	Charleston County School District **Procurement Services** **AMENDMENT 1**	Solicitation Number	P1217
		Amendment #	One (1)
		Date Issued	December 13, 2011
		Procurement Official	Jessica Favor, CPPO, CPPB
		Phone	843.566.8138
		E-Mail Address	Jessica_Favor@charleston.k12.sc.us

DESCRIPTION: **Human Capital Management Data System**

The Term "Offer" Means Your "Bid" or "Proposal".

SUBMIT OFFER BY: January 4, 2012 @ 2:00 PM: See provision entitled "Deadline For Submission Of Offer"

NUMBER OF COPIES TO BE SUBMITTED: Acknowledge receipt on page two of original solicitation

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SUBMIT YOUR SEALED OFFER TO:
Jessica Favor, CPPO, CPPB - Procurement Officer
Procurement Services
3999 Bridge View Drive
North Charleston SC 29405

See "Submitting Your Offer" provision

AWARD & AMENDMENTS	Award will be posted at the Physical Address stated above within sixty days of submit offer by date. The award, this solicitation, and any amendments will be posted at the following web address: : **www.ccsdschools.com (Business) It is the responsibility of the offeror to check for amendments**

You must submit a signed copy of this form with Your Offer. By submitting a bid or proposal, You agree to be bound by the terms of the Solicitation. You agree to hold Your Offer open for a minimum of sixty (60) calendar days after the Submit Offer Date.

NAME OF OFFEROR (Full legal name of business submitting the offer)	**Type of Amendment:** **Changed submit offer date and award date.** **Responses to Questions submitted by deadline of December 6, 2011.**
AUTHORIZED SIGNATURE (Person signing must be authorized to submit binding offer to enter contract on behalf of Offeror named above.)	
TITLE (Business title of person signing above)	
PRINTED NAME (Printed name of person signing above) DATE	

Instructions regarding Offeror's name: Any award issued will be issued to, and the contract will be formed with, the entity identified as the offeror above. An offer may be submitted by only one legal entity. The entity named as the offeror must be a single and distinct legal entity. Do not use the name of a branch office or a division of a larger entity if the branch or division is not a separate legal entity, *i.e.*, a separate corporation, partnership, sole proprietorship, etc.

OFFEROR'S HOME OFFICE ADDRESS	(Address for the offeror's principle place of business)	
CITY	DISTRICT	ZIP CODE
PHONE	FACSIMILE E-MAIL	
DISTRICT OF INCORPORATION	(If offeror is a corporation, identify the District of Incorporation.)	
TAXPAYER IDENTIFICATION NO.	(See provision entitled Taxpayer Identification Number)	

HOME OFFICE ADDRESS (Address for offeror's home office / principal place of business)

NOTICE ADDRESS (Address to which all procurement and contract related notices should be sent.) (See "Notice" clause)

Area Code	Number	Extension	Facsimile

E-mail Address

PAYMENT ADDRESS (Address to which payments will be sent.)

ORDER ADDRESS (Address to which purchase orders will be sent)

☐ Payment Address same as Home Office Address
☐ Payment Address same as Notice Address (check only one)

☐ Order Address same as Home Office Address
☐ Order Address same as Notice Address (check only one)

ACKNOWLEDGMENT OF AMENDMENTS	Amendment No.	Amendment Issue Date	Amendment No.	Amendment Issue Date	Amendment No.	Amendment Issue Date	Amendment No.	Amendment Issue Date
Offerors acknowledges receipt of amendments by indicating amendment number and its date of issue.	1		2					
See "Amendments to Solicitation" Provision								

DISCOUNT FOR PROMPT PAYMENT	10 Calendar Days (%)	20 Calendar Days (%)	30 Calendar Days (%)	_____Calendar Days (%)

End of Page Two

AMENDMENT 1

AMENDMENTS TO SOLICITATION (a) The Solicitation may be amended at any time prior to opening. (b) Offerors shall acknowledge receipt of any amendment to this solicitation (1) by signing and returning the amendment, (2) by letter, (3) by submitting an offer that indicates in some way that the Offeror received the amendment. (c) If this solicitation is amended, then all items and conditions which are not modified remain unchanged.

Questions submitted are:

1. On page 4, the District outlines that it "employs over 5000 employees of which 3500 are teachers." Can the District please clarify the number of users for the new solution and break out the number of users by "type," such as certified versus classified?

Response:

GROUP	TOTAL #	TOTAL %
Certified Administrators	288	5.10%
Classified Administrator	243	4.30%
Support Classified Staff	1,700	30.10%
Teacher/Media/Guidance	3,416	60.49%

2. Page 4 of the RFP states that the estimated maximum contract period is through December 31, 2016. Page 26 "Term of Contract" states that the initial contract period will be from January 17, 2012 through January 16, 2013. Can the District please clarify whether the contract will be annual from the date of award/contract signing or whether it will be based on a calendar year?

Response: Annual from the date of award.

3. Page 5 of the RFP states, "Proposers should submit for review any agreement, contract or other document that the firm wishes the District to sign, with the proposal." Then, Attachment A on page 28 states, "Do not include any of your standard contract forms." Can the District please clarify? We find that, generally speaking, post-award contracting moves more quickly when we submit our standard contract with our response.

Response: Submit any document that is required to be signed by the District to Procurement Official prior to the submission of proposal. Do not include any of your standard contract forms with your proposal.

4. Page 10 of the RFP, Item 3.1.1.3 asks for a "detailed staffing deployment schedule"; can the District please clarify the information it seeks for this topic?

Response: The deployment schedule speaks to the roll-out of the data system that the vendor would propose to the district.

5. Page 11 of the RFP, Item 3.6.1.3 asks the vendor to "state the number of state employees necessary and what training and skill levels are anticipated"; this item is under the Contractor Staffing heading. Can the District please clarify this requirement – are state employees expected to participate in the project? Is this question really about what role the District's employees will play in the project?

Response: This is a typo and should read "the number of DISTRICT employees" and no state employees are involved.

6. Page 11 of the RFP, Item 3.7.3 addresses "Performance incentives – identify any opportunities for performance-based incentives" as part of the "Risk analysis" section; can the District please clarify this requirement?

Response: Disregard, this should have been removed or marked as not applying to this solicitation.

7. Page 11 of the RFP, Item 3.9 lists these "provisions" – "Qualifications – Required information – SB" and "Subcontractor – Information"; can the District please clarify if these are forms that vendors are required to submit and, if so, where vendors can find these forms?

Response: This is simply your response to the requirements of Section V., qualifications. No separate forms are required.

8. Page 12 of the RFP refers to the District's new strategic plan; is it possible for vendors to get a copy of the new plan?

Response: The district's new strategic plan, Vision 2016, has not been finalized. Vendors may find more information about Vision 2016 at http://www.ccsdschools.com/Superintendent/CAE/index.php

9. Page 12 of the RFP has a section called "Educator Performance Evaluation." The first two sentences read as follows: "CCSD evaluation of educator performance includes multiple formats and is multidirectional. of customization available for varied evaluation instruments, and general ease-of-use for educators." Can the District please clarify if some information is missing between the end of the first sentence and the start of the second sentence?

Response: The sentence after multidirectional should be: Proposals should address the overall structure of an educator evaluation component, the level of customization available for varied evaluation instruments, and general ease-of-use for educators.

10. On page 12 of the RFP in the Educator Performance Evaluation Section, the District states that vendors can "see Appendix for examples of evaluation documents"; however, we don't see that an Appendix was posted with the RFP. Can the District please provide these documents?

Response: Appendix is included in this document.

11. On page 12 of the RFP, the District states that the Educator Performance Evaluation system will include "student achievement data at micro and macro levels…"; what is the source system for this data?

Response: The source system for this data is an internal data management system, state data, and federal data.

