the students through learning goals, activities, and interactions. _____
#15	Creates a Positive Learning Environment	There is a negative learning environment not addressed by the teacher and students frequently undermine the efforts of the teacher. _____	The teacher attempts to create a positive learning environment with inconsistent results. _____	The teacher creates a positive learning environment where students feel comfortable and willing to engage in learning. _____	The teacher creates a positive learning environment where students feel comfortable and willing to engage in learning and are provided opportunities to design their own learning. _____
#16	Manages Classroom Routines and Procedures	Shows little evidences of daily routines and organized classroom procedures. Considerable time is lost in performing non-instructional duties. _____	Inconsistently demonstrates evidence of effective/efficient daily routines and organized classroom procedures. Some time is lost performing non-instructional duties. _____	Establishes effective/efficient daily routines and organized classroom procedures. Minimal time is lost performing non-instructional duties. _____	Establishes effective/efficient daily routines and organized classroom procedures. Students maximize instructional time by assuming responsibility for efficient operation and responsibility for learning and productivity. _____
#17	Organizes Physical Space and Teaching Materials	Teaching materials and equipment are poorly utilized and learning is not accessible to some students. The room is unsafe, uninviting and instructional time is lost due to physical conditions. _____	Teaching materials and equipment are adequately utilized. Essential learning is accessible to all students. The room is safe but unappealing. Loss of instructional time in minimal due to physical conditions. _____	Teaching materials and equipment are efficiently utilized. Essential learning is accessible to all students. The room is safe, appealing and welcoming to students. Student work is in evidence. No instructional time is lost due to physical conditions. _____	The room is safe. Routines for handling materials and supplies are efficient with students assuming some responsibility for efficient operation. Physical space supports current learning as evidenced by displays of student work and materials that support instructions. _____

Teacher Evaluation Report

Standard 2: Environment					
Criterion 2B continued: Establishes a Culture of Respect					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#18	Managing of Transitions	Much time is lost during transitions. _____	Transitions are sporadically efficient, resulting in some loss of instructional time. _____	Transitions occur smoothly with little loss of instructional time. _____	Transitions flow smoothly with student assuming some responsibility for efficient operation. _____

Formative Comments and Dates Standard 2B Descriptors:

Standard 3: Planning and Preparation

Standard 3: Planning and Preparation					
Criterion 3A: Demonstrates Knowledge of Curriculum					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#19	Knowledge of Content and Sequence	Displays little awareness of curriculum, content or sequence. Lessons are generally unsuitable to students or do not appear connected to curriculum or instructional goals. Content errors are not corrected. _____	Displays awareness of curriculum, content and sequence. Develops and implements lessons that are appropriate for students but may not appear connected to curriculum or instructional goals. _____	Displays solid knowledge of curriculum, content and sequence. All lessons are appropriate for students and aligned to curriculum or instructional goals. Connections are made throughout to other parts of the discipline and to other content areas. _____	Displays extensive knowledge of curriculum, content and sequence and continually pursues ways to enhance that knowledge. All lessons are appropriate for students and aligned to curriculum or instructional goals. Connections are frequently made to other parts of the discipline and to other content areas. _____

Teacher Evaluation Report

Standard 3: Planning and Preparation					
Criterion 3A continued: Demonstrates Knowledge of Curriculum					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#20	Selects Instructional Goals and Objectives	Alignment of lessons to district curriculum and GLEs is not evident or goals and objectives are not clear. _____	Lessons are generally, but not consistently, aligned to district curriculum and GLEs. Goals and objectives are generally clear. _____	Lessons are consistently aligned to district curriculum and GLEs. Goals and objectives are clear. _____	Lessons are consistently aligned to district curriculum and GLEs. Goals and objectives are stated as student outcomes and the students participate in curriculum development. _____
#21	Pacing of Instruction throughout the Academic Year	Pacing of instruction does not allow for completion of district curricular goals. _____	Pacing of instruction allows for adequate completion of district curricular goals but may be erratic. _____	Pacing of lessons allow for thorough completion of district curricular goals. _____	Pacing of lessons allow for thorough completion of district curricular goals while recognizing variances in groups of learners. _____

Formative Comments and Dates Standard 3A Descriptors:

Additional Notes:

Teacher Evaluation Report

Standard 3: Planning and Preparation					
Criterion 3B: Demonstrates Knowledge of Students					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#22	Knowledge of Students as Individuals	Shows little recognitions of students' abilities, needs, interests and backgrounds. Lessons are generally not suitable for the learning needs of the students and lack a variety of instructional strategies. _____	Recognition of students' diverse needs, interest and backgrounds are sometimes evident through lesson designs. The use of varied instructional strategies is inconsistent. _____	Recognizes students' diverse needs, interest and backgrounds by consistently designing lessons that are appropriate, utilizing a variety of instructional strategies. _____	Recognizes students' diversity by using a variety of techniques specific to individual student needs as well as differentiating instructional strategies for the class as a whole. _____

Formative Comments and Dates Standard 3B Descriptors:

Standard 3: Planning and Preparation					
Criterion 3C: Demonstrates Knowledge of Resources					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#23	Knowledge of Resources	Appears to be unaware of resources available through district, building and community. Exhibits limited knowledge and utilization of technology resources. _____	Displays some awareness of resources available through district, building and community, including technology resources. _____	Is knowledgeable of and uses a variety of resources available through the district, building and community. Integrates technology into the learning environment. _____	In addition to using resources available through the district, building and community, the teacher actively seeks out and utilizes other materials to enhance instruction, including current technology resources. _____

Formative Comments and Dates Standard 3C Descriptors:

Teacher Evaluation Report

Standard 3: Planning and Preparation					
Criterion 3D: Designs Appropriate Lessons					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#24	Planning of Daily Lessons	Daily lessons do not follow an organized progression. Activities are not related to instructional goals. Lesson plans are limited in instructional strategies. _____	Daily lessons are generally clear and sequential. Activities are inconsistently related to instructional goals. Students are not consistently engaged in active learning. _____	Daily lesson plan include a variety of instructional techniques that engage all learners and are relevant to long term instructional goals. _____	Daily lesson plans include a variety of instructional techniques that engage all learners and are relevant to long term instructional goals. Research and best practices guide the teacher planning. _____

