

**School
Administrator
Performance
Evaluation
System**

GUIDEBOOK

July 2012

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The *CESA 6 School Administrator Performance Evaluation System (SAPES)* uses the Stronge Leader Effectiveness Performance Evaluation System developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. The uniform performance standards used in this system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. The performance standards also provide flexibility, encouraging creativity and individual school administrator initiative. The goal is to support the continuous growth and development of each school administrator by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The role of a school administrator requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. To facilitate this, evaluators should conduct both formative and summative evaluations of school administrators. While the superintendent has the ultimate responsibility for ensuring that the evaluation system is executed with fidelity and effectively in the district, other district-level administrators may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection which will be used for these evaluations.

Purposes and Characteristics

The primary purposes of the School Administrator Performance Evaluation System are to:

- optimize student learning and growth,
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district,
- provide a basis for leadership improvement through productive school administrator performance appraisal and professional growth, and
- promote collaboration between the school administrator and evaluator, and promote self-growth, leadership effectiveness, and improvement of overall job performance.¹

This evaluation system includes the following distinguishing characteristics:

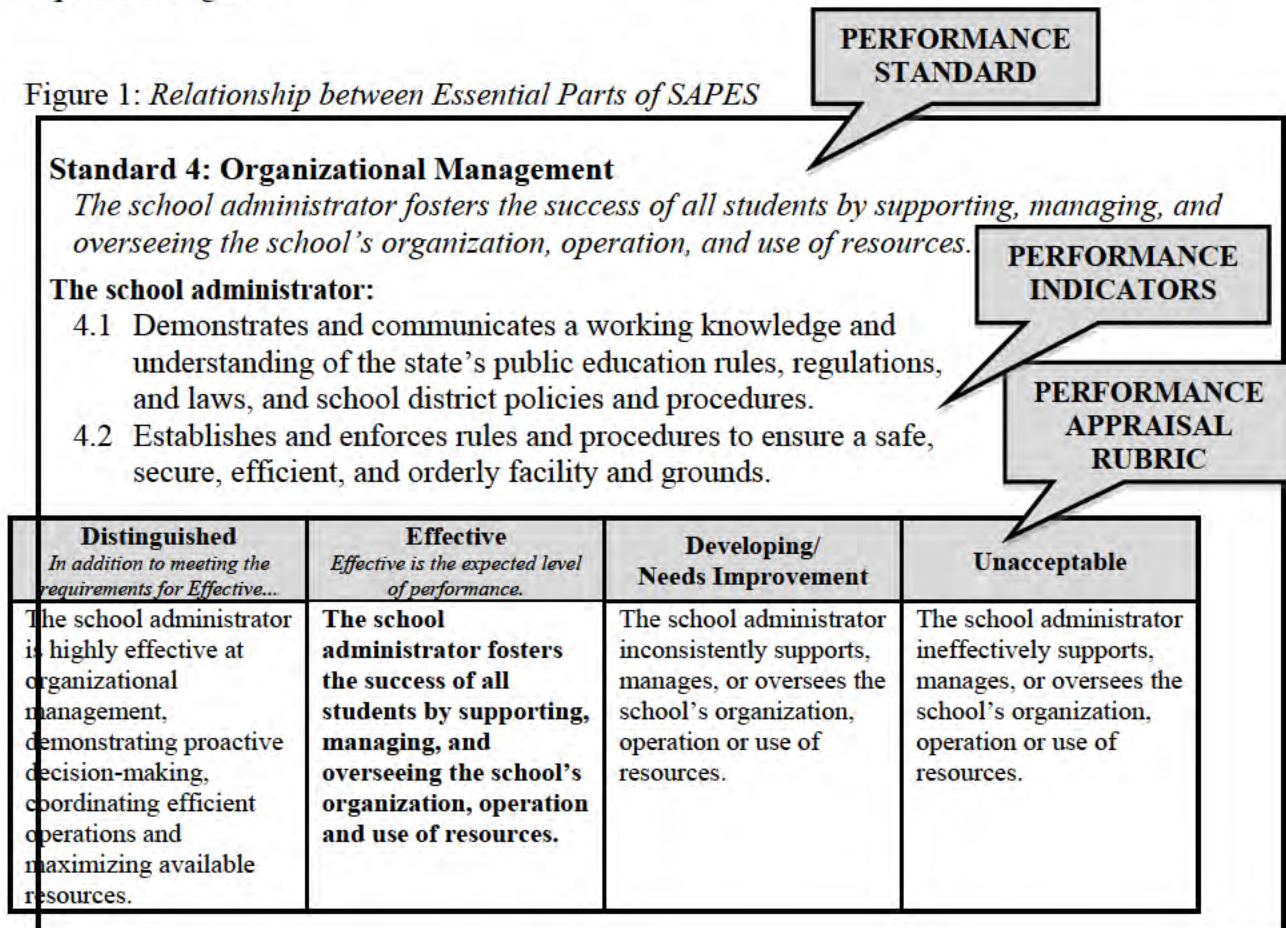
- benchmark behaviors for each of the school administrator performance standards,
- a focus on the relationship between school administrator performance and improved student learning and growth,
- the use of multiple data sources for documenting performance, including opportunities for school administrators to present evidence of their own performance as well as student growth,

- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases school administrators’ involvement in the evaluation process, and
- a support system for providing assistance when needed.ⁱⁱ

Essential Components of SAPES

Clearly defined professional responsibilities for school administrators constitute the foundation for the School Administrator Performance Evaluation System. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both school administrators and their evaluators reasonably understand their job expectations. SAPES uses a two-tiered approach to define the expectations for school administrator performance consisting of six standards and multiple performance indicators. School administrators will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.

Figure 1: Relationship between Essential Parts of SAPES



The Effective column is bolded throughout the handbook as it is the expected level of performance.

Performance Standards

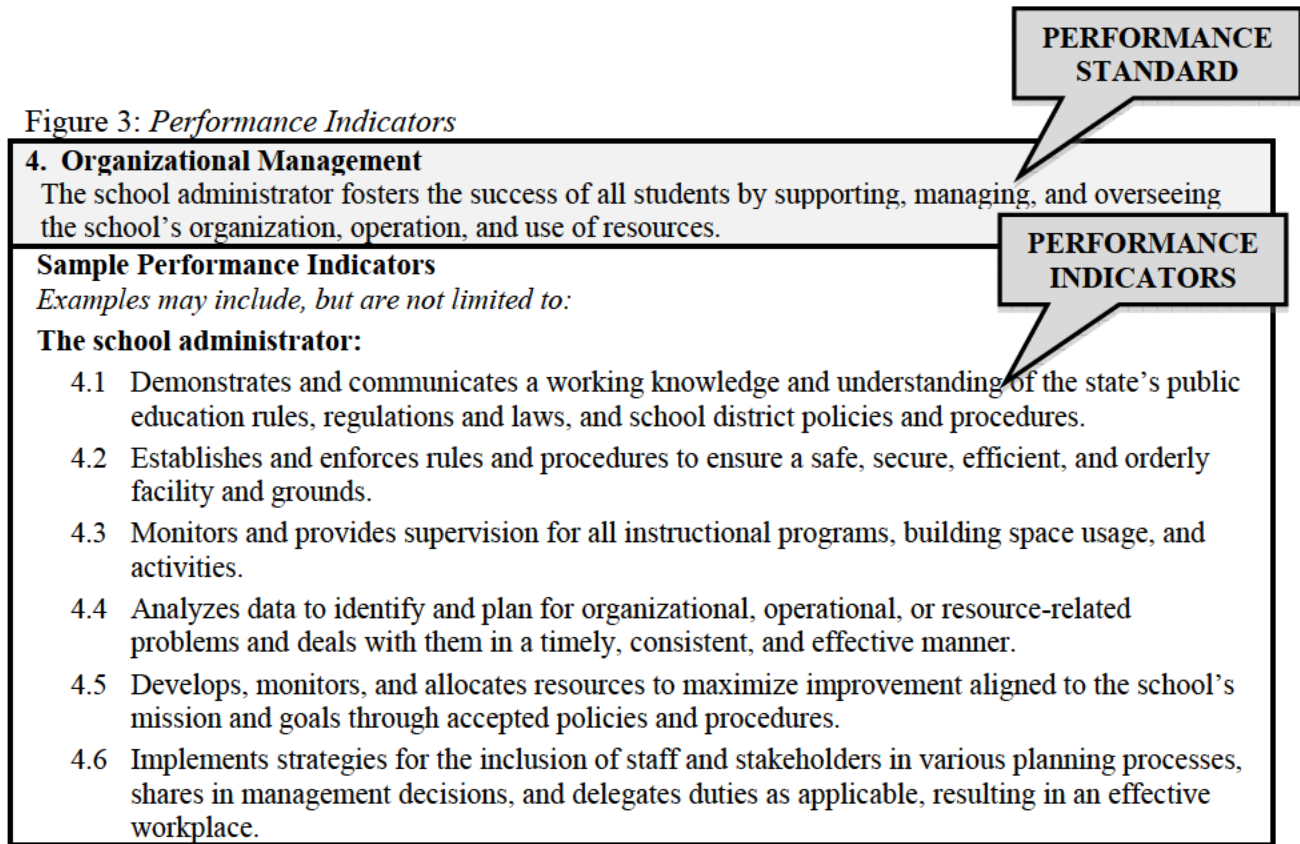
Performance standards define the criteria expected when school administrators perform their major duties. For all school administrators, there are six performance standards (Figure 2) that serve as the basis for the administrator’s evaluation.

PERFORMANCE STANDARD NAME	PERFORMANCE STANDARD
1. Leadership for Student Learning	The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.
2. School Climate	The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.
3. Human Resources Leadership	The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.
4. Organizational Management	The school administrator fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.
5. Communication and Community Relations	The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school’s programs and services aligned with the school’s vision.
6. Professionalism	The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, engaging in continuous professional development, and contributing to the profession.

Performance Indicators

Performance indicators provide examples of observable, tangible behavior that indicate the degree to which school administrators are meeting each standard. This helps school administrators and their evaluators clarify performance levels and job expectations. That is, the performance indicators provide the answer to what must be performed. Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive and they are not intended to be prescriptive. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Using Standard 4 (Organizational Management) as an example, a set of performance indicators is provided in Figure 3.



Evaluators and school administrators should consult the sample performance indicators for clarification of what constitutes a specific performance standard. *Performance ratings are made at the performance standard level, NOT at the performance indicator level. Additionally, it is important to document a school administrator's performance on each standard with evidence generated from multiple performance indicators.*

Performance Rubrics

The performance rubric is a behavioral summary scale that describes acceptable performance levels for each of the six performance standards. It states the measure of performance expected of school administrators and provides a general description of what a rating entails. The rating scale is applied for the summative evaluation of all school administrators. The performance rubrics guide evaluators in assessing *how well* a standard is performed. They are provided to increase reliability among evaluators and to help school administrators focus on ways to enhance their leadership practices. Figure 4 shows an example of a performance appraisal rubric for Standard 4 (Organizational Management).

Figure 4: *Performance Appraisal Rubric*

Distinguished	Effective	Developing/	Unacceptable
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<i>In addition to meeting the requirements for Effective...</i>	<i>Effective is the expected level of performance.</i>	Needs Improvement	
The school administrator is highly effective at organizational management, demonstrating proactive decision-making, coordinating efficient operations and maximizing available resources.	The school administrator fosters the success of all students by supporting, managing and overseeing the school’s organization, operation, and use of resources.	The school administrator inconsistently supports, manages, or oversees the school’s organization, operation and/or use of resources.	The school administrator ineffectively supports, manages, or oversees the school’s organization, operation or use of resources.

Note: The rating of *effective* is the expected level of performance.

DOCUMENTING PERFORMANCE

The role of a school administrator requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the school administrator’s work. The sources of information described in Figure 5 were selected to provide comprehensive and accurate feedback on school administrator performance.

Figure 5: *Data Sources for School Administrator Evaluation*

Data Source	Definition
Self-Evaluation	Self-evaluation reveals school administrators’ perceptions of their job performance. Results of a self-evaluation should inform school administrators’ personal goals for professional development.
Informal Observation/ School Site Visits	Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by school administrators. Informal observations/school site visits may range from watching how a school administrator interacts with others, to observing programs and shadowing the administrator.
Document Log	Document logs provide documentation generated by school administrators as evidence of meeting the six performance standards.
School Climate Surveys	Climate surveys provide information to school administrators about perceptions of job performance. The actual survey responses are seen only by the school administrator who prepares a survey summary for inclusion in the portfolio/document log.
Goal Setting	School administrators, in conjunction with their evaluators, set goals for professional growth and school improvement.

Evaluators may choose to use the optional [School Administrator Formative Assessment Form](#) in Part III to document evidence from any of these sources.

To address the contextual nature of the school administrator’s job, each administrator should provide a school profile narrative to his or her evaluator. This may be done via the [Student Academic Progress Goal Setting Form](#). It is strongly recommended that the school administrator also discuss the unique characteristics of the school with the evaluator.

Alignment of Performance Standards with Data Sources

Whether a school administrator is meeting the performance standards may be evidenced through multiple data sources. Figure 6 shows the alignment of performance standard by data source.

Figure 6: *Aligning Multiple Data Sources with Performance Standards*

Performance Standard	Self-Evaluation	Informal Observation/ School Site Visits	Document Log	Teacher/Staff Survey*	Goal Setting
1. Leadership for Student Learning	/	/	X	X	X
2. School Climate	/	X	X	X	
3. Human Resources Leadership	/	X	X	X	
4. Organizational Management	/	/	X	/	
5. Communication and Community Relations	/	X	X	/	
6. Professionalism	/	X	X	/	X

* Survey summaries are part of the Document Log.
X = Primary Data Source / = Secondary Data Source

Self-Evaluation

Self-evaluation is a process by which one may judge the effectiveness and adequacy of his/her performance, effects, knowledge, and beliefs for the purpose of self-improvement.ⁱⁱⁱ By thinking about what works, what does not work, and what type of changes one might make to be more successful, the likelihood of knowing how to improve and actually making the improvements increases dramatically.^{iv} Self-evaluation can help a school administrator target areas for professional development. A sample [School Administrator Self-Evaluation Form](#) is provided in Part III.

School administrators should conduct a self-evaluation and refer to it throughout the year to see if their strategies for improving performance are effective. Self-evaluations are optional for first year administrators. School administrators are encouraged, but not required, to share their self-evaluations with their supervisors. Supervisors can then suggest strategies the school administrator might consider to improve areas of weakness or to capitalize on areas of strength.

Informal Observation/School Site Visits

Informal observations/school site visits, applied in a variety of settings, provide information on a wide range of contributions made by school administrators. Informal observations/school site visits may range from watching how a school administrator interacts with others, to observing programs and shadowing the administrator.

Site visits are a method by which evaluators may gain insight into whether school administrators are meeting the performance standards. During a site visit, evaluators should discuss various aspects of the job with the school administrator. This can take the form of a formal interview or a less structured discussion. Through questioning, the evaluator may help the school administrator reflect on his or her performance, which may provide insight into how the administrator is addressing the standards. Such a discussion may also help the school administrator think through the artifacts he or she might submit to the evaluator to demonstrate proficiency in each standard. In addition, evaluators may use the school administrator's responses to the questions to determine issues they would like to further explore with the administrator's faculty and staff. Furthermore, it is recognized that in many cases it takes time to effect change in a school. By having an honest, open discussion, the school administrator is provided with an opportunity to explain the successes and trials the school community has experienced in relation to school changes. It also provides an opportunity for the evaluator to offer feedback. Suggested guiding questions an evaluator may want to address are included on the [Informal Observation Visit Form](#) in Part III. Following the site visit, evaluators should provide feedback to the school administrator. Evaluators should complete a minimum of two *Informal Observation Visits* and the related forms annually.

Document Log

The Document Log is an organized collection of work that demonstrates the educator's skills, talents, and accomplishments for the evaluation cycle. It is similar in many ways to a portfolio, yet is typically more concise, containing a more confined collection of specific artifacts. Documentation provides evaluators with information related to specific standards and provides school administrators with an opportunity for self-reflection, demonstration of quality work, and a basis for two-way communication with their evaluators. Documentation can confirm a school administrator's effort to demonstrate distinguished performance, can show continuing work at an effective level, or can demonstrate progress in response to a previously-identified deficiency.

Artifacts are not created solely for a Document Log, but are readily reviewed in Document Log form. They should provide evidence of one or more of the performance standards. Each artifact may include a caption since the artifact will be viewed in a context other than that for which it was developed. School administrators may choose to submit their material electronically or in hard-copy and they may organize the material in any way they see fit. The emphasis should be on the quality of work, not the quantity of materials presented.

A sample [Documentation Cover Sheet](#) is provided in Part III. Although this sheet is optional, school administrators should consider using this sheet to help organize documents. The sheet provides examples of the types of material a school administrator might consider providing to show evidence of proficiency in the six performance standards. Figure 7 provides examples of some of these materials. These examples will vary based on the school's unique characteristics.