12. On page 12 of the RFP, the District states that the new solution should include "Archival of evaluation data by individual teacher and district-wide, including data transfer of past evaluation results currently housed in other systems (at least from the past 10 years)"; can the District please identify the source of this historical data that will be migrated into the new solution as well as what specific data fields will be imported into the new solution?

Response: The historical data is in various forms including – paper files, district shared electronic files, and state department system (results only).

13. Can the District please clarify what specific types of web-based employee evaluations it seeks (for example a group or classification would be defined as: teacher, principal, classified employee (non-instructional), substitute, paraprofessional, administration, etc.)?

Response: The district seeks web-based employee evaluations prioritized in this order – teachers, principals, administrators (certified/classified), and classified employees.

14. For each category of web-based evaluation outlined as the answer to question thirteen above, please relate how many employees are associated with that specific employee evaluation type.

Response: See response to question #1.

15. For each category of web-based evaluation outlined as the answer to question thirteen above, please provide some detail on whether each of these categories will follow a different evaluation workflow/process with different forms and data or whether some of these categories be condensed into a common workflow/process. If they can be condensed, can the District please provide information on which categories can be grouped together into a common workflow/process? (For instance, we often find that our clients will use the same evaluation workflow/process/forms for ALL classified staff, for principals and assistant principals, etc.)

Response: Today, each one of these workgroups is utilizing a different evaluation instrument. The ideal solution will allow at minimum one instrument for teachers; one instrument for principals, assistant principals, and administrators or one instrument for principals/assistant principals and one instrument for administrators; and one instrument for classified employees. If the evaluation solution has different components that can be engaged or disengaged based on the employee, this also is a possibility. The look/feel of the principal and teacher evaluation are state regulated and may change based on the state's direction for evaluation. The district created the administrator and classified employee evaluations.

16. For each category of web-based evaluation outlined as the answer to question thirteen above, will all user groups begin using the solution at the same time, or will evaluation workflows be rolled out to different user groups in phases? If in phases, can the District please provide further detail on the timing for the phased rollout?

Response: The priority for the solution is teachers and therefore will be the first group to be rolled out. The district would like for all groups to be rolled out within 18 months. The district is not willing to sacrifice speed for quality and integrity of implementation by employees. The phases will be teachers, principals/assistant principals, administrators, and classified employees.

17. We understand the expected intent to award is January 17, 2012; can the District please provide detail on the following items: Expected project start date; Expected launch date to end users (and whether that will vary based on the different categories of users); Expected rollout of functionality (does the District desire for all functionality to roll out at the same time or would it like for functionality to be made available in a phased approach); Any other delivery dates/milestones

Response:

- Expected project start date – No later than March 1, 2012

- Expected launch date to end users

    o Teacher Evaluation - July 2012

    o Principal/Assistant Principal Evaluation – January 2013

    o Administrators – March 2013

    o Classified employees - June 2013

18. On page 13, the District states that it seeks "Data analysis (standard and ad hoc) within walkthrough observation system that can be correlated to with other systems (e.g., formal evaluation, student achievement data)"; can the District please clarify this requirement, in particular what it means by "correlation"?

Response: The district would like the ability to pull in the walkthrough observation data and student achievement data within the teacher evaluation instrument.

19. On page 13, the District states "Mentor system capacity to house mentor training information, including advanced trainings"; can the District please clarify this requirement and provide a use case?

Response: The district needs the system to be able to keep a record of all mentors who are recommended to serve as mentors by their principals. Then, we need the system to be able to keep a record of which educators have initial mentor training, advanced mentor trainings, and mentor update trainings. Their initial mentor training is good for a five year period, so if these trainings are stored by dates we can print reports to monitor their year. We also need to be able to hold trainer training dates and record when those trainers serve as well as the outcome of their service. We also need to be able to run reports searching for mentors by certification areas, school location, training type, and/or past mentor performance.

20. Page 15 of the RFP outlines a list of systems in the "System Compatibility" section; can the District please confirm our assumptions for each of the following?
    a. MUNIS 9.2 – New solution will integrate with this system
    b. ERO Release 4.1 – New solution may replace this system; historical data to be transferred to new solution
    c. GroupWise 8, Service Pack 2 – New solution will integrate with this system
    d. Powerschool – New solution will integrate with this system; for what information/purpose?
    e. Microsoft Access teacher evaluation database – New solution will replace this system; historical data to be transferred to the new solution
    f. Data Central – New solution to integrate with this system; for what information/purpose?

a. Information from value-added student achievement data – New solution to integrate with the source of this information; what is the source, if known?

b. Payroll system for performance-based monetary incentives – Is this the MUNIS solution?

Response: Above correct except

a. MUNIS version 9.x

b. ERO Release 4.1 – New solution will not necessarily replace this system; district is open to a proposal

d. Powerschool – Information will be utilized in both teacher, principal/assistant principal, and administrators evaluations that are specific to schools

f. Data Central – All district student data is housed in this system

g. This may be Data Central; district is open to vendors sub-contracting with a value-added expert to provide this functionality

h. Payroll system utilized MUNIS

21. Does the District currently have a data warehouse solution in place that consolidates any of the systems outlined in the "System Compatibility" list on page 15 of the RFP? If so, can the District please provide details on that solution?

Response: Data Central could be considered the district's data warehouse. However, we want the new system to do the consolidation rather than having a 2-step process to data central first.

22. Pages 12 through 15 outline the District's specific "needs" as well as "potential services"; should vendors split out the costs for the "needs" from the "potential services"? In other words, should vendors list costs for "potential services" as optional items for the District's consideration?

Response: Yes, cost for optional/potential services are to be listed and identified separately in the Cost Proposal.

23. Page 15 of the RFP outlines "Wish List Items"; should vendors provide costs for these items in the pricing proposal?

Response: Yes, provide the cost associated with wish list items.

24. Page 16 of the RFP outlines requirements related to security and passwords. Does the District currently use any authentication solution that could be leveraged by the new solution (e.g., LDAP, Microsoft Active Directory, etc.)?

Response: Yes, the District uses Novell eDirectory 8.8 SP5 which is LDAP compatible.

25. Page 17 of the RFP outlines that the Business Cost Proposal must be submitted as a separate document. Should vendors also provide one original and five copies of the Business Cost Proposal? Should vendors include the electronic copy on the same CD as the Technical Proposal or on a separate CD?

Response: Yes, provide an original for Technical and Cost Proposal and copies requested. The documents can be on the same CD saved as separate document.

26. Page 17 of the RFP outlines Proposal Instructions with an outline for the submission. Page 10 also lists the "Contents of Offer." These items seem related to each other, but not 100% overlapping. Can the District please clarify?

Response: Recommend that each area is addressed in the order listed in the solicitation, even if it was previously addressed.

27. Item 2.2 on page 17 states "Section limited to three pages, exempting financials." Does this apply to the Executive Summary overall?

Response: Applies only to Executive Summary.

28. Page 17 states, "…the Offeror must provide a copy of any required contractor license(s)." Does the District know of any required contractor licenses for this project?

Response: Submit business license from your state.

29. Page 18 outlines "Qualifications – Required Information"; should this information be addressed in Section 3. Offeror Experience and Capabilities as noted on page 17?

Response: The information can be addressed in both areas.

30. Can the District please clarify this statement from page 21 of the RFP: "CONTRACT LIMITATIONS No sales may be made pursuant to this Contract for any item or service that is not expressly listed. No sales may be made pursuant to this contract after expiration of this contract. Violation of this provision may result in termination of this Contract and may subject contractor to suspension or debarment." If additional software/services are requested by the District as part of the implementation, how will that be addressed?

Response: This paragraph addresses if the item or service is not proposed in the proposal, then it cannot be sold. List additional software/services that are not part of the implementation in the optional section of proposal.

31. Question 1: On page 17, Item 3.2 reads as follows: 3.2 Three business references for similar projects to include name of client organization, title and phone number, email of client contact, and dates of project; with general details of the services provided.
•   References from current K-1 public school district clients discussing the vendor's system solution, customizability, customer service, training, implementation, and timeliness.

