

**MATTOON COMMUNITY UNIT SCHOOL DISTRICT #2
LBSI RESOURCE TEACHER
EVALUATION PROCEDURES AND FORMS**



**Revised 02/13/13
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NON-TENURED LBSI RESORCE TEACHER EVALUATION PROCEDURES

Purpose:

The purpose of the *Non-Tenured LBSI Resource Teacher Evaluation Procedures* section of this document is to provide an outline of the non-tenured employee evaluation process and procedure utilized throughout the District.

Administrative General Procedures:

- Each building Principal is to turn in a list of all employees to be evaluated (tenured and non-tenured) to the Human Resource Office by **September 15th** of each academic school year.
- Go over non-tenured evaluation process with all new non-tenured employees during new employee orientation or during a time prior in which non-tenured employee evaluations are to take place.
- Ensure that all phases of the non-tenured evaluation process are discussed and followed.
- Distribute a list of all employees (tenured and non-tenured) that are to be evaluated during the current school year at the first employees meeting held in August of each academic school year.

Non-Tenured Employee Evaluation Procedures:

- Conduct a pre and post conference for every formal observation.
- Conduct a post conference for every formal and informal observation within **15 school days** of the observation.
- Conduct one evaluation cycle (**at least one formal and one informal observation**) per semester during year **one and two for non-tenured employees**. Complete the first evaluation cycle no later than **December 1st**. The purpose of the first evaluation cycle is to provide feedback to the non-tenured employee. Complete the second evaluation cycle and have the completed **SUMMATIVE** evaluation turned into the Human Resources Office by **March 1st**. The final evaluation conference with non-tenured employees will take place at least forty-five (45) days before the end of the school term.
- Conduct one annual evaluation cycle during years three and four for non-tenured employees. However, if an administrator concern exists related to the performance of a third or fourth year non-tenured employee, the administrator will conduct additional evaluations.
- Informal observations can occur at anytime.
- During the evaluation process-document everything that is relevant. Document every conference and observation.

TENURED EMPLOYEE EVALUATION PROCEDURES

ARTICLE 8

8.1 STATEMENT OF PURPOSE

The purpose of evaluation is to make a periodic judgment about each employee's performance leading to a written statement that the employee is "excellent," "proficient," "needs improvement" or "unsatisfactory."

8.2 SCHEDULE OF EVALUATION

- A. Each tenured employee will be evaluated on a two-year schedule. If an administrator finds it necessary to evaluate a tenured employee who received a rating of "satisfactory" (2011-2012 only) or "proficient" or higher in the previous year, the administrator shall notify such tenured employee in writing stating the cause for such additional evaluation. No "proficient" or "excellent" employee will be evaluated more than one time in any one year.

Each non-tenured employee shall be evaluated no more than twice each year until tenured; however, only the final summative evaluation in any given year will be used for the purposes relating to reduction-in-force as described in Section 7.7 of this Agreement. A tenured employee who receives a rating of "unsatisfactory" and successfully completes remediation or a tenured employee who receives a rating of "needs improvement" will be evaluated once in the year following receipt of the rating.

Tenured employees under remediation will be evaluated according to the remediation plan which shall not be limited to the procedures set forth in this Article 8.

Tenured employees most recently evaluated as "proficient" or "excellent" who were not evaluated in the prior school year and who have been informed that they will not be evaluated in the current school year, shall have the right to be evaluated if they so request. Tenured employees who were rated "proficient" or "excellent" in their last evaluation of the prior school year may ask to be evaluated in the current school year, with the evaluation to be conducted at the discretion of the evaluator.

Each building administrator will develop a schedule of evaluations for the employees assigned to his/her building. The administrator may alter the schedule

if, for reasons such as transfers, attrition, retirement and the like, the number of employees to be evaluated over a two-year period would be substantially unequal.

- B. No later than September 15, and before any pre-observation conference or any observation takes place in any school term, the building principal or evaluators shall conduct a meeting(s) to inform the faculty as a whole about the evaluation procedures, standards and instruments to be used. This in-service may be district-wide and/or building meeting(s). Arrangements will be made to in-service any employee absent from the district/building meeting prior to his/her evaluation. The employee, during the first pre-observation conference, shall notify the evaluator if he/she has not received this in-service.

8.3 CERTIFIED EMPLOYEE EVALUATION TIMELINE

No later than September 15	The building principal or evaluator will present evaluation information to all employees through a district-wide or building meeting as provided in 8.2.
Before each formal observation	An appointment shall be made for the pre-observation conference.
Within 15 school days of each classroom observation	A post-observation conference will be held for each formal or informal classroom observation.
No later than May 15	All tenured employee evaluations to be completed including the final evaluation conference and rating.

8.4 LIST OF EVALUATORS

Only administrators who have been qualified in accordance with the Illinois State Board of Education regulations may conduct evaluations of certified employees. By September 15 each year, the administration shall make available to the Association a list of all of the District's qualified evaluators. Any changes in the list will be sent to the Association within fifteen (15) working days.

