



**DIRECTIONS FOR USE OF STANDARDS RUBRIC  
FOR STAFF EVALUATION  
TEACHERS ON SPECIAL ASSIGNMENT (TOSA)**

**General Instructions**

The Standards of Effective Teaching guide the process of professional development and evaluation for teachers on special assignment. For non-tenured teachers and tenured teachers choosing an annual evaluation, the general expectations for using this tool to assess teacher performance are as follows:

1. The administrator will conduct an observation of at least 25-30 minutes.
2. Both the administrator and teacher will fill out a separate rubric continuum after the observation. Each will check the point on the continuum that best describes observed behavior or overall performance.

**Example:**

**Fall: Check the “F”**

**Spring: Check the “S”**

SKILL AREA	PERFORMANCE LEVEL		
Leadership	Below Standard	Meets Standard	Exceeds Standard
<b>Knowledge Base</b>	Demonstrates gaps in knowledge of topics related to administrative area  F <input checked="" type="checkbox"/> S <input type="checkbox"/>	Demonstrates working knowledge in the area of special assignment  F <input type="checkbox"/> S <input checked="" type="checkbox"/>	Demonstrates extensive knowledge in topics related to area, including latest research  F <input type="checkbox"/> S <input type="checkbox"/>

3. The administrator will write a brief explanation on the form of any area in which a teacher on special assignment is marked “Below Standard.”
4. The administrator will hold a conference with the teacher on special assignment focused on the observation and other things known about the overall job performance.
5. The administrator’s original copy of the evaluation is sent to Human Resources for the teacher on special assignment’s Personnel File.

**Timelines**

1. For non-tenured teachers on special assignment, the first evaluation is completed by December 31 each school year; and the second evaluation is completed by March 15 each school year.
2. If a teacher may be recommended for contract non-renewal, the second observation is completed by May 1.
3. For tenured teachers, the evaluation is completed by May 15 each school year.
4. The conference following the observation is completed within ten school days of the observation, preferably sooner.
5. The Standards of Effective Teaching evaluation including the attached Summary Evaluation are completed by the administrator, and sent to the Human Resource Department for the teacher on special assignment’s Personnel File by June 30 of each school year.



**STANDARDS OF EFFECTIVE FOR TEACHER ON SPECIAL ASSIGNMENT (TOSA)**

Name of TOSA: \_\_\_\_\_ School Year: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Site: \_\_\_\_\_

Time of Observation: From: \_\_\_\_\_ A.M.  P.M.  To: \_\_\_\_\_ A.M.  P.M.  Date: \_\_\_\_\_

Check probationary year or tenured status:

- First-Year Probationary     Second-Year Probationary     Third-Year Probationary     Tenured

**Instructions:** Check the continuum that best describes observed behavior or overall performance. Because job descriptions vary, all skill areas may not apply. Those skill areas should be left blank.

**Fall: Check the "F"**

**Spring: Check the "S"**

SKILL AREA	PERFORMANCE LEVEL		
	Below Standard	Meets Standard	Exceeds Standard
<b>Leadership</b>			
<b>Knowledge Base</b>	Demonstrates gaps in knowledge of topics related to administrative area F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates working knowledge in the area of special assignment F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates extensive knowledge in topics related to area, including latest research F <input type="checkbox"/> S <input type="checkbox"/>
<b>Vision</b>	A vision for the department is poorly articulated or followed F <input type="checkbox"/> S <input type="checkbox"/>	Articulates and supports a clear vision for the department/school to all constituents F <input type="checkbox"/> S <input type="checkbox"/>	Creates wide range "buy in" of the department mission F <input type="checkbox"/> S <input type="checkbox"/>
<b>Service</b>	Rarely provides meaningful service F <input type="checkbox"/> S <input type="checkbox"/>	Provides meaningful service to teachers, principals, and /or schools F <input type="checkbox"/> S <input type="checkbox"/>	Provides outstanding service F <input type="checkbox"/> S <input type="checkbox"/>
<b>Resources</b>	Unaware of resources or rarely connects resources and people F <input type="checkbox"/> S <input type="checkbox"/>	Connects people with needed resources at state and local level F <input type="checkbox"/> S <input type="checkbox"/>	Highly knowledgeable about resources and effectively connects people with them F <input type="checkbox"/> S <input type="checkbox"/>
<b>Teamwork</b>	Tends to work in isolation, may inhibit the team process F <input type="checkbox"/> S <input type="checkbox"/>	Works effectively as a member of a team or department F <input type="checkbox"/> S <input type="checkbox"/>	Assumes a leadership role within the team or department F <input type="checkbox"/> S <input type="checkbox"/>
<b>Relationships</b>	Feedback from others indicates disrespectful or unprofessional relationships F <input type="checkbox"/> S <input type="checkbox"/>	Maintains respectful, ethical, effective, and professional relationships F <input type="checkbox"/> S <input type="checkbox"/>	Feedback surveys indicate high levels of support related to positive working relationships F <input type="checkbox"/> S <input type="checkbox"/>
<b>Diversity/Fairness</b>	Feedback indicates a lack of sensitivity to multicultural, gender or diversity issues F <input type="checkbox"/> S <input type="checkbox"/>	Feedback indicates sensitivity to diversity F <input type="checkbox"/> S <input type="checkbox"/>	Feedback indicates high levels of sensitivity to diversity F <input type="checkbox"/> S <input type="checkbox"/>