Response: List the information requested for three clients and discuss the requested information for each reference. Note: Correct from K-1 to K-12.

32. Per the bullet point, does the District expect that our references will submit letters as part of our response to address the key points listed or rather that the Charleston County School District may contact our references to discuss these points?

Response: At minimum, provide 3 references with key points of contact that the district may contact. If possible, have these references provide a statement addressing the information outlined.

33. Question 2: Is the proposal available in an electronic format the vendor can use to write its response, like a MS Word document?

Response: Yes, request by sending email to procurement official.

34. Question 3: Is there a task list of items or is the narrative response the preferred and only response the District desires?

Response: The narrative response is preferred for each of the points addressed in solicitation.

35. Question 4: On page 14, in the Educator Certification section, the RFP states "Ability to add areas for specific training like alternative education." Can the District please clarify what is meant by this requirement and/or provide a use case?

Response: In the state of SC, a teacher may have an add-on to their certificate like alternative education or literacy. The district is requesting a place where these items can be captured.

36. Question 5: Page 15 of the RFP indicates offeror proposals should include a specific timeline and target dates for pilot and full implementation of the human capital management data system. **Question:** Is there a definitive date by which the system must be fully implemented in CCSD?

Response: See questions 16 and 17 of this document.

ALL OTHER SPECIFICATIONS REMAIN UNCHANGED.

Appendix for examples of evaluation documents follows:

1. Performance Evaluation for District Adm.
2. Classified Non-adm. Personnel Evaluation Form
3. Principal Evaluation
4. Classroom Observation
5. Professional Performance Review
6. Safe-T Summary
7. Teacher Template 1: Long Range Plan
8. Teacher Template 2: Unit Work Sample
9. Teacher Template 3: Reflection on Instruction and Student Learning
10. Teacher Template 4: Professional Self-Assessment

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District Administrator Evaluation

EMPLOYEE DATA

Employee Name		School or Department	

Manager's Name	Job Title	Years in Current Job

SIGNATURES

I acknowledge that I have read this report and that I have been given an opportunity to discuss it with my supervisor.

My signature does not necessarily mean that I agree with the report.

Employee Name:		Direct Supervisor Name:	

Employee Signature:	Date:	Direct Supervisor Signature:	Date:

Indirect Supervisor Name:

Indirect Supervisor Signature:

OVERALL RATING

Date:

Signatures of all three parties listed above are **required**:
(1) Employee being evaluated
(2) Direct Supervisor of the employee being evaluated
(3) Indirect Supervisor; of the employee being evaluated if applicable.

A copy of this document will be placed in your employee personnel file after five days.

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DIRECTIONS:

Pre-Work for 2010-2011

1) Employees should perform a self-assessment on the administrator competencies.

2) If objectives were not decided in the fall of 2010, employee and supervisor should work to find agreement on what objectives will be used for the purposes of this evaluation.

3) Once objectives are decided, employee should document progress on each objective. The supervisor will use this information to finalize the evaluation.

Section I - Administrator Competencies

Rate all selected competencies utilizing the Rating Scale below. Enter an "x" in one of the columns: Highly Effective, Effective, Minimally Effective, Ineffective.

RATING SCALE

Numeric Rating		Overall Rating Description	*LEVELS OF PERFORMANCE*
		Highly Effective	Awarded to those employees who have made significant, easily documented accomplishments; performance so clearly outstanding as to be obvious to all. Performed all job functions with an exceptional degree of professionalism and accountability. Rating must be supported with specifics.
		Effective	Performance completely satisfactory and sufficient in every respect; is fully competent as a professional employee.
		Minimally Effective	Results not yet completely meeting requirements of all objectives. Results fall somewhat below expected levels of accomplishment; areas needing improvement must be addressed through the development of a measurable action plan. Appropriate training and support should be provided.
		Ineffective	Unacceptable performance. The employee has been made aware of shortcomings.

Section II - Results

Utilize this section to evaluate the timeline and quality of output in meeting the targets for individual objectives and team objectives. **Note**: Team objectives limited to supervisors of employees or project leads of work teams.

Section III - Professional Growth Objectives

Utilize this section to evaluate the timeline and quality in meeting the professional growth objectives.

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SECTION I: ADMINISTRATOR COMPETENCIES					
(Rating to be finalized by Supervisor; employees strongly encouraged to provide self-assessment to supervisor) **Mark an "X" in the cell to rate each indicator.**					
I	**VISION**	**Highly Effective**	**Effective**	**Minimally Effective**	**Ineffective**
A	Articulates and/or garners support for a clear vision for the school/department that is compatible with the district's mission and vision.				
B	Collaborates with stakeholders to establish goals, develop plans, and to set priorities consistent with school/department vision.				
C	Communicates the school's/department's vision, goals, plans, and priorities to stakeholders on an appropriate basis.				
D	Implements, evaluates, and defines the plan of action for achieving the school's/department's vision and/or goals.				
Comments		Section I Rating		0	Not Effective
II	**LEADERSHIP**	**Highly Effective**	**Effective**	**Minimally Effective**	**Ineffective**
A	Models, sets, and communicates high standards for quality work and customer service.				
B	Utilizes data and resources to effectively meet district goals.				
C	Promotes employee development and a high quality workforce through effective training, coaching, and performance strategies.				
D	Continuously assesses school/department programs to implement changes to improve delivery and effectiveness.				
Comments		Section II Rating		0.00	Not Effective

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III	EFFECTIVE MANAGEMENT	Highly Effective	Effective	Minimally Effective	Ineffective	
A	Seeks and strategically allocates CCSD resources to achieve school/department and district goals					
B	Understands issues, identifies problems and opportunities and determines the appropriate course of action					
C	Communicates in a timely and appropriate manner with supervisor on major issues, problems, and situations impacting the school/department and the school district.					
D	Manages the supervision and evaluation of staff in accordance with local, state, federal, and school district requirements.					
Comments		Section III Rating		0.00	Not Effective	
IV	CLIMATE	Highly Effective	Effective	Minimally Effective	Ineffective	
A	Initiates and maintains strategies to promote collegiality and collaboration among the staff.					
B	Fosters a collaborative work environment so that collective talents are maximized.					
C	Encourages employees to provide input and participates in the change process.					
D	Values change and effectively employs change management strategies.					
Comments		Section IV Rating		0.00	Not Effective	
V.	SCHOOL AND/OR DEPARTMENT & COMMUNITY RELATIONS	Highly Effective	Effective	Minimally Effective	Ineffective	
A	Effectively develops and maintains relationships with internal contacts that positively impact student achievement.					
B	Effectively develops and maintains relationships with external contacts that positively impact student achievement.					
C	Shows sensitivity to stakeholders.					
D	Initiates constructive communication with stakeholders in a professional manner.					