Figure 7: *Examples of Items in a Document Log*

<p>Standard 1 – Leadership for Student Learning: school improvement plan; strategic plan; vision/mission/core belief statements; staff evaluation grid; leadership/school improvement team agendas; building administrator responsibility chart; professional goals; master schedule; student progress monitoring data; schedules for students in the alternative education program; project-specific summaries of a goal; compliance with Standards of Accreditation; program development; staff development plan; school committees and members.</p> <p>Standard 2 – School Climate: monthly discipline report; Teacher of the Year recommendation; annual report of discipline, crime, and violence; teacher/staff appreciation; summary of surveys of staff; student recognition; student groups/clubs.</p> <p>Standard 3 – Human Resources Leadership: staff evaluation schedule including observation schedule; evidence of teachers and staff serving as <u>leaders</u> in the school, school district, and school community; monthly discipline report by teacher; teacher licensure renewal schedule; staff evaluations; staff recognition program; Performance Improvement Plans; mentorship program.</p> <p>Standard 4 – Organizational Management: building schedules; administrator responsibility chart; master schedule and course compliance; facility use log; physical plant and grounds management schedule; annual financial audits; uncollected debts; inventory records; Career and Technical Education compliance; Special Education compliance; ESEA Compliance; carry-over plans; budget spending throughout the school year; long-range goals; short-range goals.</p> <p>Standard 5 – Communication and Community Relations: faculty meeting agendas; newsletters; PAC/PTO/PTA agendas; optional parent/community survey; website link; completion of annual school safety audit; Safe School's committee agendas and minutes of meetings; School Health Advisory Board agendas and minutes of meetings; media communications; presentation to civic/community groups.</p> <p>Standard 6 – Professionalism: staff development activity agendas; department/grade level meeting documentation; summary of staff surveys; professional conference attendance; professional organization membership.</p>

The Document Log is an official document that is maintained by the school administrator. It is the property of the administrator and follows the administrator when work assignments change. Evaluators should review the Document Log at least once prior to May 1st, although they are free to review it more often as desired.

While the preceding paragraphs have referred to the school administrator providing his or her own documentation as evidence of meeting the performance standards, evaluators are free to maintain their own documentation (e.g., evaluator notes or a running record) relative to the administrator's performance. This type of evaluator documentation may come from a variety of sources such as those mentioned in the *Informal Observation Site Visit* section (informally

observing the administrator during meetings, watching his or her interactions with others, etc.). This type of documentation should be considered along with the school administrator's own documentation when making formative and summative assessments. As such, evaluators should write comments related to their own documentation on the optional [School Administrator Formative Assessment Form](#) or the [School Administrator Summative Performance Report](#) (see Part III), as applicable.

School Climate Surveys

School climate surveys are an important data collection tool used to gather client (in this instance, teacher/staff) data regarding their perceptions of the school administrator's performance. Among the advantages of using a survey design include the rapid turnaround in data collection, the limited cost in gathering the data, and the ability to infer perceptions of a larger population from smaller groups of individuals.

One of the benefits of using climate surveys is the collected information may help the school administrator set goals for continuous improvement (i.e., for formative evaluation) – in other words, to provide feedback directly to the school administrator for professional growth and development. Survey summaries also may be used to provide information to evaluators that may not be accurately obtained through other types of documentation.

Climate surveys for staff and students are at the WINNS site listed below. The climate survey asks teachers/staff and students to report on items and issues that they have directly experienced. The surveys are located at <http://dpi.wi.gov/sig/improvement/process.html>. Additional survey instruments are included in Part III for those schools/districts who wish to use a different survey instrument than the suggested surveys from the state of Wisconsin.

School administrators should administer annual teacher/staff surveys and student surveys during the third nine weeks prior to April 15. The school administrator will retain sole access to the teacher/staff and student surveys; however, the school administrator will provide a summary of the surveys to the evaluator as part of the Document Log. The [Survey Summary Form](#) that should be used is located in Part III.

Goal Setting

One approach to linking student academic progress to school administrator performance involves building the capacity for school administrators and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals set squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student academic progress. *Student Academic Progress Goal Setting* is designed to improve student learning and monitor student progress.

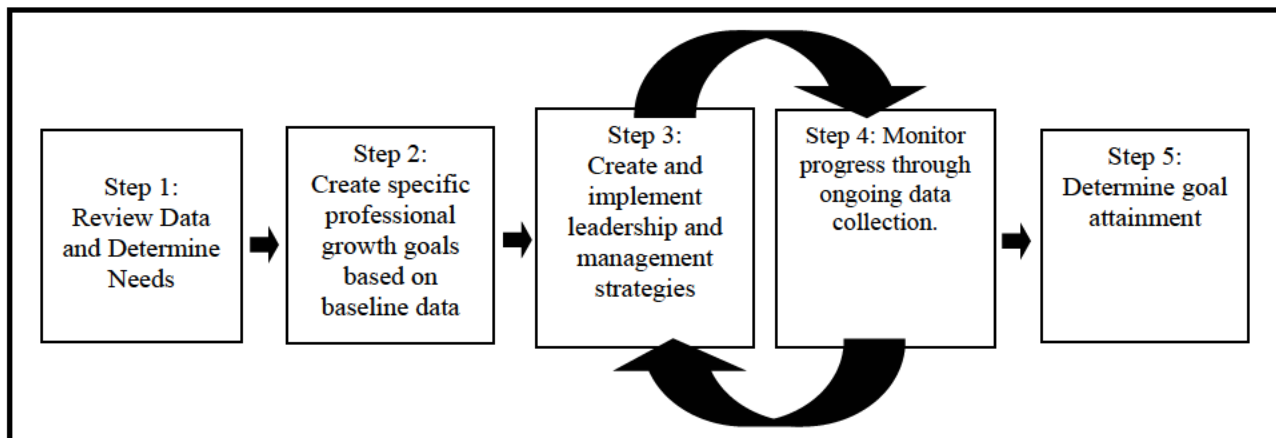
In many cases, measures of student performance can be directly documented. For example, school-wide value added data from statewide standardized assessments can be used.

Goal Setting Process

School administrators are responsible for setting at least two professional growth goals that are tied directly to school improvement and improved student academic progress and/or to the school's strategic plans that are developed and updated regularly. The evaluator and the administrator meet to discuss the baseline data and review the annual goals. New goals are identified each year. The goal should be customized for the particular school and its particular student population. The school administrator's and school goals should be aligned with district goals and the school improvement process. In fact, a strong school improvement process is synonymous to the goal setting process. The [*Student Academic Progress Goal Setting Form*](#) in Part III may be used for developing and assessing each annual goal. To determine progress, goals should be measured at the beginning of the year, mid-year, and end of year. The achievement of these goals and the progress of the goals should be reported to the evaluator.

Goal setting involves several steps, beginning with knowing where students as a whole are in relation to what is expected of them. When that is known, school administrators can set specific, measurable goals based on both the demands of the curriculum and the needs of the students. The next part of the process is recursive in that the school administrator creates and implements strategies and monitors progress, and then makes adjustments to the strategies, as needed. Finally, a summative judgment is made regarding goal attainment over a specific period of time. Figure 8 depicts these steps.

Figure 8: *Goal Setting Process*^v



Examples of Measures of Student Academic Progress

To be able to measure goal attainment, school administrators must identify valid measures of student academic progress appropriate to their school settings. Figure 9 shows suggested focus areas for goal setting that provide measures of student academic progress focused on school improvement.

Quantitative measures of student academic progress based on validated achievement measures that already are being used locally should be the first data considered when determining local

progress measures; other measures are recommended for use when two valid and direct measures of student academic progress are not available.

Figure 9: *Examples of Measures of Student Academic Progress*

- Pattern of improvement in subgroup achievement on state standards assessments
- Pattern of improvement across grade levels on state standards assessments
- Decrease in achievement gaps between and among subgroups on state standards assessments
- Increase the percentage of Grade 1-3 students making at least one year's growth in Instructional Oral Reading Level, as measured by a valid reading assessments, in grades one through three
- Increase the percentage of elementary students successfully meeting Curriculum Based Measurement benchmarks in English/reading, mathematics, science, and history and social science
- Decrease the percentage of K-2 retentions by demonstrating more students are meeting or exceeding grade-level expectations
- Increase the number/percent of students with disabilities meeting their Individualized Education Plan (IEP) goals
- Increase the percentage of English Learners (EL) making progress or proficiency on the English Language Proficiency assessment
- Increase the percentage of ELs achieving proficiency on English/reading and mathematics state standards assessments.
- Pattern of improvement on formative assessments
- Pattern of increased percentage of first- through third-grade students reading at grade level
- Pattern of increased percentage of middle school students taking high school level courses
- Pattern of increased percentage of students who receive a high school diploma
- Pattern of increased number of students earning college credit while in high school
- Increase in the percentage of students, particularly students from underperforming subgroups, who enroll in and are successful taking Algebra I by eighth grade
- Increase the pattern of high school students earning career and technical industry certifications, state licenses, or successful national occupational assessment credentials
- Increase the percent of students taking the ACT
- Increase the percent of minority students taking Advanced Placement/dual enrollment courses
- Increase the number/percent of students involved in one or more extracurricular activities

Developing Goals

Goals are developed early in the school year. The goals describe observable behavior and/or measurable results that would occur when a goal is achieved. The acronym SMART (Figure 10) is a useful way to self-assess a goal's feasibility and worth.

Figure 10: *Acronym for Developing Goals*

S pecific:	The goal is focused.
M easurable:	An appropriate instrument/measure is selected to assess the goal.
A ppropriate:	The goal is within the school administrator's control to effect change.
R ealistic:	The goal is feasible for the school administrator and/or school.
T ime limited:	The goal is contained within a single school year.

Figure 11 contains samples of the goals that principals may develop. They are intended to serve as models for how goals may be written.

Figure 11: *Sample Goals*

- *For the 2012-2013 school year, all students with Individualized Education Plans (IEPs) will make measurable progress toward their goals. At least 80% will meet or exceed their IEP goals.*
- *During the 2012-2013 school year, at least 40% of high school seniors will earn college credit through advanced coursework.*
- *By the end of the 2012-2013 school year, at least 90% of all eighth grade students will have successfully passed Algebra I as measured by the state end-of-course test.*

Submission of the Goal Setting Form

School administrators complete a draft of their goals and schedule a meeting with their evaluators to look at the baseline data and discuss the proposed goal. Each year school administrators are responsible for submitting their goals to their evaluator prior to the beginning of school year.

Mid-Year Review of Goal

A mid-year review of progress toward the goal is held for all school administrators. At the evaluator's discretion, this review may be conducted through peer teams or in another format that promotes discussion, collegiality, and reflection. It is the evaluator's responsibility to establish the format and select the time of the review.

End-of-Year Review of Goal

By the appropriate date, as determined by the evaluator, each school administrator is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A school administrator may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal has to be continued and/or revised. By mutual agreement, evaluators and individual school administrators may extend the due date for the end-of-year reviews in order to include the current year's data. In addition, as noted in the measures of academic achievement/growth noted on the previous page, data from previous years may be used to demonstrate a pattern toward attainment of goals.

RATING SCHOOL ADMINISTRATOR PERFORMANCE

Definitions of Ratings

The rating scale provides a description of four levels of how well the standards (i.e., duties) are performed on a continuum from *Distinguished* to *Unacceptable*. The use of the scale enables evaluators to acknowledge effective performance (i.e., *Distinguished* and *Effective*), and it provides two levels of feedback for school administrators not meeting expectations (i.e., *Developing/Needs Improvement* and *Unacceptable*). The definitions in Figure 12 offer general descriptions of the ratings. *Note:* Ratings are applied to the six performance standards as an overall summative rating, not to performance indicators. School administrators are expected to perform at the *Effective* level.

Figure 12: *Definitions of Terms used in Rating Scale*

Cat.	Description	Examples
Distinguished	The school administrator performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school’s mission and goals. This rating is reserved for performance that is truly distinguished and is demonstrated with significant student academic progress.	Distinguished performance may include: <ul style="list-style-type: none"> • sustains high performance over the evaluation cycle, • empowers teachers and students and consistently exhibits behaviors that have a strong positive impact on student academic progress and the school climate, • serves as a role model to other school leaders.
Effective	The school administrator meets the performance standard in a manner that is consistent with the school’s mission and goals and has a positive impact on student academic progress. <i>The effective level is the expected performance for each school administrator.</i>	Effective performance may include: <ul style="list-style-type: none"> • consistently meets the requirements contained in the job description as expressed in the evaluation criteria, • engages teachers and exhibits behaviors that have a positive impact on student academic progress and the school climate, • demonstrates willingness to learn and apply new skills.
Developing/ Needs Improvement	The school administrator is starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the school administrator’s performance is lacking in a particular area (i.e., needs improvement). The school administrator often performs less than required in the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in below average student academic progress.	Developing/Needs Improvement performance may include: <ul style="list-style-type: none"> • requires support in meeting the standards, • results in less than expected quality of student academic progress, • requires school administrator professional growth be jointly identified and planned between the school administrator and evaluator.
Unacceptable	The school administrator consistently performs below the established performance standard or in a manner that is inconsistent with the school’s mission and goals and results in minimal student academic progress.	Unacceptable performance may include: <ul style="list-style-type: none"> • does not meet the requirements contained in the job description as expressed in the evaluation criteria, • results in minimal student academic progress, • may contribute to a recommendation for the employee not being considered for continued employment.

Interim Assessment

School administrators in their first two years within the school district will receive an interim evaluation to provide systematic feedback prior to the completion of a summative evaluation. Using the multiple data sources discussed previously, the evaluator will complete the [School Administrator Interim/Annual Performance Report](#) (see Part III) to indicate if an administrator

has shown evidence of each of the performance standards. This form does not include an actual rating of performance. The evaluator should share the results of her or his assessment with the school administrator by January 15th.

Summative Assessment

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. *School administrators will be rated on all six performance standards using performance appraisal rubrics* (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each performance standard. The scale states the measure of performance expected of school administrators and provides a general description of what each rating entails. *Ratings are made at the performance standard level, NOT at the performance indicator level.*

Evaluators make judgments about performance of the six performance standards based on all available evidence. After collecting information gathered through multiple data sources, the evaluator applies the four-level rating scale to evaluate a school administrator's performance on all standards for the summative evaluation. Therefore, the summative evaluation represents where the "preponderance of evidence" exists, based on various data sources. The evaluator records the ratings and comments on the [*School Administrator Summative Performance Report*](#) in Part III. The results of the evaluation must be discussed with the administrator at a summative evaluation conference.

Single Summative Rating

In addition to receiving a diagnostic rating for each of the six performance ratings, the school administrator will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the administrator. The intent is not to replace the diagnostic value of the six performance standards; rather it is to provide an overall rating of the school administrator's performance.

The overall summative rating will be judged as *Distinguished, Effective, Developing/Needs Improvement, or Unacceptable.*

- If the school administrator has an *Unacceptable* rating on one or more of the six performance standards, he or she may receive an overall performance rating of *Unacceptable. They may not receive an overall performance rating of Distinguished.*
- If an experienced (as defined by the local district) principal has three or more *Needs Improvement* ratings, s/he would be rated no higher than *Developing.*
- If an inexperienced principal has three or more *Developing* ratings from among the six performance standards, he or she will be rated as *Developing* in the first year, and *Unacceptable* in following years.

Frequency of Summative Evaluation

All school administrators will be evaluated summatively as prescribed by district policy. Summative evaluations are to be completed by the prescribed district procedure. Figure 13 details the suggested evaluation schedules for all components of the evaluation system.

If non-renewal of a school administrator is anticipated, the summative evaluation ideally will occur at least one semester prior to the end of school year, provided that the school administrator has had an opportunity to complete all of the *Performance Improvement Plan* activities.

The evaluator should submit the signed [School Administrator Summative Performance Report](#) to the appropriate district office within ten (10) calendar days of completing the summative conference.

Figure 13: *Evaluation Schedule*

Timeline	Activity	Task or Document	Responsibility of	
			Evaluator	School Administrator
Prior to the start of school	School administrators submit goal setting form	<u>Student Academic Progress Goal Setting Form</u>		✓
By October 15th	School administrators conduct self-evaluation (first year optional at this time)	<u>School Administrator Self-Evaluation Form</u>		✓
By April 15th	School administrators conduct teacher/staff and student survey	<u>Teacher/Staff Survey</u> <u>Student Survey</u> <u>Survey Summary Form</u>		✓
By January 15th	Evaluators complete interim evaluation of new school administrators.	<u>School Administrator Interim/Annual Performance Review</u>	✓	
By March 1st	Evaluators/school administrators conduct mid-year review of goal	<u>Student Academic Progress Goal Setting Form</u>	✓	✓
By May 1st	Evaluators review Document Log	<u>Document Log</u>	✓	✓
As determined by evaluator	Evaluators/school administrators conduct mid-year review of goal	<u>Student Academic Progress Goal Setting Form</u>	✓	✓
By end of school year	Evaluators conduct 2 (two) informal observations/site visits	<u>Informal Observation Visit Form</u>	✓	
As prescribed by district procedure	Evaluators complete summative evaluation of school administrators	<u>School Administrator Summative Performance Report</u> or <u>School Administrator Interim/Annual</u>	✓	

		<u>Performance Review</u> (as applicable)		
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Documentation Records

Documentation records are maintained by both the school administrator and the superintendent, or superintendent’s designee, for the entire evaluation period. At the end of an evaluation cycle, the evaluator should retain copies of the *Informal Observation Visit Form, Documentation Cover Sheet, Student Academic Progress Goal Setting Form, School Administrator Interim/Annual Performance Report* (as applicable), *School Administrator Summative Performance Report*, and *Performance Improvement Plan* (if needed).

IMPROVING PROFESSIONAL PERFORMANCE

Supporting school administrators is essential to the success of schools. Many resources are needed to assist administrators in growing professionally. Sometimes additional support is required to help school administrators develop so that they can meet the performance standards for their school.

There are two tools that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a district-level discussion between the evaluator and the school administrator. It is an optional process to promote conversation about performance in order to address specific needs or desired areas for professional growth. The second is the *Performance Improvement Plan* that has a more formal structure and is used for notifying a school administrator of performance that *requires* improvement due to less-than-effective performance. The tools may be used independently of each other. Figure 14 highlights key differences between the two processes.

