*T*eacher *P*erformance *E*valuation *S*ystem

HANDBOOK

February 2012

Pilot Year 2012-2013

© Stronge, 2012 All Rights Reserved

ACKNOWLEDGMENTS

The Cooperative Educational Services Agency (CESA 6) Teacher Performance Evaluation System (TPES) was developed through the thoughtful contributions of the Teacher Evaluation Steering Committee members. We wish to express our appreciation for their conscientious and thoughtful efforts.

Laurie Asher, Assistant Superintendent, Kimberly Area School District

Becki A. Baird, High School Social Studies Teacher, Ripon Area School District

Jodi Becker, Director of Instruction 6-12, Berlin Area School District

Emily E. Berndt, Computer Applications and World Studies Teacher, Kimberly Area School District

Melissa Thiel Collar, Coordinator, Human Resources, Kaukauna Area School District

Gary W. Cumberland, Assistant Superintendent, Shawano School District

Jenni DalleNogare, Grade 2 Elementary Teacher, The School District of North Fond du Lac

Michelle Detert, Grade 6 Teacher, The School District of North Fond du Lac

John Eickholt, Ed.D., Assistant Professor, School of Education - Department of Educational Leadership, Marian University

Ann Fajfer, Principal, Riverview Elementary School, Wautoma Area School District

Kristine A. Garczynski, Grades 3-9 Math Teacher, The School District Mayville

Karen Gibson, Ph.D., Assistant Professor, Educational Leadership - College of Education and Human Services, University of Wisconsin Oshkosh

Jami Grall, Principal, Westside Elementary School, Kimberly Area School District

Kathleen Gwidt, Ph.D., Director, Teaching and Learning, School District of New London

Judith Hoeppner, Ph.D., Director, Curriculum and Instruction, Campbellsport School District

Stacy A. Knapp, Principal, Electa Quinney Elementary School, Kaukauna Area School District

Jim LaDue, Principal, Lourdes High School, Unified Catholic Schools of Oshkosh

Eric Larsen, Director, School Improvement Services, CESA 8

Jeanine Leege-Jankowski, Principal, St. Gabriel School, Twin City Catholic Educational System

Mark R. Levezow II, Grade 5 Elementary Teacher, School District of Omro

Heather M. Miller, Teacher, Grade 8 Social Studies, West Bend School District #1

Julie C. Mosher, Principal, Webster Stanley Middle School, Oshkosh Area School District

T. C. Motzkus, Director, Innovations and Professional Learning, West Bend School District #1

Allen J. Pauli, Chief Academic Officer, West Bend School District #1

Dorene Pepin, English Language Learner Teacher, Little Chute Area School District

 © Stronge, 2012 All Rights Reserved

Jerry A. Redman, Ph.D., Coordinator, Instructional Services, CESA 3

Kathryn M. Richardson, Ph.D., Director, School Improvement Services, CESA 5

Ann E. Schultz, Principal, Oshkosh West High School, Oshkosh Area School District

Dan J. Seaman, Technical Assistance Coordinator, East Region, Wisconsin Response to Intervention Center

Larry Sikowski, Principal, Hortonville Elementary School, Hortonville Area School District

Mark Smits, Ph.D., District Administrator, Hartford Jt. I School District

Janitra Thomson, Assistant Principal, Menasha High School, Menasha Joint School District

Michael F. Toelle, Principal, Amherst Elementary, School District of Tomorrow River

Chris L. VanderHeyden, Superintendent, School District of Shiocton

Stacey Vigil, Teacher, Spanish, Horace Mann High School and Bessie Allen Middle School, School District of North Fond du Lac

Deborah N. Watry, Ph.D., Department Chair, Teacher Education, Marian University

Wayne Weber, Principal, Laconia High School, Rosendale-Brandon School District

Richard Zimman, Ph.D., Superintendent, Ripon Area School District

CESA 6 Effectiveness Team

Maryjane C. Burdge, Coordinator, Leadership and Learning, CESA 6

Keith Fuchs, Ph.D., Executive Director, Leadership and Special Education, CESA 6

Jo Ann Hanrahan, Coordinator, Differentiated Teaching and Learning, CESA 6

Julie A. Holbrook, Director, Special Education, CESA 6

Mary Ann Hudziak, Coordinator, Math and Science, CESA 6

Deb Kneser, Ph.D., Coordinator, Teaching and Learning, CESA 6

Cheryl Malaha, Executive Director, Instructional Services, CESA 6

Cheryl Simonson, Coordinator, Curriculum and Assessment, CESA 6

Project Consultant

James H. Stronge, Ph.D.
Stronge and Associates Educational Consulting, LLC

With assistance from:
Virginia Caine Tonneson, Ph.D.
Stronge and Associates Educational Consulting, LLC

 © Stronge, 2012 All Rights Reserved

Copyright © 2012 by James H. Stronge
James H. Stronge hereby grants CESA 6 permission to use, revise, and/or modify the system developed under this Agreement, as needed, to meet applicable requirements or other educational purposes. This restricted copyright permission is applicable solely for use of such copyrighted material by CESA 6 and their employees.

 © Stronge, 2012 All Rights Reserved

TABLE OF CONTENTS

PART I: Introduction and Process

Introduction 1
Purposes and Characteristics 1
Essential Components of Teacher Performance Evaluation System 2
Documenting Performance 6
Observations 6
Documentation Log 7
Student Surveys 10
Goal Setting for Student Achievement 11
Alignment of Performance Standards with Data Sources 16
Rating Teacher Performance 16
Interim Assessment 17
Summative Assessment 18
Documentation Records 19
Improving Professional Performance 21
Support Dialogue 22
Performance Improvement Plan 22

PART II: Performance Standards

Performance Standard 1: Professional Knowledge 24
Performance Standard 2: Instructional Planning 26
Performance Standard 3: Instructional Delivery 27
Performance Standard 4: Assessment For and Of Learning 28
Performance Standard 5: Learning Environment 30
Performance Standard 6: Professionalism 32

PART III: Forms and Logs

Introduction 34
Pre-Observation Conference Record 35
Classroom Observation Form 1: Formal Observation 36
Classroom Observation Form 2: Formal Observation/Document Review 39
Classroom Observation Form 3: Walk-through/Informal Classroom Visits 43
Classroom Observation Form 4: Time on Task Chart 45
Classroom Observation Form 5: Questioning Techniques Analysis 46
Documentation Log Cover Sheet 47
Parent Communication Log 50

 © Stronge, 2012 All Rights Reserved

Professional Development Log 51
Grade K-2 Student Survey 52
Grade 3-5 Student Survey 53
Grade 6-8 Student Survey 54
Grade 9-12 Student Survey 55
Student Survey Growth Plan 56
Student Survey Analysis 57
Goal Setting for Student Progress Form 58
Interim Performance Report 60
Summative Performance Report 63
Performance Improvement Plan 68

REFERENCES 69

ENDNOTES 71

FIGURES

Figure 1: Relationship between Essential Parts of Teacher Evaluation Performance System 2
Figure 2: Performance Standards 3
Figure 3: Performance Indicators 4
Figure 4: Performance Appraisal Rubric 5
Figure 5: Data Sources for Teachers 6
Figure 6: Sample Items in a Documentation Log 9
Figure 7: Student Achievement Goal Setting Process 12
Figure 8: Acronym for Developing Goals 12
Figure 9: Sample Goals 13
Figure 10: Examples of Data Sources for Monitoring Student Progress 14
Figure 11: Examples of Strategies to Improve Student Learning 15
Figure 12: Data Sources Likely to Provide Evidence for Performance Standards 16
Figure 13: Rating Levels 17
Figure 14: TPES Evaluation Schedule 20
Figure 15: Tools to Increase Professional Performance 21
Figure 16: Forms and Tools 34

 © Stronge, 2012 All Rights Reserved

PART I: INTRODUCTION AND PROCESS

INTRODUCTION

The *CESA 6 Teacher Performance Evaluation System* (TPES) 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 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 Teacher Performance Evaluation System:

- 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 Teacher Performance Evaluation System:

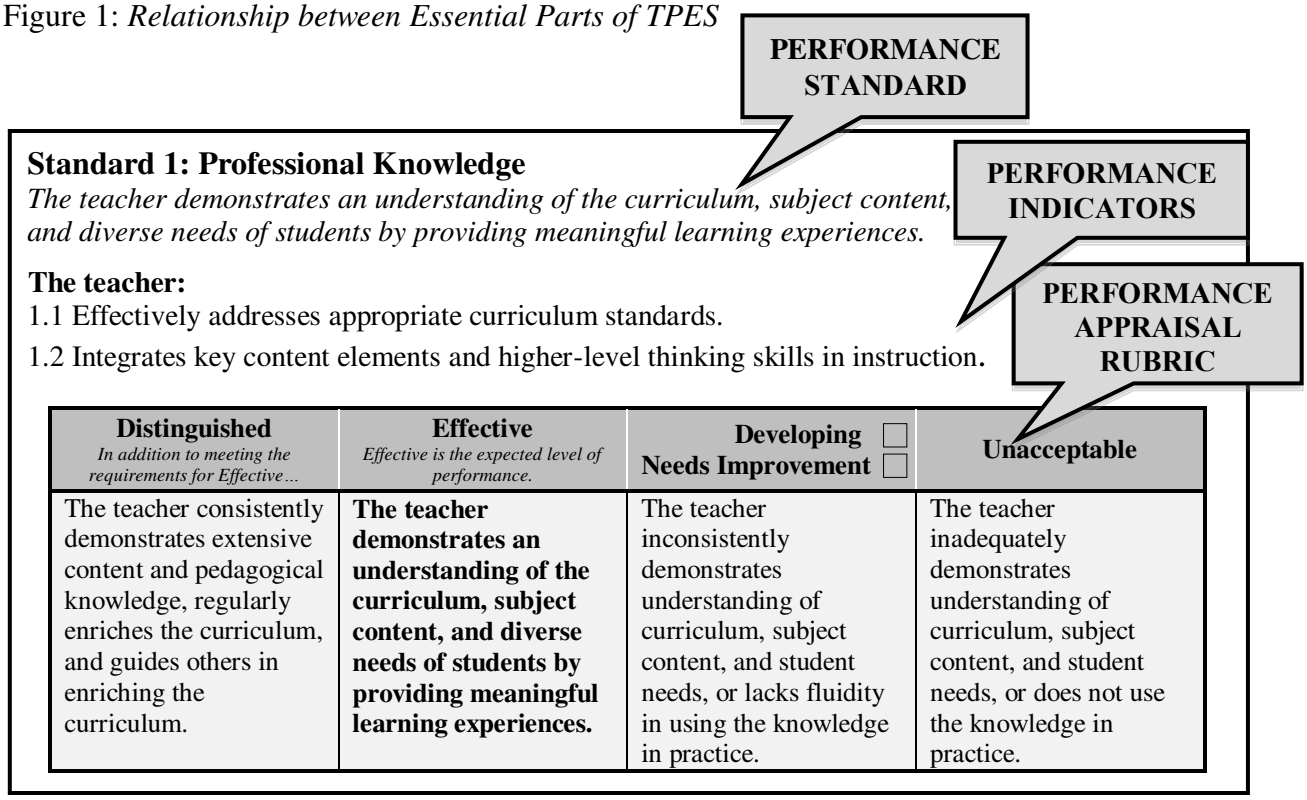
- a focus on the relationship between professional performance and improved learner academic achievement,
- sample performance indicators for each of the teacher performance standards,
- a system for documenting teacher performance based on multiple data sources,
- a procedure for conducting performance 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.

 © Stronge, 2012 All Rights Reserved

Essential Components of TPES

Clearly defined professional responsibilities for teachers constitute the foundation for the Teacher Performance Evaluation System (TPES). A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators will reasonably understand their job expectations. TPES uses a two-tiered approach, consisting of six standards and multiple performance indicators, to define the expectations for teacher performance. 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 TPES*



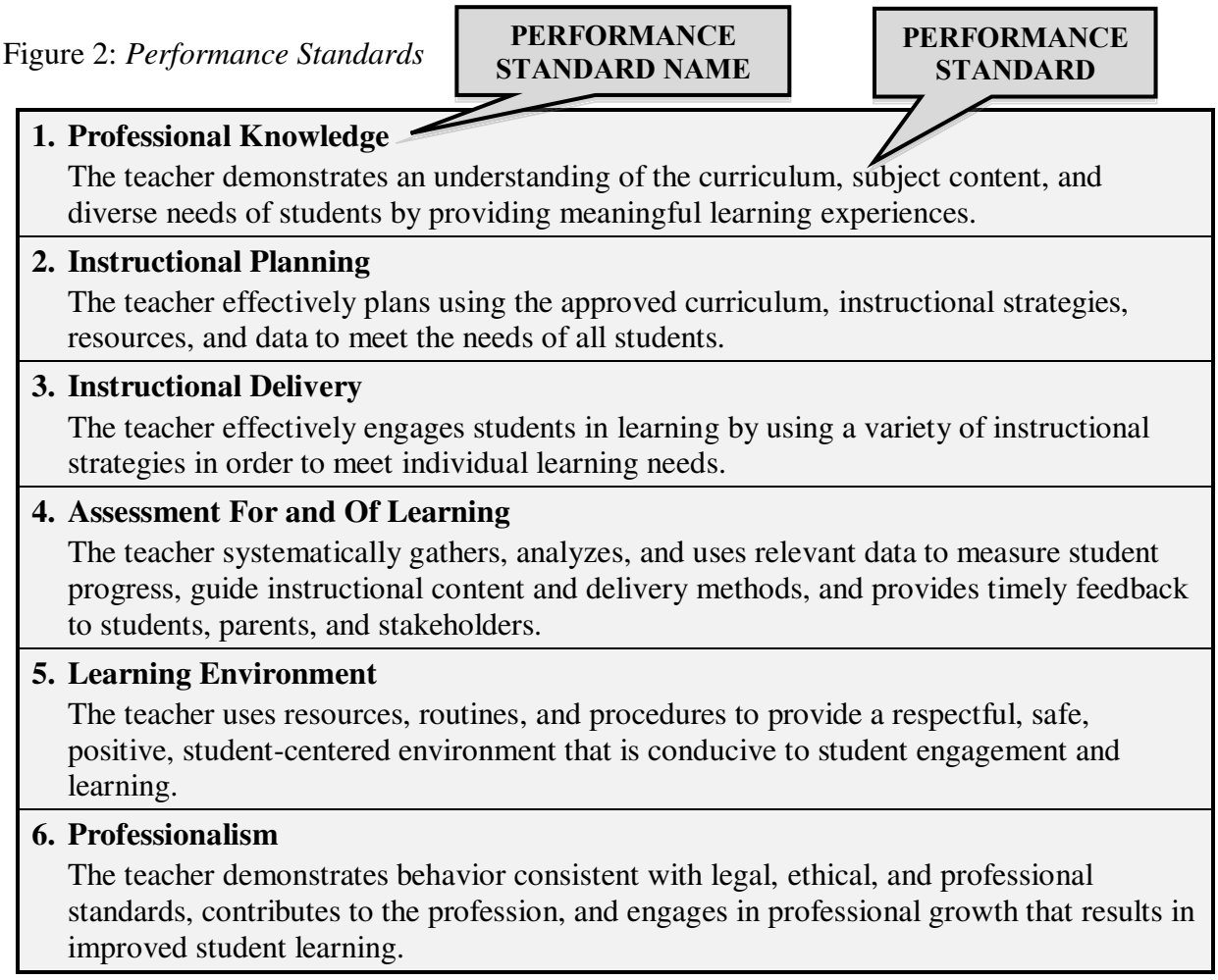
The Effective column is bolded throughout the handbook as it is the expected level of performance.

Performance Standards

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

 © Stronge, 2012 All Rights Reserved

Figure 2: *Performance Standards*



1. Professional Knowledge The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.
2. Instructional Planning The teacher effectively plans using the approved curriculum, instructional 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 For and Of Learning The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provides timely feedback to students, parents, and stakeholders.
5. Learning Environment The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.
6. Professionalism The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