Comments		**Section V Rating**		0.00	**Not Effective**
VI.	**ETHICAL BEHAVIOR**	Highly Effective	Effective	Minimally Effective	Ineffective
A	Adheres to local, state, federal, and school district laws, policies, & regulations.				
B	Works within professional and ethical guidelines to accomplish school/department and district goals.				
C	Models respect, understanding, sensitivity, and appreciation for all people.				
Comments		**Section VI Rating**		0.00	**Not Effective**
VII	**INTERPERSONAL SKILLS**	Highly Effective	Effective	Minimally Effective	Ineffective
A	Demonstrates respect for others.				
B	Elicits and responds to feelings, needs, concerns and perceptions of others to build mutual understanding.				
C	Uses written and oral communication skills to effectively convey information to stakeholders to support CCSD and district goals.				
D	Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolutions, stress management and crisis management.				
Comments		**Section VII Rating**		0	**Not Effective**
VIII	**PROFESSIONAL DEVELOPMENT**	Highly Effective	Effective	Minimally Effective	Ineffective
A	Uses data related to the achievement of school/department and district goals and staff growth as the basis for evaluating the success of staff development plan.				
B	Provides feedback to staff on their professional goals.				
C	Shares effective development strategies and uses coaching skills to encourage professional growth and reflection on practice.				
Comments		**Section VIII Rating**		0	**Not Effective**

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IX	PERSONAL PROFESSIONAL DEVELOPMENT	Highly Effective	Effective	Minimally Effective	Ineffective	
A	Establishes and maintains a professional network with other administrators.					
B	Complies with district professional development requirements.					
C	Participates in staff development activities to improve understanding of role and effectiveness.					
D	Continually self assesses and reflects on professional practices.					
Comments		Section IX Rating		0	Not Effective	
X	PROFESSIONAL OBLIGATIONS	Highly Effective	Effective	Minimally Effective	Ineffective	
A	Adheres to contract obligations, school board policies, administrative procedures, and school rules.					
B	Performs assigned supervisory duties with timeliness and professionalism in both appearance, manner and speech.					
C	Respects the confidential nature of matters relating to pupils, parents, and employees.					
Comments		Section X Rating		0	Not Effective	
		SECTION I OVERALL RATING		0.00		

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SECTION II: WORK RESULTS
*(Employees should limit objectives to **4** major work areas; Supervisors will only make comments about "Actual Performance" in the Comments/Results section* **)**

I. INDIVIDUAL OBJECTIVES

Individual Objectives		Start/End Date	Actual Performance	Comments / Results
Objective:				
Measure:				
Target:				
Objective:				
Measure:				
Target:				
Objective:				
Measure:				
Target:				
Objective:				
Measure:				
Target:				
Objective:				
Measure:				
Target:				

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II. TEAM OBJECTIVES

(Limit this section to supervisors of teams or individuals leading cross-functional projects across the district)

Team Objectives		Start/End Date	Actual Performance	Comments / Results
Objective:				
Measure:				
Target:				
Objective:				
Measure:				
Target:				
Objective:				
Measure:				
Target:				
Objective:				
Measure:				
Target:				
			SECTION II OVERALL RATING	0.00

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SECTION III: PROFESSIONAL GROWTH OBJECTIVES			
Professional Growth Objectives	**Start/End Date**	**Actual Date Completed**	**Comments / Results**
		SECTION III OVERALL RATING	0.00

SUPERVISOR COMMENTS

EMPLOYEE COMMENTS

Cell: C61
Comment: Vision Competency:

A leader who demonstrates the knowledge, skills, and disposition to develop, articulate and implement a vision that is shared and supported by the school/department and the community.

Cell: C67
Comment: Leadership Competency:

A leader who demonstrates the skills and ability to coordinate, facilitate, and participate in collaborative work that positively impacts student achievement.

Cell: C73
Comment: Effective Management Competency:

A leader who effectively utilizes his/her knowledge to function at a high level

Cell: C79
Comment: Climate Competency:

A leader who fosters an organizational climate conducive to learning and open to discussion and change.

Cell: C85
Comment: School And/Or Dept & Community Relations:

A leader who develops and maintains working and collaborative relationships with internal and external contacts to develop support for school/department and district programs.

Cell: C91
Comment: Ethical Behavior Competency:

A leader who fosters the success of all stakeholders by demonstrating integrity, fairness, and ethical behavior.

Cell: C96
Comment: Interpersonal Skills Competency:

A leader who fosters the success of the department and district by effectively interacting with stakeholders and proactively addressing their needs and concerns, resulting in a high level of customers service.

Cell: C102
Comment: Professional Development Competency:

A leader who collaborates with staff to create and implement a plan for a variety of relevant professional development activities that promotes the achievement of school/department goals and strategies.

Cell: C107
Comment: Professional Development Competency:

A leader who develops and implements an appropriate plan for personal and professional development consistent with school/department and district goals.

Cell: C113
Comment: Professional Obligations Competency:

A leader who demonstrates a personal and professional commitment to CCSD and the fulfillment of his/her responsibilities.

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Classified Non-Administrative Personnel Evaluation Form

Employee Name: _____

Department: _____ ☐ **Probationary Period (sixty (60) days) ends:** _____

Job Title: _____ **Grade/Step:** _____

Days Absent at Interim: _____ **Days Absent at Final:** _____ **Year of Appraisal:** _____

Initial Conference: _____ _____ _____
                       Date   Supervisor's signature   Employee's signature

Interim Review: _____ _____ _____
                    Date   Supervisor's signature   Employee's signature

Final Review: _____ _____ _____
                  Date   Supervisor's signature   Employee's signature

Instructions

1. Review the performance evaluation form and employee job description in detail.

2. Evaluate employee's performance for entire rating period.

3. For each factor, select and circle the rating that best describes the employee's ability. Supervisor may write additional comments in space provided.

4. Any rating of **1** or **2** requires a remediation plan for improvement in the Summary of Evaluation.

5. Review with next level supervisor before conducting final evaluation conference with employee.

6. Review evaluation and job description with employee. If necessary, modify written job description to accurately reflect position responsibilities and submit to the area executive administrator/Chief for review.

7. Forward signed and completed performance evaluation form with attached job description to executive level administrator/Chief, who will forward it to the Director of HR Employee Relations.

Performance Factors

A. Knowledge Applicable to Job
Demonstrates professional skills and knowledge of the responsibilities and duties assigned to the position.

1.	**2.**	**3.**	**4.**	**5.**
Has difficulty with present work; would need extensive training to handle any related work.	Has limited knowledge of job; requires additional training to improve job performance.	Handles job well, has some knowledge of related jobs, has knowledge of how job fits into institutional structure.	Has substantial knowledge of own and related jobs; frequently displays initiative to improve skills.	Extensive knowledge of own and related jobs; eager to learn more; learns new processes on own initiative.

Interim _____**Final** _____ **Comments**:

B. Quality of Work
Produces accurate, neat, and thorough work, whether self-initiated or supervised.

1. Work product is unacceptable.

2. Work product requires constant revision and correction.

3. Produces average work product; requires some revision.

4. Work is of very good quality; few revisions required.

5. Work is of exceptionally high quality; virtually error free.

Interim _____Final _____ Comments:

C. Initiative and Judgment
The ability to think and act without being instructed in great detail and to reach logical, responsible and timely decisions.

1. Needs constant supervision to start and complete tasks; lacks ability to make decisions or resolve problems.

2. Needs excessive guidance to finish tasks; is uncertain of own judgment; defers decisions to others.

3. Demonstrates average initiative; proceeds alone in performance of routine duties and assignments; generally uses good judgment.

4. Completes work on own initiative; resourceful and alert; demonstrates the ability to apply careful reasoning to decision-making.

5. A self-starter in all aspects; constantly seeks new techniques and methods to improve effectiveness; reasoning is logical, clear and concise; comes to sound conclusions quickly and acts decisively on them.

Interim _____Final _____ Comments:

D. Adaptability
The ability to accept change and adapt to a variety of assignments.

1. Unable to accept change.

2. Has difficulty accepting suggestions and change.

3. Accepts suggestions and change.

4. Willingly supports suggestions and change.

5. Enthusiastically accepts suggestions and change.

Interim _____Final _____Comments:

E. Team Work and Cooperation
Works with colleagues in a collective effort to accomplish institutional goals and objectives.

1. Uncooperative; unable to work with others.

2. Tends to be uncooperative; sometimes has difficulty working with others.

3. Cooperates with others; willing to compromise.

4. Readily cooperates; promotes team work.

5. Very willing to cooperate with others; inspires positive work relations.

Interim _____Final _____ Comments:

F. Acceptance of Responsibility
Demonstrates willingness to assume and implement the responsibilities of the position.

1. Refuses to accept responsibility.

2. Resists acceptance of responsibility.

3. Accepts normal responsibility.

4. Accepts responsibility beyond normal requirements.

5. Actively seeks more responsibility.

Interim _____Final _____ Comments:

G. Attendance and Availability
Conforms to established work schedule. Is available to perform responsibilities and provide administrative support.