Formative Comments and Dates Standard 3D Descriptors:

Standard 4: Instruction

Standard 4: Instruction					
Criterion 4A: Communicating Clearly and Accurately					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#25	Oral and Written language in the Classroom	Teacher’s spoken language is inaudible or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly leaving students confused. _____	Teacher’s spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds. _____	Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ ages or backgrounds. _____	Teacher’s spoken and written language is correct and expressive with well chosen vocabulary that enriches the lesson. _____

Teacher Evaluation Report

#28	Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age and/or background knowledge. _____	Some activities and assignments are appropriate and engaging. _____	Most assignments are rigorous and appropriate to students. Almost all students are engaged. _____	Students are actively engaged in their activities and assignments in the exploration of content. Students initiate or adapt activities and projects to enhance learning. _____
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Standard 4: Instruction					
Criterion 4B continued: Engages Students in Learning					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#29	Delivery of Instruction (Structure and Pacing)	The lesson has no clearly defined structure, or the pacing of the lesson is to slow or rushed. _____	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. _____	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. _____	The lesson's structure is highly coherent, allowing for reflection and closure is appropriate. Pacing of lesson is appropriate for all students. _____
#30	Teaching Techniques	The teacher uses little variation in the use of effective teaching techniques. _____	The teacher attempts to use a variety of teaching techniques with inconsistent results. _____	The teacher differentiates instruction by using a variety of teaching techniques. _____	The teacher effectively differentiates instruction by using a variety of innovative teaching techniques that support learning modalities. Student understanding is evident through creative work. _____

Formative Comments and Dates Standard 4B Descriptors:

Teacher Evaluation Report

Standard 4: Instruction					
Criterion 4C: Providing Feedback to Students					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#31	Timeliness and Quality of Feedback	Feedback is not provided in a timely manner. _____	Timeliness and quality of feedback is inconsistent. _____	Feedback is consistently provided in a timely manner and is of high quality. _____	Feedback of high quality is consistently provided in a timely manner. Students make a prompt use of the feedback in their learning. _____

Formative Comments and Dates Standard 4C Descriptors:

Standard 4: Instruction					
Criterion 4D: Meets Individual Student Needs					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#32	Persistence	When a student is having difficulty learning, the teacher either gives up or blames the students, parents, or the environment for the student's lack of success. _____	The teacher accepts responsibility for students who have difficulty learning but has only a limited repertoire of instructional strategies to use to personalize learning. _____	The teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies to personalize learning. Soliciting additional resources from the school in order to personalize learning. _____	The teacher persists in seeking approaches for students who have difficulty learning, using an extensive repertoire of strategies and soliciting additional resources from the school and community in order to personalize learning. _____
#33	Lesson Adjustment during Instruction	The teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson. _____	The teacher attempts to adjust a lesson, which meets the needs of some students. _____	The teacher makes appropriate adjustments to a lesson, the adjustment occurs smoothly, and meets the needs of most of the students. _____	The teacher successfully makes appropriate adjustments to a lesson which meets the needs of all of the students. _____

Teacher Evaluation Report

#34	Response to Students	The teacher ignores or brushes aside students' questions or interests. _____	The teacher attempts to accommodate students' questions or interests. The effects on the coherence of the lesson are inconsistent. _____	The teacher successfully accommodates students' questions or interests. _____	The teacher consistently seizes opportunities to enhance learning, building on spontaneous events, questions, or interest. _____
-----	----------------------	---	---	--	---

Formative Comments and Dates Standard 4D Descriptors:

Additional Notes:

Standard 4: Instruction Criterion 4E: Using Questioning and Discussion Techniques					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#35	Quality of Questioning within the lesson	The teacher's questions are virtually all of poor quality and focus on knowledge level responses. Students are frequently not given time to respond. _____	Most of the teacher's questions focus on application and comprehension levels. Students are not always given adequate time to respond. _____	Most of the teacher's questions are of high quality, focusing on analysis, synthesis, and evaluation. Adequate time is available for students to respond. _____	The teacher's questions are of high quality, focusing of analysis, synthesis, and evaluation with adequate time for students to respond. Students formulate many questions. _____
#36	Discussion Techniques	Discussion is dominated by the teacher. _____	The teacher makes some attempt to engage students in an interactive discussion. Success is limited. _____	Classroom interaction represents discussion, where safe space has been created for diverse opinions and experiences to be voiced and with teacher stepping to the side when appropriate. _____	The student's assume considerable responsibility for the quality of the discussion, initiating topics and making unsolicited contributions and maintaining safe space for diverse opinions and experiences to be voiced. _____

Teacher Evaluation Report

Formative Comments and Dates Standard 4E Descriptors:

Additional Notes:

Standard 5: Assessment of Student Learning

**Standard 5: Assessment of Student Learning
Criterion 5A: Designing and Using Formal and Informal Assessments**

Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#37	Use of a Variety/Types of Assessments	The teacher does not consistently administer assessments as directed by district adopted curriculum or building policy.	The teacher administers assessments as directed by district adopted curriculum or building policy.	The teacher, in addition to administering assessments as directed by district adopted curriculum or building policy, uses a variety of assessment techniques (examples include but not limited to: pre/post testing, teacher made tests, tests from other sources, oral/written activities, performance events and projects).	The teacher, in addition to administering assessments as directed by district adopted curriculum or building policy, uses a variety of assessment techniques (examples include but not limited to: pre/post testing, teacher made tests, tests from other sources, oral/written activities, performance events and projects). Assessments include a variety of questions including those that encourage higher level thinking skills. Modifications in assessment are made to address all student needs.
		_ _ _ _ _	_ _ _ _ _	_ _ _ _ _	_ _ _ _ _