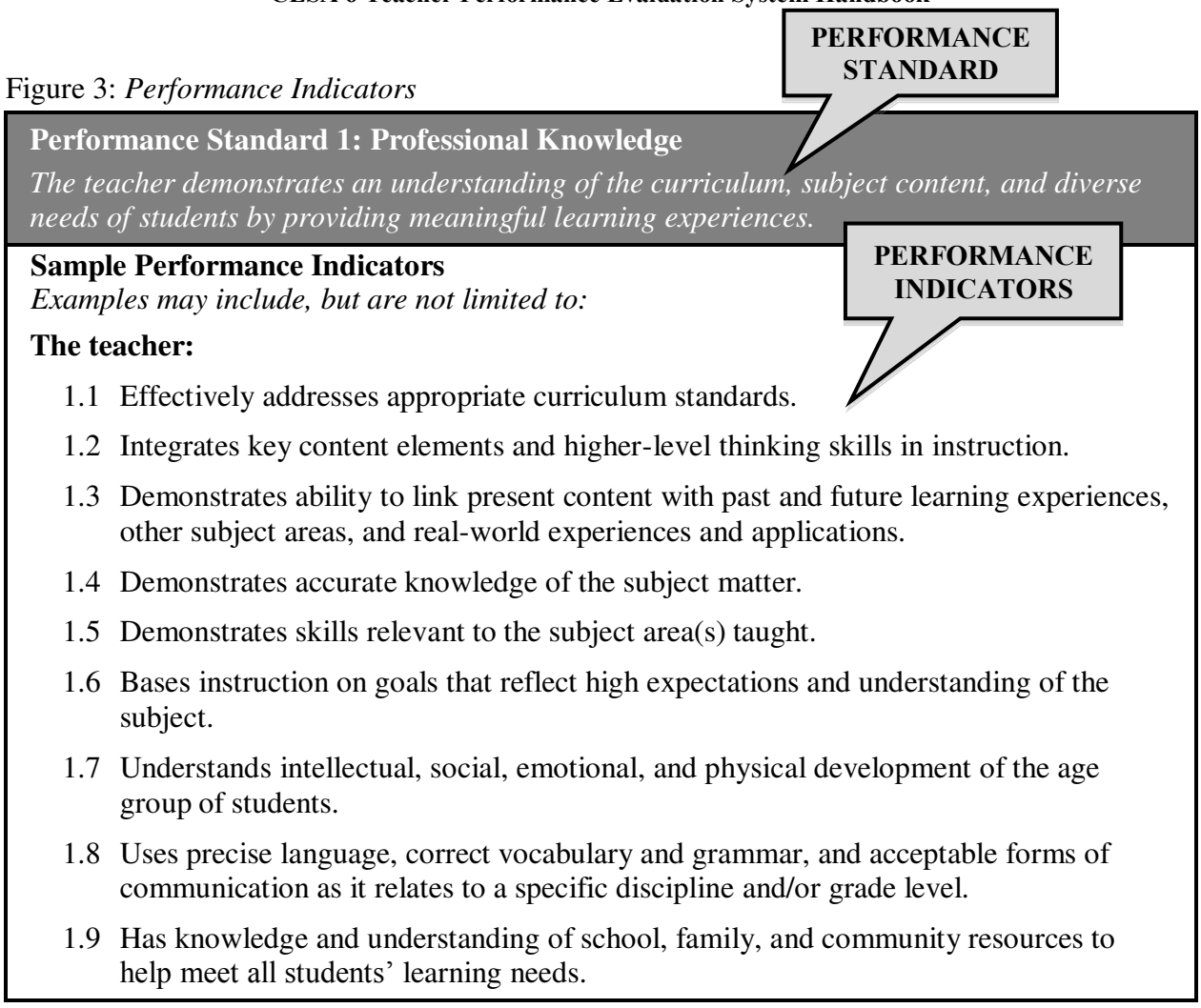
Performance Indicators

Performance indicators provide examples of observable and 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 1 (Professional Knowledge) as an example, a set of teacher performance indicators is provided in Figure 3.

 © Stronge, 2012 All Rights Reserved

Figure 3: *Performance Indicators*



The performance indicators are provided to help teachers and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular teaching 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 *Distinguished* 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

 © Stronge, 2012 All Rights Reserved

performance standard. Figure 4 shows an example of a performance appraisal rubric for Standard 1 (Professional Knowledge).

Figure 4: *Performance Appraisal Rubric*

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing** ☐ **Needs Improvement** ☐	**Unacceptable**
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	**The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.**	The teacher inconsistently demonstrates understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.

** Teachers rated as Distinguished frequently serve as role models or teacher leaders.*

Responsibilities of Site Administrators

The term *site administrator* will be used for principals/supervisors. The site administrator has the ultimate responsibility for ensuring that TPES is executed faithfully and effectively in the school. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. As such, administrators other than the site administrator, such as assistant principals, may be designated by the site administrator to supervise, monitor, and assist with the multiple data source collection. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

 © Stronge, 2012 All Rights Reserved

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. Four data sources are required for the teacher evaluation including: Observation, Documentation Log, Student Surveys, and Goal Setting. These data sources are briefly described in Figure 5.

Figure 5: Data Sources for Teachers

Data Source	Definition
Observations	Observations are an important source of performance information. Formal classroom observations focus directly on the six teacher performance standards. Observations may include a review of teacher products or artifacts and a review of student data. Informal observations 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	Documentation Logs include both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.
Student Surveys	Student surveys provide information to teachers about perceptions of job performance and assist with professional goal setting. The actual survey responses are seen only by the teacher who prepares a survey summary for inclusion in the Documentation Log.
Goal Setting	Teachers, in conjunction with their evaluators, set goals for professional growth and school improvement.

Observations

Observations are intended to provide information on a wide 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. It is important that administrators build trust by sharing informal feedback with teachers prior to the formal classroom observations.

Formal Classroom Observations

Evaluators use classroom observations as one source of information to determine whether a teacher is meeting the performance standards. Teachers will be observed at least twice per year for a minimum of twenty (20) minutes. These observations may be announced or unannounced.

 © Stronge, 2012 All Rights Reserved

At least one pre-conference is required for teachers in their first year in the district. Additional formal observations for any teacher may be conducted at the discretion of the evaluator.

Evaluators will use an appropriate observation form (see Part III) to provide targeted feedback on teachers' effectiveness related to the performance standards. Typically within five working days the evaluator will provide feedback from formal observations through a post-conference with the teacher.

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.

Any 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 is to provide evidence of performance related to specific standards.

There are four items required in the Documentation Log:

- **evidence of the use of baseline and periodic assessments,**
- **evidence of a commitment to professional growth,**
- **evidence of the use of student survey results, and**
- **evidence of parent communication.**

If the teacher feels additional items would enhance his or her evaluation, additional items may be added upon evaluator request and/or teacher choice. These documents provide evaluators 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 in the Documentation Log is presented in Part III. The cover sheet should be placed at the front of the required and optional documents.

Evaluators will review the Documentation Log annually. Additionally, teachers in their probationary period and teachers on an improvement plan will meet with evaluators to review their documentation log by mid-year. Teachers on continuing contract will maintain their Documentation Log for the duration of their evaluation cycle, so it is important that they label the school year during which various artifacts were collected.

 © Stronge, 2012 All Rights Reserved

Documentation Log Description

A Documentation Log:

- **must include the required documentation for the *Assessment For and Of Learning, Learning Environment,* and *Professionalism* standards**
- 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 provides evidence and support for meeting performance standards.

In addition, a Documentation Log:

- may be kept as electronic files or in paper files
- is a work in progress and 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
- will be checked at least one time per year with feedback provided.

Figure 6 shows examples of items that may be included in the Documentation Log. This is not a limited list. It also indicates those items that are required.

 © Stronge, 2012 All Rights Reserved

Figure 6*: Sample Items in a Documentation Log*

Standards	Required Item	Examples of Evidence
1. Professional Knowledge	*Optional*	Can include (but not required): • 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	*Optional*	Can include (but not required): • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: - Sample lesson or unit plan - Course syllabus - Intervention plan - Substitute lesson plan - Annotated learning objectives
3. Instructional Delivery	*Optional*	Can include (but not required): • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units
4. Assessment For and Of Learning	*Required* Evidence of the use of baseline and periodic assessments	• Samples of baseline and periodic assessments given Can also include: • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool Examples: - 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

 © Stronge, 2012 All Rights Reserved

Standards	Required Item	Examples of Evidence
5. Learning Environment	*Required* Student Survey Growth Plan/ Student Survey Analysis	• Student survey summary information Can also include: • 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	*Required* Professional Development Log Parent Communication Log	• Record of professional development taken or given • Record of communication with parents Can also include: • 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: - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports

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. Four different versions of the student survey are provided to reflect developmental differences.

Teachers are required to conduct student surveys twice each year.

- All teachers should survey their students prior October 15th.
    - Probationary teachers should survey the same cohort of students for a second time prior to December 15th. Teachers who teach two or more different courses/grade levels should survey at least two different courses/grade levels.
    - Continuing contract teachers should survey the same cohort of students a second time prior to February 15th. Teachers who teach two or more different courses/grade levels should survey at least two different courses/grade levels.
- Teachers may add additional questions to the surveys at their discretion.

Teachers will fill out the *Student Survey Growth Plan* by October 15th (see Part III). All teachers will complete the *Student Survey Analysis* (by December 15th for probationary teachers) and by February 15th for continuing contract teachers (see Part III). The teacher retains sole access to the results of the student surveys, but will include a copy of both the *Student Survey Growth Plan* and the *Student Survey Analysis* in the Documentation Log.

 © Stronge, 2012 All Rights Reserved

Goal Setting for Student Achievement[a]

One approach to linking student achievement to teacher performance involves building the capacity for teachers and their supervisors to interpret and use student achievement data to set target goals for student improvement. Setting goals based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. *Student Achievement Goal Setting*[b] is designed to improve student learning.

For many teachers, measures of student performance can be directly documented. A value-added – or gain score – approach can be used that documents their influence on student learning.

Depending on grade level, content area, and learner's ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures include standardized test results as well as other pertinent data sources. Teachers set goals for improving student progress based on the results of performance measures. The goals and their attainment constitute an important data source for evaluation.

The Intent of Student Achievement Goal Setting

Teachers have a definite and powerful impact on student learning and academic performance.[1] The purposes of goal setting include focusing attention on students and on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement, and assessing results at the end of the academic year. More specifically, the intent of student achievement goal setting 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, and
- increase student achievement.[2]

Goal Setting Process

Student achievement goal setting involves several steps, beginning with knowing where students' knowledge and skills are in relation to what is expected of them. Then, teachers can set specific, measurable goals that are 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 teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 7 depicts these steps.