1. Undependable, absent or unavailable.

2. Poor attendance, frequently absent or unavailable without proper notice.

3. Average attendance and availability.

4. Dependable; sensitive to institution's need for availability.

5. Excellent attendance and availability record.

Interim _____Final _____ Comments:

H. Customer Service
Ability to communicate effectively with the students and the general public. Degree to which employee is able to project a courteous and helpful image.

1. Is tactless and discourteous; aggressive approach frequently results in confrontations.

2. Needs to improve tact and diplomacy skills; aggressive approach occasionally results in miscommunication problems; reluctantly helpful.

3. Generally tactful and courteous; usually able to communicate satisfactorily; willing to be helpful; sometimes needs to improve tact and communication.

4. Consistently tactful and courteous; able to communicate effectively; strives to be helpful.

5. Exceptionally tactful and courteous; has excellent communication skills; goes out of way to be helpful.

Interim _____Final _____ Comments:

I. Management of Workload
Ability to meet deadlines and prioritize workload. Produces the required amount of work to meet the needs of the institution.

1. Work output unsatisfactory; seldom meets deadlines.

2. Barely meets minimum workload requirement; occasionally meets deadlines.

3. Meets average workload requirements; usually meets deadline.

4. Exceeds requirements for output; frequently meets deadlines.

5. Greatly exceeds workload requirements; always on time or ahead of schedule.

Interim _____Final _____ Comments:

J. Workplace and Equipment Safety
Ensures safety to self and others through the use and care of equipment and work site.

1. Careless with safety practices; careless and unobservant; unsafe habits could present a danger to others.	**2.** Is occasionally careless; sometimes uses unsafe work habits, presenting a possible danger to self or others; needs further instruction on proper safety measures.	**3.** Seldom takes risks; usually focuses on task at hand; demonstrates and practices workplace safety.	**4.** Practices workplace safety and does not take risks; concentrates on current task; observes safety rules and is aware of others' safety.	**5.** Extremely careful; takes a positive interest in safe practices and makes suggestions for safety improvement; demonstrates concern for safety of others.

Interim _____Final _____ Comments:

K. Professional Appearance
Demonstrates understanding of and adherence to the professional appearance, expectations, and communicates a professional attitude to customers. See Administrative Bulletin Volume XXX, No. 5.

1. Does not comply with personal appearance and attitude expectations.	**2.** Periodically needs to be reminded to conform to personal appearance and attitude expectations.	**3.** Adheres to personal appearance and attitude expectations.	**4.** Demonstrates professionalism with regard to personal appearance and attitude expectations.	**5.** Consistently demonstrates the highest professionalism in appearance and attitude.

Interim _____Final _____ Comments:

L. Supervisory Skills
Provides direction and motivates other employees and student employees to perform at their highest level. Able to responsibly evaluate the work of other employees and student employees, taking appropriate action when necessary. Enforces department policies in a positive manner.

If not applicable to employee's job description, mark here. ☐

1. Does not demonstrate the necessary supervisory skills.	**2.** Has difficulty exercising supervisory skills.	**3.** Demonstrates generally acceptable supervisory skills.	**4.** Demonstrates effective supervisory skills.	**5.** Demonstrates exceptional supervisory skills; shows innovation in supervisory techniques.

Interim _____Final _____ Comments:

M. Budget Management

Provides timely and accurate budget reports for departmental supervisors. Uses responsible, cost-effective purchasing practices; complies with CCSD policies and procedures.

If not applicable to employee's job description, mark here. ☐

1. Lacks knowledge and skills necessary to provide accurate budget information; is not familiar with/ does not follow CCSD purchasing policies and proce- dures.

2. Has difficulty pro- viding accurate budget information; requires substantial assistance when making departmental purchases; needs more training in CCSD purchasing policies and proce- dures.

3. Generally meets expectations in managing funds and provides accurate budget information when requested; effectively follows CCSD purchasing policies and procedures.

4. Manages funds effectively and provides accurate information on departmental budget status; makes su- pervisor aware of unusual situations or potential problems with the budget; anticipates departmental needs and makes purchases accordingly, using proper purchasing procedures and cost- saving measures.

5. Demonstrates ex- ceptional ability in managing funds and providing accurate budget information; always uses CCSD policies and procedures when making purchases; exhibits a clear understanding of departmental needs and takes cost saving measures whenever possible; uses foresight in fiscal planning.

Interim _____Final _____ Comments:

N. Other (If not covered in above sections, describe in detail and score.)

1.   **2.**   **3.**   **4.**   **5.**

Interim _____Final _____ Comments:

Scoring for Employee

Performance Factors	Interim	Final
A. Knowledge Applicable to Job	_____	_____
B. Quality of Work	_____	_____
C. Initiative and Judgment	_____	_____
D. Adaptability	_____	_____
E. Team Work and Cooperation	_____	_____
F. Acceptance of Responsibility	_____	_____
G. Attendance and Availability	_____	_____
H. Customer Service	_____	_____
I. Management of Workload	_____	_____
J. Workplace and Equipment Safety	_____	_____
K. Professional Appearance	_____	_____
L. Supervisory Skills	_____	_____
M. Budget Management	_____	_____
N. Other	_____	_____

Scoring

	Interim	Final
Add all points above for criteria evaluated	_____	_____
Divide total of points by number of criteria (number will vary among employees)	÷ _____	÷ _____
Total Evaluation Score	_____	_____

Check Appropriate Box

1.0 – 1.8 Unacceptable	1.9 – 2.6 Needs Improvement	2.7 – 3.4 Meets Expectations	3.5 – 4.2 Commendable	4.3 – 5.0 Outstanding
☐	☐	☐	☐	☐

Summary of Final Evaluation: The supervisor must provide a summary of the final performance evaluation. These comments enable the supervisor to address strengths as well as areas needing improvement.

Immediate Supervisor Signature: _____ Date: _____

STOP **Supervisor: Consult with 2nd level supervisor before conducting final conference with employee.**

Second-Level Supervisor Signature: _____ Date: _____

I have reviewed a completed copy of this form and have had the opportunity to discuss it with my supervisor(s). My signature does not necessarily reflect agreement with the evaluation.

Employee Signature: _____ Date: _____

Employee Comments: If the employee disagrees with the final evaluation, he/she states the disagreement below.

Human Resources Designee: _____ Title: _____
Date: _____

Principal Evaluation Instrument

South Carolina Department of Education

"In many ways, the school principal is the most important and influential in any school. It is his leadership that sets the tone of the school, the climate for learning, the level of professionalism and morale of teachers and the degree of concern for what students may or may not become. If a school is a vibrant, innovative, child-centered place; if it has a reputation for excellence in teaching; if students are performing to the best of their ability, one can almost always point to the principal's leadership as the key to success."

United States Senate Report, 1972

Directions: This instrument was developed by the Leadership Office in collaboration with the Principal Evaluation Review Committee and the Expert Panel for Principal Evaluation. This instrument is based on standards and criteria for principal evaluation that have been adopted by the State Board of Education. It is required that school districts use the standards, criteria, and procedures adopted by the State Board of Education for the purpose of evaluating all principals at least once every three years. Principals will be rated on each standard by checking the category that most appropriately describes the principal's performance for that particular standard. Evidence that documents performance should be described. After completing the instrument, the rating for each standard should be transferred to the rating profile on the appropriate summative evaluation sheet.

_____   _____
Name of Principal   Date

_____   _____
Name of Superintendent/Designee   Date

Standard 1: Vision
A school principal is an educational leader who fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of learning that reflects excellence and equity.