Teacher Evaluation Report

#38	Assessment Modification/ Differentiation	The teacher does not consistently make modifications according to the IEP or 504 accommodations. _____	The teacher makes modifications according to the IEP or 504 accommodations and as other students' needs become apparent. _____	The teacher makes appropriate adjustment to a lesson, the adjustment occurs smoothly, and meets the needs of most of the students. _____	The teacher consistently differentiates and makes modification in assessment to address all students' needs. _____
#39	Selects and Designs Accurate Assessments	Assessments do not correlate with stated learning objectives. _____	Assessments do not consistently correlate with stated learning objectives. _____	Assessments consistently correlate with stated learning objectives. _____	

Additional Notes:

Standard 5 Assessment of Student Learning					
Criterion 5A continued: Designing and Using Formal and Informal Assessments					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#40	Uses Assessment Results to Guide Instruction and Planning	Makes no adjustments or accommodations to instructional planning or lessons based on student performance on formative and summative assessments. _____	Makes minimal adjustments or accommodations to instructional planning or lessons based on student performance on formative and summative assessments. _____	Consistently uses assessment results to guide instructional planning and instruction based on students' performance on formative and summative assessments. _____	Consistently collaborates with other teachers to use their own and other teacher's assessment data to guide instructional planning and instruction. _____
#41	Criteria and Standards	Assessment criteria/descriptors are not communicated to the students. _____	Assessment criteria/descriptors are inconsistently communicated and/or are unclear to the students. _____	Assessment criteria/descriptors are consistently and clearly communicated to the students. _____	Assessment criteria/descriptors are consistently and clearly communicated to the students. There is evidence that the students contributed to the criteria/descriptors. _____

Teacher Evaluation Report

Formative Comments and Dates Standard 5A Descriptors:

Observation Date _____ Conference Date _____

Teacher's Signature _____

Evaluator's Signature _____

Observation Date _____ Conference Date _____

Teacher's Signature _____

Evaluator's Signature _____

Observation Date _____ Conference Date _____

Teacher's Signature _____

Evaluator's Signature _____

Observation Date _____ Conference Date _____

Teacher's Signature _____

Evaluator's Signature _____

Observation Date _____ Conference Date _____

Teacher's Signature _____

Evaluator's Signature _____

Observation Date _____ Conference Date _____

Teacher's Signature _____

Evaluator's Signature _____

Teacher _____ Tenured _____ Probationary _____ Administrator _____

Grade/Subject _____ Observation Dates _____ Evaluation Completed _____

Artifact Examples

- 0 Anecdotal records
- 0 Audiotapes of student work
- 0 Awards and certificates
- 0 Bulletin board displays of students work (photos)
- 0 Class newspapers
- 0 Classroom assessments
- 0 Client Survey
- 0 Collaborative efforts
- 0 Computer use for organization
- 0 Computer use for instruction
- 0 Course syllabus
- 0 Extracurricular/co-curricular documents
- 0 Grant proposals/grants received
- 0 Lesson and unit plans
- 0 Letters of recommendation
- 0 Individual plans
- 0 Interest inventories
- 0 Interviews with student, teachers and parent
- 0 Journals
- 0 Letters to parents
- 0 Letters from parents
- 0 Letters of recommendation
- 0 Observation reports
- 0 Organizational strategies
- 0 Performance evaluation
- 0 Philosophical evaluation
- 0 Pictures and photographs
- 0 Problem-solving logs
- 0 Professional growth plans
- 0 Professional development organized and led
- 0 Professional organizations
- 0 Professional reading lists
- 0 Publications
- 0 Resume
- 0 Rubrics and performance assessment task lists
- 0 Self-assessments
- 0 Student achievement goals, action plans, and results
- 0 Student work
- 0 Teacher-made instructional materials
- 0 Use of professional learning documentation
- 0 Videotapes

Professional Development

Professional Development may occur through engagement in/with:

- 0 **Action Research**
- 0 **Conferences**
- 0 **Institutes**
- 0 **Interviews**
- 0 **List Serve**
- 0 **Mentors**
- 0 **Networks**
- 0 **Professional Dialogue**
- 0 **Professional Reading**
- 0 **Reflective Journals**
- 0 **Speakers**
- 0 **Study Groups**
- 0 **Teacher Research**
- 0 **University Courses**
- 0 **Video Taping**
- 0 **Visitations**
- 0 **Workshops**

Professional Growth Plan

Teacher: _____

Building: _____

Grade/Subject: _____

Date: _____

Administrator: _____

Check One	Teacher Experience	Check One	PGP written for
	1 st /2 nd Year Teacher		Teacher Individual Growth
	All Other Probationary Teachers		Teacher Progressing Toward Proficiency
	Tenured Teacher		

Criteria:

Objectives: (Applicable descriptors and expected level of performance)

Strategies for achieving objective(s): (Teacher and administrator responsibilities)

Summarize Anticipated Outcome(s):

Teacher will:

Administrator will provide:

- Support and resources
- Opportunity for professional development related to goal
- Release time to observe colleagues
- Feedback and observation as required

Assessment methods and timelines:

Date Plan Developed:

Teacher Signature and Date

Administrator Signature and Date

--

Date Plan Reviewed:

Plan Completed _____ Plan revised _____ Plan continued _____

Teacher Signature and Date

Administrator Signature and Date

Teacher's Comments:

Administrator Comments:

Signatures indicate that the PGP has been reviewed and discussed. Copies must be submitted to the teacher and the administrator.

TEACHER CLIENT SURVEY

Using the following ratings please circle your response to each statement.
The information that you provide will assist me as I reflect on my strengths
as your child's teacher.

- 1 Strongly Agree
- 2 Agree
- 3 Neutral
- 4 Disagree
- 5 Strongly Disagree

1. (Name) believes he/she can make a difference in student's lives.

1 2 3 4 5

2. (Name) creates positive relationships with students.

1 2 3 4 5

3. (Name) provides for individual differences.

1 2 3 4 5

4. (Name) is open to new ways to teach.

1 2 3 4 5

5. (Name) knows his/her subject matter or content.

1 2 3 4 5

6. (Name) has a fun and exciting classroom for students.

1 2 3 4 5

7. (Name) rarely has discipline problems.

1 2 3 4 5

8. (Name) is positive with students, staff, and parents.

1 2 3 4 5

9. (Name) is seen by students as friendly, likeable, and approachable.

1 2 3 4 5

10. (Name) understands that learning is not always easy.