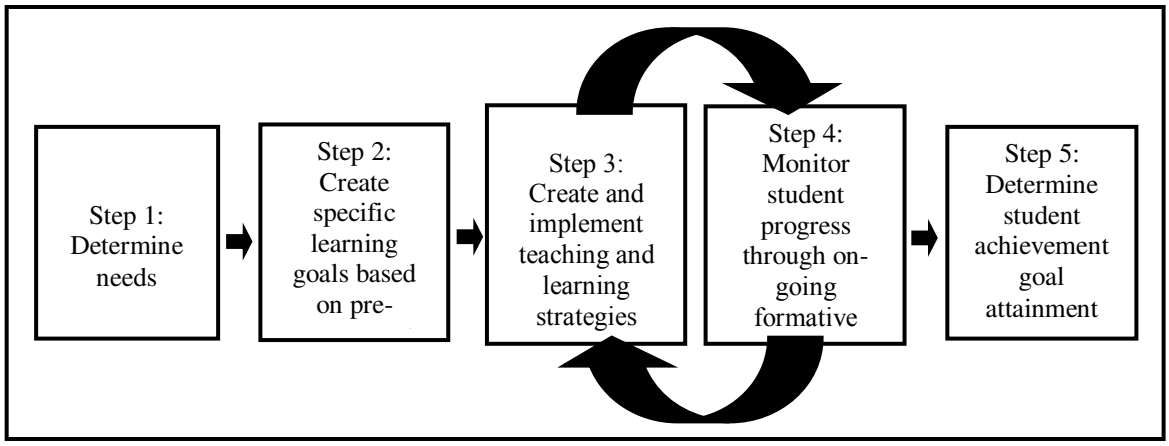
---

[a] Portions of this section were adapted from teacher evaluation handbooks published in various states, copyright [2010] by J. H. Stronge and Stronge, J. H. & Grant, L.W. (2009). Adapted with permission.

[b] Copyright (2009) by James H. Stronge and Leslie W. Grant. Used with permission.

 © Stronge, 2012 All Rights Reserved

Figure 7: *Student Achievement Goal Setting Process*[3]



Submission of the Goal Setting for Student Progress Form

Using the results of an initial assessment, each teacher sets an annual goal[c] for improving student achievement. The teacher is responsible for submitting that goal to the evaluator within the first month of the school year. The goal or goals describes observable behavior and/or measurable results that will occur when a goal is achieved. The acronym SMART (Figure 8) is a useful way to self-assess a goal's feasibility and worth.

Figure 8: *Acronym for Developing Goals*

Specific:	The goal is focused, by content area, or by learners' needs as examples.
Measurable:	An appropriate instrument/measure is selected to assess the goal.
Appropriate:	The goal is within the teacher's control to effect change.
Realistic:	The goal is feasible for the teacher.
Time-limited:	The goal is contained within a specified time period.

Figure 9 contains samples of the goals that teachers may develop. They are intended to serve as models for how goals may be written.

[c] The form for Goal Setting for Student Progress incorporates the individual professional development plan as teachers determine an annual goal and identify resources and strategies to address the goal.

 © Stronge, 2012 All Rights Reserved

Figure 9: *Sample Goals*

Fourth Grade Sample Goal:
All students will demonstrate growth of one academic year on the Developmental Reading Assessment. Also, at least 80% of my students will be reading at or above grade level by the end of this school year.

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

High School English Sample Goal:
By the end of the school year, each student will increase by one level on the expository writing and persuasive writing rubrics. Seventy-five percent of my students will score four (4) points or better on the expository writing sample and 75% of my students will score four (4)points of better on the persuasive writing sample.

Grade School Art Sample Goal:
During the school year, 100% of the students will demonstrate measurable progress in art. At least 80% of the students will meet or exceed the benchmark for the art assessment.

Middle School Self-Contained Special Education Sample Goal:
By the end of the school year, all students will increase their Brigance Age Equivalents by an average of six months.

High School Basic Technical Drawing/Design/CAD Sample Goal:
During the school year, 100% of the students will demonstrate measurable progress in basic technical drawing. At least 85% of the students will score proficient on the end of the year performance assessment according to line quality, neatness, accuracy, and title block.

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

Student progress goals measure student growth during the year by measuring where they are at the beginning, middle and end of the year. Appropriate measures of student learning gains differ substantially based on the learners' grade level, content area, and ability level. The following measurement tools are appropriate for assessing student 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).

 © Stronge, 2012 All Rights Reserved

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 10.

Figure 10: *Examples of Data Sources for Monitoring Student Progress*

Criterion- and Norm-Referenced Tests

- Advanced Placement Tests
- State standards tests
- Scholastic Reading Inventory (SRI)
- Phonological Awareness Literacy Screening (PALS)
- Developmental Spelling Analysis (DSA)
- Developmental Reading Assessment (DRA)
- Qualitative Reading Inventory (QRI)
- FitnessGram

Benchmark Tests

- District benchmark tests based on the standards
- Career and Technical Education (CTE) competencies

Teacher Assessments

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

 © Stronge, 2012 All Rights Reserved

As part of the goal setting form, teachers must identify strategies by which to achieve the goal. Figure 11 provides examples of strategies teachers might select to help improve student learning.

Figure 11: *Examples of Strategies to Improve Student Learning*

Improving 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 Goal

A mid-year review of progress on the goal is held for all teachers. At the evaluator'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 Goal

By May 1st, each teacher is responsible for assessing the professional growth made on the goal and for submitting documentation to the evaluator. A teacher may find it beneficial to draft the next year's goal as part of the reflection process in the event the goal needs 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.

 © Stronge, 2012 All Rights Reserved

Alignment of Performance Standards with Data Sources

Some performance standards are best documented through observation, while other standards may require additional documentation techniques. Therefore, multiple data sources are used. Figure 12 shows the data sources that are likely to provide the most powerful evidence related to each performance standard.

Figure 12: *Data Sources Likely to Provide Evidence for Performance Standards*

Performance Standard	Observations	Documentation Log	Student Surveys	Goal Setting
1. Professional Knowledge	X	/	/	/
2. Instructional Planning	/	X	/	/
3. Instructional Delivery	X	/	/	/
4. Assessment For and Of Learning	/	X	/	/
5. Learning Environment	X	X	/	
6. Professionalism	/	X	/	

X = primary source / = secondary source

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 six 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 13 explains the four levels of ratings.

 © Stronge, 2012 All Rights Reserved

Figure 13: *Rating Levels*

Cat.	Description	Definition
Distinguished	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently 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.	Distinguished performance: • sustains high performance over a period of time • empowers students and consistently exhibits behaviors that have a strong positive impact on student learning and the school climate • may serve as a role model to others
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.	Effective performance: • consistently meets the requirements contained in the job description as expressed in the evaluation criteria • engages students and exhibits behaviors that have a positive impact on student learning and the school climate • demonstrates willingness to learn and apply new skills
Developing/ Needs Improvement	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).	Developing/Needs Improvement performance: • requires support in meeting the standards • results in less than expected quality of student learning • leads to areas for teacher professional growth being jointly identified and planned between the teacher and evaluator
Unacceptable	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: • 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 Assessment

All probationary 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

 © Stronge, 2012 All Rights Reserved

progress students are making toward the goal identified in the *Goal Setting for Student Progress Form*.

Summative Assessment

In making judgments for the summative assessment on each of the six teacher performance standards, the evaluator should determine where the "**preponderance of evidence**" exists, based on evidence from the multiple data sources. Preponderance of evidence as used here 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 six 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 teacher. The intent is not to replace the diagnostic value of the six performance standards; rather it is to provide an overall rating of the teacher's performance.

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

- If the teacher has an *Unacceptable* rating on one or more of the six performance standards, he or she will receive an overall performance rating of *Unacceptable.*
- If the teacher has two or more *Needs Improvement* ratings or three or more *Developing* ratings from among the six performance standards, he or she will receive and overall performance rating as *Unacceptable.*

Frequency of Summative Evaluation

All teachers will be evaluated summatively each year as prescribed by district policy. Summative evaluations are to be completed by the last week of school. Figure 14 details the evaluation schedules for each group of teachers. As illustrated, the procedures for evaluating the performance of teachers rely on multiple data sources, including, but not limited to, observations, documentation, and goal setting.

If non-renewal of a teacher is anticipated, the summative evaluation ideally will occur at least one semester prior to the end of school year, provided that the teacher has had an opportunity to

 © Stronge, 2012 All Rights Reserved

complete all of the *Performance Improvement Plan* activities (described in the next section of this Handbook).

The evaluator should submit the signed *Summative Performance Report* to the Human Resource Department within 10 calendar days of completing the summative conference.

Documentation Records

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. At the end of an evaluation cycle, the evaluator should retain copies of the *Observation Form(s)*, *Documentation Log Cover Sheet*, *Student Progress Goal Setting Form*, and *Summative Performance Report* at the school/work site.

 © Stronge, 2012 All Rights Reserved

Figure 14: *TPES Evaluation Schedule*

Timeline	Activity	Task or Document	Responsibility of	
			Evaluator	*Teacher*
During the 1st month	All teachers establish student progress goal	*Goal Setting for Student Progress Form*	✓	✓
By October 15	All teachers survey students for first time	*Student Surveys* and *Student Survey Growth Plan*		✓
By end of 1st grading period	First observation of all probationary teachers	*Observation Form*	✓	
By December 15	Probationary teachers survey students for second time	*Student Surveys* and *Student Survey Analysis*		✓
By January 15	Second observation of all probationary teachers First observation of all continuing contract teachers	*Observation Form*	✓	
Mid-year	All teachers conduct mid-year review of student progress goal	*Goal Setting for Student Progress Form*	✓	✓
Before February1	Interim Performance Review for probationary teachers	*Interim Performance Report* *Goal Setting for Student Progress Form* *Documentation Log*	✓	✓
By February 15	Continuing contract teachers survey students for second time	*Student Surveys* and *Student Survey Analysis*		✓
By May 1	Second observation of continuing contract teachers	*Observation Form*	✓	
By May 1	All teachers submit end-of-year review of student progress goal	*Goal Setting for Student Progress Form*	✓	✓
By May 1	Review Documentation Log for all teachers	*Documentation Log*	✓	✓
By last week of school	Summative evaluation of all teachers	*Summative Performance Report*	✓	

.