SKILL AREA	PERFORMANCE LEVEL		
Leadership (Continued)	Below Standard	Meets Standard	Exceeds Standard
<b>High Expectations</b>	Expectations are not modeled, too low or not effectively communicated F <input type="checkbox"/> S <input type="checkbox"/>	Sets and models high expectations for teachers and other constituent groups F <input type="checkbox"/> S <input type="checkbox"/>	Sets and models high expectations and measures if they are attained F <input type="checkbox"/> S <input type="checkbox"/>
<b>Problem Solving</b>	Problem solving skills are not effective F <input type="checkbox"/> S <input type="checkbox"/>	Applies problem solving skills effectively F <input type="checkbox"/> S <input type="checkbox"/>	Is highly proactive in identifying and minimizing potential problems F <input type="checkbox"/> S <input type="checkbox"/>
<b>Results</b>	Fails to meet expectations of quality, quantity, or timeliness of work F <input type="checkbox"/> S <input type="checkbox"/>	Completes assignments meeting expected performance criteria F <input type="checkbox"/> S <input type="checkbox"/>	Consistently exceeds expectations, delivering high quality service F <input type="checkbox"/> S <input type="checkbox"/>
<b>Developing Leadership</b>	Demonstrates little or no skill in building leadership capacity F <input type="checkbox"/> S <input type="checkbox"/>	Promotes leadership standards skills in others F <input type="checkbox"/> S <input type="checkbox"/>	Builds leadership capacity within assigned area F <input type="checkbox"/> S <input type="checkbox"/>
<b>Visibility</b>	Often not responsive to requests from stakeholders F <input type="checkbox"/> S <input type="checkbox"/>	Maintains visibility and accessibility F <input type="checkbox"/> S <input type="checkbox"/>	Highly visible and accessible F <input type="checkbox"/> S <input type="checkbox"/>
<b>Integrity</b>	Fails to demonstrate basic fairness and/or ethical behavior F <input type="checkbox"/> S <input type="checkbox"/>	Acts with fairness and in an ethical manner F <input type="checkbox"/> S <input type="checkbox"/>	Exceptionally fair and ethical, consistently high levels of integrity F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

<b>SKILL AREA</b>	<b>PERFORMANCE LEVEL</b>		
<b>Assessment</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>Data Based</b>	Decisions are made without explicit use of data  F <input type="checkbox"/> S <input type="checkbox"/>	Uses available data to make decisions  F <input type="checkbox"/> S <input type="checkbox"/>	Collects, analyzes and effectively uses a variety of data in making decisions  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Planning</b>	Work priorities are not aligned with district goals, strategic planning is absent  F <input type="checkbox"/> S <input type="checkbox"/>	Aligns work priorities with district goals and initiatives and uses strategic planning in own work  F <input type="checkbox"/> S <input type="checkbox"/>	Develops a written annual plan with goals and timeline  F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

<b>SKILL AREA</b>	<b>PERFORMANCE LEVEL</b>		
<b>Management</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>Responsiveness</b>	Ineffectively responds  F <input type="checkbox"/> S <input type="checkbox"/>	Effectively responds to requests from schools and district administrators  F <input type="checkbox"/> S <input type="checkbox"/>	Exceptionally responsive to  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Holding Meetings</b>	Meetings are not well organized, productive, on time  F <input type="checkbox"/> S <input type="checkbox"/>	Conducts productive meetings that generally begin and end on time  F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates exceptional skill in organizing and conducting meetings  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Technology</b>	Is not effectively using technology  F <input type="checkbox"/> S <input type="checkbox"/>	Effectively uses technology  F <input type="checkbox"/> S <input type="checkbox"/>	Advances the use of technology in unique ways to solve problems or provide services  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Organization</b>	Poorly organized  F <input type="checkbox"/> S <input type="checkbox"/>	Well organized, including effective use of time  F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates exceptional organizational skills  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Attendance</b>	Poor attendance and/or ineffective back up plans  F <input type="checkbox"/> S <input type="checkbox"/>	Has good attendance  F <input type="checkbox"/> S <input type="checkbox"/>	Excellent attendance  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Attire</b>	Attire may be inappropriate  F <input type="checkbox"/> S <input type="checkbox"/>	Appropriate attire  F <input type="checkbox"/> S <input type="checkbox"/>	
<b>Attending Meetings</b>	Inconsistent attendance or punctuality or ineffective back up plans  F <input type="checkbox"/> S <input type="checkbox"/>	On time for required meetings and well prepared with plans in place for absences  F <input type="checkbox"/> S <input type="checkbox"/>	Consistent attendance at meetings, proactively prepares for possible absences  F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