Criteria: Performance criteria below describe the observed levels of proficiency for the vision standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ **Exemplary**	□ **Proficient**	□ **Improvement Needed**
The principal's performance is characterized by <u>most</u> of the following:	**The principal's performance is characterized by <u>most</u> of the following:**	**The principal's performance is characterized by <u>most</u> of the following:**
• Involves stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.	• Involves some stakeholders (e.g. school and district personnel, students, families, and community members) in the development of a broad vision for the school that is compatible with the district's mission and vision.	• Involves few stakeholders (e.g. school and district personnel, students, families, and community members), does not have a broad vision for the school, or does not have a vision that is compatible with the district's mission and vision.
• Collaborates with stakeholders to establish goals, develop a plan, and to set priorities consistent with the vision of the school.	• Collaborates with some stakeholders, or informs stakeholders about goals, plans, and priorities consistent with the vision of the school.	• Collaborates with few stakeholders or seldom informs stakeholders about goals, plans, and priorities, or has not established goals, developed a plan, or set priorities consistent with the vision of the school.
• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on a regular basis.	• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community.	• Communicates the school's vision, goals, plans, and priorities to staff, students, parents, and community on an inconsistent basis.
• Implements, evaluates, and refines the plan of action for achieving the school's vision.	• Implements, evaluates, and refines selected portions of the plan of action for achieving the school's vision.	• Fails to implement, evaluate or refine the plan of action for achieving the school's vision.
Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____

Evidence/Supporting Data: _____

_____

_____

Standard 2: Instructional Leadership

A school principal is an educational leader who fosters the success of all students by leading the development and alignment of the organizational, instructional, and assessment strategies that enhance teaching and learning.

Criteria: Performance criteria below describe the observed levels of proficiency for the instructional leadership standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ **Exemplary**	□ **Proficient**	□ **Improvement Needed**
The principal's performance is characterized by <u>most</u> of the following:	**The principal's performance is characterized by <u>most</u> of the following:**	**The principal's performance is characterized by <u>most</u> of the following:**
• Sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates proficiency in analyzing research and assessment data. • Ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Observes staff and assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of instructional programs to promote student learning.	• Generally sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates some proficiency in analyzing research and assessment data. • Ensures the use of data from most state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Routinely observes staff and/or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Monitors and evaluates the effectiveness of most instructional programs to promote student learning.	• Rarely sets and communicates high standards for curricular/instructional quality and student achievement. • Demonstrates little proficiency in analyzing research and assessment data. • Rarely ensures the use of data from state and locally mandated assessments and educational research to improve curriculum, instruction, and student performance. • Infrequently observes staff or assists in the implementation of effective teaching and assessment strategies to promote student learning. • Rarely monitors or evaluates the effectiveness of instructional programs to promote student learning.
Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____

Evaluator is required to list student achievement/student growth data used as evidence to evaluate principal performance on Standard 2: _____

_____

_____

Standard 3: Effective Management

A school principal is an educational leader who fosters the success of all students by managing the school organization, its operations, and resources for a safe, efficient, and effective learning environment.

Criteria: Performance criteria below describe the observed levels of proficiency for the effective management standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ Exemplary	□ Proficient	□ Improvement Needed
The principal's performance is characterized by <u>most</u> of the following:	**The principal's performance is characterized by <u>most</u> of the following:**	**The principal's performance is characterized by <u>most</u> of the following:**
• Seeks and allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to all relevant local, state, and federal requirements • Screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, and local, state, and federal requirements. • Manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment.	• Often seeks, and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing according to most local, state, and federal requirements. • Screens, recommends, and assigns staff in a timely manner based on local, state, and federal requirements, with some use of school needs information and assessment data . • Typically manages the supervision and evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, as necessary, procedures for the security and safety of all personnel and students. • Ensures the maintenance of a clean and aesthetically pleasing school environment most of the time.	• Rarely seeks and/or adequately allocates resources to achieve school and district goals. • Plans and administers budgeting and purchasing, with little attention to local, state, and federal requirements. • Seldom screens, recommends, and assigns staff in a timely manner based on school needs, assessment data, or local, state, and federal requirements. • Demonstrates little ability to manage the supervision or evaluation of staff in accordance with local, state, and federal requirements. • Implements, evaluates, and refines, on an inconsistent basis, procedures for the security and safety of all personnel and students. • Does not ensure the maintenance of a clean and aesthetically pleasing school environment.
Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____

Evidence/Supporting Data: _____

_____

_____

Standard 4: Climate
A school principal is an educational leader who fosters the success of all students by advocating, nurturing and sustaining a positive school climate.

Criteria: Performance criteria below describe the observed levels of proficiency for the climate standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ **Exemplary**	□ **Proficient**	□ **Improvement Needed**
The principal's performance is characterized by <u>most</u> of the following:	**The principal's performance is characterized by <u>most</u> of the following:**	**The principal's performance is characterized by <u>most</u> of the following:**
• Initiates and maintains strategies to promote collegiality and collaboration among the staff. • Involves parents, students, and the community in efforts to create and maintain a positive learning environment. • Establishes and supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner. • Deals with student misconduct in a prompt and effective manner. Other local criteria: _____ _____ _____	• Initiates and maintains strategies to promote collegiality and collaboration among the staff most of the time. • Involves some parents, students, and community members in efforts to create and maintain a positive learning environment. • Establishes and adequately supervises programs that promote positive social, emotional, and intellectual growth for all students. • Establishes and typically enforces standards for appropriate student behavior according to local, state, and federal requirements. • Manages conflict and crisis situations in an effective and timely manner the majority of the time. • Usually deals with student misconduct in a prompt and effective manner. Other local criteria: _____ _____ _____	• Misses opportunities to initiate or maintain strategies to promote collegiality and collaboration among the staff.. • Involves few parents, students, or the community in efforts to create and maintain a positive learning environment. • Does not establish or adequately supervise programs that promote positive social, emotional, and intellectual growth for all students. • Neglects to establish or consistently enforce standards for appropriate student behavior according to local, state, and federal requirements. • Rarely manages conflict and crisis situations in an effective and timely manner. • Infrequently deals with student misconduct in a prompt and effective manner. Other local criteria: _____ _____ _____

Evidence/Supporting Data: _____

_____

_____

Standard 5: School/Community Relations

A school principal is an educational leader who fosters the success of all students by collaborating effectively with stakeholders.

Criteria: Performance criteria below describe the observed levels of proficiency for the school/community standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□Exemplary	□ Proficient	□Improvement Needed
The principal's performance is characterized by <u>most</u> of the following:	**The principal's performance is characterized by <u>most</u> of the following:**	**The principal's performance is characterized by <u>most</u> of the following:**
• Develops an effective and interactive communications plan and public relations program. • Participates in school community activities. • Involves staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs. • Creates and sustains a variety of opportunities for parent and community involvement in school activities. • Collaborates with staff to develop effective strategies for parents and the community to support students' learning.	• Develops a somewhat effective and interactive communications plan and public relations program. • Participates in selected school community activities. • Involves some staff, parents, community, and students in needs assessment, problem solving, and decision making for school improvement. • Responds to diverse community interests and needs in most cases. • Creates and sustains some opportunities for parent and community involvement in school activities. • Collaborates with staff to develop strategies for parents and the community to support students' learning.	• Does not develop an effective and interactive communications plan and public relations program. • Rarely participates in school community activities. • Inconsistently involves staff, parents, community, and students in needs assessment, problem solving, or decision making for school improvement. • Rarely considers diverse community interests and needs. • Misses opportunities for involving parents and the community in school activities. • Seldom collaborates with staff to develop strategies for parents and the community to support students' learning.
Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____

Evidence/Supporting Data: _____

_____

_____

<u>**Standard 6:**</u> **Ethical Behavior**
A school principal is an educational leader who fosters the success of all students by demonstrating integrity, fairness, and ethical behavior.