© Stronge, 2012 All Rights Reserved

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 TPES that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the evaluator and the teacher. It is a conversation about individual performance in order to address the teacher's needs. The second is the *Performance Improvement Plan* that has a more formal structure and is used for notifying a teacher of unacceptable performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 15 shows the differences between the two processes.

Figure 15: *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 unacceptable.
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/work site level	Form required: *Performance Improvement Plan* Building/Work site Level Human Resource Department is notified
Outcomes	• Performance improves to effective level – no more support • Some progress – continued support • Little or no progress – the teacher may be moved to a *Performance Improvement Plan*	• Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to non-renew or dismiss the teacher

*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 work site/department/school and as such monitors the *Performance Improvement Plan* and makes the recommendation to the superintendent about the teacher's progress.

 © Stronge, 2012 All Rights Reserved

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 (see Part III). 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 is that the teacher's practice has improved to an 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 teacher may be placed on a *Performance Improvement Plan*. Once placed on a *Performance Improvement Plan,* the teacher will have a predetermined time period to demonstrate that the identified deficiencies have been corrected.

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?

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 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. Additionally, a *Performance Improvement Plan* will be required if a teacher receives a single summative rating of *Unacceptable* on a *Summative Performance Report*. As discussed earlier, an overall *Unacceptable* rating may occur when:

- the teacher has an *Unacceptable* rating on one or more of the six performance; or

 © Stronge, 2012 All Rights Reserved

- the teacher has two or more *Needs Improvement* ratings or three or more *Developing* ratings from among the six 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*, 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 will meet 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 *Developing/Needs Improvement.*
- Little or no improvement has been achieved; the teacher is rated *Unacceptable*.

When a teacher is rated *Unacceptable*, 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 *Unacceptable* a second time, the teacher will be recommended for dismissal.

Request for Review of an Unacceptable Rating

The teacher may request a review of the evidence in relation to an *Unacceptable* 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.

 © Stronge, 2012 All Rights Reserved

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 <u>not</u> exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all educational specialists are not expected to demonstrate each performance indicator**

Performance Standard 1: Professional Knowledge

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

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

1.1 Effectively addresses appropriate curriculum standards.

1.2 Integrates key content elements and higher-level thinking skills in instruction.

1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates 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 understanding of the subject.

1.7 Understands intellectual, social, emotional, and physical development of the age group.

1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.

1.9 Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing ☐ Needs Improvement ☐**	**Unacceptable**
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	**The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.**	The teacher inconsistently demonstrates an understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates an understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.

**Teachers who are distinguished often serve as role models and/or teacher leaders.*

 © Stronge, 2012 All Rights Reserved

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Facilitates planning units in advance to make intra- and interdisciplinary connections.[4]
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.[5]
- Identifies instructional objectives and activities[6] to promote students' cognitive and developmental growth.[7]

 © Stronge, 2012 All Rights Reserved

Performance Standard 2: Instructional Planning
The teacher effectively plans using the approved curriculum, instructional 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 Align lesson objectives to approved curriculum using student learning data to guide planning.

2.2 Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge.

2.3 Plans for differentiated instruction.

2.4 Develops appropriate long- and short-range plans and is able to adapt plans when needed.

2.5 Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing** ☐ **Needs Improvement** ☐	**Unacceptable**
The teacher actively seeks and uses alternative data and resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	**The teacher effectively plans using the approved curriculum, instructional strategies, resources and data to meet the needs of all students**.	The teacher inconsistently uses the curriculum, effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the curriculum, or without using effective strategies, resources, or data to meet the needs of all students.

**Teachers who are distinguished 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.[8]
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop.[9]

 © Stronge, 2012 All Rights Reserved

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 of 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 Uses a variety of effective instructional strategies.

3.4 Uses materials, technology, and resources to enhance student learning.

3.5 Differentiates and paces instruction to meet students' needs.

3.6 Reinforces learning goals consistently throughout the lesson.

3.7 Communicates clearly and checks for understanding.

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing ☐ Needs Improvement ☐**	**Unacceptable**
The teacher optimizes students' opportunities 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 effective instructional strategies that meet individual learning needs.	The teacher does not use effective instructional strategy or inadequately addresses students' individual learning needs.

**Teachers who are distinguished 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.[10]
- Uses a variety of instructional strategies.[11]
- Uses research-based strategies to make instruction student-centered.[12]
- Involves students in cooperative learning to enhance higher-order thinking skills.[13]
- Uses students' prior knowledge to facilitate student learning.[14]
- Possesses strong communication skills,[15] offering clear explanations and directions.[16]
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.[17]
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.[18]

 © Stronge, 2012 All Rights Reserved

Performance Standard 4: Assessment For and Of Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

Sample Performance Indicators

Examples of 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 informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.

4.4 Aligns student assessment with approved curriculum and benchmarks.

4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.

4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.

4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate).

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing ☐ Needs Improvement ☐**	**Unacceptable**
The teacher regularly selects/develops and uses valid formative and summative assessment strategies, and teaches students how to monitor their own academic progress.	**The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.**	The teacher uses a limited selection of formative and summative assessment strategies, inconsistently links assessment to intended learning outcomes, inconsistently uses assessment to inform instruction, or inconsistently provides timely feedback.	The teacher uses an inadequate variety of formative and summative assessment strategies, assesses infrequently, does not use data to inform instructional decisions, or does not report on student progress in a constructive or timely manner.

**Teachers who are distinguished often serve as role models and/or teacher leaders.*

 © Stronge, 2012 All Rights Reserved

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Offers regular, timely, and specific feedback[19] and reinforcement.[20]
- Gives homework and offers feedback on the homework.[21]
- Uses open-ended performance assignments.[22]
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.[23]
- 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.[24]

 © Stronge, 2012 All Rights Reserved

Performance Standard 5: Learning Environment

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

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

5.1 Establishes and maintains effective routines and procedures.

5.2 Creates and maintains a safe physical setting.

5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.4 Promotes respectful interactions that challenge and engage students within the learning environment.

5.5 Creates an environment that is academically appropriate, stimulating, and challenging.

5.6 Encourages student participation, inquiry, and intellectual risk-taking.

5.7 Respects and promotes the appreciation of diversity.

5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive learning environment.

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing ☐ Needs Improvement ☐**	**Unacceptable**
The teacher creates a dynamic environment where learning is maximized, disruptions are minimized, and students are regularly self-directed in their learning.	**The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.**	The teacher is inconsistent in providing a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher inadequately addresses student behavior, displays a detrimental attitude with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.

**Teachers who are distinguished 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.[25]
- Adapts teaching to address student learning styles.[26]
- Acknowledges his or her perspective and is open to hearing their students' worldviews.[27]

 © Stronge, 2012 All Rights Reserved

- Is culturally competent.[28]
- Seeks to know about the cultures and communities from which students come.[29]

 © Stronge, 2012 All Rights Reserved

Performance Standard 6: Professionalism

The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

Sample Performance Indicators

Examples may include, but are not limited to:

The teacher:

6.1 Collaborates and communicates effectively to promote students' well-being and success.

6.2 Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.

6.3 Adheres to school, district, legal, ethical, and procedural requirements.

6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

6.5 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance.

6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.

Distinguished *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing ☐ Needs Improvement ☐**	**Unacceptable**
The teacher consistently demonstrates a high level of professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.	**The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.**	The teacher often does not display professional judgment or only occasionally participates in professional development activities.	The teacher does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.

**Teachers who are distinguished often serve as role models and/or teacher leaders.*

Across all rating levels, teachers are expected to adhere to professional ethics.

Contemporary Effective Teacher Research

Contemporary research has found that an effective teacher:

- Recognizes the levels of involvement, ranging from networking to collaboration.[30]
- Uses multiple forms of communication between school and home.[31]
- Acknowledges his or her perspective and is open to hearing their students' worldviews.[32]

 © Stronge, 2012 All Rights Reserved

- Is culturally competent.[33]
- Seeks to know about the cultures and communities from which students come.[34]

 © Stronge, 2012 All Rights Reserved

PART III: FORMS AND TOOLS

INTRODUCTION

Part III contains copies of forms and tools 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 Progress Goal Setting Form, Documentation Log Cover Sheet, Observation Forms, Summative Performance Report,* and *Performance Improvement Plan* (if needed).

Figure 16: *Forms and Tools*

Form		Documentation Completed by	
		Evaluator	Teacher
Observ.	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	✓	
Doc. 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		✓
	Student Survey Growth Plan		✓
	Student Survey Analysis		✓
Goal Setting	Goal Setting for Student Progress Form	✓	✓
Reports	Interim Performance Report	✓	
	Summative Performance Report	✓	
Plan	Performance Improvement Plan	✓	

 © Stronge, 2012 All Rights Reserved

Pre-Observation Conference Record

Teacher: _____ School: _____

Grade/Subject: _____ School Year: _____

Conference Date: _____ Evaluator: _____

Inquiries	Notes
1. Describe the lesson which will be observed. • 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?	