Figure 14: *Tools to Increase Professional Performance*

	Support Dialogue	Performance Improvement Plan
Purpose	For school administrators who could benefit from targeted performance improvement OR who would like to systematically focus on his or her own performance growth.	For school administrators whose work is in the <i>Developing/Needs Improvement</i> or <i>Unacceptable</i> categories
Initiates Process	Evaluator or school administrator	Evaluator
Documentation	Form Provided: None Memo or other record of the discussion/other forms of documentation at the district level	Form Required: <i>Performance Improvement Plan</i> District level Superintendent is notified
Outcomes	Performance improvement is documented with the support dialogue continued at the discretion of the evaluator or the school administrator In some instances, little or no progress – the employee may be moved to a <i>Performance Improvement Plan</i>	Sufficient improvement – recommendation to continue employment Inadequate improvement - recommendation to continue on <i>Performance Improvement Plan</i> OR dismiss the employee

Support Dialogue

The *Support Dialogue* is initiated by an evaluator or school administrator at any time during the school year. The *Support Dialogue* is for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor performing school administrators. The option for a *Support Dialogue* is open to any school administrator who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the school administrator's growth and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional [Support Dialogue Form](#) in Part III. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and school administrator meet again to discuss the impact of the changes. Sample prompts are provided in Figure 15.

Figure 15: *Sample Prompts*

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What support do you need in order to address your concerns?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well?
What has not gone as well?

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period), as it offers targeted support. If the *Support Dialogue* was initiated by a school administrator seeking self-improvement, the evaluator or the school administrator may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

For school administrators with whom the evaluator initiated the *Support Dialogue*, the desired outcome is that the school administrator's practice has improved to an effective level. In the event that improvements in performance are still needed, the evaluator makes a determination either to extend the time of the *Support Dialogue* because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the school administrator must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan*, the school administrator will have a prescribed time period to demonstrate that the identified deficiencies have been corrected.

Performance Improvement Plan

If a school administrator's performance does not meet the expectations established by the school district, the school administrator will be placed on a *Performance Improvement Plan*. A *Performance Improvement Plan* is designed to support a school administrator in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a school administrator whose professional practice would benefit from additional support. Additionally, a *Performance Improvement Plan* is implemented if one of the following scenarios occurs at the end of any data collection period:

- a school administrator receives two or more *Not Evident* ratings at the interim review,
- a rating of *Needs Improvement* on two or more performance standards or three or more *Developing* ratings,
- a rating of *Unacceptable* on one or more performance standards or an overall rating of *Unacceptable*. a

Implementation of Performance Improvement Plan

When a school administrator is placed on a *Performance Improvement Plan*, the evaluator must:

- a) provide written notification to the school administrator of the area(s) of concern that need(s) to be addressed,
- b) formulate a *Performance Improvement Plan*, and
- c) review the results of the *Performance Improvement Plan* with the school administrator within established timelines.

Assistance may include:

- support from a professional peer or supervisor,
- conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

The *Performance Improvement Plan Form* is in Part III.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the school administrator to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation include:

- a) Sufficient improvement has been achieved; the school administrator is no longer on a *Performance Improvement Plan* and is rated *Effective*.

- b) Partial improvement has been achieved but more improvement is needed; the school administrator remains on a *Performance Improvement Plan* and is rated *Developing/Needs Improvement*.
- c) Insufficient or no improvement has been achieved; the school administrator is rated *Unacceptable*.

When a school administrator is rated *Unacceptable*, the school administrator may be recommended for non-renewal or dismissal. If not dismissed, a new *Performance Improvement Plan* may be implemented. Following completion of the *Performance Improvement Plan*, if the school administrator is rated *Unacceptable* a second time, the school administrator will be recommended for dismissal.

PART II: PERFORMANCE STANDARDS

School administrators are evaluated on the performance standards using the performance appraisal rubrics following each of the standards in this section. The performance indicators are provided as samples of activities that address the standard.

Performance Standard 1: Leadership for Student Learning

The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress, and that lead to school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Connects initiatives and innovative strategies to maximize the achievement of each learner.
- 1.5 Acquires and shares knowledge of evidence-based instructional best practices in the classroom.
- 1.6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the guaranteed and viable standards-based curriculum.
- 1.7 Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.
- 1.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- 1.9 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.10 Promotes professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- 1.11 Demonstrates the importance of sustained professional development by participating in and providing adequate resources for teachers and staff for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning team, action research).
- 1.12 Evaluates the impact professional development has on the staff, school improvement and student academic progress.

Distinguished*

In addition to meeting the requirements for Effective...

Effective

Effective is the expected level of performance.

Developing/ Needs Improvement

Unacceptable

<p>The school administrator strategically drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement that reflects excellence.</p>	<p>The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>	<p>The school administrator is ineffective or inconsistent in supporting the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>	<p>The school administrator does not support the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</p>
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**School administrators who are distinguished often serve as role models.*

Performance Standard 2: School Climate

The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.
- 2.2 Models and collaboratively promotes rigorous expectations, mutual respect, concern, and empathy for students, staff, families, and community.
- 2.3 Utilizes shared decision-making and collaboration to build relationships with students, staff, families, and community and to enhance positive school morale.
- 2.4 Models and encourages intelligent risk-taking by students, staff, families, and community to promote growth, change, and innovation.
- 2.5 Supports students, staff, families, and community through changes connected to school improvement.
- 2.6 Implements and monitors a safety plan that manages situations in an effective and timely manner.
- 2.7 Involves students, staff, families, and the community to create, sustain, and promote a positive, safe, and healthy learning environment.
- 2.8 Implements and communicates best practices in school-wide behavior management that are effective within the school community.
- 2.9 Listens to the concerns of students, staff, families, and community members in a visible and approachable manner.
- 2.10 Respects and promotes the appreciation of diversity.

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
<p>The school administrator seeks out new opportunities or substantially improves existing programs to foster the success of all students by advocating, developing, nurturing and sustaining a safe, positive, and academically engaging school climate. The rigor of academic expectations is evident through increased student achievement.</p>	<p>The school administrator fosters the success of all students by advocating, developing, nurturing and sustaining a safe, positive, and academically engaging school climate</p>	<p>The school administrator inconsistently fosters the success of all students in advocating, developing, nurturing and sustaining a safe, positive, and/or academically engaging school climate</p>	<p>The school administrator ineffectively fosters the success of all students in advocating, developing, nurturing and sustaining a safe, positive, and/or academically engaging school climate</p>

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Performance Standard 3: Human Resources Leadership

The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 3.1 Understands and participates in the selection of highly-effective staff in a fair and equitable manner based on school and district needs, assessment data, and local and state requirements.
- 3.2 Supports formal-building-level staff induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as develops leadership potential through personal mentoring.
- 3.4 Properly implements the teacher and staff evaluation systems in accordance with local and state requirements, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple data sources.
- 3.5 Documents deficiencies and proficiencies through qualitative and quantitative data sources, provides timely formal and informal feedback on strengths and weaknesses, and provides support and resources for teachers and staff to improve job performance.
- 3.6 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal that is consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.7 Maximizes human resources based on the strengths of teachers and staff members and provides them with professional development opportunities to improve student learning and gain self-confidence in their skills.

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The school administrator, using expertise in human resources leadership, advances the process of selecting, inducting, supporting, developing, and evaluating of instructional and support personnel that results in a highly productive workforce.	The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.	The school administrator is inconsistent or lacks proficiency in one or more of the following human resources leadership areas: selecting, inducting, supporting, developing, evaluating, and retaining of quality instructional and support personnel	The school administrator is ineffective in recruiting, sustaining or leading instructional and support personnel.

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Performance Standard 4: Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 4.1 Demonstrates and communicates a working knowledge and understanding of the state's public education rules, regulations and laws, and school district policies and procedures.
- 4.2 Establishes and enforces rules and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision of all instructional programs, building space usage, and activities.
- 4.4 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and effective manner.
- 4.5 Secures, monitors, and allocates resources to maximize improvement aligned to the school's mission and goals through accepted policies and procedures.
- 4.6 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable that will result in an effective school.

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The school administrator is highly effective at organizational management, demonstrating proactive decision-making, coordinating highly efficient operations, and maximizing available resources.	The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation and use of resources.	The school administrator inconsistently supports, manages, or oversees the school's organization, operation and/or use of resources.	The school administrator ineffectively supports, manages, or oversees the school's organization, operation and/or use of resources.

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Performance Standard 5: Communication and Community Relations

The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

Within the school and district....

- 5.1 Plans strategically for and solicits students and staff input to promote effective decision-making and communication when appropriate.
- 5.2 Disseminates information in a timely manner to students and staff through multiple channels and sources.
- 5.3 Involves students and staff in a collaborative effort to establish positive relationships.
- 5.4 Maintains visibility and accessibility to students and staff.
- 5.5 Speaks and writes in a clear, effective, and appropriate manner to students and staff.
- 5.6 Collaborates and networks with district colleagues to effectively utilize the resources and expertise available.
- 5.7 Advocates for students and acts to influence school and district decisions affecting student learning.
- 5.8 Communicates long- and short-term goals and the school improvement plan to all staff and district colleagues.

With parents and families...

- 5.8 Plans strategically for and solicits parent and family input to promote effective decision-making and communication.
- 5.10 Disseminates information in a timely manner to parents and families through multiple channels and sources.
- 5.11 Involves parents and families in a collaborative effort to establish positive relationships.
- 5.12 Maintains visibility and accessibility to parents and families.
- 5.13 Speaks and writes in a clear and effective manner appropriate to parents and families.
- 5.14 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.15 Advocates for students and acts to influence school and family decisions affecting student learning.
- 5.16 Communicates long- and short-term goals and the school improvement plan to parents and families.

For community engagement...

- 5.17 Plans strategically for and solicits community input to promote effective decision-making and communication.
- 5.18 Disseminates information in a timely manner through multiple channels and sources.
- 5.19 Involves the community in a collaborative effort to establish positive relationships.
- 5.20 Maintains visibility and accessibility with community.
- 5.21 Speaks and writes in a clear and effective manner appropriate to community resources.

- 5.22 Collaborates and networks with the community and other stakeholders to effectively utilize the resources and expertise available.
- 5.23 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.24 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

Distinguished * <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The school administrator proactively seeks and creates innovative and productive methods to communicate and engage effectively with students and staff, parents and families, and the community.	The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.	The school administrator inconsistently communicates or collaborates on issues of importance with students and staff, parents and families, or the community.	The school administrator ineffectively communicates or collaborates on issues of importance with students and staff, parents and families, or the community

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Performance Standard 6: Professionalism

The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within legal, ethical, and professional guidelines to improve student learning and to meet school, district, state, and national requirements.
- 6.3 Models professional behavior and is culturally responsive to students, staff, and other stakeholders.
- 6.4 Maintains and ensures confidentiality.
- 6.5 Maintains a positive and respectful attitude.
- 6.6 Maintains a professional appearance and demeanor.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collaborative manner with all stakeholders to promote, support, and enhance the vision, mission, and goals of the school district.
- 6.9 Contributes to, enhances, and supports the development of the profession.
- 6.10 Assumes responsibility for their own professional growth and learning to positively shape school effectiveness.

Distinguished * <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The school administrator demonstrates professional behaviors and leadership that moves the school towards exemplary performance and serves as a role model to others within the profession.	The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, and by engaging in continuous professional development and contributing to the profession.	The school administrator is sporadic in demonstrating behavior consistent with legal, ethical, and professional standards, and/or engaging in continuous professional development, and/or contributing to the profession.	The school administrator is not demonstrating behavior consistent with legal, ethical, and professional standards, and/or is not engaging in continuous professional development, and/or is not contributing to the profession.

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PART III: FORMS AND TOOLS

INTRODUCTION

Part III contains copies of forms and tools used during the supervision of school administrators (Figure 16). The evaluator maintains the forms and provides copies to the school administrator. At a minimum, the evaluator retains copies of the completed *Informal Observation Visit Form*, *Documentation Cover Sheet*, *Student Academic Progress Goal Setting Form*, *School Administrator Interim/Annual Performance Report* (as applicable), *School Administrator Summative Performance Report*, and *Performance Improvement Plan* (if needed).

Figure 16: *Forms and Tools*

Tool/Form		Documentation Completed by	
		Evaluator	School Administrator
Self-Evaluation	School Administrator Self-Evaluation Form		✓
Observation/ Site Visit	Informal Observation Visit Form	✓	
Documentation	Documentation Cover Sheet		✓
Surveys	Survey Summary Form		✓
Goal Setting	Student Academic Progress Goal Setting Form	✓	✓
Reports	School Administrator Formative Assessment Form	✓	
	School Administrator Interim/Annual Performance Report	✓	
	School Administrator Summative Performance Report	✓	
Improvement	Support Dialogue Form	✓	
	Performance Improvement Plan Form	✓	

School Administrator Self-Evaluation Form

Directions: School administrators should use this form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Please refer to the performance indicators for examples of behaviors exemplifying each standard. Identify possible pieces of evidence for areas of strength.

School Administrator: _____

Date: _____

1. Leadership for Student Learning

The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Areas of strength:

Areas needing improvement:

Strategies for growth:

2. School Climate

The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.

Areas of strength:

Areas needing improvement:

Strategies for growth:

3. Human Resources Leadership

The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.

Areas of strength:

Areas needing improvement:

Strategies for growth:

4. Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Areas of strength:

Areas needing improvement:

Strategies for growth:

5. Communication and Community Relations

The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.

Areas of strength:

Areas needing improvement:

Strategies for growth:

6. Professionalism

The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, and by engaging in continuous professional development and contributing to the profession.

Areas of strength:

Areas needing improvement:

Strategies for growth:



Informal Observation Visit Form

Directions: Evaluators should use this form to document evidence related to the standards obtained from informal observations or site visits. Suggested guiding questions for discussion are listed under each standard.

School Administrator: _____ **Date:** _____

Evaluator: _____

1. Leadership for Student Learning

The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Suggested Guiding Questions/Prompts:

- *What opportunities have you created this year for collaboration among teachers?*
- *How have you positively impacted the teachers' effective instructional practices associated with different subject areas this year?*
- *How do you ensure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

Comments:

Performance Standard 2: School Climate

The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.

Suggested Guiding Questions/Prompts:

- *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you positively impacted the school environment to be more academically rigorous?*

Comments:

Performance Standard 3: Human Resources Leadership

The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.

Suggested Guiding Questions/Prompts:

- *Please give examples of professional development initiatives implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
• *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resource management decisions you have made this year? What aspects went well and what aspects were challenging?*

Comments:

Performance Standard 4: Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Suggested Guiding Questions/Prompts:

- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *What are you doing to protect instructional time?*
• *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

Comments:

Performance Standard 5: Communication and Community Relations

The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.

Suggested Guiding Questions/Prompts:

- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

Comments:

Performance Standard 6: Professionalism

The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.

Suggested Guiding Questions/Prompts:

- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you engaged in and how has it impacted your effectiveness as a school leader?*
- *In what ways have you grown as a school leader?*
- *In what ways do you take an active role in professional organizations?*

Comments:

Evaluator's Signature

Date

School Administrator's Signature

Date

School Administrator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

Clicking the acknowledge button is the equivalent of an online signature.



Documentation Cover Sheet (optional)

Directions: The school administrator should list the items he or she plans to submit as documentation of meeting each performance standard to supplement evidence gathered through other means. Documentation may also need to be supplemented with conversation, discussion, and/or annotations to clarify the school administrator's practice and process for the evaluator.

School Administrator: _____

School: _____

School Year: _____

Standard	Examples of Documentation	Documentation Included
<p>1. Leadership for Student Learning <i>The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.</i></p>	<ul style="list-style-type: none"> • School improvement plan • Strategic plan • Vision/mission/core belief statements • Staff evaluation grid • Leadership/school improvement team agendas • Building administrator responsibility chart • Professional goals • Master schedule • Student progress monitoring data • Schedules for students in the alternative education program • Project-specific summaries of a goal • Compliance with Standards of Accreditation • Program development • Staff development plan • School committees and members 	
<p>2. School Climate <i>The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.</i></p>	<ul style="list-style-type: none"> • Monthly discipline report • Teacher of the Year recommendation • Annual report of discipline, crime, and violence • Teacher/staff appreciation • Summary of surveys of staff • Student recognition; student groups/clubs 	
<p>3. Human Resources Leadership <i>The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating,</i></p>	<ul style="list-style-type: none"> • Staff evaluation schedule including observation schedule • Evidence of teachers and staff serving as <u>leaders</u> in the school, school district, and school community • Monthly discipline report by teacher • Teacher licensure renewal schedule • Staff evaluations • Staff recognition program 	

Standard	Examples of Documentation	Documentation Included
<p><i>and retaining quality instructional and support personnel.</i></p>	<ul style="list-style-type: none"> • Performance Improvement Plans • Mentorship program 	
<p>4. Organizational Management <i>The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i></p>	<ul style="list-style-type: none"> • Building schedules • Administrator responsibility chart • Master schedule and course compliance • Facility use log • Physical plant and grounds management schedule • Annual financial audits • Uncollected debts • Inventory records • Career and Technical Education compliance • Special Education compliance • ESEA Compliance • Carry-over plans • Budget spending throughout the school year • Long-range goals • Short-range goals 	
<p>5. Communication and Community Relations <i>The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.</i></p>	<ul style="list-style-type: none"> • Faculty meeting agendas • Newsletters • PAC/PTO/PTA agendas • Optional parent/community survey • Website link • Completion of annual school safety audit • Safe School's committee agendas and minutes of meetings • School Health Advisory Board agendas and minutes of meetings • Media communications • Presentation to civic/community groups 	
<p>6. Professionalism <i>The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.</i></p>	<ul style="list-style-type: none"> • Staff development activity agendas • Department/grade level meeting documentation • Summary of staff surveys • Professional conference attendance • Professional organization membership 	



Survey Summary Form

School Administrator's Name: _____ **Date:** _____

School: _____ **School Year:** _____ - _____

Directions: School administrators should tabulate and analyze the school climate surveys and provide a summary of the results. This should be included as part of the school administrator's documentation.