8.5 OBSERVATIONS

A. Observation and Evaluators

A qualified evaluator will evaluate each employee by formal and informal observations. Formal observations shall take place at times during which the employee is engaged in his or her primary assignment. Teachers shall not be expected to prepare an unreasonable amount of materials as part of their

evaluations. All formal observations shall be no less than forty-five (45) minutes or one class period. The pre-conference will not apply to informal observations. The evaluator shall advise the teacher at the start of an informal observation. The final evaluation will be determined from a minimum of (1) one formal observations and a maximum total of four (4) observations. If the evaluator maintains that special circumstances exist which lead to the need for an increase in the number of observations, the evaluator shall meet with the employee to discuss such circumstances before any additional observations are conducted. The Association shall be notified and shall be allowed to appeal the decision to the Superintendent. The employee may request that the additional observations be conducted by a different evaluator.

B. Other Relevant Information

In addition to formal and informal observations, evaluators may consider information from other sources which are relevant and material to evaluation as long as the evaluator or administrator notifies the teacher within ten (10) days of the occurrence, or the evaluator's knowledge thereof; however, anonymous material shall not be used. This information shall not be used as the sole information to render an employee "unsatisfactory" in the overall rating. The data gathered during the observation of the employee's primary responsibility shall be the principal source of information, and the data described in this paragraph secondary in determining the evaluation rating.

C. Formal Observation Process

The formal observation process will be initiated by the evaluator with the scheduling of a pre-observation conference with the employee to be evaluated. The evaluator will review applicable observation instruments and the evaluator will establish the date and time of the formal observation. The employee will identify the topic of the lesson or activity which is scheduled to occur. The administrator and employee may agree to the employee's demonstration of particular skills to be observed during the formal observation and schedule the observation for a time and date such will occur.

During observations of the employee, the evaluator may use the data-collection method of choice. The evaluator shall endeavor to advise the employee of the data collection method at a pre-observation conference (if one is required). However, the evaluator may alter the data collection method, if in his or her discretion, the same is necessary or convenient for a meaningful observation. The evaluator will review data collected at a formal observation post-observation conference.

Any data gathered during the formal observation shall be shared with the employee and reduced to writing on the observation report form. Data gathering notes shall be destroyed unless attached to the observation report form.

D. Post Observation Conference

Except in case of emergency or absence, such as the illness of the evaluator or employee, within fifteen (15) school days of each formal or informal observation, a post-observation conference will be held. The purpose of the conference will be to discuss the observation and data collected.

E. Final Evaluation Conference

No more than fifteen (15) school days following the final observation, except in case of emergency or absence, such as the illness of the evaluator or employee, and before May 15, the evaluator will complete an evaluation conference with tenured employees. The final evaluation conference with non-tenured employees will take place at least forty-five (45) days before the end of the school term. The evaluator will reduce the evaluation to writing on the evaluation instrument, and give a copy to the employee. The evaluator will discuss the strengths and weaknesses of the employee, the overall rating, and supporting reasons.

F. Employee Right to Respond

The employee shall have the right to respond in writing and to have a meeting with the administrator to discuss the evaluation, if the employee requests, within ten (10) school days of receiving the evaluation. Within twenty (20) calendar days after the final evaluation conference, the employee may make a written response to be attached to the final written evaluation.

8.6 TRAVELING OR UNASSIGNED EMPLOYEES

Traveling employees, or employees not assigned to a single building, will be observed and evaluated by only one evaluator. In most cases, the evaluator will be the employee's primary supervisor. The primary supervisor may solicit input from administrators in other buildings to which the employee is assigned.

8.8 FINAL EVALUATION CALCULATION

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as one (1) for unsatisfactory, two (2) for needs improvement, three (3) for proficient, and four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains. Domain 1 will be weighted as 15%; Domain 2 as 35%; Domain 3 as 40%; and Domain 4 as 10%.

- A summative rating of Excellent shall be given an employee with a weighted average score greater than or equal to 3.4.
- A summative rating of Proficient shall be given an employee with a weighted average score greater than or equal to 2.7 up to 3.3.
- An employee with a weighted average score greater than or equal to 2.0 and up to 2.6 will receive a summative rating of Needs Improvement.
- An employee with a weighted average score below 2.0 will receive a summative rating of Unsatisfactory.

The following calculation is used to find the summative rating:

$$(\text{Average of Domain 1} \times .15) + (\text{Average of Domain 2} \times .35) + (\text{Average of Domain 3} \times .40) + (\text{Average of Domain 4} \times .10) = \text{Summative Rating.}$$

A tool that can be used to calculate the summative rating will be made available on the district web site before summative ratings are provided to employees.

8.9 REMEDIATION

Within thirty (30) school days after completion of a written evaluation which rates a teacher as "unsatisfactory," the evaluating administrator will, with the participation of a consulting teacher and the teacher deemed "unsatisfactory," formulate and commence a remediation plan designed to correct the deficiencies cited.