1 2 3 4 5

11. (Name) challenges all students, not just students who are easy to teach.

1 2 3 4 5

12. (Name) treats all students with dignity and respect.

1 2 3 4 5

13. (Name) acts as if teaching is a calling.

1 2 3 4 5

14. (Name) can figure out what works for individual students.

1 2 3 4 5

15. (Name) is my idea of an ideal teacher.

1 2 3 4 5

Greatest strength:

I wish you would give more attention to:

Please return to:

Drop-In Observation and Feedback

Teacher's Name: _____

Date: _____

Subject/Grade: _____

Focus of Drop-In (optional): _____

Standards/Indications being addressed:

Students were:

Teacher was:

Evidence of rigor:

Evidence of positive and productive environment:

Points to Ponder:

Teacher's Signature: _____ **Date:** _____

Evaluator's Signature: _____ **Date:** _____

Self Assessment

Teacher self assessment is important process because, among other reasons, it:

- is a professional responsibility;
- recognizes that organizational change is usually the result of individuals changing themselves and their personal practices;
- focuses professional development and improvement on the classroom or school level where teachers have their greatest expertise and effect;
- makes teachers aware of their strengths and weaknesses
- encourages ongoing teacher development.

(Airasian and Gullickson, 1997)

Please reflect on the following questions:

1. What has been the most positive aspect of my instructional practice over the past few years?
2. What areas of instruction give me the most difficulty?
3. If I had last year to do over again, what would I change?
4. What would I like to learn more about, whether it would be from another teacher, a special training program, or other resources?
5. In working with parents/guardians, what skills do I possess that allow for positive and productive outcomes?
6. What are my strengths as a teacher?
7. What areas of my teaching would I like to pay more attention too?
8. What are some of my activities or ideas that I would share with others.

Pre Observation Form A

The Pre Observation Form is to be completed by the teacher and submitted to the administrator prior to the pre observation conference. This form is used the administrator to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria/descriptors.

Teacher _____ Date _____

Building _____

- What is it that you want students to know and be able to do as a result of this lesson?
- How is it related to the grade level expectations and the school improvement goals?
- What kinds of relevant and important learning experiences have occurred during the past few weeks in your class?
- How do you intend to follow up on those learning experiences in the coming weeks?
- What activities will you have students engaged in during this lesson?
- How and why did you select these activities for use at this time?
- What specifically do you want me to observe in the lesson?

Pre Observation Form B

The Pre Observation Form is to be completed by the teacher and submitted to the administrator prior to the pre observation conference. This form is used by the administrator to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria/descriptors.

Teacher _____ Date _____

Building _____

- What do you want students to learn from this lesson?
- As you currently see the lesson, what will be the sequence of events?
- Do you plan to use the text? In addition to the text, what material or resources will you use to present the concepts and have students process their learning?
- How will you determine whether or not your students have mastered the lesson objectives?
- When will the transitions from whole group work to small group work occur?
- How will movement be built into the learning activities?

Pre Observation Form B

- As you see the lesson unfolding, what exactly will the students be doing?

What do you see yourself doing to make this happen? Do you envision any problems or confusion?

- Given that this class period is ____ minutes, how will you determine the time sequence for each activity?
- Do any particular students or groups of students within this class present special challenges? How are you dealing with them?
- What teaching technique(s) have you been working on that you would like specific feedback ?

Reflection Sheet (Post Observation)

The Reflection Sheet should be completed by the teacher following an observation and discussed with the administrator in the post observation meeting.

Name _____ School _____

Grade/Subject _____ Date _____

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?
2. How did the lesson allow for students to engage in activities and learning situations that were consistent with the St. Charles School District Performance Goals?
3. What feedback did I receive from students indicating they achieved understanding and the goal/objectives were met for this lesson?
4. Did I adjust my goals or my work as I taught the lesson? Why? How?
5. If I had the opportunity to teach this lesson again to this same group of students, what would the lesson look like?
6. If there was one thing from this lesson that I could share with a colleague, what would it be?

Supplemental Feedback Form

- Scheduled Observation
- Unscheduled Observation
- Artifact Data
- Unplanned Data
- Drop-In Observation

Teacher _____ School _____
Grade/Subject _____ Date _____
Administrator/Supervisor _____

Criterion/Descriptor: _____

Data: _____

Criterion/Descriptor: _____

Data: _____

Teacher's Comments:

Administrator's/Supervisor's Comments:

Teachers Signature

Date

Administrator's/Supervisor's
Signature Date

Signatures indicate that the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

Teacher: Tenured Probationary Administrator:

Grade/Subject: Date Summative Evaluation Completed:

Standard 1: Professional Responsibilities

Standard 1: Professional Responsibilities
Criterion 1A: Builds and Maintains Relationships

Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#1	Teacher Relationships with Students	Teacher interaction with some students is negative, demeaning, sarcastic, inappropriate or indifferent. The student's exhibit limited respect for the teacher. <div style="text-align: center;"><input type="checkbox"/></div>	Teacher interacts appropriately most of the time, but demonstrates occasional inconsistencies, favoritism or disrespect for student's cultures, receives only minimal respect from students. <div style="text-align: center;"><input type="checkbox"/></div>	Teacher/students interactions are age and culturally appropriate, are friendly and generate warmth, caring and respect. This is reflected through eye contact, voice inflection, body language, gestures and written communication. Students exhibit respect for the teacher. <div style="text-align: center;"><input type="checkbox"/></div>	Teacher/students interactions are age and culturally appropriate, are friendly and generate warmth, caring and respect. This is reflected through eye contact, voice inflection, body language, gestures and written communication. Students exhibit a high level of respect for the teacher. <div style="text-align: center;"><input type="checkbox"/></div>
#2	Relationships with Colleagues	Relationships with colleagues are negative or self-serving. There is limited involvement in required activities. <div style="text-align: center;"><input type="checkbox"/></div>	Teacher maintains cordial relationships. Teacher fulfills the duties that the school or district requires. <div style="text-align: center;"><input type="checkbox"/></div>	Teacher respects others and their views, provides encouragement, shares ideas and materials and assumes responsibility for group, building and community work. <div style="text-align: center;"><input type="checkbox"/></div>	Teacher respects others and their views, provides encouragement, shares ideas and materials and assumes responsibility for group, building and community work. The teacher looks for opportunities to work cooperatively with colleagues in planning and implementing educational activities. <div style="text-align: center;"><input type="checkbox"/></div>