1. How many surveys did you distribute?
2. How many completed surveys were returned?
3. What is the percentage of completed questionnaires you received? _____ %

Teacher/Staff Satisfaction Analysis

4. Describe your survey population(s).
5. List factors that might have influenced the results.
6. Analyze survey responses and answer the following questions:
 - A) What did teachers/staff perceive as your major strengths?
 - B) What did teachers/staff perceive as your major weaknesses?
 - C) How can you use this information for continuous professional growth?



Student Academic Progress Goal Setting Form

Directions: This form is a tool used to assist school administrators in setting goals that result in measurable progress. The goals should directly relate to school improvement using student achievement results. All goals should address student academic progress. Use a separate sheet for each goal.

School Administrator: _____

School: _____ **School Year:** _____

Evaluator: _____

I. School Profile (Describe the school setting and any unique circumstances impacting the school community as a whole.)	
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, school achievement results, data analysis, or observational data)	
III. Baseline Data (What does the current data show?)	<input type="checkbox"/> Data attached
IV. Goal Statement (Describe what you want learners/program to accomplish; use the SMART goal format.)	
V. Means for Attaining Goal (Check the standard to which the strategies relate)	
<input type="checkbox"/> 1. Leadership for Student Learning <input type="checkbox"/> 2. School Climate <input type="checkbox"/> 3. Human Resources Leadership <input type="checkbox"/> 4. Organizational Management <input type="checkbox"/> 5. Communication and Community Relations <input type="checkbox"/> 6. Professionalism	
<i>Strategy</i>	<i>Measurable By</i>
	<i>Target Date</i>

VI. Mid-Year Review (Describe goal progress and other relevant data)	Mid-year review conducted on _____ Initials _____ Administrator Evaluator
VII. End-of-Year Data Results (Accomplishments at the end of year).	<input type="checkbox"/> Data attached

Initial Goal Submission (due by _____ to the evaluator)

School Administrator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

End-of-Year Review

Appropriate Data Received

Strategies used and data provided demonstrate application of professional growth? Yes No

School Administrator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____



School Administrator Formative Assessment Form *(optional)*

Directions: Use this form to comment on evidence related to the standards from discussions with the school administrator, site visitations, student academic progress and achievement data, and documentation provided by the school administrator. Evaluators may use multiple formative assessment forms, as applicable.

School Administrator: _____

Date: _____

Evaluator: _____

Performance Standard 1: Leadership for Student Learning

The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress, and that lead to school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Connects initiatives and innovative strategies to maximize the achievement of each learner.
- 1.5 Acquires and shares knowledge of evidence-based instructional best practices in the classroom.
- 1.6 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the guaranteed and viable standards-based curriculum.
- 1.7 Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.
- 1.8 Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- 1.9 Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- 1.10 Promotes professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- 1.11 Demonstrates the importance of sustained professional development by participating in and providing adequate resources for teachers and staff for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning team, action research).
- 1.12 Evaluates the impact professional development has on the staff, school improvement and student academic progress.

Other indicators not listed:

Comments:

Performance Standard 2: School Climate

The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 2.1 Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.
- 2.2 Models and collaboratively promotes rigorous expectations, mutual respect, concern, and empathy for students, staff, families, and community.
- 2.3 Utilizes shared decision-making and collaboration to build relationships with students, staff, families, and community and to enhance positive school morale.
- 2.4 Models and encourages intelligent risk-taking by students, staff, families, and community to promote growth, change, and innovation.
- 2.5 Supports students, staff, families, and community through changes connected to school improvement.
- 2.6 Implements and monitors a safety plan that manages situations in an effective and timely manner.
- 2.7 Involves students, staff, families, and the community to create, sustain, and promote a positive, safe, and healthy learning environment.
- 2.8 Implements and communicates best practices in school-wide behavior management that are effective within the school community.
- 2.9 Listens to the concerns of students, staff, families, and community members in a visible and approachable manner.
- 2.10 Respects and promotes the appreciation of diversity.

Other indicators not listed:

Comments:

Performance Standard 3: Human Resources Leadership

The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 3.1 Understands and participates in the selection of highly-effective staff in a fair and equitable manner based on school and district needs, assessment data, and local and state requirements.
- 3.2 Supports formal-building-level staff induction processes and informal procedures to support and assist all new personnel.
- 3.3 Provides a mentoring process for all new and targeted instructional personnel, as well as develops leadership potential through personal mentoring.
- 3.4 Properly implements the teacher and staff evaluation systems in accordance with local and state requirements, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple data sources.
- 3.5 Documents deficiencies and proficiencies through qualitative and quantitative data sources, provides timely formal and informal feedback on strengths and weaknesses, and provides support and resources that are for teachers and staff to improve job performance.
- 3.6 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal that is consistent with established policies and procedures and with student academic progress as a primary consideration.
- 3.7 Maximizes human resources based on the strengths of teachers and staff members and provides them with professional development opportunities to improve student learning and gain self-confidence in their skills.

Other indicators not listed:

Comments:

Performance Standard 4: Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation and use of resources.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 4.1 Demonstrates and communicates a working knowledge and understanding of the state's public education rules, regulations and laws, and school district policies and procedures.
- 4.2 Establishes and enforces rules and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides supervision of all instructional programs, building space usage, and activities.
- 4.4 Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and effective manner.
- 4.5 Secures, monitors, and allocates resources to maximize improvement aligned to the school's mission and goals through accepted policies and procedures.
- 4.6 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, that will result in an effective school.

Other indicators not listed:

Comments:

Performance Standard 5: Communication and Community Relations

The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

Within the school and district...

- 5.1 Plans strategically for and solicits students and staff input to promote effective decision-making and communication when appropriate.
- 5.2 Disseminates information in a timely manner to students and staff through multiple channels and sources.
- 5.3 Involves students and staff in a collaborative effort to establish positive relationships.
- 5.4 Maintains visibility and accessibility to students and staff.
- 5.5 Speaks and writes in a clear, effective and appropriate manner to students and staff.
- 5.6 Collaborates and networks with district colleagues to effectively utilize the resources and expertise available.
- 5.7 Advocates for students and acts to influence school and district decisions affecting student learning.
- 5.8 Communicates long- and short-term goals and the school improvement plan to all staff and district colleagues.

With parents and families...

- 5.8 Plans strategically for and solicits parent and family input to promote effective decision-making and communication.
- 5.10 Disseminates information in a timely manner to parents and families through multiple channels and sources.
- 5.11 Involves parents and families in a collaborative effort to establish positive relationships.
- 5.12 Maintains visibility and accessibility to parents and families.
- 5.13 Speaks and writes in a clear and effective manner appropriate to parents and families.
- 5.14 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.15 Advocates for students and acts to influence school and family decisions affecting student learning.
- 5.16 Communicates long- and short-term goals and the school improvement plan to parents and families.

For community engagement...

- 5.17 Plans strategically for and solicits community input to promote effective decision-making and communication.
- 5.18 Disseminates information in a timely manner through multiple channels and sources.
- 5.19 Involves the community in a collaborative effort to establish positive relationships.
- 5.20 Maintains visibility and accessibility with the community.
- 5.21 Speaks and writes in a clear and effective manner appropriate to community resources.
- 5.22 Collaborates and networks with the community and other stakeholders to effectively utilize the resources and expertise available.
- 5.23 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.24 Communicates long- and short-term goals and the school improvement plan to all stakeholders.

Other indicators not listed:

Comments:

Performance Standard 6: Professionalism

The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.

Sample Performance Indicators

Examples may include, but are not limited to:

The school administrator:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within legal, ethical, and professional guidelines to improve student learning and to meet school, district, state, and national requirements.
- 6.3 Models professional behavior and is culturally responsive to students, staff, and other stakeholders.
- 6.4 Maintains and ensures confidentiality.
- 6.5 Maintains a positive and respectful attitude.
- 6.6 Maintains a professional appearance and demeanor.
- 6.7 Provides leadership in sharing ideas and information with staff and other professionals.
- 6.8 Works in a collaborative manner with all stakeholders to promote, support, and enhance the vision, mission, and goals of the school district.
- 6.9 Contributes to, enhances, and supports the development of the profession.
- 6.10 Assumes responsibility for their own professional growth and learning to positively shape school effectiveness.

Other indicators not listed:

Comments:

Commendations:

Areas of Growth:

Evaluator's Signature

Date

School Administrator's Signature

Date

School Administrator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

Clicking the acknowledge button is the equivalent of an online signature.



School Administrator Interim/Annual Performance Report

***Directions:** Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence can be drawn from informal observations/school site visits, document log review, and other appropriate sources. Evaluators may choose to use the “Evident” or “Not Evident” boxes provided under each standard to assist with documenting the school administrator’s progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. (Within appropriate timelines this report is shared at a meeting with the school administrator.)*

School Administrator: _____

Date: _____

Evaluator: _____

1: Leadership for Student Learning

The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.

- Leads the collaborative development and sustainment of a shared vision for educational improvement and works collaboratively with staff, students, parents, and other stakeholders to develop a mission and programs consistent with the district's plan.
- Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance rigorous and relevant teaching and student academic progress, and that lead to school improvement.
- Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions that improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- Connects initiatives and innovative strategies to maximize the achievement of each learner.
- Acquires and shares knowledge of evidence-based instructional best practices in the classroom.
- Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the guaranteed and viable standards-based curriculum.
- Generates, aligns, and leverages resources for the successful implementation of effective instructional strategies.
- Monitors and evaluates the use of diagnostic, formative, and summative assessment to provide timely and accurate feedback to students and parents, and to inform instructional practices.
- Provides collaborative leadership for the design and implementation of effective and efficient schedules that protect and maximize instructional time.
- Promotes professional development and instructional practices that incorporate the use of achievement data, and results in increased student progress.
- Demonstrates the importance of sustained professional development by participating in and providing adequate resources for teachers and staff for professional learning (i.e., peer observation, mentoring, coaching, study groups, learning team, action research).
- Evaluates the impact professional development has on the staff, school improvement and student academic progress.

Other indicators not listed:

Comments:

Evident Not Evident

2: School Climate

The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.

- Uses data and incorporates knowledge of the social, cultural, emotional, and behavioral dynamics of the school community to cultivate a positive, engaging academic learning environment.
- Models and collaboratively promotes rigorous expectations, mutual respect, concern, and empathy for students, staff, families, and community.
- Utilizes shared decision-making and collaboration to build relationships with students, staff, families, and community and to enhance positive school morale.
- Models and encourages intelligent risk-taking by students, staff, families, and community to promote growth, change, and innovation.
- Supports students, staff, families, and community through changes connected to school improvement.
- Implements and monitors a safety plan that manages situations in an effective and timely manner.
- Involves students, staff, families, and the community to create, sustain, and promote a positive, safe, and healthy learning environment.
- Implements and communicates best practices in school-wide behavior management that are effective within the school community.
- Listens to the concerns of students, staff, families, and community members in a visible and approachable manner.
- Respects and promotes the appreciation of diversity.

Other indicators not listed:

Comments:

Evident Not Evident

3: Human Resources Leadership

The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.

- Understands and participates in the selection of highly-effective staff in a fair and equitable manner based on school and district needs, assessment data, and local and state requirements.
- Supports formal-building-level staff induction processes and informal procedures to support and assist all new personnel.
- Provides a mentoring process for all new and targeted instructional personnel, as well as develops leadership potential through personal mentoring.
- Properly implements the teacher and staff evaluation systems in accordance with local and state requirements, supports the important role evaluation plays in teacher and staff development, and evaluates performance of personnel using multiple data sources.
- Documents deficiencies and proficiencies through qualitative and quantitative data sources, provides timely formal and informal feedback on strengths and weaknesses, and provides support and resources for teachers and staff to improve job performance.
- Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal that is consistent with established policies and procedures and with student academic progress as a primary consideration.
- Maximizes human resources based on the strengths of teachers and staff members and provides them with professional development opportunities to improve student learning and gain self-confidence in their skills.

Other indicators not listed:

Comments:

Evident Not Evident

4: Organizational Management

The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

- Demonstrates and communicates a working knowledge and understanding of the state's public education rules, regulations, and laws, and school district policies and procedures.
- Establishes and enforces rules and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- Monitors and provides supervision of all instructional programs, building space usage, and activities.
- Analyzes data to identify and plan for organizational, operational, or resource-related problems and resolves them in a timely, consistent, and effective manner.
- Secures, monitors, and allocates resources to maximize improvement aligned to the school's mission and goals through accepted policies and procedures.
- Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable that will result in an effective school.

Other indicators not listed:

Comments:

Evident Not Evident

5: Communication and Community Relations

The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.

Within the school and district...

- Plans strategically for and solicits students and staff input to promote effective decision-making and communication when appropriate.
- Disseminates information in a timely manner to students and staff through multiple channels and sources.
- Involves students and staff in a collaborative effort to establish positive relationships.
- Maintains visibility and accessibility to students and staff.
- Speaks and writes in a clear, effective and appropriate manner to students and staff.
- Collaborates and networks with district colleagues to effectively utilize the resources and expertise available.
- Advocates for students and acts to influence school and district decisions affecting student learning.
- Communicates long- and short-term goals and the school improvement plan to all staff and district colleagues.

- Maintains visibility and accessibility to parents and families.
- Speaks and writes in a clear and effective manner appropriate to parents and families.
- Provides a variety of opportunities for parent and family involvement in school activities.
- Advocates for students and acts to influence school and family decisions affecting student learning.
- Communicates long- and short-term goals and the school improvement plan to parents and families.

For community engagement...

- Plans strategically for and solicits community input to promote effective decision-making and communication.
- Disseminates information in a timely manner through multiple channels and sources.
- Involves the community in a collaborative effort to establish positive relationships.
- Maintains visibility and accessibility with community.
- Speaks and writes in a clear and effective manner appropriate to community resources.
- Collaborates and networks with the community and other stakeholders to effectively utilize the resources and expertise available.
- Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- Communicates long- and short-term goals and the school improvement plan to all stakeholders.

With parents and families...

- Plans strategically for and solicits parent and family input to promote effective decision-making and communication.
- Disseminates information in a timely manner to parents and families through multiple channels and sources.
- Involves parents and families in a collaborative effort to establish positive relationships.

Other indicators not listed:

Comments:

Evident Not Evident

6: Professionalism

The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards and by engaging in continuous professional development and contributing to the profession.

- Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- Works within legal, ethical, and professional guidelines to improve student learning and to meet school, district, state, and national requirements.
- Models professional behavior and is culturally responsive to students, staff, and other stakeholders.
- Maintains and ensures confidentiality.
- Maintains a positive and respectful attitude.
- Maintains a professional appearance and demeanor.
- Provides leadership in sharing ideas and information with staff and other professionals.
- Works in a collaborative manner with all stakeholders to promote, support, and enhance the vision, mission, and goals of the school district.
- Contributes to, enhances, and supports the development of the profession.
- Assumes responsibility for their own professional growth and learning to positively shape school effectiveness.

Other indicators not listed:

Comments:

Evident Not Evident

Strengths:

Areas of Improvement:

School Administrator's Name: _____ Date: _____

School Administrator's Signature: _____

Evaluator's Name: _____ Date: _____

Evaluator's Signature: _____

School Administrator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

*Clicking the **acknowledge button** is the equivalent of an online signature.*



School Administrator Summative Performance Report

Directions: Evaluators use this form prior to the in-person conference to provide the school administrator with an assessment of performance. The school administrator should be given a copy of the form at the end of each evaluation cycle.

School Administrator: _____ **School Year(s):** _____

School: _____

Performance Standard 1: Leadership for Student Learning

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The school administrator strategically drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement that reflects excellence.	The school administrator drives the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The school administrator is ineffective or inconsistent in-supporting the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.	The school administrator does not support the success of each learner through collaborative implementation of a shared vision of teaching and learning that leads to student academic progress and school improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>			

Performance Standard 2: School Climate

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
<p>The school administrator seeks out new opportunities or substantially improves existing programs to foster the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate. The rigor of academic expectations is evident through increased student achievement.</p>	<p>The school administrator fosters the success of all students by advocating, developing, nurturing, and sustaining a safe, positive, and academically engaging school climate.</p>	<p>The school administrator inconsistently fosters the success of all students in advocating, developing, nurturing, and sustaining a safe, positive, and/or academically engaging school climate.</p>	<p>The school administrator ineffectively fosters the success of all students in advocating, developing, nurturing, and sustaining a safe, positive, and/or academically engaging school climate.</p>
<p style="text-align: center;"><input type="checkbox"/></p> <p><i>Evidence:</i></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>

Performance Standard 3: Human Resources Leadership

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
<p>The school administrator, using expertise in human resources leadership, advances the process of selecting, inducting, supporting, developing, and evaluating of instructional and support personnel that results in a highly productive workforce.</p>	<p>The school administrator provides effective leadership in the area of human resources through selecting, assigning, inducting, supporting, developing, evaluating, and retaining quality instructional and support personnel.</p>	<p>The school administrator is inconsistent or lacks proficiency in one or more of the following human resources leadership areas: selecting, inducting, supporting, developing, evaluating, and retaining of quality instructional and support personnel</p>	<p>The school administrator is ineffective in recruiting, sustaining or leading instructional and support personnel.</p>
<p style="text-align: center;"><input type="checkbox"/></p> <p><i>Evidence:</i></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>	<p style="text-align: center;"><input type="checkbox"/></p>

Performance Standard 4: Organizational Management

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The school administrator is highly effective at organizational management, demonstrating proactive decision-making, coordinating highly efficient operations, and maximizing available resources.	The school administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The school administrator inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The school administrator ineffectively supports, manages, or oversees the school's organization, operation, or use of resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>			

Performance Standard 5: Communication and Community Relations

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The school administrator proactively seeks and creates innovative and productive methods to communicate and engage effectively with students and staff, parents and families, and community.	The school administrator fosters the success of all students by effectively communicating, collaborating, and engaging stakeholders to promote understanding, support, and continuous improvement of the school's programs and services that are aligned with the school's vision.	The school administrator inconsistently communicates or collaborates on issues of importance with students and staff, parents and families, and/or the community.	The school administrator ineffectively communicates or collaborates on issues of importance with students and staff, parents and families, and/or the community
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Evidence:</i>			

Performance Standard 6: Professionalism

Distinguished* <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing/ Needs Improvement	Unacceptable
The school administrator demonstrates professional behaviors and leadership that moves the school towards exemplary performance and serves as a role model to others within the profession.	The school administrator fosters the success of all students by demonstrating behavior consistent with legal, ethical, and professional standards, and by engaging in continuous professional development and contributing to the profession.	The school administrator is sporadic in demonstrating behavior consistent with legal, ethical, and professional standards, and/or engaging in continuous professional development, and/or contributing to the profession.	The school administrator is not demonstrating behavior consistent with legal, ethical, and professional standards, and/or is not engaging in continuous professional development, and/or is not contributing to the profession.
<div style="display: flex; justify-content: space-around;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <p><i>Evidence:</i></p>			

Evaluation Summary

- Recommended for continued employment.
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *Unacceptable*, two or more standards are *Needs Improvement*, or three or more standards are *Developing*.)
- Recommended for Dismissal/Non-renewal. (The school administrator has failed to make progress on a *Performance Improvement Plan*, or the school administrator consistently performs below the established standards, or in a manner that is inconsistent with the school’s mission and goals.)