<b>SKILL AREA</b>	<b>PERFORMANCE LEVEL</b>		
<b>Communication Skills</b>	<b>Below Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
<b>Listening Skills</b>	Demonstrates poor listening skills F <input type="checkbox"/> S <input type="checkbox"/>	Listens to others and considers their input F <input type="checkbox"/> S <input type="checkbox"/>	Actively listens to others and values their input F <input type="checkbox"/> S <input type="checkbox"/>
<b>Oral and Written Communication</b>	Demonstrates a pattern of ineffective written and oral communication F <input type="checkbox"/> S <input type="checkbox"/>	Clear, accurate and effective oral and written communication F <input type="checkbox"/> S <input type="checkbox"/>	Is highly articulate F <input type="checkbox"/> S <input type="checkbox"/>
<b>Timely Communication</b>	May not get back to people in reasonable amounts of time F <input type="checkbox"/> S <input type="checkbox"/>	Responds to messages in a timely manner- usually within 24 hours F <input type="checkbox"/> S <input type="checkbox"/>	Responds to ALL messages in a timely manner F <input type="checkbox"/> S <input type="checkbox"/>
<b>Group Process Skills</b>	Ineffective skills in: Motivating others Conflict resolution Teamwork Group facilitation F <input type="checkbox"/> S <input type="checkbox"/>	Demonstrates skill in: Motivating others Conflict resolution Teamwork Group facilitation F <input type="checkbox"/> S <input type="checkbox"/>	Exceptional skills in: Motivating others Conflict resolution Teamwork Group facilitation F <input type="checkbox"/> S <input type="checkbox"/>
<b>Image</b>	Does little to promote a positive organizational image F <input type="checkbox"/> S <input type="checkbox"/>	Promotes a positive organizational image F <input type="checkbox"/> S <input type="checkbox"/>	Creatively markets a positive organizational image F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

SKILL AREA	PERFORMANCE LEVEL		
Professional Development	Below Standard	Meets Standard	Exceeds Standard
<b>Feedback Surveys</b>	Minimizes or ignores data from stakeholder surveys  F <input type="checkbox"/> S <input type="checkbox"/>	Uses stakeholder surveys to assess own performance and acts accordingly  F <input type="checkbox"/> S <input type="checkbox"/>	Actively pursues feedback from numerous sources and acts accordingly  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Focused</b>	Professional development activities are unfocused  F <input type="checkbox"/> S <input type="checkbox"/>	Professional development includes: needs assessment, implementation and evaluation of impact  F <input type="checkbox"/> S <input type="checkbox"/>	Ensures comprehensive, data driven professional development and measures outcomes  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Professional Literature</b>	Limited knowledge about professional issues  F <input type="checkbox"/> S <input type="checkbox"/>	Stays current with professional literature  F <input type="checkbox"/> S <input type="checkbox"/>	Thoroughly knows and promotes current professional literature  F <input type="checkbox"/> S <input type="checkbox"/>

Notes:

SKILL AREA	PERFORMANCE LEVEL		
Effective Presentations	Below Standard	Meets Standard	Exceeds Standard
<b>Environment of Respect</b>	Presenter fails to build positive relationships with the audience  F <input type="checkbox"/> S <input type="checkbox"/>	Presenter builds positive relationships with the audience  F <input type="checkbox"/> S <input type="checkbox"/>	Presenter develops exceptionally positive relationships with audience  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Instructional Resources</b>	Materials and equipment may be missing or ill prepared  F <input type="checkbox"/> S <input type="checkbox"/>	Materials and equipment are well prepared  F <input type="checkbox"/> S <input type="checkbox"/>	Materials and equipment are exceptionally well prepared  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Accommodations</b>	Presenter tends to have one style of presentation that may not respect all learning styles and backgrounds  F <input type="checkbox"/> S <input type="checkbox"/>	Presenter uses instructional strategies that respect all learning styles and backgrounds  F <input type="checkbox"/> S <input type="checkbox"/>	Presenter develops expertise and teaches others to use a variety of instructional methods  F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**