#3	Communicates with Families	Does not consistently provide required communication in a timely manner and/or expresses inappropriate comments to parents/guardians. <input type="checkbox"/>	Uses required actions for communicating progress in a timely manner but offers little added information to address parents/guardians concerns. <input type="checkbox"/>	Communicates regularly with parents/guardians about student progress. Is responsive to parents/guardians concerns and communicates in a timely manner. <input type="checkbox"/>	Provides frequent and varied communication and resources to parents/guardians regarding the instructional program and student progress. Responds promptly and concerns are handled with great sensitivity. <input type="checkbox"/>
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Standard 1: Professional Responsibilities
Criterion 1A: Builds and Maintains Relationships

Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#4	Written and oral communication with parents, colleagues, and community	Teacher’s spoken language is at an inappropriate volume and/or written language is not legible. Spoken/written language may contain many syntax errors. Vocabulary or content may be inappropriate, vague, or used incorrectly. <input type="checkbox"/>	Teacher’s spoken language is audible and written language is legible. Vocabulary and content are correct, but limited, or are not appropriate for intended audience. <input type="checkbox"/>	Teacher’s spoken and written language is professional, clear, and correct. Vocabulary and content are appropriate for the intended audience. <input type="checkbox"/>	Teacher’s spoken and written language is professional, clear and correct. Vocabulary and content are appropriate for the intended audience and enrich overall communication. Written and oral skills are used to promote the school community or serve as an education resource for others. <input type="checkbox"/>

Standard 1: Professional Responsibilities
Criterion 1B: Participates in Professional Growth

Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#5	Professional Development	Engages in little or no professional development and makes little effort to implement new information. <input type="checkbox"/>	Participates in required professional development but seldom uses the information in the classroom to impact learning. Alignment of professional development to district and building goals is limited or unclear. <input type="checkbox"/>	Aligns professional development to district and building goals. Seeks opportunities for professional development and uses the information in the classroom. Documents impact of new practices on student learning. <input type="checkbox"/>	Seeks and initiates professional activities that are aligned to district and building goals, related to student outcomes and contribute to the profession. Systematically applies knowledge and may conduct research in the classroom. Documents impact of new practices on student learning. Actively shares knowledge with others. <input type="checkbox"/>

#6	Reflects on Teaching	Teacher is unable to accurately assess the success of the lesson and attainment of goals and has no ideas for improvement. <input type="checkbox"/>	Teacher is able to accurately assess the success of the lesson and attainment of goals but has no ideas for improvement. <input type="checkbox"/>	Makes thoughtful and accurate assessment of the effectiveness of lessons and attainment of goals citing many specific examples and develops and implements specific alternative actions. <input type="checkbox"/>	Makes thoughtful and accurate assessment of the effectiveness of lessons and attainment of goals citing many specific examples and develops and implements specific alternative actions. Provides evidence of the effectiveness of alternative actions and shares insights with colleagues. <input type="checkbox"/>
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Standard 1: Professional Responsibilities					
Criterion 1C: Complies with Building and District Policies					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#7	Accurate data/record keeping	Teacher does not keep accurate or updated records. <input type="checkbox"/>	Teacher's records are accurate, but not updated in a timely fashion. <input type="checkbox"/>	Teacher maintains accurate records in a timely manner, (Ex. gradebook, planbook, permanent records, etc.) <input type="checkbox"/>	Teacher maintains accurate records in a timely manner and assists other staff members in maintaining records. <input type="checkbox"/>
#8	Attendance	Teacher is excessively absent and/or reports to work late or leaves early. <input type="checkbox"/>		Teacher is rarely absent, arrives on time and is ready to begin work at the designated start time. The teacher schedules time off in accordance with board policy. <input type="checkbox"/>	
#9	Adherence to Policy	Teacher is uncooperative or noncompliant about building/district policies and procedures and program regulations. <input type="checkbox"/>		The teacher consistently adheres to building/district policies and procedures and consistently supports and enforces program regulations. <input type="checkbox"/>	The teacher consistently adheres to building/district policies and procedures and consistently supports and enforces program regulations while assisting others in their understanding and compliance. <input type="checkbox"/>

Standard 1: Professional Responsibilities					
Criterion 1D: Contributes to Building and District					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#10	Service	The teacher avoids becoming involved in building/district events and committees. <input type="checkbox"/>	The teacher participates in required building/district events or committees only when specifically asked or reminded. <input type="checkbox"/>	The teacher is willing to participate in school events and makes contributions to building/district projects and committees. <input type="checkbox"/>	The teacher takes initiative in assuming leadership among the faculty. The teacher makes a substantial contribution to school events and building/district projects and committees and assumes leadership roles among the faculty. <input type="checkbox"/>

Standard 2: Environment

Standard 2: Environment					
Criterion 2A: Creates an Environment of Respect (and Rapport)					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#11	Maintains Confidentiality/ Privacy	Does not comply with FERPA, does not keep confidences or respect the privacy of others. <input type="checkbox"/>		Complies with FERPA, keeps all confidences and respects the privacy of others (This does not negate our responsibilities as mandated reporters) <input type="checkbox"/>	
#12	Student/Student Interactions	The teacher is indifferent to student interactions characterized by conflict, sarcasm or putdowns. <input type="checkbox"/>	The teacher encourages positive exchanges between students, encourages community among members of the class. Student interactions generally are polite and respectful. <input type="checkbox"/>	The teacher succeeds in developing positive exchanges between students and building community among members of the class. Students demonstrate positive group interactions. <input type="checkbox"/>	The teacher and students work interdependently as a positive community characterized by caring for one another as individuals and the whole group. <input type="checkbox"/>
#13	Teacher Reaction to Misbehavior	The teacher fails to monitor student behavior; fails to respond to student misbehavior or responds inappropriately to student misbehavior. <input type="checkbox"/>	The teacher monitors and responds to student misbehavior but responses are sometimes inappropriate or ineffective. <input type="checkbox"/>	The teacher responds to misbehavior respectfully and effectively so student behavior is generally appropriate. <input type="checkbox"/>	The teacher monitors student behavior in preventative ways therefore student behavior is almost entirely appropriate; responds to misbehavior effectively with little or no disruption to the learning process. <input type="checkbox"/>