<u>**Criteria:**</u> Performance criteria below describe the observed levels of proficiency for the ethical behavior standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ **Exemplary**	□ **Proficient**	□ **Improvement Needed**
The principal's performance is characterized by <u>most</u> of the following:	**The principal's performance is characterized by <u>most</u> of the following:**	**The principal's performance is characterized by <u>most</u> of the following:**
• Works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation for all people. • Adheres to local, state, and federal requirements.	• Typically works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Models respect, understanding, sensitivity, and appreciation in most circumstances. • Adheres to local, state, and federal requirements	• Inconsistently works within professional and ethical guidelines to improve student learning and to accomplish school and district goals. • Inconsistently models respect, understanding, sensitivity, and appreciation for all people. • Usually adheres to local, state, and federal requirements.
Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____

Evidence/Supporting Data: _____

_____

_____

Standard 7: Interpersonal Skills
A school principal is an educational leader who fosters the success of all students by interacting effectively with stakeholders and addressing their needs and concerns.

Criteria: Performance criteria below describe the observed levels of proficiency for the interpersonal skills standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ **Exemplary**	□ **Proficient**	□ **Improvement Needed**
The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by <u>most</u> of the following:	The principal's performance is characterized by <u>most</u> of the following:
• Demonstrates respect for others.	• Demonstrates respect for others with few exceptions.	• Inconsistently demonstrates respect for others.
• Elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	• Typically elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.	• Seldom elicits and responds to feelings, needs, concerns, and perceptions of others to build mutual understanding.
• Communicates effectively with stakeholders to support school and district goals.	• Typically communicates effectively with stakeholders to support school and district goals.	• Usually does not communicate effectively with stakeholders to support school and district goals.
• Recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	• Generally recognizes and effectively uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.	• Inconsistently recognizes or uses skills and strategies for problem solving, consensus building, conflict resolution, stress management, and crisis management.
• Uses appropriate oral and written communication skills.	• Uses appropriate oral and written communication skills on most occasions.	• Oral and/or written communication skills hinder effective interactions with stakeholders.
Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____

Evidence/Supporting Data: _____

_____

_____

<u>**Standard 8:**</u> **Staff Development**

A school principal is an educational leader who fosters the success of all students by collaborating with school and district staff to plan and implement professional development activities that promote the achievement of school and district goals.

<u>**Criteria:**</u> Performance criteria below describe the observed levels of proficiency for the staff development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ **Exemplary**	□ **Proficient**	□ **Improvement Needed**
The principal's performance is characterized by <u>most</u> of the following:	**The principal's performance is characterized by <u>most</u> of the following:**	**The principal's performance is characterized by <u>most</u> of the following:**
• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Encourages staff to set goals for professional growth. • Shares effective teaching strategies and uses coaching skills to encourage professional growth. Other local criteria: _____ _____ _____	• Collaborates with staff to create and implement a plan for a variety of relevant staff development activities that promote the achievement of school goals and staff growth. • Generally uses data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Typically encourages staff to set goals for professional growth. • Usually shares effective teaching strategies and uses coaching skills to encourage professional growth. Other local criteria: _____ _____ _____	• Collaborates with staff to create and implement a staff development plan, however, the plan does not contain activities relevant to the achievement of school goals and staff growth. • Uses limited data or does not use data related to the achievement of school goals and staff growth as the basis for evaluating the success of the staff development plan. • Inconsistently encourages staff to set goals for professional growth. • Sometimes shares effective teaching strategies and uses coaching skills to encourage professional growth. Other local criteria: _____ _____ _____

Evidence/Supporting Data: _____

_____

_____

<u>**Standard 9:**</u> **Principal's Professional Development**
A school principal is an educational leader who fosters the success of all students by using available resources and opportunities for professional growth.

<u>**Criteria:**</u> Performance criteria below describe the observed levels of proficiency for the principal's professional development standard. Criteria within each level allow for variances in degrees of proficiency on the standard. Districts may choose to list additional local criteria.

□ **Exemplary**	□ **Proficient**	□ **Improvement Needed**
The principal's performance is characterized by <u>most</u> of the following:	**The principal's performance is characterized by <u>most</u> of the following:**	**The principal's performance is characterized by <u>most</u> of the following:**
• Develops and implements an appropriate plan for professional development consistent with school and district goals. • Establishes and maintains a professional network with other administrators. • Complies with district and state professional development requirements. • Participates in staff development activities to understand the complex role of teaching and effective instructional practices.	• Develops and implements a plan for professional development. • Establishes and maintains a limited professional network with other administrators. • Complies with district and state professional development requirements. • Typically participates in staff development activities to understand the complex role of teaching and effective instructional practices.	• Develops and implements an inappropriate plan for professional development. • Does not establish or maintain a professional network with other administrators. • Complies with district and state professional development requirements some of the time. • Infrequently participates in staff development activities to understand the complex role of teaching and effective instructional practices.
Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____	Other local criteria: _____ _____ _____

Evidence/Supporting Data: _____

_____

_____

Principal Summative Evaluation Form

Principal's Name:_____   School Year:_____

School:_____   District:_____

	Rating Profile		
Performance Standard	**Exemplary**	**Proficient**	**Improvement Needed**
1. Vision			
2. Instructional Leadership			
3. Effective Management			
4. Climate			
5. School/Community Relations			
6. Ethical Behavior			
7. Interpersonal Skills			
8. Staff Development			
9. Principal's Professional Development			

	Exemplary	**Proficient**	**Improvement Needed**
Overall Rating			

_____   _____   _____   _____
Signature of Principal   Date   Signature of Evaluator   Date

NOTE: The signature of the principal above indicates that the evaluation has been reviewed with her/him. It does not imply agreement with the evaluation.

Name of Principal _____

Commendations and/or Recommendations:

_____

_____

_____

_____

_____

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_____

_____

_____   _____   _____   _____
Signature of Principal   Date   Signature of Evaluator   Date

ET1: Classroom Observation Record

Teacher's name: _____   **Course:** _____

District: _____   **School:** _____

Date: _____   **Time:** **from** _____   **to** _____

Lesson topic: _____   **Observer:** _____

Domain 2: Instruction

APS 4: ESTABLISHING AND MAINTAINING HIGH EXPECTATIONS FOR LEARNERS
An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

A. *What did the teacher expect the students to learn from the lesson? How did the teacher convey the purpose and relevance of the lesson to the students? In what ways did the students demonstrate that they understood what the teacher expected for them to learn?*
B. *What did the teacher expect the students to do during and after the lesson? How did the teacher convey expectations for student participation and for accomplishing related assignments and tasks?In what ways did the students demonstrate that they understood what the teacher expected them to do?*
C. *How did the teacher help the students take ownership of the learning (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self-assessment and reflection, teaching compensatory strategies when necessary)?*

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING
An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

A. *What instructional strategies did the teacher use during the lesson?*
B. *In what ways did the teacher vary the instructional strategies during the lesson, and why?*

APS 5: USING INSTRUCTIONAL STRATEGIES TO FACILITATE LEARNING

An effective teacher promotes student learning through the effective use of appropriate instructional strategies.

C. *What evidence suggests that the instructional strategies were—or were not—effective in terms of promoting student learning and success?*

APS 6: PROVIDING CONTENT FOR LEARNERS

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learner.

A. *What evidence suggests that the teacher did—or did not—have a thorough knowledge and understanding of the content? If content errors were made, did the teacher recognize and correct them?*

B. *What was the content of the lesson, and how did the content relate to the learners and the learning?*

C. *How did the teacher organize and present the content in order to make it clear and meaningful to the students and to promote higher levels of knowledge, skills, and/or cognitive processing?*

APS 7: MONITORING, ASSESSING, AND ENHANCING LEARNING

An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide appropriate feedback to students.