The remediation plan will include evaluations by a qualified administrator every thirty (30) school days, and a final remediation rating for the ninety (90) school days constituting the remediation period.

The observations for a tenured employee under remediation will conform to the remediation plan. Remediation plans are not incorporated into this Agreement.

8.10 CONSULTING TEACHER

The Employer may use a “consulting teacher” to help formulate a remediation plan and to give advice to the employee under remediation. The Mattoon Education Association may, if it so chooses, supply a roster of qualified employees from whom the consulting teacher is to be selected. The consulting teacher must have at least five (5) years teaching experience, must have a reasonable familiarity with the assignment of the teacher being evaluated, and must have received an “excellent” rating on his most recent evaluation.

The Employer will notify the employee in writing of his selection as consulting teacher. It will state in the notice that acceptance is voluntary. The Employer will not compel any employee, who is otherwise qualified, to participate in a remediation program as a consulting teacher. In the event that no employee is qualified, or no employee volunteers to be a consulting teacher, the Employer will request that the Regional Office of Education supply an individual who meets the criteria, or will choose a qualified employee from another Illinois school district.

A Mattoon Community Unit #2 consulting teacher will assist in his remediation responsibilities during the time when he is not scheduled to teach and will receive compensation at the hourly rate specified in Article 7. The consulting teacher will develop with the remediating teacher a consultation schedule which beyond forty (40) hours must be approved by the Superintendent.

With respect to a teacher that has been rated “unsatisfactory,” the consulting teacher will make no evaluation in any circumstance. No statements by the consulting teacher about any aspect of the remediating teacher, either personal or related to the behavior under remediation, will be used in any evaluation, conversations, hearings, or records. It is the intention of the parties that any statements made by the consulting teacher to or about the remediating teacher are confidential between those two individuals and are not to be used by any other person for any reason.

The Employer shall provide for the consulting teacher the same liability insurance protection as is provided for the school district administrators.

If, after thirty (30) days of working with the consulting teacher, the remediating teacher determines that the consulting teacher is not helping him or her remediate, he or she may request another consulting teacher from the pool of consulting teachers by a written request to the participating principal.

8.11 PROFESSIONAL DEVELOPMENT PLAN (PDP)

Within thirty (30) school days after the completion of an evaluation rating a tenured teacher as “needs improvement,” a district evaluator shall develop, in consultation with

the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, a professional development plan directed to the areas that need improvement and indicating any supports that the district will provide to address the areas identified as needing improvement. The plan will be conducted in accordance with the PDP Guidelines attached to this Agreement as Appendix C. Failure to complete the plan will not affect the employee's rating. Completion of the plan shall be taken into consideration when the employee is evaluated in the year following the rating of "needs improvement."

EMPLOYEE EVALUATION FORM

Employee: _____ Full-Time: [] Part-Time: []

Years of Experience: _____ Discipline/Grade Level: _____

School or Worksite: _____

Subject/Grade Level/Assignment: _____

Number of: Students/Class: _____ IEP: _____ Title I: _____

Evaluator: _____

Rating System

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as:

- One (1) for unsatisfactory,
- Two (2) for needs improvement,
- Three (3) for proficient, and
- Four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains.

- Domain 1 will be weighted as 15%;
- Domain 2 as 35%;
- Domain 3 as 40%; and
- Domain 4 as 10%.

Summative Rating

- **Excellent (4)** - shall be given to employees with a weighted average score greater than or equal to 3.4.
- **Proficient (3)**- shall be given to employees with a weighted average score greater than or equal to 2.7 up to 3.3.
- **Needs Improvement (2)** – shall be given to employees with a weighted average score greater than or equal to 2.0 and up to 2.6.
- **Unsatisfactory (1)** – shall be given to employees with a weighted average score below 2.0.

Example

Domain 1 average score $_{2.8_}$ x $_{.15_}$ = $_{.42_}$

Domain 2 average score $_{2.3_}$ x $_{.35_}$ = $_{.81_}$

Domain 3 average score $_{2.0_}$ x $_{.40_}$ = $_{.80_}$

Domain 4 average score $_{2.6_}$ x $_{.10_}$ = $_{.26_}$

Total = $_{2.29_}$ = weighted average score

Summative Score:

- Excellent (4)**
Employees with a weighted average score greater than or equal to 3.4.
- Proficient (3)**
Employees with a weighted average score greater than or equal to 2.7 up to 3.3.
- Needs Improvement (2)**
Employees with a weighted average score greater than or equal to 2.0 and up to 2.6.
- Unsatisfactory (1)**
Employees with a weighted average score below 2.0.

EVALUATION SEQUENCE

DATE	ACTIVITY	TIME IN	TIME OUT

Note: Under the *Activity* heading indicate the type of activity, i.e., pre/post conferences, formal observations (announced and unannounced), informal observations, evaluation conference, signature conference, etc.