Standard 2: Environment					
Criterion 2B: Establishes a Culture of Learning					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#14	Expectations for Learning and Achievement	The teacher conveys minimal expectations for student achievement through instructional goals, activities, and interactions. <input type="checkbox"/>	The teacher conveys moderate or inconsistent expectations for student achievement through instructional goals, activities, and interactions. <input type="checkbox"/>	The teacher conveys high expectations for student achievement through instructional goals, activities, and interactions. <input type="checkbox"/>	The teacher establishes and maintains high expectations which are shared by the students through learning goals, activities, and interactions. <input type="checkbox"/>
#15	Creates a Positive Learning Environment	There is a negative learning environment not addressed by the teacher and students frequently undermine the efforts of the teacher. <input type="checkbox"/>	The teacher attempts to create a positive learning environment with inconsistent results. <input type="checkbox"/>	The teacher creates a positive learning environment where students feel comfortable and willing to engage in learning. <input type="checkbox"/>	The teacher creates a positive learning environment where students feel comfortable and willing to engage in learning and are provided opportunities to design their own learning. <input type="checkbox"/>
#16	Manages Classroom Routines and Procedures	Shows little evidences of daily routines and organized classroom procedures. Considerable time is lost in performing non-instructional duties. <input type="checkbox"/>	Inconsistently demonstrates evidence of effective/efficient daily routines and organized classroom procedures. Some time is lost performing non-instructional duties. <input type="checkbox"/>	Establishes effective/efficient daily routines and organized classroom procedures. Minimal time is lost performing non-instructional duties. <input type="checkbox"/>	Establishes effective/efficient daily routines and organized classroom procedures. Students maximize instructional time by assuming responsibility for efficient operation and productivity. <input type="checkbox"/>
#17	Organizes Physical Space and Teaching Materials	Teaching materials and equipment are poorly utilized and learning is not accessible to some students. The room is unsafe, uninviting and instructional time is lost due to physical conditions. <input type="checkbox"/>	Teaching materials and equipment are adequately utilized. Essential learning is accessible to all students. The room is safe but unappealing. Loss of instructional time in minimal due to physical conditions. <input type="checkbox"/>	Teaching materials and equipment are efficiently utilized. Essential learning is accessible to all students. The room is safe, appealing and welcoming to students. Student work is in evidence. No instructional time is lost due to physical conditions. <input type="checkbox"/>	The room is safe. Routines for handling materials and supplies are efficient with students assuming some responsibility for efficient operation. Physical space supports current learning as evidenced by displays of student work and materials that support instructions. <input type="checkbox"/>
#18	Managing of Transitions	Much time is lost during transitions. <input type="checkbox"/>	Transitions are sporadically efficient, resulting in some loss of instructional time. <input type="checkbox"/>	Transitions occur smoothly with little loss of instructional time. <input type="checkbox"/>	Transitions flow smoothly with student assuming some responsibility for efficient operation. <input type="checkbox"/>

Standard 3: Planning and Preparation

Standard 3: Planning and Preparation					
Criterion 3A: Demonstrates Knowledge of Curriculum					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#19	Knowledge of Content and Sequence	Displays little awareness of curriculum, content or sequence. Lessons are generally unsuitable to students or do not appear connected to curriculum or instructional goals. Content errors are not corrected. <input type="checkbox"/>	Displays awareness of curriculum, content and sequence. Develops and implements lessons that are appropriate for students but may not appear connected to curriculum or instructional goals. <input type="checkbox"/>	Displays solid knowledge of curriculum, content and sequence. All lessons are appropriate for students and aligned to curriculum or instructional goals. Connections are made throughout the discipline and to other content areas. <input type="checkbox"/>	Displays extensive knowledge of curriculum, content and sequence and continually pursues ways to enhance that knowledge. All lessons are appropriate for students and aligned to curriculum or instructional goals. Connections are frequently made throughout the discipline and to other content areas. <input type="checkbox"/>
#20	Selects Instructional Goals and Objectives	Alignment of lessons to district curriculum and GLEs is not evident or goals and objectives are not clear. <input type="checkbox"/>	Lessons are generally, but not consistently, aligned to district curriculum and GLEs. Goals and objectives are generally clear. <input type="checkbox"/>	Lessons are consistently aligned to district curriculum and GLEs. Goals and objectives are clear. <input type="checkbox"/>	Lessons are consistently aligned to district curriculum and GLEs. Goals and objectives are stated as student outcomes and the students participate in curriculum development. <input type="checkbox"/>
#21	Pacing of Instruction throughout the Academic Year	Pacing of instruction does not allow for completion of district curricular goals. <input type="checkbox"/>	Pacing of instruction allows for adequate completion of district curricular goals but may be erratic. <input type="checkbox"/>	Pacing of lessons allow for thorough completion of district curricular goals. <input type="checkbox"/>	Pacing of lessons allow for thorough completion of district curricular goals while recognizing variances in groups of learners. <input type="checkbox"/>

Standard 3: Planning and Preparation					
Criterion 3B: Demonstrates Knowledge of Students					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#22	Knowledge of Students as Individuals	Shows little recognitions of students' abilities, needs, interests and backgrounds. Lessons are generally not suitable for the learning needs of the students and lack a variety of instructional strategies. <input type="checkbox"/>	Recognition of students' diverse needs, interest and backgrounds are sometimes evident through lesson designs. The use of varied instructional strategies is inconsistent. <input type="checkbox"/>	Recognizes students' diverse needs, interest and backgrounds by consistently designing lesson that are appropriate, utilizing a variety of instructional strategies. <input type="checkbox"/>	Recognizes students' diversity by using a variety of techniques specific to individual student needs as well as differentiating instructional strategies for the class as a whole. <input type="checkbox"/>