 © Stronge, 2012 All Rights Reserved

Classroom Observation Form 1
Formal Observation

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

Teacher's Name _____ Date Observed _____ Time _____

Observer's Name _____ The teacher is: ☐ Probationary 1 ☐ Probationary 2 ☐ Probationary 3 ☐ Continuing Contract

1. Professional Knowledge

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

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and 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 accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and understanding of the subject.
- Understands intellectual, social, emotional, and physical development of the age group of students.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.
- Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.

Evidence:

2. Instructional Planning

The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.

- Align lesson objectives to approved curriculum using student learning data to guide planning.
- Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge.
- Plans for differentiated instruction.
- Develops appropriate long- and short-range plans and is able to adapt plans when needed.
- Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.

Evidence:

 © Stronge, 2012 All Rights Reserved

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.
- Uses a variety of effective instructional strategies.
- Uses materials, technology, and resources to enhance student learning.
- Differentiates and paces instruction to meet students' needs.
- Reinforces learning goals consistently throughout the lesson.
- Communicates clearly and checks for understanding.

Evidence:

4. Assessment For and Of Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

- 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 informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with approved curriculum and benchmarks.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate).

Evidence:

5. Learning Environment

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

- Establishes and maintains effective routines and procedures.
- Creates and maintains a safe physical setting.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes respectful interactions that challenge and engage students within the learning environment.
- Creates an environment that is academically appropriate, stimulating, and challenging.
- Encourages student participation, inquiry, and intellectual risk-taking.
- Respects and promotes the appreciation of diversity.
- Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive learning environment.

Evidence:

 © Stronge, 2012 All Rights Reserved

6. Professionalism

The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

- Collaborates and communicates effectively to promote students' well-being and success.
- Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.
- Adheres to school, district, legal, ethical, and procedural requirements.
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.

Evidence:

Additional Comments:

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

 © Stronge, 2012 All Rights Reserved

Classroom Observation Form 2
Formal Observation/Document Review

<u>Directions:</u> Evaluators use this form to document the required annual observations of the teacher. This form focuses on the six 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:

 © Stronge, 2012 All Rights Reserved

4: Assessment For and Of Learning	Specific Examples:
5: Learning Environment	Specific Examples:
6: Professionalism	Specific Examples:

Teacher's Signature _____ Date _____

Evaluator's Signature _____ Date _____

 © Stronge, 2012 All Rights Reserved

1: Professional Knowledge

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

1.1 Effectively addresses appropriate curriculum standards.
1.2 Integrates key content elements and higher-level thinking skills in instruction.
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
1.4 Demonstrates 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 understanding of the subject.
1.7 Understands intellectual, social, emotional, and physical development of the age group.
1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.
1.9 Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.

2: Instructional Planning

The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.

2.1 Align lesson objectives to approved curriculum using student learning data to guide planning.
2.2 Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge.
2.3 Plans for differentiated instruction.
2.4 Develops appropriate long- and short- range plans and is able to adapt plans when needed.
2.5 Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.

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 Uses a variety of effective instructional strategies.
3.4 Uses materials, technology, and resources to enhance student learning.
3.5 Differentiates and paces instruction to meet students' needs.
3.6 Reinforces learning goals consistently throughout the lesson.
3.7 Communicates clearly and checks for understanding.

 © Stronge, 2012 All Rights Reserved

4: Assessment for/of Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

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 informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.

4.4 Aligns student assessment with approved curriculum and benchmarks.

4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.

4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.

4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate).

5: Learning Environment

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

5.1 Establishes and maintains effective routines and procedures.

5.2 Creates and maintains a safe physical setting.

5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.4 Promotes respectful interactions that challenge and engage students within the learning environment.

5.5 Creates an environment that is academically appropriate, stimulating, and challenging.

5.6 Encourages student participation, inquiry, and intellectual risk-taking.

5.7 Respects and promotes the appreciation of diversity.

5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive learning environment.

6: Professionalism

The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

6.1 Collaborates and communicates effectively to promote students' well-being and success.

6.2 Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.

6.3 Adheres to school, district, legal, ethical, and procedural requirements.

6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

6.5 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance.

6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.

 © Stronge, 2012 All Rights Reserved

Classroom Observation Form 3
Walk-through/Informal Classroom Visits

Teacher**:** _____ Subject: _____ Date: _____

Observer: _____ Time: _____

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.

1. PROFESSIONAL KNOWLEDGE • Addresses appropriate curriculum standards • Integrates key content elements and higher level thinking skills • Demonstrates ability to link present content with past and future learning • Demonstrates accurate knowledge of the subject matter • Demonstrates skills relevant to the subject area(s) taught • Bases instruction on goals that reflect high expectations • Understands development of age group • Uses precise language • Has knowledge and understanding of school, family, and community resources	**SPECIFIC EXAMPLES:**
2. INSTRUCTIONAL PLANNING • Uses student learning data to guide planning • Plans accordingly for pacing, sequencing, transitions, and application of knowledge • Plans for differentiated instruction • Develops appropriate long- and short-range plans and adapts plans • Uses resources, including technology, to effectively communicate	**SPECIFIC EXAMPLES:**
3. INSTRUCTIONAL DELIVERY • Engages and maintains students in active learning • Builds upon students' existing knowledge and skills • Uses a variety of effective instructional strategies • Uses materials, technology, and resources to enhance student learning • Differentiates and paces instruction to meet students' needs • Reinforces learning goals throughout the lesson • Communicates clearly and checks for understanding	**SPECIFIC EXAMPLES:**

 © Stronge, 2012 All Rights Reserved

4. ASSESSMENT FOR AND OF STUDENT LEARNING	**SPECIFIC EXAMPLES:**
• Uses pre-assessment data • Involves students in setting learning goals • Uses valid and appropriate assessments • Aligns assessments with curriculum and benchmarks • Collects and maintains record of assessment data • Uses assessment tools for formative/summative purposes • Gives constructive and frequent feedback	
5. LEARING ENVIRONMENT	**SPECIFIC EXAMPLES:**
• Establishes effective routines and procedures • Creates and maintains a safe physical setting • Establishes a climate of trust and teamwork • Promotes respectful interactions • Creates an academically challenging environment • Encourages participation, inquiry, and intellectual risk-taking • Respects and promotes the appreciation of diversity • Uses a balance of effective verbal, nonverbal, and digital communication tools	
6. PROFESSIONALISM	**SPECIFIC EXAMPLES:**
• Collaborates and communicates effectively • Builds positive and professional relationships • Adheres to laws/policies/ethics • Incorporates learning from professional growth activities • Sets goals for improvement • Works in collegial and collaborative manner	

Comments:

Evaluator's Signature _____ Date _____

 © Stronge, 2012 All Rights Reserved

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 *(Note # of students.)*	Teacher Management Strategy
5 min.		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal o Nonverbal o Positive o Negative o *Comments:*
10 min.		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal o Nonverbal o Positive o Negative o *Comments:*
15 min.		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal o Nonverbal o Positive o Negative o *Comments:*
20 min.		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal o Nonverbal o Positive o Negative o *Comments:*
25 min.		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal o Nonverbal o Positive o Negative o *Comments:*
30 min.		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal o Nonverbal o Positive o Negative o *Comments:*

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.

© Stronge, 2012 All Rights Reserved

Classroom Observation Form 5
Questioning Techniques Analysis

Teacher's Name _____ Date_____ Time Started/Ended _____

Observer's Name _____ Grade/Subject: _____

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.

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?

 © Stronge, 2012 All Rights Reserved

Documentation Log Cover Sheet

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

Standard	Required or Optional Evidence	Examples of Evidence	Evidence Included
1. Professional Knowledge	*Optional*	Can include: • 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	*Optional*	Can include: • Differentiation in lesson planning and practice • Analysis of classroom assessment • Data driven curriculum revision work Examples: - Sample lesson or unit plan - Course syllabus - Intervention plan - Substitute lesson plan - Annotated learning objectives	
3. Instructional Delivery	*Optional*	Can include: • Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units	

© Stronge, 2012 All Rights Reserved

Standard	Required or Optional Evidence	Examples of Evidence	Evidence Included
4. Assessment For and Of Learning	*Required* Evidence of the use of baseline and periodic assessments	Must include: • Samples of baseline and periodic assessments given Can also include: • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool Examples: - Brief report describing the teacher's 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	*Required* Student Survey Growth Plan/ Student Survey Analysis	Must include: * Student survey summary information Can also include: • 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	

© Stronge, 2012 All Rights Reserved

Standards	Required or Optional Evidence	Examples of Evidence	Evidence Included
6. Professionalism	*Required* Professional Development Log Parent Communication Log	Must include: * Record of professional development taken or given * Record of communication with parents Can also include: • 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: - Copy of classroom newsletter or other parent information documents - Sample copy of interim reports	

© Stronge, 2012 All Rights Reserved

Parent Communication Log

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

Date	Person	Purpose	Mode	Notes
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	

 © Stronge, 2012 All Rights Reserved

Professional Development Log

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

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____

 © Stronge, 2012 All Rights Reserved

Grade K-2 Student Survey

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

	Yes	Some-times	No
1. My teacher listens to me.			
2. My teacher gives me help when I need it.			
3. I learn new things in my class.			
4. I know what the rules are in my class.			
5. I am able to do the work my teacher gives me.			
6. I am happy when I am in class.			
*			
*			

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

 © Stronge, 2012 All Rights Reserved

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's Name _____ School Year _____