Domain 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Knowledge of Content and the Structure of the Discipline 	Unsatisfactory	Needs Improvement	Proficient	Excellent
<ul style="list-style-type: none"> • Knowledge of Prerequisite Relationships 	Teacher's plans and practices indicate no understanding of prerequisite relationships.	Teacher's plans and practices indicate little awareness of prerequisite relationships.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts, and teacher builds on students' prior knowledge.
<ul style="list-style-type: none"> • Knowledge of Content-related Best Practice 	The Resource teacher's plans and methods reflect no understanding of best practice in the content area and special education. The Resource Teacher lacks an appropriate plan for meeting service minutes and providing necessary accommodations that have been developed collaboratively with the multidisciplinary team.	The Resource teacher's plans and methods reflect a limited understanding of best practice in the content area and special education. The Resource Teacher has an appropriate plan for meeting service minutes and providing necessary accommodations that have been developed collaboratively with the multidisciplinary team.	The Resource teacher's plans and methods reflect application of best practice in the content area and special education. The Resource Teacher has a highly appropriate plan for meeting service minutes and providing necessary accommodations that have been developed collaboratively with the multidisciplinary team.	The Resource teacher's plans and methods reflect application of best practice in the content area and special education. The Resource Teacher identifies what needs to be retaught based on content area knowledge. The Resource Teacher has a highly appropriate plan for meeting service minutes and providing necessary accommodations that have been developed collaboratively with the multidisciplinary team.

1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Knowledge of Child and Adolescent Development • Knowledge of the Learning Process • Knowledge of Students' Skills, Knowledge, and Language Proficiency 	Unsatisfactory Teacher displays no knowledge of the developmental characteristics of the age group.	Needs Improvement Teacher displays little knowledge of the developmental characteristics of the age group.	Proficient Teacher displays knowledge of the developmental characteristics of the age group. Teacher applies this information of student skills, knowledge, and language proficiency for the class as a whole and to groups of students	Excellent Teacher displays knowledge of developmental characteristics of the age group they are teaching and exceptions to the general patterns. Teacher applies this information to individual student needs when making appropriate accommodations for student skills, knowledge, and language proficiency.
<ul style="list-style-type: none"> • Knowledge of Students' Interests and Cultural Heritage 	Teacher displays no knowledge of students' interests or cultural heritage.	Teacher displays little knowledge of students' interests or cultural heritage.	Teacher incorporates students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher incorporates students' interests or cultural heritage and displays this knowledge for individual students.
<ul style="list-style-type: none"> • Knowledge of Students' Special Needs 	The Resource teacher displays no understanding of students' special learning or medical needs.	The Resource teacher displays little understanding of students' special learning or medical needs.	The Resource teacher is aware of students' special learning and medical needs.	The Resource teacher is aware and communicates students' special learning and medical needs and seeks information from a variety of sources.

1c Setting Instructional Outcomes <ul style="list-style-type: none"> Value, Sequence, and Alignment 	Unsatisfactory	Needs Improvement	Proficient	Excellent
<ul style="list-style-type: none"> Clarity 	Outcomes are either not clear, or not stated in terms of student learning. Outcomes do not permit viable methods of assessment.	Few outcomes are clear or stated in terms of student learning. Some outcomes do not permit viable methods of assessment.	Most outcomes are clear, stated in the form of student learning. Most suggest viable methods of assessment.	All outcomes are clear, stated in terms of student learning, and permit viable methods of assessment.
<ul style="list-style-type: none"> Balance Suitability for Diverse Learners 	Outcomes reflect only one type of learning, discipline, or strand or are not suitable for the class, or not based on student assessment.	Few outcomes reflect different types of learning, and are suitable for most students in the class based on whole-group assessment of student learning.	Most outcomes reflect different types of learning and opportunities for coordination AND outcomes are based on assessment of student learning, considering the varying needs of individual students.	Outcomes reflect different types of learning and opportunities for coordination AND outcomes are based on assessment of student learning, considering the varying needs of individual students.

1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • Resources for Classroom Use • Resources for Students 	Unsatisfactory <p>The Resource teacher is unaware of resources for classroom and student use. The Resource Teacher is unaware of resources available through the district and in the larger community, as student needs indicate.</p>	Needs Improvement <p>The Resource teacher displays little awareness of resources available for classroom and student use. The Resource Teacher demonstrates little knowledge of resources available through the district and in the larger community, as student needs indicate.</p>	Proficient <p>The Resource teacher displays some awareness of resources available for classroom and student use. The Resource Teacher demonstrates some knowledge of resources available through the district and in the larger community, as student needs indicate.</p>	Excellent <p>The Resource Teacher displays knowledge of and utilizes varied resources for classroom and student use. The Resource Teacher demonstrates knowledge of resources available through the district and in the larger community, as student needs indicate.</p>
<ul style="list-style-type: none"> • Resources to Extend Content Knowledge and Pedagogy 	<p>Teacher is unaware of resources to enhance content and pedagogical knowledge.</p>	<p>Teacher displays little awareness of resources to enhance content and pedagogical knowledge.</p>	<p>Teacher displays some awareness of resources to enhance content and pedagogical knowledge.</p>	<p>Teacher displays knowledge of varied resources to enhance content and pedagogical knowledge.</p>