Strengths:

Areas Noted for Improvement:

School Administrator Improvement Goals:

Overall Evaluation Summary Rating

Distinguished

Effective

Developing/Needs Improvement

Unacceptable

Due to one or more *Unacceptable* ratings, two or more *Needs Improvement* ratings, or three or more *Developing* ratings on the performance standards

Evaluator's Name

School Administrator's Name

Evaluator's Signature

School Administrator's Signature

School Administrator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

*Clicking the **acknowledge button** is the equivalent of an online signature.*

Date

Date

Superintendent's Name

Superintendent's Signature

Date



Support Dialogue Form *(optional)*

Directions: School administrators and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

School Administrator's Name: _____

School Administrator's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____



Performance Improvement Plan Form

(Required for a School administrator placed on a Performance Improvement Plan)

School Administrator: _____ School: _____

Evaluator: _____ School Year: _____

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Resources/Assistance Provided; Activities to be Completed by the Employee	Target Dates

School Administrator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement.

School Administrator's Name: _____

School Administrator's Signature: _____ Date Initiated: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date Initiated: _____

*Clicking the **acknowledge button** is the equivalent of an online signature.*

Results of Performance Improvement Plan^a

Performance Standard Number	Performance Deficiencies Within the Standard to be Corrected	Comments	Review Dates

Final recommendation based on outcome of Performance Improvement Plan:

- The performance deficiencies have been satisfactorily corrected: The school administrator is no longer on a *Performance Improvement Plan*.
- The deficiencies were not corrected. The school administrator is recommended for dismissal.

School Administrator's Name: _____

School Administrator's Signature: _____ Date Reviewed: _____

School Administrator's signature acknowledges an opportunity to review the information from the above form. It does not necessarily indicate agreement with the comments.

*Clicking the **acknowledge button** is the equivalent of an online signature.*

Evaluator's Name: _____

Evaluator's Signature: _____ Date Reviewed: _____

^a These sections are to be completed collaboratively by the evaluator and the school administrator. Pages may be added, if needed.

School Administrator Survey: *Staff Survey*

School Administrator's Name: _____ **Date:** _____

Survey Respondent is: Teacher/Instructional Staff Support Staff

Directions: Please respond to each statement fairly to help the administrator improve his/her performance. If an area is marked with a D, please provide a written explanation. The administrator will tally the results and share them with his/her immediate supervisor.

Key: E – Exceeds expectations of performance M – Meets expectations of performance
D – Demonstrates unacceptable performance N – No basis for judgment

The principal...	E	M	D	N
1. Is interested in building a quality school which provides quality education.				
2. Maintains open lines of communication with employees.				
3. Visits my classroom or work space.				
4. Makes helpful recommendation to me for improvement of performance.				
5. Carries out the evaluation program as it is outlined.				
6. Uses judgment, creativity, and logical thinking in solving problems.				
7. Initiates change for the good of students and for the running of the school.				
8. Balances curricular and co-curricular assignments/duties.				
9. Procures needed materials and equipment.				
10. Involves teachers appropriately in decision-making.				
11. Treats all teachers fairly.				
12. Supports teachers in conferences with students and/or parents to the extent circumstances permit.				
13. Keeps class interruptions to a minimum.				
14. Assists in the supervision of students in the halls and cafeteria.				
15. Seeks teacher recommendations for meaningful in-service programs.				
16. Keeps paperwork to a minimum.				
17. Keeps teachers informed appropriately of communications from the superintendent and other central office personnel.				
18. Gives leadership in the improvement of instruction.				
19. Keeps current on educational research and trends.				
20. Involves teachers in developing the bi-annual school plan.				
21. Gives constructive criticism to teachers in private.				
22. Builds/maintains desirable morale level among teachers.				
23. Listens to the views of parents and other citizens and implements their recommendations when feasible.				
24. Displays a pleasant disposition.				
25. Earns respect from teachers.				

COMMENTS:

School Administrator Survey: *Community Survey*

Administrator's Name _____

Site _____

School Year _____

Your thoughtful and candid feedback regarding this school administrator is very important. ***Individual school administrators are asked to understand, interpret, apply, and identify what each can do to work in support of the school district's Vision.***

Directions: Listed below are several statements about the school administrator. Mark the most appropriate response to each statement. Please write your comments on the space provided. *You may attach additional sheets if necessary.*

<i>THIS SCHOOL ADMINISTRATOR...</i>	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
Makes me feel comfortable contacting him/her. <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates in an appropriate and timely manner. <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treats me with courtesy and respect. <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Addresses problems and concerns in a timely and effective manner. <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides leadership in his/her area. <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a resource in his/her area. <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works well with others. <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates ethical behavior. <i>Comments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check the item that best describes your involvement in the community.

- Business owner/manager
 Homemaker
 Retired
 Volunteer
 Work in the area
 Additional comments are written on the back of this survey.

School Administrator Survey: *Family Survey*

Administrator's Name

Site

School Year

Your thoughtful and candid feedback regarding this school administrator is very important. ***Individual school administrators are asked to understand, interpret, apply, and identify what each can do to work in support of the school district's Vision.***

Directions: Listed below are several statements about the school administrator. Mark the most appropriate response to each statement. Please write your comments on the space provided. ***You may attach additional sheets if necessary.***

THIS SCHOOL ADMINISTRATOR...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Do Not Know
1. Makes me feel comfortable contacting him/her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Treats me with courtesy and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Treats students with courtesy and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Addresses problems and concerns in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Works collaboratively to meet my child's needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Communicates effectively with me about my child's progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Informs me about school expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Handles conferences in a professional manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Creates a safe learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Is knowledgeable about the student population and their needed curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provides an environment that promotes learning and student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Uses fair disciplinary procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Additional comments are written on the back of this survey.

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ⁱⁱ Joint Committee on Standards for Educational Evaluation. (2009); Marcoux, J., Brown, G., Irby, B. J., & Lara-Alecio, R. (2003); Snyder, J. & Ebmeier, H. (1990).

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STRONGE

Teacher Effectiveness Performance Evaluation System

HANDBOOK 2012-2013

STRONGE & ASSOCIATES
EDUCATIONAL CONSULTING, LLC

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The Stronge Teacher Effectiveness Performance Evaluation System (TEPES) uses the Goals and Roles Performance Evaluation Model[®] (short title: Goals and Roles Model[®]) developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations.

The Teacher Effectiveness Performance Evaluation System provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Purposes and Characteristics

The primary purposes of TEPES are to:

- optimize student learning and growth,
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness,
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district,
- provide a basis for instructional improvement through productive teacher performance appraisal and professional growth, and
- implement a performance evaluation system that promotes collaboration between the teacher and evaluator and promotes self-growth, instructional effectiveness, and improvement of overall job performance.

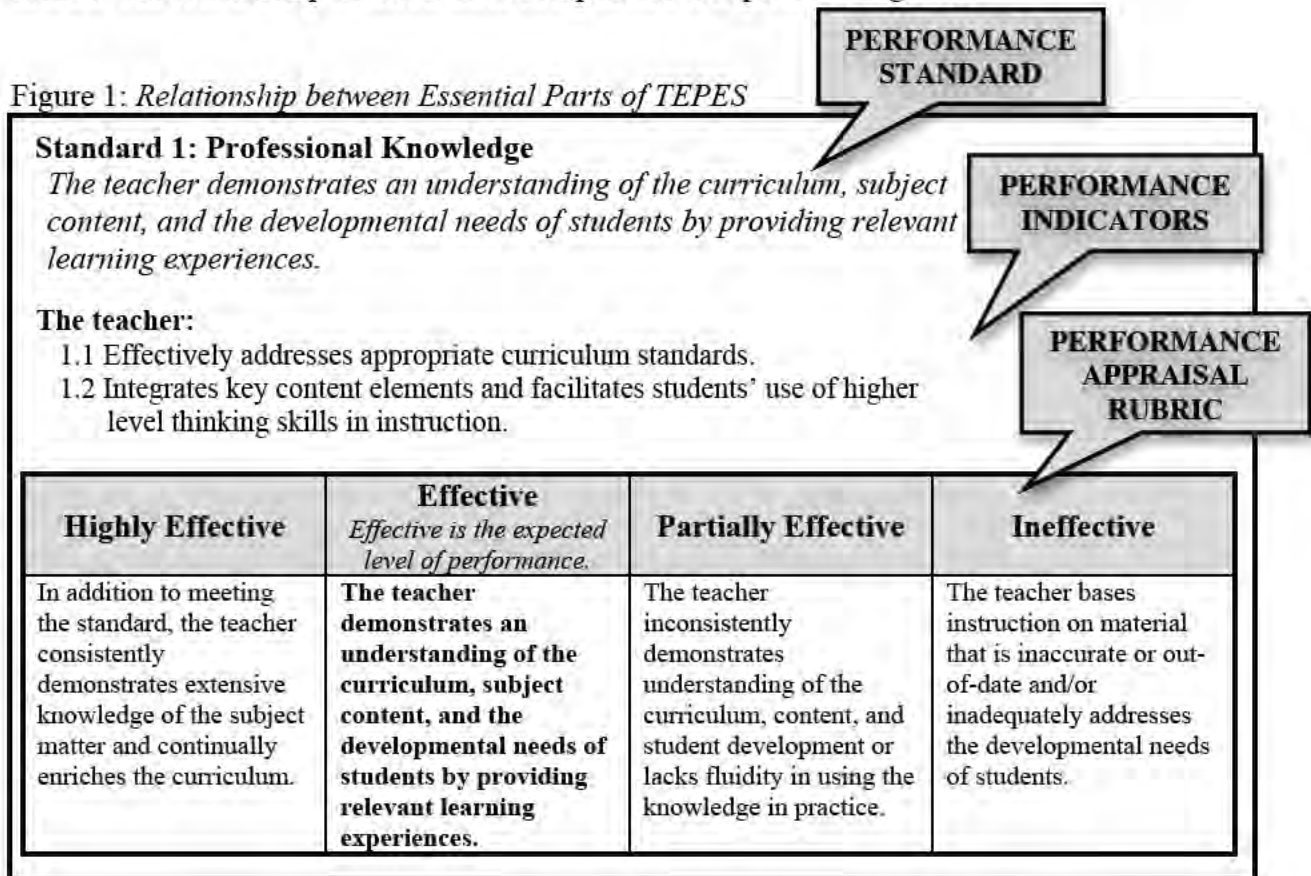
The distinguishing characteristics of TEPES are:

- a focus on the relationship between professional performance and improved learner academic achievement,
- sample performance indicators for each of the teacher performance standards,
- a system for documenting teacher performance based on multiple data sources,
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process, and
- a support system for providing assistance when needed.

Essential Components of TEPES

Clearly defined professional responsibilities for teachers constitute the foundation for the Teacher Effectiveness Performance Evaluation System. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators will reasonably understand their job expectations. TEPES uses a two-tiered approach to define the expectations for teacher performance consisting of seven standards and multiple performance indicators. Teachers will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.

Figure 1: Relationship between Essential Parts of TEPES



The *effective* column is bolded throughout the handbook as it is the expected level of performance.

Performance Standards

Performance standards refer to the major duties performed by a teacher. Figure 2 shows the seven performance standards in TEPES that serve as the basis for the teachers' evaluation.

PERFORMANCE STANDARD NAME	PERFORMANCE STANDARD
1. Professional Knowledge	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.
2. Instructional Planning	The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.
3. Instructional Delivery	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
4. Assessment of/for Learning	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.
5. Learning Environment	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.
6. Professionalism	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.
7. Student Progress	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Performance Indicators

Performance indicators provide examples of observable, tangible behaviors for each standard (see Part II). That is, the performance indicators are **examples** of the types of performance that will occur if a standard is being successfully met. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist.** Further, **all teachers are not expected to demonstrate each performance indicator.**

Using Standard 3 (Instructional Delivery) as an example, a set of teacher performance indicators is provided in Figure 3.

Figure 3: *Performance Indicators*

PERFORMANCE STANDARD

Performance Standard 3: Instructional Delivery
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators
Examples may include, but are not limited to:

The teacher:

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout lessons.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.

PERFORMANCE INDICATORS

The performance indicators help teachers and their evaluators clarify job expectations. All performance indicators may not be applicable to a particular work assignment. ***Ratings are made at the performance standard level, NOT at the performance indicator level.***

Performance Rubrics

The performance rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. **The description provided in the *effective* level of the performance appraisal rubric is the actual performance standard, thus *effective* is the expected level of performance.** Teachers who earn a *highly effective* rating must meet the requirements for the *effective* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. Part II includes rubrics related to each performance standard. Figure 4 shows an example of a performance appraisal rubric for Standard 5 (Learning Environment).

Figure 4: *Performance Appraisal Rubric*

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

Note: The rating of *effective* is the expected level of performance.

Responsibilities of Site Administrators

The site administrator has the ultimate responsibility for ensuring that TEPES is executed faithfully and effectively in the school. Yet, for an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. Administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

DOCUMENTING PERFORMANCE

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. The data sources briefly described in Figure 5 provide accurate feedback on teacher performance.

Figure 5: *Data Sources for Teacher Evaluation*

Data Source	Definition
Observations	Observations are an important source of performance information. Formal classroom observations focus directly on the teacher performance standards. Informal observations or walk-throughs are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Documentation Log	The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.
Student Surveys	Teachers are required to survey their students. It is recommended that teachers enter a summary of the results in their Documentation Log. These surveys will provide additional data to the teacher which can influence teacher strategies in several of the standards.
Student Learning Objectives	Teachers have a definite impact on student learning and performance through their various roles. Depending on grade level, content area, and students' ability level, appropriate measures of academic performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set objectives for improving student progress based on the results of performance measures. The objectives and their attainment constitute an important data source for evaluation.

Observations

Observations are intended to provide information on a wider variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information.

Formal Observations

Classroom observations provide key information on several of the specific standards. Non-tenured teachers will be observed at least three times per year. These observations may be announced or unannounced. Two of these observations will occur prior to the end of the first semester and the third by March 1. Tenured teachers will be observed at least once per year. Additional observations for any staff member will be at the site administrator's discretion. All observations will include a classroom observation of at least 20 minutes and a post-conference. A pre-conference may be conducted at the request of the teacher or the administrator.

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about the observation using

one of the observation forms (see Part III) and through a post-conference with the teacher. Other observation forms may be used at the evaluator's discretion.

Informal Observations

Additional observations may be conducted for any teacher at the discretion of the evaluator. These informal observations may be of shorter duration and may be documented using an appropriate observation form (see Part III). Evaluators will provide feedback from informal observations through any appropriate means.

After observation documentation will be given to the teacher and one copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

Documentation Log

The purpose of the Documentation Log (see Part III) is to provide evidence of performance related to specific standards. Some items may be required by the school district; however, other documents may be included upon evaluator request and/or teacher choice if the teacher feels additional items would enhance his or her evaluation. These documents provide administrators with information they likely would not receive in an observation. Specifically, the Documentation Log provides the teacher with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented. Furthermore, the Documentation Log is used to organize the multiple data sources included in the teacher evaluation.

A cover sheet for items to include is presented in Part III. The cover sheet should be placed at the front of the required and optional documents. Documentation is not required for all performance standards as other data sources may be used.

Evaluators will review the Documentation Log annually. Additionally, non-tenured teachers will meet with administrators and/or evaluators to review their Documentation Log by the end of the first semester.

Documentation Log Description

A Documentation Log:

- is one component of a multi-source evaluation and complements the observation components of the teacher evaluation system prior to the summative evaluation,
- is a collection of artifacts that result from regular classroom instruction,
- may be kept as electronic files or in paper form (e.g. three ring binder, file folder),
- is a work in progress; it is to be updated regularly throughout the evaluation period,
- should be available for review at administrator's request,

- should be user-friendly, neat, and organized,
- remains in teacher’s possession except when reviewed by the evaluator,
- belongs to the teacher, and
- will be checked at least one time per year with feedback provided.

A Documentation Log is NOT:

- a portfolio, or
- additional forms or materials created solely for the purpose of evaluation.

Figure 6 shows examples of items that may be included in the Documentation Log. This is not an all-inclusive list. It also indicates those items that are required as determined by the school district.