	Yes	Some-times	No
My teacher listens to me.			
My teacher gives me help when I need it.			
I am able to do the work given to me.			
Students are respectful to each other in my class.			
I feel free to ask and answer questions.			
My teacher helps me understand things when I make mistakes.			
My teacher shows respect to all students.			
My teacher helps me to be organized.			
My teacher allows me to demonstrate my learning in a variety of ways.			
*			
*			

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

© Stronge, 2012 All Rights Reserved

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	I Don't Know
My teacher gives clear instructions.					
My teacher helps me to be organized.					
The amount of homework in this class is about right.					
My teacher returns my work within a few days.					
My teacher sets high learning standards for the class.					
My teacher allows me to demonstrate my learning in a variety of ways.					
My teacher helps me outside of class time when needed.					
My teacher handles classroom disruptions well.					
My teacher shows respect to all students.					
My teacher is respectful to my culture.					
I feel my teacher values me as a person.					
I feel comfortable sharing my ideas in class.					
*					
*					

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

 © Stronge, 2012 All Rights Reserved

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	I Don't Know
My teacher communicates clearly.					
My teacher is knowledgeable about the subject area he/she teaches.					
The workload in this class is manageable.					
My teacher gives feedback on work and exams in a timely manner.					
I get helpful feedback from my teacher.					
My teacher handles classroom disruptions effectively.					
My teacher allows me to demonstrate my learning in a variety of ways.					
I feel challenged in this class.					
I feel comfortable sharing my ideas in class.					
My teacher helps me outside of class time when needed.					
My teacher shows respect to all students.					
My teacher respects my culture.					
I feel my teacher values me as a person.					
*					
*					

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

Comments:

 © Stronge, 2012 All Rights Reserved

Student Survey Growth Plan

Directions: This form is to be completed by October 15th. It is for formative purposes and should be shared with evaluators.

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

Why did you choose this class to survey?

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 will you translate this data into a goal?

This form should be placed in the Learning Environment section of the Documentation Log.

 © Stronge, 2012 All Rights Reserved

Student Survey Analysis

<u>Directions:</u> Teachers will complete this form after administering the student survey a second time. It is to be completed by probationary teachers by December 15th and continuing contract teachers by February 15th. Teachers may choose to put all results on this form, or they may complete a separate form for each course surveyed.

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

Why did you choose this class to survey?

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) Did you make any changes after analyzing the data from the first survey? What were the results of the change(s)?

D) What will you change for the next time you teach this course?

This form should be placed in the Learning Environment section of the Documentation Log.

 © Stronge, 2012 All Rights Reserved

Goal Setting for Student Progress Form

Teacher's Name: _____

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

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

Initial Goal 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?)*	☐ *Data attached*
IV. Goal Statement *(Describe what you want learners/program to accomplish; use the SMART goal format)*	

V. Means for Attaining Goal *(Strategies used to accomplish the goal)*

Strategy	Evidence	Target Date

Teacher's Signature _____ *Date* _____

Evaluator's Signature _____ *Date* _____

 © Stronge, 2012 All Rights Reserved

VI. Mid-Year Review *(Describe goal progress and other relevant data)*	*Mid-year review conducted on*_____ *Initials:* _____*(Teacher)* _____*(Evaluator)*
	☐ *Data attached*

Teacher's Signature _____ *Date* _____

Evaluator's Signature _____ *Date* _____

VII. End-of-Year Review *(Describe evidence of goal attainment and other relevant data)*	*End-of -year review conducted on*_____ *Initials:* _____*(Teacher)* _____*(Evaluator)*
	☐ *Data attached*

Teacher's Signature _____ *Date* _____

Strategies used and data provided demonstrate appropriate student growth ☐ ***Yes*** ☐ ***No***

Evaluator's Signature _____ *Date* _____

 © Stronge, 2012 All Rights Reserved

Interim Performance Report

Teacher: _____ **School:** _____

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

Probationary Status: ☐ Year 1 ☐ Year 2 ☐ Year 3

Documentation Reviewed: ☐ Documentation Log ☐ Goal Setting Form ☐ Observation Form
☐ Other _____

Directions: Evaluators use this form at mid-year to provide a record of evidence for each teacher performance standard. Evidence should be drawn from multiple sources. This form should be maintained by the evaluator during the course of the evaluation cycle. The teacher should receive a copy, and results should be shared with the teacher at a mid-year conference.

1. Professional Knowledge

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

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and 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 accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and understanding of the subject.
- Understands intellectual, social, emotional, and physical development of the age group.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.
- Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.

Comments:

☐ Evident ☐ Not Evident

2. Instructional Planning

The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.

- Align lesson objectives to approved curriculum using student learning data to guide planning.
- Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge.
- Plans for differentiated instruction.
- Develops appropriate long- and short-range plans and is able to adapt plans when needed.
- Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.

Comments:

☐ Evident ☐ Not Evident

 © Stronge, 2012 All Rights Reserved

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.
- Uses a variety of effective instructional strategies.
- Uses materials, technology, and resources to enhance student learning.
- Differentiates and paces instruction to meet students' needs.
- Reinforces learning goals consistently throughout the lesson.
- Communicates clearly and checks for understanding.

Comments:

☐ Evident ☐ Not Evident

4. Assessment For and Of Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

- 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 informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with approved curriculum and benchmarks.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate).

Comments:

☐ Evident ☐ Not Evident

5. Learning Environment

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

- Establishes and maintains effective routines and procedures.
- Creates and maintains a safe physical setting.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes respectful interactions that challenge and engage students within the learning environment.
- Creates an environment that is academically appropriate, stimulating, and challenging.
- Encourages student participation, inquiry, and intellectual risk-taking.
- Respects and promotes the appreciation of diversity.
- Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive learning environment.

Comments:

☐ Evident ☐ Not Evident

 © Stronge, 2012 All Rights Reserved

6. Professionalism

The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

- Collaborates and communicates effectively to promote students' well-being and success.
- Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.
- Adheres to school, district, legal, ethical, and procedural requirements.
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.

Comments:

☐ Evident ☐ Not Evident

Strengths:

Areas Noted for Improvement:

Additional Comments:

Teacher's Signature/Date

Evaluator's Signature/Date

© Stronge, 2012 All Rights Reserved

Summative Performance Report

Teacher: _____ **School:** _____

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

Contract Status: _____

Documentation Reviewed: ☐ Documentation Log ☐ Goal Setting Form ☐ Observation Form
☐ Other _____

Directions: Evaluators use this form at the end of the school year to provide probationary teachers and continuing contract teachers in their summative year 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.

Performance Standard 1: Professional Knowledge

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing** ☐ **Needs Improvement** ☐	**Unacceptable**
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.	The teacher inconsistently demonstrates an understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates an understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.
☐	☐	☐	☐
Evidence:			

 © Stronge, 2012 All Rights Reserved

Performance Standard 2: Instructional Planning

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing** ☐ **Needs Improvement** ☐	**Unacceptable**
The teacher actively seeks and uses alternative data and resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	The teacher effectively plans using the approved curriculum, instructional strategies, resources and data to meet the needs of all students.	The teacher inconsistently uses the curriculum, effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the curriculum, or without using effective strategies, resources, or data to meet the needs of all students.
☐	☐	☐	☐
Evidence:			

Performance Standard 3: Instructional Delivery

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing** ☐ **Needs Improvement** ☐	**Unacceptable**
The teacher optimizes students' opportunities 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 effective instructional strategies that meet individual learning needs.	The teacher does not use effective instructional strategy or inadequately addresses students' individual learning needs.
☐	☐	☐	☐
Evidence:			

 © Stronge, 2012 All Rights Reserved

Performance Standard 4: Assessment For and Of Learning

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing ☐ Needs Improvement ☐**	**Unacceptable**
The teacher regularly selects/develops and uses valid formative and summative assessment strategies, and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.	The teacher uses a limited selection of formative and summative assessment strategies, inconsistently links assessment to intended learning outcomes, inconsistently uses assessment to inform instruction, or inconsistently provides timely feedback.	The teacher uses an inadequate variety of formative and summative assessment strategies, assesses infrequently, does not use data to inform instructional decisions, or does not report on student progress in a constructive or timely manner.
☐	☐	☐	☐
Evidence:			

Performance Standard 5: Learning Environment

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing ☐ Needs Improvement ☐**	**Unacceptable**
The teacher creates a dynamic environment where learning is maximized, disruptions are minimized, and students are regularly self-directed in their learning.	The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.	The teacher is inconsistent in providing a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher inadequately addresses student behavior, displays a detrimental attitude with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.
☐	☐	☐	☐
Evidence:			

 © Stronge, 2012 All Rights Reserved

Performance Standard 6: Professionalism

Distinguished* *In addition to meeting the requirements for Effective…*	**Effective** *Effective is the expected level of performance.*	**Developing** ☐ **Needs Improvement** ☐	**Unacceptable**
The teacher consistently demonstrates a high level of professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.	The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.	The teacher often does not display professional judgment or only occasionally participates in professional development activities.	The teacher does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.
☐	☐	☐	☐
Evidence:			

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 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.)