1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning Activities • Instructional Materials and Resources • Lesson and Unit Structure 	Unsatisfactory <p>The Resource teacher has no knowledge of special education laws and procedures.</p>	Needs Improvement <p>The Resource teacher has limited knowledge of special education laws and procedures.</p>	Proficient <p>The Resource teacher has knowledge of special education laws and procedures. The Resource teacher takes part in reviewing and revising building and district policies.</p>	Excellent <p>The Resource Teacher's knowledge of special education laws and procedures is extensive; the Resource Teacher takes a leadership role in reviewing and revising building and district policies.</p>
<ul style="list-style-type: none"> • Instructional groups 	<p>Student groups do not support instructional outcomes and offer no variety.</p>	<p>Instructional groups partially support instructional outcomes, with an effort at providing some variety.</p>	<p>Most instructional groups are varied (as appropriate) to students and different instructional outcomes.</p>	<p>A variety of instructional groups are used (as appropriate) to incorporate students and instructional outcomes.</p>

1f Designing Student Assessments <ul style="list-style-type: none"> ● Design of Formative Assessment ● Use for Planning 	Unsatisfactory	Needs Improvement	Proficient	Excellent
<ul style="list-style-type: none"> ● Congruence with Instructional Outcomes ● Criteria and Standards 	Teacher does not use or consider the results of assessment.	Teacher considers formative assessment but may not implement for future instructional decisions.	Teacher uses well-designed formative assessment that serves as the basis for future instruction, based on groups of students' needs.	Teacher uses well-designed formative assessment that serves as the basis for future instruction, based on individual student needs.
	Assessment criteria and standards are not considered.	Assessment criteria and standards are unclear or not aligned with the instructional outcomes.	Assessment criteria and standards are clear and fully aligned with instructional outcomes in both content and method. Assessment is adapted for groups of students.	Assessment criteria and standards are clear and fully aligned with the instructional outcomes in both content and method. Assessment is adapted for individual students, as appropriate.

Total = ____/13 = ____ Average Score
 Domain 1 average score ____ x .15 = _____

Domain 2: The Classroom Environment

<p>2a Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Teacher Interactions with Students • Student Interactions with Other Students 	<p>Unsatisfactory</p> <p>Teacher interactions are negative, demeaning, or inappropriate to the age or culture of the students. Teacher does not encourage students to treat others with respect. The students are not productive in the Resource setting.</p>	<p>Needs Improvement</p> <p>Teacher interactions may be inconsistent in regard to student culture and treatment. Teacher does not encourage students to treat others with respect. The students are not productive in the Resource setting.</p>	<p>Proficient</p> <p>Teacher interactions with students reflect respect and caring. Teacher consistently encourages students to treat others with respect. The students are productive in the Resource setting.</p>	<p>Excellent</p> <p>Teacher interactions with students reflect respect and caring for individuals as well as groups of students. Teacher consistently encourages students to treat others with respect. The students are productive in the Resource setting.</p>
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2b Establishing a Culture for Learning <ul style="list-style-type: none"> ● Importance of the Content ● Student Pride in Work 	Unsatisfactory	Needs Improvement	Proficient	Excellent
<ul style="list-style-type: none"> ● Expectations for Learning and Achievement 	Teacher conveys a negative attitude toward the content and does not encourage students to take pride in their work.	Teacher occasionally conveys the importance of the content and rarely encourages students to take pride in their work.	Teacher conveys the importance of the content and consistently encourages students to take pride in their work.	Teacher conveys enthusiasm for the content and consistently encourages students to take pride in their work.
	Instructional outcomes, activities, assignments, and classroom interactions convey low expectations.	Instructional outcomes, activities, assignments, and classroom interactions convey modest expectations.	Instructional outcomes, activities, assignments, and classroom interactions consistently convey high expectations for most students.	Instructional outcomes, activities, assignments, and classroom interactions consistently convey high expectations for all students.