Standard 3: Planning and Preparation					
Criterion 3C: Demonstrates Knowledge of Resources					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#23	Knowledge of Resources	Appears to be unaware of resources available through district, building and community. Exhibits limited knowledge and utilization of technology resources. <input type="checkbox"/>	Displays some awareness of resources available through district, building and community, including technology resources. <input type="checkbox"/>	Is knowledgeable of and uses a variety of resources available through the district, building and community. Integrates technology into the learning environment. <input type="checkbox"/>	In addition to using resources available through the district, building and community, the teacher actively seeks out and utilizes other materials to enhance instruction, including current technology resources. <input type="checkbox"/>

Standard 3: Planning and Preparation					
Criterion 3D: Designs Appropriate Lessons					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#24	Planning of Daily Lessons	Daily lessons do not follow an organized progression. Activities are not related to instructional goals. Lesson plans are limited in instructional strategies. <input type="checkbox"/>	Daily lessons are generally clear and sequential. Activities are inconsistently related to instructional goals. Students are not consistently engaged in active learning. <input type="checkbox"/>	Daily lesson plan include a variety of instructional techniques that engage all learners and are relevant to long term instructional goals. <input type="checkbox"/>	Daily lesson plans include a variety of instructional techniques that engage all learners and are relevant to long term instructional goals. Research and best practices guide the teacher planning. <input type="checkbox"/>

Standard 4: Instruction

Standard 4: Instruction					
Criterion 4A: Communicating Clearly and Accurately					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#25	Oral and Written language in the Classroom	Teacher’s spoken language is inaudible or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly leaving students confused. <input type="checkbox"/>	Teacher’s spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students’ ages or backgrounds. <input type="checkbox"/>	Teacher’s spoken and written language is clear and correct. Vocabulary is appropriate to students’ ages or backgrounds. <input type="checkbox"/>	Teacher’s spoken and written language is correct and expressive with well chosen vocabulary that enriches the lesson. <input type="checkbox"/>
#26	Directions and Procedures	Teacher’s directions and procedures are confusing to students. <input type="checkbox"/>	Teacher’s directions may need some clarification and show minimal accommodations for a variety of learning styles. <input type="checkbox"/>	Teacher’s directions and procedures are clear, concise, and accommodate a variety of learning styles. <input type="checkbox"/>	Teacher’s directions and procedures are clear, concise, and accommodate a variety of learning styles, while anticipating possible student misunderstanding. <input type="checkbox"/>

Standard 4: Instruction					
Criterion 4B: Engages Students in Learning					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#27	Presentation of Content	Presentation of content is inappropriate, unclear, and uses poor examples and analogies. <input type="checkbox"/>	Presentation of content is inconsistently linked to students’ experiences. <input type="checkbox"/>	Presentation of content is linked well with students’ knowledge and experience. <input type="checkbox"/>	Presentation of content is linked well with students’ knowledge and experience. Students contribute to presentation of content. <input type="checkbox"/>
#28	Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age and/or background knowledge. <input type="checkbox"/>	Some activities and assignments are appropriate and engaging. <input type="checkbox"/>	Most assignments are rigorous and appropriate to students. Almost all students are engaged. <input type="checkbox"/>	Students are actively engaged in their activities and assignments in the exploration of content. Students initiate or adapt activities and projects to enhance learning. <input type="checkbox"/>

Standard 4: Instruction
Criterion 4B continued: Engages Students in Learning

Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#29	Delivery of Instruction (Structure and Pacing)	The lesson has no clearly defined structure, or the pacing of the lesson is to slow or rushed. <input type="checkbox"/>	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent. <input type="checkbox"/>	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent. <input type="checkbox"/>	The lesson's structure is highly coherent, allowing for reflection and closure is appropriate. Pacing of lesson is appropriate for all students. <input type="checkbox"/>
#30	Teaching Techniques	The teacher uses little variation in the use of effective teaching techniques. <input type="checkbox"/>	The teacher attempts to use a variety of teaching techniques with inconsistent results <input type="checkbox"/>	The teacher differentiates instruction by using a variety of teaching techniques. <input type="checkbox"/>	The teacher effectively differentiates instruction by using a variety of innovative teaching techniques that support learning modalities. Student understanding is evident through creative work. <input type="checkbox"/>

Standard 4: Instruction					
Criterion 4C: Providing Feedback to Students					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#31	Timeliness and Quality of Feedback	Feedback is not provided in a timely manner. <input type="checkbox"/>	Timeliness and quality of feedback is inconsistent. <input type="checkbox"/>	Feedback is consistently provided in a timely manner and is of high quality. <input type="checkbox"/>	Feedback of high quality is consistently provided in a timely manner. Students make a prompt use of the feedback in their learning. <input type="checkbox"/>

Standard 4: Instruction					
Criterion 4D: Meets Individual Student Needs					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#32	Persistence	When a student is having difficulty learning, the teacher either gives up or blames the students, parents, or the environment for the student's lack of success. <input type="checkbox"/>	The teacher accepts responsibility for students who have difficulty learning but has only a limited repertoire of instructional strategies to use to personalize learning. <input type="checkbox"/>	The teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies to personalize learning. Soliciting additional resources from the school in order to personalize learning. <input type="checkbox"/>	The teacher persists in seeking approaches for students who have difficulty learning, using an extensive repertoire of strategies and soliciting additional resources from the school and community in order to personalize learning. <input type="checkbox"/>

Summative Evaluation Report

#33	Lesson Adjustment during Instruction	The teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson. <input type="checkbox"/>	The teacher attempts to adjust a lesson, which meets the needs of some students. <input type="checkbox"/>	The teacher makes appropriate adjustments to a lesson, the adjustment occurs smoothly, and meets the needs of most of the students. <input type="checkbox"/>	The teacher successfully makes appropriate adjustments to a lesson which meets the needs of all of the students. <input type="checkbox"/>
#34	Response to Students	The teacher ignores or brushes aside students' questions or interests. <input type="checkbox"/>	The teacher attempts to accommodate students' questions or interests. The effects on the coherence of the lesson are inconsistent. <input type="checkbox"/>	The teacher successfully accommodates students' questions or interests. <input type="checkbox"/>	The teacher consistently seizes opportunities to enhance learning, building on spontaneous events, questions, or interest. <input type="checkbox"/>