Strengths:

Areas Noted for Improvement:

 © Stronge, 2012 All Rights Reserved

Teacher 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

_____ _____

Teacher's Signature/Date *Evaluator's Signature/Date*

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

 © Stronge, 2012 All Rights Reserved

Performance Improvement Plan

Teacher: _____ **School:** _____

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

Performance Standard Number	*Performance Deficiencies within the Standard to be Corrected*	*Resources/Assistance Provided Activities to be Completed by the Teacher*	*Target Dates*

	The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the teacher of unacceptable performance.
_____	_____
Evaluator's Signature/Date Initiated	Teacher's Signature/Date Initiated

Results of Performance Improvement Plan[1]:

Performance Standard Number	*Performance Deficiencies within the Standard to be Corrected*	*Comments*	*Review Dates[2]*

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.

[1] These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.
[2] Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the teacher. ___ **Additional Pages Attached**

 © Stronge, 2012 All Rights Reserved

REFERENCES

Bloom, B. S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. *Educational Leadership, 41*(8), 4-17.

Buttram, J. L., & Waters, J. T. (1997). Improving America's schools through standards-based education. *Bulletin, 81*(590), 1-5.

Cawelti, G. (1999). *Handbook of research on improving student achievement* (2nd ed.). Arlington, VA: Educational Research Service.

Collinson, V., Killeavy, M., & Stephenson, H. J. (1999). Exemplary teachers: Practicing an ethic of care in England, Ireland, and the United States. *Journal for a Just and Caring Education, 5* (4), 349-366.

Cotton, K. (2000). *The schooling practices that matter most.* Portland, OR: Northwest Regional Educational Laboratory and Alexandria, VA: ASCD.

Covino, E. A., & Iwanicki, E. (1996). Experienced teachers: Their constructs on effective teaching. *Journal of Personnel Evaluation in Education, 11*, 325-363.

Cruickshank, D. R., & Haefele, D. (2001). Good teachers, plural. *Educational Leadership, 58*(5), 26-30.

Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership, 5*(8), 12-17.

Education USA Special Report. (n. d.). *Good teachers: What to look for.* Rockville, MD: National School Public Relations Association.

Educational Review Office. (1998). *The capable teacher.* Retrieved from http://www.ero .govt.nz/Publications/eers1998/98no2hl.html

Eisner, E. W. (1999). The uses and limits of performance assessment. *Phi Delta Kappan, 80*(9), 658-660.

Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management at the beginning of the year. *The Elementary School Journal, 80*(5), 219-231.

Good, T. L., & Brophy, J. E. (1997). *Looking in classrooms* (7th ed.). New York: Addison-Wesley.

Gronlund, N. E. (2002). *Assessment of student achievement* (7th ed.). Boston: Allyn & Bacon.

Johnson, B. L. (1997). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education, 11,* 69-87.

Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works.* Alexandria, VA: ASCD.

Marzano, R. J., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model.* Alexandria, VA: ASCD.

 © Stronge, 2012 All Rights Reserved

McAllister, G., & Irvine, J. J. (2000). Cross cultural competency and multicultural teacher education. *Review of Educational Research, 70*(1), 3-24.

McEwan, E. K. 2002. *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers.* Thousand Oaks, CA: Corwin Press.

National Association of Secondary School Principals (NASSP). (1997). Students say: What makes a good teacher? *Schools in the Middle, 6*(5), 15-17.

Panasuk, R., Stone, W., & Todd, J. (2002). Lesson planning strategy for effective mathematics teaching. *Education, 2*(2), 714, 808-827.

Peart, N. A., & Campbell, F. A. (1999). At-risk students' perceptions of teacher effectiveness. *Journal for a Just and Caring Education, 5*(3), 269-284.

Rockwell, R. E., Andre, L. C., & Hawley, M. K. (1996). *Parents and teachers as partners: Issues and challenges.* Fort Worth, TX: Harcourt Brace College.

Shellard. E., & Protheroe, N. (2000). Effective teaching: How do we know it when we see it? *The Informed Educator Series.* Arlington, VA: Educational Research Service.

Stronge, J. H. (2007). *Qualities of effective teachers (2nd Ed).* Alexandria, VA: ASCD.

Stronge, J. H. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence.* Larchmont, NY: Eye on Education.

Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education.

Swap, S. A. (1993). *Developing home-school partnerships from concepts to practice.* New York: Teachers College Press.

Tobin, K. (1980). The effect of extended teacher wait-time on science achievement. *Journal of Research in Science Teaching, 17,* 469-475.

Tucker, P. D., & Stronge, J. H. (2005). *Linking teacher evaluation and student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Wang, M., Haertel, G. D., & Walberg, H. (1993). What helps students learn? *Educational Leadership, 51*(4), 74-79.

Weinsten, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory Into Practice, 42*(4), 269-276.

Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education, 11*, 57-67.

 © Stronge, 2012 All Rights Reserved

ENDNOTES

[1] Tucker, P. D. & Stronge, J. H. (2005). *Linking teacher evaluation and student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

[2] Tucker, P. D. & Stronge, J. H. (2005).

[3] Stronge, J. H. & Grant, L. H. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education.

[4] McEwan, E. K. 2002. *10 traits of highly effective teachers: How to hire, coach, and mentor successful teachers.* Thousand Oaks, CA: Corwin Press.

[5] Marzano, R. J., Pickering, D., & McTighe, J. (1993). *Assessing student outcomes: Performance assessment using the dimensions of learning model.* Alexandria, VA: ASCD.

[6] Marzano et al., 1993.

[7] Panasuk, R., Stone, W., & Todd, J. (2002). Lesson planning strategy for effective mathematics teaching. *Education, 2*(2), 714, 808-827.

[8] McEwan, E. K. (2002).

[9] Buttram, J. L., & Waters, J. T. (1997). Improving America's schools through standards-based education. *Bulletin, 81*(590), 1-5.

[10] Education USA Special Report. (n. d.). *Good teachers: What to look for.* Rockville, MD: National School Public Relations Association; Panasuk, Stone, & Todd (2002).

[11] Darling-Hammond, L. (2001). The challenge of staffing our schools. *Educational Leadership, 5*(8), 12-17; Educational Review Office. (1998). *The capable teacher.* Retrieved from http://www.ero.govt.nz/Publications/eers1998/98no2hl.html

[12] Johnson, B. L. (1997). An organizational analysis of multiple perspectives of effective teaching: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education, 11,* 69-87.

[13] Shellard. E., & Protheroe, N. (2000). Effective teaching: How do we know it when we see it? *The Informed Educator Series.* Arlington, VA: Educational Research Service.

[14] Covino & Iwanicki, 1996.

[15] National Association of Secondary School Principals (NASSP). (1997). Students say: What makes a good teacher? *Schools in the Middle, 6*(5), 15-17; Peart & Campbell, 1999;

[16] Covino & Iwanicki, 1996; Emmer, E. T., Evertson, C. M., & Anderson, L. M. (1980). Effective classroom management at the beginning of the year. *The Elementary School Journal, 80*(5), 219-231.

[17] Shellard, E., & Protheroe, N. (2000).

[18] Cawelti, G. (1999). *Handbook of research on improving student achievement* (2nd ed.). Arlington, VA: Educational Research Service; Cotton, K. (2000). *The schooling practices that matter most.* Portland, OR: Northwest Regional Educational Laboratory and Alexandria, VA: ASCD; Covino & Iwanicki, 1996; Good, T. L., & Brophy, J. E. (1997). *Looking in classrooms* (7th ed.). New York: Addison-Wesley; Tobin, K. (1980). The effect of extended teacher wait-time on science achievement. *Journal of Research in Science Teaching, 17,* 469-475; Wang, M., Haertel, G. D., & Walberg, H. (1993). What helps students learn? *Educational Leadership, 51*(4), 74-79.

[19] Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). *A handbook for classroom instruction that works.* Alexandria, VA: ASCD.

[20] Cotton, K. (2000).

[21] Stronge, J. H. (2007). *Qualities of effective teachers (2nd Ed).* Alexandria, VA: ASCD.

 © Stronge, 2012 All Rights Reserved

[22] Eisner, E. W. (1999). The uses and limits of performance assessment. *Phi Delta Kappan, 80*(9), 658-660.

[23] Gronlund, N. E. (2002). *Assessment of student achievement* (7th ed.). Boston: Allyn & Bacon.

[24] Stronge, J. H. (2007).

[25] Peart, N. A., & Campbell, F. A. (1999). At-risk students' perceptions of teacher effectiveness. *Journal for a Just and Caring Education, 5*(3), 269-284.

[26] Covino, E. A., & Iwanicki, E. (1996).

[27] McAllister, G., & Irvine, J. J. (2000).

[28] Cruickshank, D. R., & Haefele, D. (2001). Good teachers, plural. *Educational Leadership, 58*(5), 26-30.

[29] Weinsten, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory Into Practice, 42*(4), 269-276.

[30] Rockwell, R. E., Andre, L. C., & Hawley, M. K. (1996). *Parents and teachers as partners: Issues and challenges.* Fort Worth, TX: Harcourt Brace College.

[31] Swap, S. A. (1993). *Developing home-school partnerships from concepts to practice.* New York: Teachers College Press.

[32] McAllister, G., & Irvine, J. J. (2000). Cross cultural competency and multicultural teacher education. *Review of Educational Research, 70*(1), 3-24.

[33] Cruickshank, D. R., & Haefele, D. (2001).

[34] Weinsten, C., Curran, M., & Tomlinson-Clarke, S. (2003).

 © Stronge, 2012 All Rights Reserved