

APPENDIX I – EVALUATION FORM A-1
SHORELINE PUBLIC SCHOOLS

Use For: Classroom Teacher
Special Ed Teacher
PE and Music Specialists
Librarian
Teacher-Specialists
(Unless ESA certificated)

Pre-Observation Conference Date: _____

Observation Date: _____

Post-Observation Date: _____

ATTACH COPY OF OBSERVATION NOTES

PERFORMANCE CYCLE OBSERVATION REPORT-TEACHER
(Certificated Teachers, Librarians, & Subject-matter Specialists)

Employee _____

School _____

Grade Level/Subject Area(s) Observed _____

Evaluator _____

CRITERIA

- | | |
|---|--|
| <input type="checkbox"/> 1. Instruction Skill | <input type="checkbox"/> 5. Handling Student Discipline and Attendant Problems |
| <input type="checkbox"/> 2. Classroom Management | <input type="checkbox"/> 6. Interest in Teaching Pupils |
| <input type="checkbox"/> 3. Commitment to Education as a Profession | <input type="checkbox"/> 7. Knowledge of Subject Matter |
| <input type="checkbox"/> 4. Effort Toward Improvement | <input type="checkbox"/> 8. Communication/Interpersonal Relations Skills |

The items checked (✓) are areas of concern with respect to this specific observation/date/information.

SUMMARY STATEMENT:

AREA(S) OF FOCUS SELECTED BY TEACHER:
(optional to record)

Employee Date

Principal/Supervisor Date

NOTE: Both signatures are required. Signing of this instrument acknowledges participation in, but not necessarily concurrence with, the evaluation conference. Provide a copy of this report to the employee within ten (10) working days of an observation or a series of observations.

Copies – File, Evaluator, and Employee
Revised 6/01

APPENDIX I – EVALUATION FORM A-2
SHORELINE PUBLIC SCHOOLS

Use For: Counselor
Psychologist
Speech/Language Pathologist
Occupational Therapist
Physical Therapist
Audiologist

Pre-Observation Conference Date: _____

Observation Date: _____

Post-Observation Date: _____

ATTACH COPY OF OBSERVATION NOTES

PERFORMANCE CYCLE OBSERVATION REPORT-CERTIFICATED SUPPORT SPECIALIST
(ESA Certificate)

Employee _____

School _____

Grade Level/Subject Area(s) Observed _____

Evaluator _____

CRITERIA

- | | |
|---|---|
| <input type="checkbox"/> 1. Knowledge and Scholarship in Special Field | <input type="checkbox"/> 5. Involvement in Assisting Students, Parents, and Educational Personnel |
| <input type="checkbox"/> 2. Specialized Skill | <input type="checkbox"/> 7. Interpersonal Relations |
| <input type="checkbox"/> 3. Management of Special and Technical Environment | <input type="checkbox"/> 7. Effort Toward Improvement When Needed |
| <input type="checkbox"/> 4. Support Person as a Professional | |

The items checked (✓) are areas of concern with respect to this specific observation/date/information.

SUMMARY STATEMENT:

AREA(S) OF FOCUS SELECTED BY TEACHER:
(optional to record)

Employee Date

Principal/Supervisor Date

NOTE: Both signatures are required. Signing of this instrument acknowledges participation in, but not necessarily concurrence with, the evaluation conference. Provide a copy of this report to the employee within ten (10) working days of an observation or a series of observations.

Copies – File, Evaluator, and Employee
Revised 9/04

APPENDIX I – EVALUATION FORM B
SHORELINE PUBLIC SCHOOLS

Pre-Observation Conference Date: _____

Observation Date: _____

Post-Observation Date: _____

ATTACH COPY OF OBSERVATION NOTES

PERFORMANCE CYCLE OBSERVATION REPORT-EXPANDED
(Certificated Teachers, Librarians, & Subject-matter Specialists)

Employee _____

School _____

Grade Level/Subject Area(s) Observed _____

Evaluator _____

NOTES:

The items circled below are those items observed and referred to in the Summary Statement
The items checked (✓) are areas of concern with respect to this specific observation/date/information.

CRITERION 1: INSTRUCTIONAL SKILL

1A. Lesson Planning and Design

The competent educator demonstrates instructional skills by:

1. Designing lessons with clear objectives, focusing on concepts, skills, and strategies using state and district standards.
2. Designing lessons that are consistent with district curricula, school improvement plans/building goals, and department agreements.
- ___ 3. Designing lessons that incorporate current research and practices including:
 - a. differentiated instruction;
 - b. integration of diverse cultural resources.
- ___ 4. Incorporating reflection and assessment results in order to improve and inform instruction

1B. Instructional Practices and Strategies

The competent educator demonstrates instructional skills by:

1. Stating learning objectives and giving clearly understood directions
2. Using instructional strategies that meet objectives.
3. Meeting individual students' needs and learning styles using a wide variety of instructional practices and resources, including:
 - a. Flexible grouping;
 - b. Differentiation of instruction;
 - c. Modifications and accommodations;
4. Using a wide variety of strategies to engage students in learning, including:
 - a. linking previous knowledge and experience;
 - b. wait time;
 - c. appropriate pacing;
 - d. questioning strategies;
 - e. encouraging higher level thinking skills
5. Regularly using a variety of assessment tools to monitor and adjust student learning during instruction.
6. Providing feedback as students progress toward goals and encouraging students to reflect on their own progress.
- ___ 7. Making full use of instructional time.