<p>2c Management of Transitions</p> <ul style="list-style-type: none"> • Management of Materials and Supplies • Performance of Non-instructional Duties. 	<p style="text-align: center;">Unsatisfactory</p> <p>Within instructional time, transitions are disorderly. Routines for handling materials, supplies, and non-instructional duties are inefficient, resulting in significant loss of instructional time.</p>	<p style="text-align: center;">Needs Improvement</p> <p>Within instructional time, some transitions occur smoothly. Routines for handling materials, supplies, and non-instructional duties are inconsistent, resulting in significant loss of instructional time.</p>	<p style="text-align: center;">Proficient</p> <p>Within instructional time, transitions often occur smoothly. Routines for handling materials, supplies, and non-instructional duties are consistent, resulting in some loss of instructional time.</p>	<p style="text-align: center;">Excellent</p> <p>Within instructional time, smooth transitions occur consistently. Routines for accessing accommodation, handling materials, and non-instructional duties are consistent, resulting in little to no loss of time.</p>
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<p>2d Managing Student Behavior</p> <ul style="list-style-type: none"> • Expectations • Monitoring of Student Behavior • Response to Student Misbehavior 	<p style="text-align: center;">Unsatisfactory</p> <p>No standards of conduct appear to be understood for classroom served. Within their environment, the Resource teacher is not aware of student behavior and does not respond to misbehavior.</p>	<p style="text-align: center;">Needs Improvement</p> <p>The Resource teacher's actions do not reflect a clear understanding of the standards of conduct for each classroom served. Within their environment, the Resource teacher is aware of student behavior but does not respond appropriately.</p>	<p style="text-align: center;">Proficient</p> <p>The Resource teacher has an understanding of established standards of conduct for each room served. Within their environment, the Resource teacher is alert to student behavior. Teacher response to student behavior is appropriate for the specific classroom, the student's needs and given situation.</p>	<p style="text-align: center;">Excellent</p> <p>The Resource Teacher has a clear understanding of the established standards of conduct for each room served. Within their environment, the Resource Teacher has established clear standards of conduct that are posted. Monitoring is appropriate and proactive. Teacher response to student behavior is appropriate for the specific classroom, the student's needs and given situation.</p>
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2e	Unsatisfactory	Needs Improvement	Proficient	Excellent
Organizing Physical Space <ul style="list-style-type: none"> • Safety and Accessibility • Arrangement of Furniture and Use of Physical Resources 	The classroom is unsafe and learning is not accessible to students. The furniture arrangement hinders the learning activities and the Resource teacher makes poor use of physical resources.	The classroom is safe; however, learning is not accessible to all students. The Resource teacher uses physical resources/furniture to support student learning.	The educational environment is safe, and learning is accessible to all students. The Resource teacher uses physical resources/furniture appropriately for student learning.	The educational environment is safe. The Resource Teacher makes highly effective use of the physical environment and contributes to the physical arrangement of classrooms served.

Total = ____/4 = ____ Average Score

Domain 2 average score ____ x .35 = _____

Domain 3: Instruction

3a Communicating with Students <ul style="list-style-type: none"> • Expectations for Learning • Explanations of Content 	Unsatisfactory The Resource teacher does not collaborate with staff in the design of instructional units and lessons.	Needs Improvement The Resource teacher sometimes collaborates with some staff in the design of instructional units and lessons.	Proficient The Resource teacher often collaborates with staff in the design of instructional units and lessons and locates additional resources to aid students.	Excellent The Resource teacher collaborates frequently with staff in the design of instructional units and lessons and locates additional resources to aid students.
<ul style="list-style-type: none"> • Directions and Procedures 	Teacher's directions and procedures are unclear to students.	Teacher's directions and procedures must be clarified often.	Teacher makes directions and procedures clear to students.	Teacher makes directions and procedures clear to students and anticipates possible student misunderstanding.
<ul style="list-style-type: none"> • Use of Oral and Written Language 	Teacher's spoken or written language is unclear or incorrect. Vocabulary may be inappropriate, vague, or used incorrectly.	Teacher's spoken and written language is sometimes clear and correct. Vocabulary is correct but limited or is not appropriate.	Teacher's spoken and written language is clear and conforms to standard English. Vocabulary is appropriate to students' ages and interests.	Teacher's spoken and written language is clear and conforms to standard English. Teacher uses well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.

3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of Questions 	Unsatisfactory	Needs Improvement	Proficient	Excellent
<ul style="list-style-type: none"> • Discussion Techniques • Student Participation 	<p>Teacher's questions are predominantly closed-ended or of poor quality with low cognitive challenge. Little time is provided for student response.</p> <p>Interaction between teacher and student is predominantly recitation style.</p>	<p>Teacher's questions are mostly of low quality. Only some invite a thoughtful response. Little time is provided for student response.</p> <p>Teacher provides opportunity for few students to be heard in discussion.</p>	<p>Teacher's questions are pertinent and challenge students at a level appropriate to the age and ability. Adequate time is provided for student response.</p> <p>Teacher provides opportunity for most students to be heard in discussion.</p>	<p>Teacher's questions are pertinent and challenge students at a level appropriate to their age and ability, with adequate time for student response. Teacher demonstrates a scaffold of questioning.</p> <p>Teacher provides opportunity for most students to be heard in discussion as well as opportunity to initiate topics and make contributions.</p>