Figure 6: *Sample Items in a Documentation Log*

Standards	Required Item	Examples of Evidence
1. Professional Knowledge		<ul style="list-style-type: none"> • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher
2. Instructional Planning	Evidence of using data about student learning to guide planning and instruction	<ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work <p>Examples:</p> <ul style="list-style-type: none"> - Sample lesson or unit plan - Course syllabus - Intervention plan - Substitute lesson plan - Annotated learning objectives
3. Instructional Delivery		<ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units

Standards	Required Item	Examples of Evidence
4. Assessment of/for Learning	Evidence of the use of baseline and periodic assessments	<ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool Examples: <ul style="list-style-type: none"> - Brief report describing your record keeping system and how it is used to monitor student progress - Copy of scoring rubrics - Photographs or photocopies of student work with written comments - Samples of educational reports, progress reports or letters prepared for parents or students - Copy of disaggregated analysis of student achievement scores on standardized test - Copy of students' journals of self-reflection and self-monitoring
5. Learning Environment	Student survey summary information	<ul style="list-style-type: none"> • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures
6. Professionalism	Evidence of commitment to professional growth; Communication Log	<ul style="list-style-type: none"> • Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community Examples: <ul style="list-style-type: none"> - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports
7. Student Progress	Student Learning Objective Progress Form	<ul style="list-style-type: none"> • Student Learning Objective document – Revised at midterm and end of year

Student Surveys

The purpose of the student survey is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for growth and development. The student survey may provide information that may not be accurately obtained in observations.

Four different versions of the student survey are provided to reflect developmental differences. Teachers of grades K-8 administer the survey to the entire class. In situations where students change classes, teachers should administer surveys to at least two classes. Teachers of grades

9-12 administer the surveys to at least two classes per semester. Teachers may add additional questions to the surveys at their discretion.

The teacher retains sole access to the results of the student surveys. The teacher should include a summary of the survey data (see Part III) in the Documentation Log.

Measures of Student Progress

The New Jersey Educator Effectiveness Task Force has recommended that Student Achievement (Standard 7 in the Stronge Evaluation System) account for 50% of the evaluation for teachers of tested grades and subjects and between 15%-50% for teachers of non-tested grades/subjects^a. It is important to understand that *approximately 30 percent* of public schools teachers will have a direct measure of student progress based on state standards assessment results. However, there must be additional measures for the remaining approximately 70 percent of teachers, and to ensure there are one or more additional measures for the approximately 30 percent of teachers who can appropriately use the student growth percentile as one of multiple growth measures in the evaluation. One option is Student Learning Objectives (SLOs), which will be discussed in a later section. Quantitative measures of growth based on validated achievement measures that already are being used locally should be considered when determining local growth measures.

Student Growth Percentile Scores^b

Student growth percentiles (SGPs) describe the progress students make from one year to the next compared to students with similar state standards-based achievement test history. This provides an understanding of how much progress students made based on where they started – regardless of whether they started as low, moderate, or high achieving students. SGPs range from 1 to 99, where higher numbers represent higher growth and lower numbers represent lower growth, relative to students who have similar achievement histories (i.e., similar state standards-based test scores). The statistical method works independently of state standards performance proficiency levels. Thus, in practice, it is important to understand that:

- low-achieving students can show high growth, yet still not reach the achievement levels needed to demonstrate proficient mastery of state academic content standards.
- high-achieving students can show low growth relative to other high-achieving students and, yet, still demonstrate proficient or advanced mastery of state academic content standards.

SGPs describe the percentile for *change in achievement*, not absolute achievement. A student's SGP represents the percent of students who have similar prior academic achievement and who earned lower scores on the state standards test. For example, a student who earns an SGP of 80 earned a state standards-based test score that was as high as or higher than 80 percent of the other students statewide who had similar academic histories on state standards-based tests. Only 20 percent of students with similar prior achievement histories earned higher scores.

^a New Jersey Department of Education Notice of Grant Opportunity, March 2012.

^b Adapted from Virginia Department of Education training materials, *Yourtown Handbook*, 2011.

In applying SGPs to teacher or educational specialist performance evaluations, it is critical that the data be used appropriately. When available and appropriate, the percentage of students in a given category of growth (e.g., percentage of students achieving average growth), median growth percentiles, and other relevant analyses should be used as one indicator of student progress, described in Standard 7.^c To illustrate, the median SGP represents the middle value in the group (e.g. class) and can be interpreted in the following way: half of the students in the group showed relative growth that was at or above the SGP value and half of the students in the group showed relative growth that was at or below the SGP value.^d

When applied appropriately, the range of percentiles (as determined by the state) needs to be considered in interpreting student growth as part of the teacher performance rating for Standard 7. Figure 7 shows a possible set of recommended ranges. Please consult with the guidelines from the State Department of Education to ensure that these illustrative ranges are the ones recommended.

Figure 7: *Recommended Median Growth Percentiles*

Range of median student growth percentile	Interpretation
< 35	The majority of students demonstrated low growth
35 to 65	The majority of students demonstrated moderate or higher growth
> 65	The majority of students demonstrated high growth

Figure 8 describes recommended conditions under which a median SGP can be appropriately used as one of at least two growth measures in a teachers' performance evaluation. The numbers of students, number of years of required data, and the weighting of each measure of student progress will be determined by the state.

^c It is important to identify the number and percentage of students taught by the teacher for whom no SGP scores are calculated.

^d When using an analysis such as median score, it is essential that further consideration be given to the distribution of students. For example, a median score very well could have a normal distribution of students, a bi-modal distribution, or some other distribution. This information will have a significant bearing on interpretation of the data.

Figure 8: Recommendations for use of Student Growth Percentiles

Instructional Personnel	Application of student growth percentiles	Other growth measures
<p><u>Tier I:</u> Teachers for whom student growth percentiles are available</p>	<p>Half of Standard 7 based on median growth percentile when:</p> <ul style="list-style-type: none"> • data from <i>at least</i> 40 students are available, possibly from multiple years; • data from students are representative of students taught^e; and • data from <i>at least</i> two years are available; three years should be reviewed whenever possible. 	<p>Half of Standard 7 based on other growth measures.</p> <ul style="list-style-type: none"> • Quantitative measures already available in the school that are validated and provide measures of growth (as opposed to absolute achievement) should be given priority. • Student learning objectives should incorporate data from valid achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85% of students earning a score of 3 or better on the Advanced Placement exam).
<p><u>Tier II:</u> Teachers who support instruction where student growth percentiles are available.</p>	<p>When aligned to individual or school-wide goals, no more than half of Standard 7 could be based on median growth percentiles at the appropriate level of aggregation, (a specific group of students, grade-level, or school-level).</p> <ul style="list-style-type: none"> • Decisions about the application of student growth percentiles for support teachers must be made locally. • Depending on school-wide goals, it is possible that all instructional personnel in a school are considered support teachers. 	<p>At least half of Standard 7 based on growth measures other than the SGP, depending on the application of student growth percentiles.</p> <ul style="list-style-type: none"> • Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. • Student learning objectives or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). • To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.

<p><u>Tier III:</u> Teachers who have no direct or indirect role in subjects or grades where student growth percentiles are available</p>	<p>Not applicable</p>	<p>All of Standard 7 based on growth measures other than the SGP.</p> <ul style="list-style-type: none"> • Quantitative measures already available in the school that are validated and provide valid measures of growth (as opposed to absolute achievement) should be given priority in evaluation. • Student learning objectives or other measures should incorporate data from validated achievement measures whenever possible (e.g., teachers of Advanced Placement courses could establish a goal of 85 percent of students earning a score of 3 or better on the Advanced Placement exam). • To the extent practicable, teachers should have at least two valid measures of growth included in the evaluation.
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Student Learning Objectives^f

One approach to linking student progress to teacher performance involves building the capacity for teachers and their evaluators to interpret data so that target objectives for student improvement can be set. Setting learning objectives based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. Student learning objectives are designed to improve student learning.

Teachers have a definite and powerful impact on student learning and academic performance.¹ Depending on grade level, content area, and learners’ ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures may include standardized test results as well as other pertinent data sources. Teachers set objectives for improving student progress based on the results of performance measures. The student learning objectives and their attainment constitute an important data source for evaluation.

The Intent of Student Learning Objectives

One of the purposes of student learning objectives includes focusing attention on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement, monitoring progress and assessing results at the end of the academic year.

More specifically, the intent of student learning objectives is to:

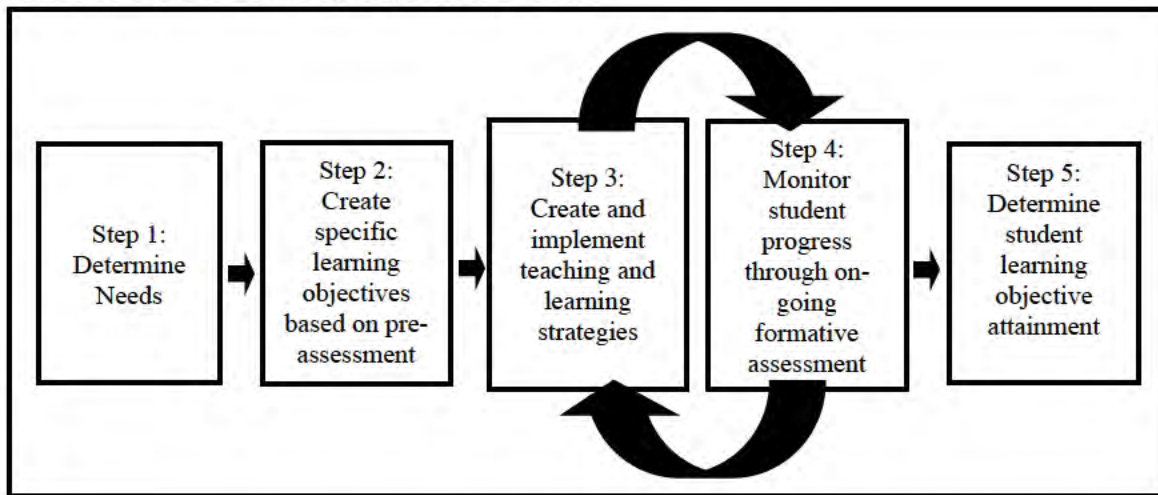
- make explicit the connection between teaching and learning,
- make instructional decisions based upon student data,
- provide a tool for school improvement,
- increase the effectiveness of instruction via continuous professional growth,

- focus attention on student results, and ultimately,
- increase student achievement.²

Student Learning Objectives Process

Creating student learning objectives involves several steps, beginning with knowing where students are in relation to what is expected of them. Once that is known, the teacher can set specific, measurable objectives based on the demands of the curriculum, educational environment, and needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 9 depicts these steps.

Figure 9: *Student Learning Objectives Process*^g



Submission of the Student Learning Objective Progress Form

Each teacher, using the results of an initial assessment, sets an annual objective^h for improving learner/program outcomes. Teachers are responsible for submitting their objectives to their evaluator within the first month of the school year. The objectives describe observable behavior and/or measurable results that will occur when an objective is achieved. The acronym SMART (Figure 10) is a useful way to self-assess an objective's feasibility and worth.

Figure 10: *Acronym for Developing Student Learning Objectives*

Specific:	The objective is focused, for example, by content area, by learners' needs.
Measurable:	An appropriate instrument/measure is selected to assess the objective.
Appropriate:	The objective is within the teacher's control to effect change.
Realistic:	The objective is feasible for the teacher.
Time-limited:	The objective is contained within a single school year.

Figure 11 contains samples of the objectives that teachers may develop. They are intended to serve as models for how student learning objectives may be written.

Figure 11: *Sample Student Learning Objectives*

Fourth Grade:

All of my students will demonstrate growth of one academic year on the Gates Reading Inventory. Also, at least 80 percent of my students will be reading on or above grade level by the end of this school year.

Grade 7 Mathematics:

All students will demonstrate mastery on the end of year Math 7 Benchmark Test. Also, at least 90 percent of my students will demonstrate proficiency on the Grade 7 Math state standards test.

High School English:

Ninety percent of Grade 12 English students will score 80% or higher on English 12 Common Assessments.

Middle School Self-Contained Special Education:

The students will increase their Brigance Age Equivalents by an average of 6 months.

The evaluator and the teacher meet to discuss data from the initial assessment and review the annual objective. A new objective is identified each year. The objective should be customized for the work assignment and for the individual learners. The *Student Learning Objective Progress Form* (see Part III) may be used for developing and assessing the annual objective.

Learner objectives measure where the students are at the beginning of the year, where they are at mid-year, where they are at the end of the year, and student growth over time. Appropriate measures of student progress differ substantially based on the learners' grade level, content area, and ability level. Examples of data sources for monitoring learner progress can be found in Figure 12. The following measurement tools are appropriate for assessing learner progress:

- criterion-referenced tests,
- norm-referenced tests,
- standardized achievement tests,

- school adopted interim/common/benchmark assessments, and
- authentic measures (e.g., learner portfolio, recitation, performance).

In addition to teacher-generated measures of student performance gains, administrators may conduct school-wide reviews of test data to identify patterns in the instructional program. Such reports are useful for documenting student gains and for making comparisons. Examples of data sources for monitoring student progress can be found in Figure 12.

Figure 12: *Examples of Data Sources for Monitoring Student Progress*

Criterion- and Norm-Referenced Tests

- Advanced Placement Tests
- Brigance
- State standards test
- Scholastic Reading Inventory (SRI)
- Phonological Awareness Literacy Screening (PALS)
- Gates
- Developmental Spelling Analysis (DSA)
- Developmental Reading Assessment (DRA)
- Qualitative Reading Inventory (QRI)
- AIMS WEB

Benchmark Tests

- County Benchmark Tests based on the standards
- CTE Competencies
- President's Physical Fitness Tests

Teacher Assessments

- Quizzes
- Tests
- Authentic assessments/portfolios/ writing samples/running records
- Grade analysis by nine weeks/ interim reports
- Semester/end-of-course examinations
- Pre-/post-testing
- NCS Mentor

As part of the *Student Learning Objective Progress Form*, teachers must identify strategies by which to achieve the objective. Figure 13 provides examples of strategies teachers might select to help improve student learning.

Figure 13: *Examples of Strategies to Improve Student Learning*

- Modified teaching/work arrangement
- Cooperative planning with master teachers, team members, department members
- Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
- Visits to other classrooms
- Use of instructional strategies (e.g., differentiation, interactive planning)
- Focused classroom observation
- Development of curricular supplements
- Completion of workshops, conferences, coursework
- Co-teaching; collaborative teaching

Mid-Year Review of Objective

A mid-year review of progress on the objective is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held within 30 days of the end of the first semester. It is the principal's responsibility to establish the format and select the time of the review.

End-of-Year Review of Objective

By the appropriate date, as determined by the principal, each teacher is responsible for assessing the professional growth made on the objective and for submitting documentation to the evaluator. A teacher may find it beneficial to draft the next year's objective as part of the reflection process in the event the objective has to be continued and/or revised. By mutual agreement, evaluators and individual teachers may extend the due date for the end-of-year reviews in order to include the current year's testing data or exam scores. The school district must determine a method by which to rate student learning objective achievement as *highly effective*, *effective*, *partially effective*, or *ineffective*. This criteria needs to be established and communicated at the beginning of the year.

Alignment of Performance Standards with Data Sources

Some performance standards are best documented through observation (e.g., Learning Environment); other standards may require additional documentation techniques (e.g., Student Progress entails a review of the objective set). Therefore, multiple data sources are used. Figure 14 shows the alignment of performance standard by data source.

Figure 14: *Aligning Multiple Data Sources with Performance Standards*

Performance Standard	Observations	Documentation Log	Student Surveys	Student Growth Percentiles and/or Student Learning Objectives
1. Professional Knowledge	X	/	/	/
2. Instructional Planning	/	X	/	/
3. Instructional Delivery	X	/	/	/
4. Assessment of/for Student Learning	/	X		/
5. Learning Environment	X	/	/	
6. Professionalism	/	X	/	
7. Student Progress				X

X indicates a strong relationship / indicates a relationship

RATING TEACHER PERFORMANCE

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. Ratings are made at the performance standard level, NOT at the performance indicator level.

Teachers will be rated on all seven performance standards using a performance appraisal rubric (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Teachers are expected to perform at the *effective* level. Figure 15 explains the four levels of ratings.

Figure 15: *Rating Levels*

Cat.	Description	Definition
Highly Effective	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student learning gains.	Exceptional performance: <ul style="list-style-type: none"> • sustains high performance over a period of time • consistently exhibits behaviors that have a strong positive impact on student learning and the school climate • may serve as a role model to others

Cat.	Description	Definition
Effective	The teacher meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student learning gains.	Proficient performance: <ul style="list-style-type: none"> • meets the requirements contained in the job description as expressed in the evaluation criteria • exhibits behaviors that have a positive impact on student learning and the school climate • demonstrates willingness to learn and apply new skills
Partially Effective	The teacher's performance is inconsistent in meeting the established performance standard and/or in working toward the school's mission and goals which results in below average student learning gains. The teacher may be starting to exhibit desirable traits related to the standard, (but due to a variety of reasons) has not yet reached the full level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).	Below acceptable performance: <ul style="list-style-type: none"> • requires support in meeting the standards • results in less than quality work performance • leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Ineffective	The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student learning gains.	Unacceptable performance: <ul style="list-style-type: none"> • does not meet the requirements contained in the job description as expressed in the evaluation criteria • results in minimal student learning • may contribute to a recommendation for the teacher not being considered for continued employment

Interim Evaluation

All non-tenured teachers will receive a mid-year interim review to provide systematic feedback prior to the summative review. These teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards. Evaluators will use the *Interim Performance Report* (see Part III) and should discuss the results with the teacher at an interim evaluation conference. During the conference, evaluators should also provide mid-year feedback on the Documentation Log (including survey results) and the progress students are making toward the objective identified in the *Student Learning Objective Progress Form*.