IC. Assessment

The competent educator demonstrates instructional skills by:

- ___ 1. Creating and utilizing multiple and appropriate assessment tools such as:
 - a. Rubrics;
 - b. Checklists;
 - c. Performance assessments;
 - d. Objective tests;
 - e. Portfolios;
 - f. Student self-reflections and critiques.
- ___ 2. Aligning assessments with lesson objectives and state and district standards.
- ___ 3. Communicating clear assessment criteria and standards to students and parents/guardians.

ID. Student Learning Opportunities

The competent educator provides the student with developmentally appropriate opportunities to demonstrate learning by:

- 1. Articulating required learning targets.
- 2. Understanding the importance of their learning and why it is useful to them.
- 3. Listening to all group members, learning to respect and value divergent ideas, and resolving differences through respectful means.
- 4. Engaging in higher-level thinking skills and using a variety of strategies to analyze information and solve problems.
- 5. Reflecting on their thinking/learning strategies and communicating what strategies worked well and what strategies did not.
- 6. Explaining and applying relevant assessment criteria.

CRITERION 2: CLASSROOM MANAGEMENT

The competent educator demonstrates effective classroom management skills by:

- 1. Maintaining a record keeping system as required by law and District policy.
- 2. Organizing and arranging the classroom to facilitate learning and minimize student disruption.
- ___ 3. Managing time effectively to maximize instructional time and learning.
- ___ 4. Establishing clear classroom procedures and expectations for students.
- ___ 5. Providing a classroom environment appropriate to different learning styles and abilities.
- ___ 6. Promoting and modeling appropriate interaction with respect to culture, gender, and individual differences.
- ___ 7. Providing smooth and efficient transitions between learning activities and environments.
- ___ 8. Fostering a healthy and safe classroom environment.
- ___ 9. Managing instructional resources, supplies, and equipment within the context of learning activities.

CRITERION 3: COMMITMENT TO EDUCATION AS A PROFESSION

The competent educator demonstrates a commitment to education as a profession by:

- ___ 1. Exhibiting knowledge of the theory, principles, and methods of teaching.
- ___ 2. Actively participating in meetings, committees and/or other activities relevant to the professional assignment.
- ___ 3. Adhering to and enforcing school law, State regulations, board policy, and established administrative procedures.
- ___ 4. Adhering to school-wide agreements and expectations.
- ___ 5. Keeping current with professional practices.
- ___ 6. Sharing knowledge gained from the professional teaching community.
- ___ 7. Working collaboratively with team members.

CRITERION 4: EFFORT TOWARD IMPROVEMENT

The competent educator demonstrates effort toward improvement by:

- ___ 1. Engaging in regular self-evaluation of professional performance to identify areas of success and growth.
- ___ 2. Systematically seeking and receiving feedback from a variety of sources.
- ___ 3. Exploring and learning new curriculum and instructional techniques.

CRITERION 5: THE HANDLING OF STUDENT DISCIPLINE AND ATTENDANT PROBLEMS

The competent educator encourages positive student behavior by:

- 1. Supporting school and District discipline policies.
- 2. Clearly defining and publishing classroom behavior expectations to students and parents/guardians.
- 3. Communicating student discipline issues and behaviors needing improvement to students and parents/guardians.
- 4. Showing awareness of student behavior in the classroom; responding to student behavior with feedback that is specific, consistent, respectful, and designed to be effective.
- 5. Utilizing a variety of progressive interventions.
- 6. Consulting and cooperating with parents/guardians, support staff, and administrators to develop and implement remediation plans for student behavior problems.
- 7. Assisting students in developing habits of self-discipline to support learning; expecting students to accept responsibility for their behavior individually and as group members.

CRITERION 6: INTEREST IN TEACHING STUDENTS

The competent educator demonstrates interest in teaching students by:

- 1. Providing assistance, encouragement, recognition, and specific feedback that promotes an equitable and inclusive learning environment.
- 2. Consistently using respectful language and behavior to promote a positive, safe, and supportive learning environment.
- 3. Listening to all students, valuing divergent ideas, and settling differences in a mutually respectful manner.
- 4. Using a variety of instructional and management techniques to establish and maintain student motivation and engagement.
- 5. Working to form effective partnerships with parents/guardians to support student learning.

CRITERION 7: KNOWLEDGE OF SUBJECT MATTER

The competent educator demonstrates knowledge of subject matter by:

- 1. Presenting accurate information in each content area of the professional assignment
- 2. Incorporating real world applications to make subject matter relevant.
- 3. Keeping current with developments in subject matter assignments.