3c Engaging Students in Learning <ul style="list-style-type: none"> ● Activities and Assignments ● Instructional Materials and Resources 	Unsatisfactory Instructional materials are not suitable to the instructional purpose, and teacher provides few activities for cognitive engagement.	Needs Improvement Instructional materials and resources are partially suitable to the instructional purpose, and teacher provides few activities for cognitive engagement.	Proficient Instructional materials and resources are suitable to the instructional purpose, and teacher provides some activities for cognitive engagement.	Excellent Instructional materials and resources are suitable to the instructional purpose, and teacher provides activities for cognitive engagement.
<ul style="list-style-type: none"> ● Grouping of Students 	The instructional grouping is inappropriate for the lesson.	Use of grouping is not entirely appropriate for the lesson.	Grouping is appropriate for the lesson.	Grouping of lesson is appropriate for the lesson and students.
<ul style="list-style-type: none"> ● Structure and Pacing 	The structure and pacing are inappropriate for the lesson.	Parts of the lesson are appropriately structured and/or paced.	Structure and pacing are appropriate for the lesson.	Structure and pacing of lesson are appropriate for the lesson and students.

3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment Criteria • Student Self-Assessment and Monitoring of Progress 	Unsatisfactory Teacher does not inform students of the criteria and standards by which their work will be evaluated.	Needs Improvement Teacher does not fully inform students of the criteria and standards by which their work will be evaluated.	Proficient Teacher informs students of the criteria and standards by which their work will be evaluated.	Excellent Teacher informs students of the criteria and standards by which their work will be evaluated, and students are given the opportunity to assess the quality of their own work.
<ul style="list-style-type: none"> • Monitoring of Student Learning • Feedback to Students 	The Resource teacher does not monitor IEP progress, does not provide feedback to students, and does not communicate progress to parents.	The Resource teacher monitors and charts some IEP progress, communicates progress to parents, and seeks out additional services or delivery changes as recommended.	The Resource teacher monitors and charts most IEP progress, provides feedback to students, often communicates progress to parents, and seeks out additional services or delivery changes as necessary.	The Resource teacher actively monitors and charts all IEP progress, provides feedback to students, frequently communicates progress to parents, and seeks out additional services or delivery changes as necessary.

3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson Adjustment • Response to Students • Persistence 	Unsatisfactory <p>The Resource teacher does not respond to evidence to determine the need to make changes in students' IEP service delivery. The Resource teacher does not respond to colleagues to seek effective approaches for students who need help within the regular education setting.</p>	Needs Improvement <p>The Resource teacher responds to evidence to determine the need to make changes in students' IEP service delivery. The Resource teacher responds to colleagues seeking effective approaches for students who need help within the regular education setting.</p>	Proficient <p>The Resource teacher uses evidence-based practice to determine the need to make changes in students' IEP service delivery. The Resource teacher responds to colleagues seeking effective approaches for students who need help within the regular education setting, such as reteaching.</p>	Excellent <p>The Resource Teacher uses evidence-based practice to determine the need to make changes in students' IEP service delivery. The Resource Teacher collaborates with colleagues to seek effective approaches for students who need help within the regular education setting, such as reteaching.</p>
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Total = ____/7= ____ Average Score

Domain 3 average score ____ x .40 = _____

Domain 4: Professional Responsibilities

<p>4a Reflecting on Teaching</p> <ul style="list-style-type: none"> • Accuracy • Use in Future Teaching 	<p style="text-align: center;">Unsatisfactory</p> <p>Teacher is unable to reflect on the lesson’s effectiveness or achievement of instructional outcomes and offers no suggestions for alternative actions in post-observation conference.</p>	<p style="text-align: center;">Needs Improvement</p> <p>Teacher reflects on the lesson’s effectiveness and the extent to which it achieved its instructional outcomes, offering general suggestions for alternative actions in post-observation conference.</p>	<p style="text-align: center;">Proficient</p> <p>Teacher reflects on the lesson’s effectiveness in accordance with given outcomes, making specific suggestions for improvement in post-observation conference.</p>	<p style="text-align: center;">Excellent</p> <p>Teacher reflects on the lesson’s effectiveness in accordance with given outcomes, making specific suggestions for improvement, offering specific rationale for improvement in post-observation conference.</p>
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4b Maintaining Accurate Records <ul style="list-style-type: none"> • Student Completion of Assignments • Student Progress in Learning • Non-instructional Records 	Unsatisfactory The Resource Teacher’s system for maintaining student information on assignments, progress, and non-instructional activities is not accurate, punctual, and effectively used to adjust the IEP. The Resource teacher does not confer with students, parents, and colleagues regarding student progress when requested.	Needs Improvement The Resource Teacher’s system for maintaining student information on assignments, progress, and non-instructional activities is partially accurate, punctual, and effectively used to adjust the IEP. The Resource teacher confers with students, parents, and colleagues regarding student progress when requested.	Proficient The Resource Teacher’s system for maintaining student information on assignments, progress, and non-instructional activities is mostly accurate, punctual, and effectively used to adjust the IEP. The Resource teacher confers with students, parents, and colleagues regarding student progress as needed.	Excellent The Resource Teacher’s system for maintaining student information on assignments, progress, and non-instructional activities is accurate, punctual, and effectively used to adjust the IEP. The Resource teacher confers with students, parents, and colleagues regarding student progress as needed.