Summative Evaluation

In making judgments for the summative assessment on each of the seven performance standards and based on evidence from the multiple data sources, the evaluator should determine where the “preponderance of evidence” exists, based on evidence from the multiple data sources. Preponderance of evidence as used in this context is intended to mean the overall weight of

evidence. In other words, as applied to the four-point rating scale, the evaluator should ask, “In which rating category does the preponderance of evidence fall?” In many instances, there will be performance evidence that may fit in more than one category. When aggregating the total set of data and making a summative decision, the question to be asked is, “In which rating category does the evidence best fit?”

Evaluators will use the *Summative Performance Report* (Part III) to rate and provide evidence pertaining to each performance standard. The results of the evaluation will be discussed with the teacher at a summative evaluation conference.

Single Summative Rating

In addition to receiving a diagnostic rating for each of the seven performance ratings, the teacher will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the employee’s performance. The overall summative rating will be judged to be *highly effective, effective, partially effective, or ineffective*.

Performance standards 1-6 are weighted equally as a percentage of the total evaluation, with Standard 7 accounting for a larger portion as determined by the state or school district, as applicable. Scores will be calculated using the following scale:

- Ineffective* = 1
- Partially Effective* = 2
- Effective* = 3
- Highly Effective* = 4

Figure 16 shows an example of how a cumulative summative rating would be calculated if performance standards 1-6 were weighted as 50 percent (8.3 percent each), with Standard 7 accounting for 50 percent of the evaluation.

Figure 16: *Example of Weighted Calculations*

Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Highly Effective	4	.83	3.32
Standard 2	Effective	3	.83	2.49
Standard 3	Effective	3	.83	2.49
Standard 4	Effective	3	.83	2.49
Standard 5	Effective	3	.83	2.49
Standard 6	Highly Effective	4	.83	3.32
Standard 7	Highly Effective	4	5.00	20.00
Cumulative Summative Rating				36.6

The overall summative rating will be judged as *highly effective*, *effective*, *partially effective*, or *ineffective* using the following suggested range of scores:

Ineffective = 10 – 19

Partially Effective = 20 – 25

Effective = 26 – 34

Highly Effective = 35 – 40

The actual weighting and summative rating range should be determined by the school district in advance of implementation of the evaluation system.

Note: Regardless of the overall total points earned, three or more *partially effective* ratings on individual performance standards will result in an overall rating of *partially effective* or *ineffective*. Similarly, one *ineffective* rating on any one performance standard may result in an overall *ineffective* rating.

Evaluation Schedule

Summative evaluations are to be completed before the last week of school for all contract types. Figure 17 details the recommended evaluation schedule for all components of the evaluation system. If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the Performance Improvement Plan activities (described in the next section of this handbook).

Note: The details for the actual Evaluation Schedule should be determined by the school district prior to implementation.

Documentation Records

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers among the district's schools, the documentation may be forwarded to the receiving school's site administrator. At the end of an evaluation cycle, the evaluator retains copies of the *Student Learning Objective Progress Form*, *Documentation Log Cover Sheet*, *Observation Form(s)*, and *Summative Evaluation Form* at the school/worksite.

Figure 17: *Recommended TEPEs Evaluation Schedule*

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
During the 1 st Month	Establish student learning objective (all teachers)	<i>Student Learning Objective Progress Form</i>	✓	✓
Before the end of the 1 st Quarter	Observation of all non-tenured teachers	<i>Observation Form</i>	✓	
Before the end of the 2 nd Quarter	Observation of all non-tenured teachers	<i>Observation Form</i>	✓	
Before end of the 1 st Semester	Summary of student survey feedback (all teachers)	<i>Student Surveys and Student Survey Summary Form</i>		✓
Mid-year	<ul style="list-style-type: none"> • Mid-year review of student learning objective (all teachers) • Non-tenured teachers will review Documentation Log • Interim performance evaluation of non-tenured teachers 	<i>Student Learning Objective Progress Form</i> <i>Documentation Log</i> <i>Interim Performance Report</i>	✓ ✓ ✓	✓ ✓
During the 2 nd Semester	Observation of all teachers	<i>Observation Form</i>	✓	
10 calendar days prior to summative evaluation date	<ul style="list-style-type: none"> • End-of-year review of student learning/program objective (all teachers) • Submit Documentation Log 	<i>Student Learning/Program Objective Progress Form</i> <i>Documentation Log</i>	✓ ✓	✓ ✓
Before Last Week of School	Summative evaluation (all teachers)	<i>Summative Performance Form</i>	✓	

IMPROVING PROFESSIONAL PERFORMANCE

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards.

Two tools are provided in TEPES that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of “ineffective” performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 18 shows the differences between the two processes.

Figure 18: *Tools to Increase Professional Performance*

	Support Dialogue	Performance Improvement Plan
Purpose	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers whose work is ineffective.
Initiates Process	Evaluator, administrator, or teacher	Evaluator*
Documentation	Form provided: None Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form required: <i>Performance Improvement Plan</i> Building/Worksite Level Human Resource Department is notified
Outcomes	<ul style="list-style-type: none"> • Performance improves to effective level – no more support • Some progress – continued support • Little or no progress – the employee may be moved to a <i>Performance Improvement Plan</i>. 	<ul style="list-style-type: none"> • Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to non-renew or dismiss the employee

*The evaluator for teachers may be the principal or district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the *Performance Improvement Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Performance Improvement Plan* and makes the recommendation to the superintendent about the employee’s progress.

Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. A teacher could request a support dialogue. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher's growth (see sample prompts below), and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire *Support Dialogue* process is intended to be completed within a predetermined time period as it offers targeted support.

The desired outcome would be that the teacher's practice has improved to a effective level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee must be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan* the employee will have a predetermined time period to demonstrate that the identified deficiencies have been corrected. Sample prompts for conversations with the teacher are shown in Figure 19.

Figure 19: *Sample Prompts*

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What do you need in order to address you concerns?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well? What has not gone as well?

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a *Performance Improvement Plan* (see *Performance Improvement Plan Form* in Part III).

A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. A *Performance Improvement Plan* will be required if either of the following ratings is given on a *Summative Performance Evaluation Report*:

- a rating of *partially effective* on **two or more** performance standards, or
- a rating of *ineffective* on **one or more** performance standards.

Implementation of Performance Improvement Plan

When a teacher is placed on a *Performance Improvement Plan*, the evaluator must:

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed, and
- formulate a *Performance Improvement Plan* in conjunction with the teacher, and
- review the results of the *Performance Improvement Plan* with the teacher immediately following the predetermined time period, or according to the specifically established target dates.

Assistance may include:

- support from a professional peer or supervisor, or
- conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation are:

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated *effective*.
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated *partially effective*.
- Little or no improvement has been achieved; the teacher is rated *ineffective*.

When a teacher is rated *ineffective*, the teacher may be recommended for dismissal. If not dismissed, a new improvement plan will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated *ineffective* a second time, the teacher will be recommended for dismissal.

Request for Review of an Ineffective Rating

The teacher may request a review of the evidence in relation to an *ineffective* rating received on a summative evaluation, or as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school district.

PART II: PERFORMANCE STANDARDS

Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Furthermore, all teachers are not expected to demonstrate each performance indicator.**

<p>Performance Standard 1: Professional Knowledge <i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p>	
<p>Sample Performance Indicators <i>Examples may include, but are not limited to:</i></p> <p>The teacher:</p> <ol style="list-style-type: none"> 1.1 Effectively addresses appropriate curriculum standards. 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. 1.4 Demonstrates an accurate knowledge of the subject matter. 1.5 Demonstrates skills relevant to the subject area(s) taught. 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject. 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. 1.8 Communicates clearly and checks for understanding. 	

Highly Effective*	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.

**Teachers who are "highly effective" often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Facilitates planning units in advance to make intra- and interdisciplinary connections.³
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.⁴
- Identifies instructional objectives and activities⁵ to promote students' cognitive and developmental growth.⁶

Performance Standard 2: Instructional Planning

The teacher plans using the state’s standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 2.1 Uses student learning data to guide planning.
- 2.2 Plans time realistically for pacing, content mastery, and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school’s curriculum and student learning needs.
- 2.5 Develops appropriate long- and short-range plans, and adapts plans when needed.

Highly Effective*	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the state’s standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.

**Teachers who are “highly effective” often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Constructs a blueprint of how to address the curriculum during the instructional time.⁷
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.⁸

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout the lesson.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.

Highly Effective*	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.

**Teachers who are "highly effective" often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Stays involved with the lesson at all stages.⁹
- Uses a variety of instructional strategies.¹⁰
- Uses research-based strategies to make instruction student-centered.¹¹
- Involves students in cooperative learning to enhance higher-order thinking skills.¹²
- Uses students' prior knowledge to facilitate student learning.¹³
- Possesses strong communication skills,¹⁴ offering clear explanations and directions.¹⁵
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.¹⁶
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.¹⁷

Performance Standard 4: Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 4.4 Aligns student assessment with established curriculum standards and benchmarks.
- 4.5 Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
- 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 4.7 Gives constructive and frequent feedback to students on their learning.

Highly Effective*	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.

**Teachers who are "highly effective" often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Offers regular, timely, and specific feedback¹⁸ and reinforcement.¹⁹
- Gives homework and offers feedback on the homework.²⁰

- Uses open-ended performance assignments.²¹
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.²²
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.²³

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Promotes cultural sensitivity.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Highly Effective*	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

**Teachers who are "highly effective" often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Cares about students as individuals and makes them feel valued.²⁴
- Adapts teaching to address student learning styles.²⁵
- Acknowledges his or her perspective and is open to hearing their students' worldviews.²⁶
- Is culturally competent.²⁷

- Seeks to know about the cultures and communities from which students come.²⁸

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 6.2 Adheres to federal and state laws, school policies and ethical guidelines.
- 6.3 Incorporates learning from professional growth opportunities into instructional practice.
- 6.4 Sets goals for improvement of knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

Highly Effective*	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

**Teachers who are "highly effective" often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Recognizes the levels of involvement, ranging from networking to collaboration.²⁹
- Uses multiple forms of communication between school and home.³⁰
- Acknowledges his or her perspective and is open to hearing their students' worldviews.³¹
- Is culturally competent.³²
- Seeks to know about the cultures and communities from which students come.³³

Performance Standard 7: Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- 7.2 Documents the progress of each student throughout the year.
- 7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Highly Effective*	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

**Teachers who are "highly effective" often serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Knows the students' abilities and sets realistic goals.³⁴
- Raises the achievement levels for all groups of students in the classroom.³⁵
- Identifies and establishes additional means of support for students, such as peer study groups, to advance toward learning goals.³⁶

PART III: FORMS AND LOGS

INTRODUCTION

Part III contains copies of forms used during the supervision of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the completed *Student Learning Objective Progress Form*, *Teacher Documentation Log Cover Sheet*, *Observation Forms*, *Summative Evaluation Form*, and *Performance Improvement Plan* (if needed).

Figure 20: *Forms and Logs*

Form		Documentation Completed by	
		Evaluator	Teacher
Observation	Pre-Observation Conference Record	✓	
	Observation Forms 1: Formal Observation 2: Formal Observation/Document Review 3: Walk-through/Informal Classroom Visits 4: Time on Task Chart 5: Questioning Techniques Analysis	✓	
Document Log	Documentation Log Cover Sheet		✓
	Parent Communication Log		✓
	Professional Development Log		✓
Surveys	Student Surveys Grade K-2 Student Survey Grade 3-5 Student Survey Grade 6-8 Student Survey Grade 9-12 Student Survey		✓
	Survey Summary Form		✓
Objectives	Student Learning Objective Progress Form	✓	✓
Reports	Interim Performance Report	✓	
	Summative Performance Report	✓	
Plan	Performance Improvement Plan Form	✓	
Other	Self-Assessment Form		✓

Pre-Observation Conference Record

Teacher: _____ School: _____

Grade/Subject: _____ School Year: _____

Conference Date: _____ Evaluator: _____

Inquiries	Notes
1. Describe the lesson that will be observed. <ul style="list-style-type: none">• The minimum length for an observation is 20 minutes. Would you like me to stay longer based on the lesson you have planned?• What have/will you have done instructionally with students in the days prior to the observation?	
2. Describe the population of the class.	
3. What will be observed?	
4. What instructional methods will be used?	
5. What would you like to be highlighted in this lesson?	
6. What do you believe to be any areas of concern?	

Classroom Observation Form 1 Formal Observation

Directions: This form is to be used for both tenured and non-tenured teachers. Observers should use the form to provide feedback to teachers about the observation.

Teacher's Name	Date Observed	Time
Observer's Name	The teacher is: <input type="checkbox"/> Non-tenured <input type="checkbox"/> Tenured	

1. Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

<ul style="list-style-type: none"> • Effectively addresses appropriate curriculum standards. • Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. • Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. • Demonstrates an accurate knowledge of the subject matter. 	<ul style="list-style-type: none"> • Demonstrates skills relevant to the subject area(s) taught. • Bases instruction on goals that reflect high expectations and an understanding of the subject. • Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. • Communicates clearly and checks for understanding.
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Evidence:

Highly Effective	Effective <small><i>Effective is the expected level of performance.</i></small>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

2. Instructional Planning

The teacher plans using the state’s standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school’s curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Evidence:

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the state’s standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Evidence:

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

4. Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Evidence:

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Evidence:

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Evidence:

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
<input type="checkbox"/> <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of student growth.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Evidence:

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Additional Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature _____ Date _____

Classroom Observation Form 2 Formal Observation/Document Review

Directions: Evaluators use this form to document the required annual observations of the teacher. This form focuses on the seven performance standards. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.

Teacher: _____ Date: _____

Observer: _____ Class/Time: _____

Documentation Log Review: ___ Yes ___ No

1: Professional Knowledge	Specific Examples:
2: Instructional Planning	Specific Examples:
3: Instructional Delivery	Specific Examples:

4: Assessment of/for Learning	Specific Examples:
5: Learning Environment	Specific Examples:
6: Professionalism	Specific Examples:
7: Student Progress	Specific Examples:

Observer's Signature: _____

Teacher's Signature: _____

1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- 1.1 Effectively addresses appropriate curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- 1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- 1.4 Demonstrates an accurate knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject area(s) taught.
- 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Communicates clearly and checks for understanding.

2: Instructional Planning

The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- 2.1 Uses student learning data to guide planning.
- 2.2 Plans time realistically for pacing, content mastery, and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate long- and short-range plans, and adapts plans when needed.

3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout the lesson.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.

4: Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 4.4 Aligns student assessment with established curriculum standards and benchmarks.
- 4.5 Uses assessment tools for both formative and summative purposes, and uses grading practices that report final mastery in relationship to content goals and objectives.
- 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 4.7 Gives constructive and frequent feedback to students on their learning.

5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 5.4 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Promotes cultural sensitivity.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 6.2 Adheres to federal and state laws, school policies and ethical guidelines.
- 6.3 Incorporates learning from professional growth opportunities into instructional practice.
- 6.4 Sets goals for improvement of knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

7: Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- 7.1 Sets acceptable, measurable and appropriate achievement goals for student academic progress based on baseline data.
- 7.2 Documents the progress of each student throughout the year.
- 7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- 7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Classroom Observation Form 3 Walk-through/Informal Classroom Visits

Directions: Evaluators use this form to document the informal observations of the teacher. Some standards may not be documented in a single observation. A copy of this form will be given to the teacher.

Teacher: _____ Subject: _____ Date: _____

Observer: _____ Time: _____

1. PROFESSIONAL KNOWLEDGE <ul style="list-style-type: none">• Addresses appropriate curriculum standards• Integrates key content elements and facilitates students' use of higher level thinking skills• Demonstrates ability to link present content with past and future learning• Demonstrates an accurate knowledge of the subject matter• Demonstrates skills relevant to the subject area(s) taught• Bases instruction on goals that reflect high expectations• Demonstrates an understanding of the knowledge of development• Communicates clearly	SPECIFIC EXAMPLES:
2. INSTRUCTIONAL PLANNING <ul style="list-style-type: none">• Uses student learning data to guide planning• Plans time for realistic pacing• Plans for differentiated instruction• Aligns lesson objectives to curriculum and student needs• Develops appropriate long- and short-range plans and adapts plans	SPECIFIC EXAMPLES:
3. INSTRUCTIONAL DELIVERY <ul style="list-style-type: none">• Engages students• Builds on prior knowledge• Differentiates instruction• Reinforces learning goals• Uses a variety of strategies/resources• Uses instructional technology• Communicates clearly	SPECIFIC EXAMPLES:

4. ASSESSMENT OF/FOR LEARNING <ul style="list-style-type: none">• Uses pre-assessment data• Involves students in setting learning goals• Uses valid, appropriate assessments• Aligns assessments with standards• Uses a variety of assessment strategies• Uses assessment tools for formative/summative purposes• Gives constructive feedback	SPECIFIC EXAMPLES:
5. LEARNING ENVIRONMENT <ul style="list-style-type: none">• Arranges the classroom to maximize learning and provides a safe environment• Establishes clear expectations• Maximizes instruction/minimal disruption• Establishes a climate of trust/teamwork• Promotes cultural sensitivity/respects diversity• Listens and pays attention to students' needs and responses• Maximizes instructional learning time by working with students individually and in groups	SPECIFIC EXAMPLES:
6. PROFESSIONALISM <ul style="list-style-type: none">• Collaborates/communicates effectively• Adheres to laws/policies/ethics• Incorporates professional development learning• Incorporates learning from professional growth activities• Sets goals for improvement• Activities outside classroom• Builds positive relationship with parents• Contributes to professional learning community• Demonstrates mastery of standard oral and written English	SPECIFIC EXAMPLES:
7. STUDENT PROGRESS <ul style="list-style-type: none">• Sets student achievement goals• Documents progress• Provides evidence of goal attainment• Develops interim learning targets	SPECIFIC EXAMPLES:

Comments:

Observer's Signature _____ Date _____

Classroom Observation Form 4 Time on Task Chart

Teacher _____ Subject _____ Number of Students _____
 Observer _____ Date _____ Start/End Time _____

Interval	Task, activity, event, question	Off-Task Behaviors <i>(Note # of students.)</i>	Teacher Management Strategy
5 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>
10 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>
15 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>
20 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>
25 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>
30 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal <input type="radio"/> <i>Comments:</i> Nonverbal <input type="radio"/> Positive <input type="radio"/> Negative <input type="radio"/>

Notes:

Disrupting Others includes students who are not only off-task, but also are distracting others from the teacher-assigned tasks.