CRITERION 8: COMMUNICATION/INTERPERSONAL RELATIONS SKILLS

The competent educator demonstrates effective communication and interpersonal skills by:

- 1. Interacting professionally and respectfully with colleagues, administrators, and parents/guardians.
- 2. Maintaining confidentiality concerning information about students and their families.
- 3. Communicating with parents/guardians regarding student progress.

SUMMARY STATEMENT:

APPENDIX I – EVALUATION FORM C
SHORELINE PUBLIC SCHOOLS

PRE-OBSERVATION FORM
(completion of this form optional)

Name _____

Date _____

Grade/Subject _____

Observation: Date/Time _____

2. Identify your objective(s) for this lesson/activity.

3. How will you accomplish your objective(s)?

4. What will indicate that the objective(s) has/have been met?

5. Please list any concerns or circumstances regarding this lesson/activity/class which you feel the evaluator should know about in order to accurately observe the lesson.

6. Is there any particular matter on which you'd like specific feedback?

APPENDIX I – EVALUATION FORM D
SHORELINE PUBLIC SCHOOLS

Observation one (1) Date: _____

Observation two (2) Date: _____

ATTACH COPY OF OBSERVATION REPORTS

**PERFORMANCE CYCLE
ANNUAL PERFORMANCE SUMMARY FORM**

Employee Name: _____

School/Dept: _____

Principal/Supervisor: _____

Date: _____

Grade Level/Subject Area(s) Observed _____

Based on the routine observations conducted this year, this employee's overall performance has been _____
(satisfactory/unsatisfactory) and s/he has/has not met statutory requirements.

This report, together with attached pages, if necessary, will be provided to the employee by the principal/supervisor as a conclusion to the Performance Cycle by June 1. The purpose for this information shall be to document that an employee has met the Evaluation Criteria or to document the status of the evaluation process for employees.

Employee: _____
(As an indication of receipt only)

Principal/Supervisor _____

APPENDIX I – EVALUATION FORM E
SHORELINE PUBLIC SCHOOLS

Personal Professional Growth Plan

Name: _____ Worksite/Assignment: _____

Supervisor: _____ Grade Level/Subject area: _____

Step 1 - Needs Assessment and Goal Selection

Choosing area of focus – In accordance with WAC 392-192-050 one or more of the following sources of information may be used by participants in developing individual growth plans: peer review and evaluation, parent input, student input, personal/professional goals, school district goals, building goals, self-assessment, personal academic records, and school district evaluations.

Area of focus – From the variety of sources above identify the area relevant to your assignment that will focus your professional growth activities.

Rationale - What will you or your students be able to do as a result of your professional growth that you or your students are not now able to do?

Step 2 - New Learning

Focus Question: What new skills and knowledge will you need to build your capacity in this area? Be specific.

Step 3 - Professional Action Plan

Focus Question: What specific growth activities will you engage in to obtain the identified new learning?

Activities	Target Date	Resources Needed

Step 4 - Evidence Proposed

Focus Question: What evidence might you gather to demonstrate the impact of your professional growth as stated in Step 1?

--

Step 5 –Administrator-provided Resources & Support

Meet with your Administrator to share your plan and discuss any support and/or resources he or she may be able to provide to assist you.

--

Acknowledgement of plan:

Supervisor

Date: _____

Employee

Date: _____

Step 6 – Evidence Presented (FILL OUT AT THE END OF THE YEAR)

Attach and/or describe evidence as gathered in Step 4.

Step 7 – Reflection/Implications (FILL OUT AT THE END OF THE YEAR)

Focus question: As you reflect on your progress in this area of focus, what are some next steps that might guide future learning?

Step 8 – Administrator Comments (FILL OUT AT THE END OF THE YEAR)

Meet with your Administrator to discuss progress made towards attainment of the Plan goals.

APPENDIX I – EVALUATION FORM F
SHORELINE PUBLIC SCHOOLS

ANNUAL PROFESSIONAL GROWTH CYCLE RECORD

Employee: _____

Building/Department: _____

Evaluator: _____

Grade Level/Subject Area(s) Observed _____

<u>REQUIRED</u>			
Goal Setting Conference _____		_____	_____
Date		Evaluator Initials	Employee Initials
Mid-year Conference _____		_____	_____
Date		Evaluator Initials	Employee Initials
Year-end Conference _____		_____	_____
Date		Evaluator Initials	Employee Initials

During the thirty (30) minute observation conducted pursuant to RCW 28A.405.100(5) and Chapter 392-192 WAC, the employee named above has demonstrated satisfactory performance.

Date

Date

Evaluator

Employee

Copies – File, Evaluator, and Employee
Revised 9/04

APPENDIX I – EVALUATION FORM G
SHORELINE PUBLIC SCHOOLS

Teacher/Specialist: _____

Administrator: _____

Building(s): _____

Date: _____

PLAN FOR IMPROVEMENT

(Ref. Section 23.2, 25.1, and 25.2 – SEA Contract)

Criterion and Indicator	What was Observed	What Observer Expects to See (Recommendations)	Resources