Standard 4: Instruction					
Criterion 4E: Using Questioning and Discussion Techniques					
Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#35	Quality of Questions within the Lesson	The teacher's questions are virtually all of poor quality and focus on knowledge level responses. Students are frequently not given time to respond. <input type="checkbox"/>	Most of the teacher's questions focus on application and comprehension levels. Students are not always given adequate time to respond. <input type="checkbox"/>	Most of the teacher's questions are of high quality, focusing on analysis, synthesis, and evaluation when appropriate. Adequate time is available for students to respond. <input type="checkbox"/>	The teacher's questions are of high quality, focusing of analysis, synthesis, and evaluation when appropriate, with adequate time for students to respond. Students formulate many questions. <input type="checkbox"/>
#36	Discussion Techniques	Discussion is dominated by the teacher. <input type="checkbox"/>	The teacher makes some attempt to engage students in an interactive discussion. Success is limited. <input type="checkbox"/>	Classroom interaction represents discussion, where safe space has been created for diverse opinions and experiences to be voiced and with teacher stepping to the side when appropriate. <input type="checkbox"/>	The student's assume considerable responsibility for the quality of the discussion, initiating topics and making unsolicited contributions and maintaining safe space for diverse opinions and experiences to be voiced. <input type="checkbox"/>

Standard 5: Assessment of Student Learning

Standard 5: Assessment of Student Learning
Criterion 5A: Designing and Using Formal and Informal Assessments

Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#37	Use of a Variety/Types of Assessments	The teacher does not consistently administer assessments as directed by district adopted curriculum or building policy. <input type="checkbox"/>	The teacher administers assessments as directed by district adopted curriculum or building policy. <input type="checkbox"/>	The teacher, in addition to administering assessments as directed by district adopted curriculum or building policy, uses a variety of assessment techniques (examples include but not limited to: pre/post testing, teacher made tests, tests from other sources, oral/written activities, performance events and projects). <input type="checkbox"/>	The teacher, in addition to administering assessments as directed by district adopted curriculum or building policy, uses a variety of assessment techniques (examples include but not limited to: pre/post testing, teacher made tests, tests from other sources, oral/written activities, performance events and projects). Assessments include a variety of questions including those that encourage higher level thinking skills. Modifications in assessment are made to address all student needs. <input type="checkbox"/>
#38	Assessment Modification/Differentiation	The teacher does not consistently make modifications according to the IEP or 504 accommodations. <input type="checkbox"/>	The teacher makes modifications according to the IEP or 504 accommodations and as other students' needs become apparent. <input type="checkbox"/>	The teacher makes appropriate adjustment to a lesson, the adjustment occurs smoothly, and meets the needs of most of the students. <input type="checkbox"/>	The teacher consistently differentiates and makes modification in assessment to address all students' needs. <input type="checkbox"/>
#39	Selects and Designs Accurate Assessments	Assessments do not correlate with stated learning objectives. <input type="checkbox"/>	Assessments do not consistently correlate with stated learning objectives. <input type="checkbox"/>	Assessments consistently correlate with stated learning objectives. <input type="checkbox"/>	

Standard 5 Assessment of Student Learning
Criterion 5A continued: Designing and Using Formal and Informal Assessments

Descriptor: (Enter Date Noted)		Levels of Performance			
		Unsatisfactory	Basic	Proficient	Distinguished
#40	Uses Assessment Results to Guide Instruction and Planning	Makes no adjustments or accommodations to instructional planning or lessons based on student performance on formative and summative assessments. <input type="checkbox"/>	Makes minimal adjustments or accommodations to instructional planning or lessons based on student performance on formative and summative assessments. <input type="checkbox"/>	Consistently uses assessment results to guide instructional planning and instruction based on students' performance on formative and summative assessments. <input type="checkbox"/>	Consistently collaborates with other teachers to use their own and other teacher's assessment data to guide instructional planning and instruction. <input type="checkbox"/>

Summative Evaluation Report

#41	Criteria and Standards	Assessment criteria/descriptors are not communicated to the students. <input type="checkbox"/>	Assessment criteria/descriptors are inconsistently communicated and/or are unclear to the students. <input type="checkbox"/>	Assessment criteria/descriptors are consistently and clearly communicated to the students. <input type="checkbox"/>	Assessment criteria/descriptors are consistently and clearly communicated to the students. There is evidence that the students contributed to the criteria/descriptors. <input type="checkbox"/>
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Teacher Comments:

Evaluator Comments:

Teacher Signature _____ Date _____

Evaluator Signature _____ Date _____

Note: Signature indicates information has been shared and discussed.

Teacher _____ Tenured _____ Probationary _____ Administrator _____

Grade/Subject _____ Summative Evaluation Completed _____

Performance Improvement Plan

The Performance Improvement Plan is used to assist teachers not meeting district expectations in one or more criteria. The administrator/supervisor can initiate a Performance Improvement Plan at any time a deficiency is noted.

Teacher/Employee:

School/Department:

Tenured Probationary School Year:

Administrator/Evaluator:

Criterion: Participates in Professional Growth

Performance Level/Descriptor:

Criterion:

Performance Level/Descriptor:

ACTIVITIES/ STEPS TO BE TAKEN	RESOURCES NEEDED	DATA TO BE COLLECTED	TIMELINES/DEADLINES

Date plan will be reviewed: _____

Teacher's/Employee's Signature: _____ Date: _____

Administrator's/Evaluator's Signature: _____ Date: _____

To be completed after Plan Review Date

The Teacher/Employee has satisfactorily addressed all criteria identified as needing improvement:

The Teacher/Employee has not satisfactorily addressed all criteria identified as needing improvement:

Teacher's/Employee's Signature: _____ Date: _____

Administrator's/Evaluator's Signature: _____ Date: _____ Signatures

Signatures indicate that the above has been reviewed and discussed. Copies to teacher/employee and administrator/evaluator.