Visibly Disengaged includes students who are not focusing on the teacher-assigned tasks (e.g. daydreaming), but who are not distracting other students.

Teacher Management Strategy is any action taken by the teacher in response to (or in anticipation of) a lack of attention by students.

Classroom Observation Form 5 Questioning Techniques Analysis

Directions: Record all the questions asked by the teacher orally and in writing during the lesson. Place the question in the space beneath the appropriate level. Then tally the number of questions by level and calculate a percentage.

Teacher's Name _____ Date _____ Time Started/Ended _____

Observer's Name _____ Grade/Subject: _____

Type of Question	Total #	Percent
Low Cognitive (Recall)		
Intermediate Cognitive (Comprehension)		
Application and High Cognitive (analysis, synthesis, evaluation)		
Total of all questions		

Based on the percentages what level of thinking was targeted?

How clearly worded were the questions?

Documentation Log Cover Sheet

Directions: In addition to the required items specified by the school district, teachers should include other artifacts of their choosing that show evidence that they are meeting the standards.

Teacher: _____

School Year: _____ - _____

Standards	Required Item	Examples of Evidence	Evidence Included
1. Professional Knowledge		<ul style="list-style-type: none"> • Transcripts of coursework • Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher 	
2. Instructional Planning	Evidence of using data about student learning to guide planning and instruction	<ul style="list-style-type: none"> • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: <ul style="list-style-type: none"> - Sample lesson or unit plan - Course syllabus - Intervention plan - Substitute lesson plan - Annotated learning objectives 	
3. Instructional Delivery		<ul style="list-style-type: none"> • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units 	

Standards	Required Item	Examples of Evidence	Evidence Included
4. Assessment of/for Learning	Evidence of the use of baseline and periodic assessments	<ul style="list-style-type: none"> • Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool <p>Examples:</p> <ul style="list-style-type: none"> - Brief report describing your record keeping system and how it is used to monitor student progress - Copy of scoring rubrics - Photographs or photocopies of student work with written comments - Samples of educational reports, progress reports or letters prepared for parents or students - Copy of disaggregated analysis of student achievement scores on standardized test - Copy of students' journals of self-reflection and self-monitoring 	
5. Learning Environment		<ul style="list-style-type: none"> • Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures 	

Standards	Required Item	Examples of Evidence	Evidence Included
6. Professionalism	Evidence of commitment to professional growth; Communication Log	<ul style="list-style-type: none"> • Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community Examples: <ul style="list-style-type: none"> - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports 	
7. Student Progress	Student Learning Objective Progress Form	Student Learning Objective document – Revised at midterm and end of year	

Communication Log

Teacher: _____ School Year: _____ - _____

Date	Person	Purpose	Mode	Notes
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
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			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Conference <input type="checkbox"/> Email <input type="checkbox"/> Note/Letter <input type="checkbox"/> Telephone	

Professional Development Log

Teacher: _____ School Year: _____ - _____

























Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
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			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____
			<input type="checkbox"/> Grade <input type="checkbox"/> Certificate <input type="checkbox"/> Other _____

























Grade K-2 Student Survey

Directions:

As your teacher reads the sentence, color the face that shows what you think.

Teacher _____ Date _____

	Yes	Sometimes	No
1. My teacher knows a lot about what she is teaching.			
2. My teacher is ready to teach every day.			
3. My teacher makes learning interesting.			
4. My teacher explains things so I understand.			
5. My teacher uses different ways help me learn.			
6. My teacher helps me when learning is hard.			
7. I can do the work my teacher gives me.			
8. My teacher knows what I'm good at.			

	Yes	Sometimes	No
9. My teacher lets my parents know how I am doing in school.			
10. I can ask and answer questions in my class.			
11. I know what the rules are in my class.			
12. I am happy when I am in class.			
13. I learn new things in my class.			
14. My teacher is eager to learn new things.			
15. My teacher listens to me.			
*			

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

Grade 3-5 Student Survey

Directions:

DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as your teacher reads the statements. Respond to the statements by placing a checkmark (✓) beneath the response—“YES,” “SOMETIMES,” or “NO”—that best describes how you feel about the statement.

Teacher _____

School Year _____

	Yes	Sometimes	No
1. My teacher knows a lot about what is taught.			
2. My teacher is prepared and ready for teaching every day.			
3. My teacher explains things so I understand.			
4. My teacher makes class interesting and challenging.			
5. My teacher uses different ways to teach and help me learn.			
6. I am able to do the work my teacher gives me.			
7. My teacher allows me to show my learning in a variety of ways.			
8. My teacher lets my parents know how I am doing in school.			
9. My teacher returns my work with helpful comments on it.			
10. My teacher makes it okay for me to ask questions when I don't understand something.			
11. My teacher shows respect to all students.			
12. I know what the rules are in my class.			

13. I learn new things in my class.			
14. My teacher is enthusiastic and eager to learn.			
15. My teacher listens to me.			
*			
*			

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

Grade 6-8 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, school year, and class/period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name _____

School Year _____

Class/Period _____

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. My teacher knows a lot about what is taught.					
2. My teacher uses a variety of teaching practices during class.					
3. My teacher prepares materials in advance and has them ready to use.					
4. My teacher plans activities that help me learn.					
5. My teacher explains things so I understand.					
6. My teacher makes class interesting and challenging.					
7. My teacher uses different ways to teach and help me learn.					
8. My teacher gives me help when I need it.					
9. I am able to do the work my teacher gives me.					
10. My teacher allows me to demonstrate my learning in a variety of ways.					
11. My teacher lets my parents know how I am doing in school.					
12. My teacher uses lots of different tests, quizzes, and assignments to find my strengths and where I need help.					
13. My teacher makes it okay for me to ask questions when I don't understand something.					
14. My teacher shows respect to all students.					
15. My teacher handles classroom disruptions well.					
16. I learn new things in my class.					
17. My teacher sets high learning standards for the class.					
18. My teacher is enthusiastic and eager to learn himself/herself.					
19. My teacher gives clear instructions.					
20. My teacher listens to me.					
*					

Add other elements if needed, such as school-wide goals, or subject-specific elements.

Grade 9-12 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, school year, and class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (√) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

_____ Teacher's Name _____ School Year _____ Class Period

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. My teacher has deep knowledge about the subject he/she teaches.					
2. My teacher uses a variety of teaching strategies during class.					
3. My teacher creates well-organized and well-developed lessons.					
4. My teacher's lessons have clear and appropriate learning objectives for the subject area taught.					
5. My teacher uses a variety of activities and methods to engage me.					
6. My teacher makes class interesting and challenging.					
7. My teacher recognizes us as individual learners with varying learning backgrounds, abilities, needs and preferences.					
8. My teacher modifies his/her teaching approaches when I don't understand.					
9. My teacher allows me to demonstrate my learning in a variety of ways.					
10. My teacher uses a variety of assessments to determine what I have learned.					
11. My teacher uses assessment results to identify my strengths and the areas in which I need help.					
12. My teacher shares feedback about my learning progress with me and my parents.					
13. My teacher shows respect to all students.					
14. My teacher communicates and maintains classroom rules, routines, and procedures.					

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
15. My teacher makes the learning experience challenging but rewarding.					
16. My teacher sets high learning standards for the class.					
17. My teacher is enthusiastic and eager to improve teaching practice.					
18. My teacher is passionate about teaching and has a commitment for student learning.					
19. My teacher is approachable and listens to me.					
20. My teacher contacts my parents to involve them in my learning.					
*					
*					

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

Comments:

Student Survey Summary

Teacher's Name: _____ School Year: _____

Grade(s) _____ Subject(s): _____

Survey Version Given: Grades K-2 Grades 3-5 Grades 6-8
Grades 9-12

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Student Satisfaction Analysis

Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

Analyze survey responses and answer the following questions:

A) What did students perceive as your major strengths?

B) What did students perceive as your major weaknesses?

C) How can you use this information for continuous professional growth?

You may include a copy of the Student Survey Summary in the Learning Environment section of the Documentation Log.)

Student Learning Objective Progress Form

Directions: This form is a tool to assist teachers in setting an objective that results in measurable learner progress. *NOTE:* When applicable, learner progress should be the focus of the objective. Enter information electronically into the cells (the boxes will expand to fit the text).

Teacher's Name: _____

Subject/Grade: _____ **School Year:** ____ - ____

Initial Objective Submission (due by _____ to the evaluator)

I. Setting (Describe the population and special learning circumstances)		
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data)		
III. Baseline Data (What is shown by the current data?)	<input type="checkbox"/> Data attached	
IV. Objective Statement (Describe what you want learners/program to accomplish)		
V. Means for Attaining Objective (Strategies used to accomplish the objective)		
Strategy	Evidence	Target Date

Teacher's Signature _____

Date _____

Evaluator's Signature _____

Date _____

VI. Mid-Year Review (Describe objective progress and other relevant data)	Mid-year review conducted on _____ Initials: _____(teacher) _____(evaluator)
	<input type="checkbox"/> Data attached

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

End-of-Year Review

Appropriate Data Received

Strategies used and data provided demonstrate appropriate Student Growth **Yes** **No**

Evaluator's Signature _____ Date _____

Interim Performance Report

Directions: Evaluators use this form in the fall to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, documentation log review, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.

Teacher _____

School Year(s) _____

Grade/Subject _____

School _____

Strengths:

Areas of Improvement:

Teacher's Name _____

Teacher's Signature _____ Date _____

Evaluator's Name _____

Evaluator's Signature _____ Date _____

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Comments:

Evident Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

2. Instructional Planning

The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Comments:

Evident Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

Evident Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

4. Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments:

Evident Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments:

Evident Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments:

Evident Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

7. Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Comments:

Evident Not Evident

If *not evident* is selected, the supervisor will provide the following assistance with the expected teacher outcomes by the dates indicated.

Summative Performance Report

***Directions:** Evaluators use this form at the end of the school year to provide teachers with an assessment of performance. The teacher should receive a copy of the form. The signed form is submitted to the site administrator within 10 calendar days of the summative evaluation meeting.*

***Note:** Three or more “partially effective” ratings on individual performance standards will result in an overall “partially effective” or “ineffective” rating. Similarly, one “ineffective” rating on a performance standard may result in an overall “ineffective” rating.*

Teacher: _____ **School:** _____

Grade/Subject: _____ **School Year:** _____ - _____

Contract Status: _____

Documentation Reviewed: Documentation Log Student Learning Objective Form
 Observation Form Other _____

Performance Standard 1: Professional Knowledge

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 2: Instructional Planning

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the state’s standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school’s curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school’s curriculum, effective strategies, resources, and data.
<input type="checkbox"/> <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Standard 3: Instructional Delivery

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher optimizes students’ opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher’s instruction inadequately addresses students’ learning needs.
<input type="checkbox"/> <i>Comments:</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Performance Standard 4: Assessment of/for Learning

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 5: Learning Environment

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 6: Professionalism

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Performance Standard 7: Student Progress

Highly Effective	Effective <i>Effective is the expected level of performance.</i>	Partially Effective	Ineffective
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Comments:</i>			

Evaluation Summary

- Recommended for continued employment.
- Recommended for placement on a *Performance Improvement Plan*. (One or more standards are *ineffective* or two or more standards are *partially effective*.)
- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a *Performance Improvement Plan*, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

Commendations:

Areas Noted for Improvement:

Teacher Improvement Goals:

Overall Evaluation Summary Criteria

- Highly Effective Effective Partially Effective Ineffective

Teacher's Signature/Date

Administrator's Signature/Date

Signature denotes the review occurred, however, not necessarily agreement with the final recommendation.

Performance Improvement Plan Form

Teacher: _____ School: _____

Grade/Subject: _____ School Year: ____ - ____

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Resources/Assistance Provided Activities to be Completed by the Employee</i>	<i>Target Dates</i>

<p>_____</p> <p>Evaluator's Signature/Date Initiated</p>	<p>The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of ineffective performance.</p> <p>_____</p> <p>Teacher's Signature/Date Initiated</p>
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Results of Performance Improvement Plan¹:

<i>Performance Standard Number</i>	<i>Performance Deficiencies within the Standard to be Corrected</i>	<i>Comments</i>	<i>Review Dates²</i>

Final recommendation based on outcome of Improvement Plan:

- The performance deficiencies have been satisfactorily corrected: The teacher is no longer on a *Performance Improvement Plan*.
- The deficiencies were not corrected: The teacher is recommended for non-renewal/dismissal.

Evaluator's Signature/Date Reviewed

Teacher's Signature/Date Reviewed
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Self-Assessment Form

Directions: This is an optional form that teachers may use to do a self-assessment of their performance related to each standard. The indicators are examples of what successful performance of that standard may entail, but they should not be viewed as a checklist of behaviors.

Date: _____

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- Demonstrates an accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and an understanding of the subject.
- Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- Communicates clearly and checks for understanding.

Strengths:

Areas for Growth:

2. Instructional Planning

The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- Uses student learning data to guide planning.
- Plans time realistically for pacing, content mastery, and transitions.
- Plans for differentiated instruction.
- Aligns lesson objectives to the school's curriculum and student learning needs.
- Develops appropriate long- and short-range plans and adapts plans when needed.

Strengths:

Areas for Growth:

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Strengths:

Areas for Growth:

4. Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Strengths:

Areas for Growth:

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Strengths:

Areas for Growth:

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Strengths:

Areas for Growth:

7. Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.
- Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Strengths:

Areas for Growth:

Comments:

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ATTACHMENT I: Teacher Evaluation Tool

Standards Performance Continuum

A Rubric for Observing Classroom Enactments of CREDE's Standards for Effective Pedagogy

	NOT OBSERVED	EMERGING	DEVELOPING	ENACTING	INTEGRATING
<i>General Definition:</i>	<i>The standard is not observed.</i>	<i>One or more elements of the standard are enacted.</i>	<i>The teacher designs and enacts activities that demonstrate a partial enactment of the standard.</i>	<i>The teacher designs, enacts, and assists in activities that demonstrate a complete enactment of the standard.</i>	<i>The teacher designs, enacts, and assists in activities that demonstrate skillful integration of multiple standards simultaneously.</i>
Joint Productive Activity <i>Teacher and Students Producing Together</i>	<i>Joint Productive Activity is not observed.</i>	Students are seated with a partner or group, AND (a) collaborate or assist one another, OR (b) are instructed in how to work in groups, OR (c) contribute individual work, not requiring collaboration, to a joint product.	The teacher and students collaborate on a joint product in a whole-class setting, OR students collaborate on a joint product in pairs or small groups.	The teacher and a small group of students collaborate on a joint product.	The teacher designs, enacts, and collaborates in joint productive activities that demonstrate skillful integration of multiple standards simultaneously.
Language & Literacy Development <i>Developing Language and Literacy Across the Curriculum</i>	<i>Language & Literacy Development is not observed.</i>	The teacher (a) explicitly models appropriate language; OR (b) students engage in brief, repetitive, or drill-like reading, writing, or speaking activities; OR (a) (c) students engage in social talk while working.	The teacher provides structured opportunities for academic language development in sustained reading, writing or speaking activities.	The teacher designs and enacts instructional activities that <i>generate</i> language expression and development of content vocabulary, AND <i>assists student language expression and development</i> through questioning, rephrasing, or modeling.	The teacher designs, enacts, and assists in language development activities that demonstrate skillful integration of multiple standards simultaneously.

ATTACHMENT I: Teacher Evaluation Tool

	NOT OBSERVED	EMERGING	DEVELOPING	ENACTING	INTEGRATING
Contextualization <i>Making Meaning — Connecting School to Students' Lives</i>	<i>Contextualization</i> is not observed.	The teacher (a) includes some aspect of students' everyday experience in instruction, OR (b) connects classroom activities by theme or builds on the current unit of instruction, OR (c) includes parents or community members in activities or instruction.	The teacher makes incidental connections between students' prior experience/knowledge from home, school, or community and the new activity/information.	The teacher integrates the new activity/information with what students already know from home, school, or community.	The teacher designs, enacts, and assists in contextualized activities that demonstrate skillful integration of multiple standards simultaneously.
Challenging Activities <i>Teaching Complex Thinking</i>	<i>Challenging Activity</i> is not observed.	The teacher (a) accommodates students' varied ability levels, OR (b) connects student comments to content concepts, OR (c) sets and presents standards for student performance, OR (d) provides students with feedback on their performance.	The teacher designs and enacts activities that connect instructional activities to academic content OR advance student understanding to more complex levels.	The teacher designs and enacts activities that are connected to academic content; assists and uses challenging standards to advance student understanding to more complex levels; AND provides students with feedback on their performance.	The teacher designs, enacts, and assists in challenging activities that demonstrate skillful integration of multiple standards simultaneously.
Instructional Conversation <i>Teaching Through Conversation</i>	<i>Instructional Conversation</i> is not observed.	The teacher (a) responds to student talk in ways that are comfortable for students, OR (b) uses questioning, listening or rephrasing to elicit student talk, OR (c) converses with students on a nonacademic topic.	The teacher converses with a small group of students on an academic topic AND <i>elicits student talk</i> with questioning, listening, rephrasing, or modeling.	The teacher: designs and enacts an instructional conversation (IC) with a clear academic goal; listens carefully to assess and assist student understanding; AND questions students on their views, judgments, or rationales. All students are included in the IC, AND student talk occurs at higher rates than teacher talk.	The teacher designs, enacts, and assists in instructional conversations that demonstrate skillful integration of multiple standards simultaneously.