<p>4c Communicating with Families</p> <ul style="list-style-type: none"> ● Information about the Instructional Program ● Information about Individual Students ● Engagement of Families in the Instructional Program 	<p style="text-align: center;">Unsatisfactory</p> <p>Teacher makes little to no attempt to inform families of the instructional program and student progress.</p>	<p style="text-align: center;">Needs Improvement</p> <p>Teacher takes necessary steps to inform families of the instructional program and student progress, and responds minimally to families' concerns with professionalism.</p>	<p style="text-align: center;">Proficient</p> <p>Teacher takes necessary steps to inform families of the instructional program and student progress, and responds to families' concerns with professionalism.</p>	<p style="text-align: center;">Excellent</p> <p>Teacher takes necessary steps to inform families of the instructional program and student progress, and responds to families' concerns with professionalism. Teacher ensures students participate in this process or takes additional steps to inform families of student progress.</p>
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4d	Unsatisfactory	Needs Improvement	Proficient	Excellent
Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with Colleagues • Involvement in a Culture of Professional Inquiry • Service to the School • Participation in School and District Projects • Decision Making(4f) 	<p>Teacher does not demonstrate professionalism among colleagues and is not involved in school or district activities.</p>	<p>Teacher sometimes demonstrates professionalism among colleagues.</p>	<p>Teacher demonstrates professionalism and cooperation among colleagues and participates in various school or district activities and functions when asked.</p>	<p>Teacher demonstrates professionalism through cooperation, open discussion, and/or volunteers in various school or district activities either during the school day or beyond school hours.</p>

<p>4e Growing and Developing Professionally</p> <ul style="list-style-type: none"> • Enhancement of Content Knowledge and Pedagogical Skill • Receptivity to feedback from Colleagues • Service to the Profession 	<p style="text-align: center;">Unsatisfactory</p> <p>The Resource teacher participates in professional development activities only when asked.</p>	<p style="text-align: center;">Needs Improvement</p> <p>The Resource Teacher seeks out opportunities for professional development.</p>	<p style="text-align: center;">Proficient</p> <p>The Resource Teacher seeks out opportunities for professional development relevant to students on his/her caseload.</p>	<p style="text-align: center;">Excellent</p> <p>The Resource Teacher seeks out opportunities for professional development relevant to students on his/her caseload and shares that learning in the classroom and/or the professional community.</p>
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4f Showing Professionalism	Unsatisfactory	Needs Improvement	Proficient	Excellent
<ul style="list-style-type: none"> • Integrity and Ethical Conduct • Compliance with School and District Regulations 	Teacher displays dishonesty in interactions with colleagues, students, and the public and does not comply with school and district regulations.	Teacher is honest in interactions with colleagues, students, and the public and complies minimally with school and district regulations.	Teacher holds professional standards of honesty, integrity, and confidentiality and usually complies with school and district regulations.	Teacher holds high standards of honesty, integrity, and confidentiality and consistently complies with school and district regulations.
<ul style="list-style-type: none"> • Service to the Students • Advocacy 	Teacher dismisses students' needs.	Teacher is inconsistent in serving students through promotion of positive attitudes, practices, and behaviors.	Teacher serves students through promotion of positive attitudes, practices, and behaviors.	Teacher is proactive in serving all students through promotion of positive attitudes, practices, and behaviors.

Total = ____/6 = ____ Average Score

Domain 4 average score ____ x .10 = _____

Summative Rating Calculation

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as:

- One (1) for unsatisfactory,
- Two (2) for needs improvement,
- Three (3) for proficient, and
- Four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains.

- Domain 1 will be weighted as 15%;
- Domain 2 as 35%;
- Domain 3 as 40%; and
- Domain 4 as 10%.

Domain 1 average score _____ x .15 = _____

Domain 2 average score _____ x .35 = _____

Domain 3 average score _____ x .40 = _____

Domain 4 average score _____ x .10 = _____

Total = _____ = weighted average score

Summative Rating Score

Excellent (4) - shall be given to employees with a weighted average score greater than or equal to 3.4.

Proficient (3)- shall be given to employees with a weighted average score greater than or equal to 2.7 up to 3.3.

Needs Improvement (2) – shall be given to employees with a weighted average score greater than or equal to 2.0 and up to 2.6.

Unsatisfactory (1) – shall be given to employees with a weighted average score below 2.0.

Final Evaluation Conference
(Signature Meeting)

Employment Recommendation

- Excellent (4)**
Employees with a weighted average score greater than or equal to 3.4.

- Proficient (3)**
Employees with a weighted average score greater than or equal to 2.7 up to 3.3.

- Needs Improvement (2)**
Employees with a weighted average score greater than or equal to 2.0 and up to 2.6.

- Unsatisfactory (1)**
Employees with a weighted average score below 2.0.

Evaluator's Signature	Date	Employee's Signature	Date
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Evaluator's Summative Comments

Employee's Comments (Optional)