SKILL AREA	PERFORMANCE LEVEL		
Effective Instructional Practices	Below Standard	Meets Standard	Exceeds Standard
<b>Instruction</b>	Lessons lack some or all of the elements of effective instructional design: <ul style="list-style-type: none"> <li>- objective</li> <li>- introduction</li> <li>- direct instruction</li> <li>- modeling</li> <li>- check for understanding</li> <li>- re-teaching as needed</li> <li>- closure</li> </ul> F <input type="checkbox"/> S <input type="checkbox"/>	Presenter implements effective instructional design including: <ul style="list-style-type: none"> <li>- clear objectives</li> <li>- introduction</li> <li>- direct instruction</li> <li>- modeling</li> <li>- guided practice</li> <li>- independent practice</li> <li>- check for understanding</li> <li>- re-teaching as needed</li> <li>- closure</li> </ul> F <input type="checkbox"/> S <input type="checkbox"/>	Teacher actively researches best practices for instruction and implements them into the classroom, including: <ul style="list-style-type: none"> <li>- clear Objectives tied to State and District outcomes</li> <li>- introduction ties learning to student's prior knowledge</li> <li>- direct instruction</li> <li>- modeling</li> <li>- practice</li> <li>- check for understanding</li> <li>- re-teaching as needed</li> <li>- closure connected lesson to real life</li> </ul> F <input type="checkbox"/> S <input type="checkbox"/>
<b>Engagement</b>	Audience is off task, not engaged in the presentation  F <input type="checkbox"/> S <input type="checkbox"/>	Audience is engaged in the presentation  F <input type="checkbox"/> S <input type="checkbox"/>	
<b>Assessment</b>	Does not assess or improve lessons to meet objectives  F <input type="checkbox"/> S <input type="checkbox"/>	Assesses the effectiveness of the presentations, including degree to which objectives were achieved  F <input type="checkbox"/> S <input type="checkbox"/>	Assesses the effectiveness of lessons thoroughly, and plans new lessons accordingly  F <input type="checkbox"/> S <input type="checkbox"/>
<b>Implementation</b>	Assesses the implementation of the training objectives minimally or not at all  F <input type="checkbox"/> S <input type="checkbox"/>	Checks on implementation of the training objectives  F <input type="checkbox"/> S <input type="checkbox"/>	Uses a wide variety of methods for checking on the implementation of objectives  F <input type="checkbox"/> S <input type="checkbox"/>

**Notes:**

SKILL AREA	PERFORMANCE LEVEL		
Questioning Techniques	Below Standard	Meets Standard	Exceeds Standard
<b>Range of Questions</b>	Questions are often lower order knowledge and comprehension, and require limited student response F <input type="checkbox"/> S <input type="checkbox"/>	Presenter uses a range of questions from simple understanding to analysis and evaluation F <input type="checkbox"/> S <input type="checkbox"/>	Questions lead to participants creating their own conceptual frameworks F <input type="checkbox"/> S <input type="checkbox"/>
<b>Discussion</b>	Presenter uses ineffective discussion techniques F <input type="checkbox"/> S <input type="checkbox"/>	Presenter utilizes effective discussion techniques, respecting knowledge of the participants F <input type="checkbox"/> S <input type="checkbox"/>	Discussion techniques lead to participants creating their own conceptual framework F <input type="checkbox"/> S <input type="checkbox"/>
<b>Surveys</b>	Audience surveys are not done or results are minimized F <input type="checkbox"/> S <input type="checkbox"/>	Audience surveys are reviewed and used to adjust presentations F <input type="checkbox"/> S <input type="checkbox"/>	

**Notes:**



**SAINT PAUL PUBLIC SCHOOLS**

**Standards of Effective Performance for Teachers on Special Assignment (TOSA)**

**SUMMARY EVALUATION**

Please rate the overall performance of \_\_\_\_\_  
Teacher on Special Assignment

School Year of Evaluation: \_\_\_\_\_

Evaluation Period (Check One): Fall  Spring

Exceeds Standard

**Meets Standard**

Below Standard  
(If tenured, refer to the Teacher Assistance Program.)

Comments:

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Supervisor

This Performance Appraisal has been discussed with me and I have received a copy of it.  
(Teachers may submit a letter for inclusion in their personnel file pertaining to this appraisal.)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Teacher on Special Assignment

**Send Original Copy to Human Resources for the Personnel File**

Effective: August 2008