A. *How did the teacher monitor student engagement, understanding, and performance during the lesson?*

B. *What adjustments, if any, did the teacher make during the lesson, and why?*

C. *What types of instructional feedback did the teacher provide to the students, and how effective was the feedback in terms of enhancing student learning?*

Domain 3: Environment

APS 8: MAINTAINING AN ENVIRONMENT THAT PROMOTES LEARNING

An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

A. *Describe the physical environment of the classroom.*

B. *What type of affective climate did the teacher create for the students?*

C. *In what ways did the teacher establish a culture of learning in the classroom (e.g., by facilitating inquisitiveness, motivation to learn, cooperation, teamwork)?*

APS 9: MANAGING THE CLASSROOM

An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential noninstructional tasks.

A. *What were the teacher's expectations for student behavior? In what ways did the students demonstrate that they understood the ways in which they were expected to behave? How did the teacher address inappropriate student behaviors, if any, during the lesson?*

B. *In what ways did the teacher maximize—or fail to maximize—instructional time?*

C. *How did the teacher manage noninstructional routines and transitions between activities and/or classes?*

Additional comments*: (optional)*

ET2: Professional Performance Review

Note to the administrator: This teacher is currently participating in the Summative ADEPT Formal Evaluation of Classroom-Based Teachers (SAFE-T) process. Since you supervise this teacher, you are being asked to complete this Professional Performance Review twice during this school year—once at mid-year and again toward the end of the year. Please respond to each of the prompts below, including specific examples in each of your responses, and return this completed form to the chair of the teacher's evaluation team.

Teacher's name _____   Contract level _____

District _____   School _____

Grade level(s)/Subject area(s) _____

Academic year _____   Evaluation cycle ☐ Preliminary   ☐ Final

Name of administrator completing this review _____

Title of administrator _____   Date of review _____

1. *Describe the extent to which this teacher collaborates with others to advocate for the students.*

2. *Describe the extent to which this teacher is an active participant in the professional learning community and works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.*

3. *Describe this teacher's written and oral communication skills.*

4. *Describe this teacher's professional demeanor and behavior.*

5. *Other comments about this teacher in terms of his or her professional performance: (optional)*

SAFE-T Summary (ET3)

Teacher's name _____   **Contract level** _____

District _____   **School** _____

Grade level(s)/Subject area(s) _____

Academic year _____

ADEPT Performance Standards (APSs) for Classroom-Based Teachers			Consensus Judgment	
Domain	**APSs in the Domain**	**Key Elements in the Domain**	**Preliminary**	**Final**
Domain 1: Planning	APS 1 APS 2 APS 3	11	Total: _____ ☐ **Met** (≥ 10) ☐ **Not Met** (≤ 9)	Total: _____ ☐ **Met** (≥ 10) ☐ **Not Met** (≤ 9)
Domain 2: Instruction	APS 4 APS 5 APS 6 APS 7	12	Total: _____ ☐ **Met** (≥ 11) ☐ **Not Met** (≤ 10)	Total: _____ ☐ **Met** (≥ 11) ☐ **Not Met** (≤ 10)
Domain 3: Environment	APS 8 APS 9	6	Total: _____ ☐ **Met** (≥ 5) ☐ **Not Met** (≤ 4)	Total: _____ ☐ **Met** (≥ 5) ☐ **Not Met** (≤ 4)
Domain 4: Professionalism	APS 10	5	Total: _____ ☐ **Met** (≥ 4) ☐ **Not Met** (≤ 3)	Total: _____ ☐ **Met** (≥ 4) ☐ **Not Met** (≤ 3)
Overall Judgment An overall judgment of *met* indicates that the teacher achieves the criterion level in all four domains.			☐ **Met** ☐ **Not Met**	☐ **Met** ☐ **Not Met**

Evaluators: By signing below, I verify that (1) SAFE-T was properly implemented, (2) I was a full participant in the process, and (3) I am in agreement with the above judgments.

Preliminary *(Evaluators' signatures and date)*   **Final** *(Evaluators' signatures and date)*

_____   _____

_____   _____

_____   _____

Teacher: By signing below, I verify that I have received the results of this formal evaluation. My signature does not necessarily imply that I agree with these results.

Preliminary *(Teacher's signature and date)*   **Final** *(Teacher's signature and date)*

_____   _____

SAFE-T Summary (ET3)

Domain 1: Planning	APS 1: Long-Range Planning

APS 1.A The teacher obtains student information, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.

The teacher

- identifies appropriate student information;
- gives a sound explanation of the relevance of the student information to student learning; and
- shows insight into the use of the student information to guide planning.

Preliminary Rating for APS 1.A	**Final Rating for APS 1.A**
☐ **Met**	☐ **Met** (Based on preliminary LRP)
☐ **Not Met**	☐ **Met** (Based on new/revised LRP)
	☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.A Rating	**Rationale for Final APS 1.A Rating**

APS 1.B The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.

The teacher

- identifies long-range goals that are accurate and appropriate; and
- provides a sound explanation to support conclusions regarding the most important goals for all students to achieve.

Preliminary Rating for APS 1.B	**Final Rating for APS 1.B**
☐ **Met**	☐ **Met** (Based on preliminary LRP)
☐ **Not Met**	☐ **Met** (Based on new/revised LRP)
	☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.B Rating	**Rationale for Final APS 1.B Rating**

APS 1.C The teacher identifies and sequences instructional units in a manner that facilitates accomplishment of the long-range goals.

The teacher

- identifies units that are appropriate to the context; and
- presents a sound explanation for the unit sequence and timeline.

Preliminary Rating for APS 1.C	**Final Rating for APS 1.C**
☐ **Met**	☐ **Met** (Based on preliminary LRP)
☐ **Not Met**	☐ **Met** (Based on new/revised LRP)
	☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.C Rating	**Rationale for Final APS 1.C Rating**

SAFE-T Summary (ET3)

Domain 1: Planning	APS 1: Long-Range Planning

APS 1.D The teacher develops appropriate processes for evaluating and recording students' progress and achievement.

The teacher

- establishes appropriate course assessments, evaluation criteria for the course, and method(s) of reporting overall progress and achievement;
- describes/maintains an appropriate record-keeping system;
- presents solid evidence for determining the appropriateness of the assessments in terms of measuring student progress and achievement; and
- presents a sound explanation of the methods for communicating the assessment information to students and their parents.

Preliminary Rating for APS 1.D	**Final Rating for APS 1.D**
☐ **Met**	☐ **Met** (Based on preliminary LRP)
☐ **Not Met**	☐ **Met** (Based on new/revised LRP)
	☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.D Rating	**Rationale for Final APS 1.D Rating**

APS 1.E The teacher plans appropriate procedures for managing the classroom.

The teacher

- presents an appropriate description of the expectations for student behavior during instruction and during noninstructional routines; and
- presents a sound explanation of the most important considerations for maximizing instructional time.

Preliminary Rating for APS 1.E	**Final Rating for APS 1.E**
☐ **Met**	☐ **Met** (Based on preliminary LRP)
☐ **Not Met**	☐ **Met** (Based on new/revised LRP)
	☐ **Not Met** (Based on new/revised LRP)
Rationale for Preliminary APS 1.E Rating	**Rationale for Final APS 1.E Rating**

Long-Range Plan (LRP) Requirement for the Final Evaluation Period

☐ A new/revised LRP is <u>not</u> required.
☐ A new/revised LRP <u>is</u> required.

Comments

Domain 1: Planning	APS 2: Short-Range Planning of Instruction

SAFE-T Summary (ET3)

Domain 1: Planning	APS 2: Short-Range Planning of Instruction

APS 2.A The teacher develops unit objectives that facilitate student achievement of appropriate academic standards and long-range learning and developmental goals.

The teacher

- identifies appropriate unit objectives; and
- gives a sound explanation of the relevance of these objectives to student learning needs and interests.

Preliminary Rating for APS 2.A ☐ **Met** ☐ **Not Met**	**Final Rating for APS 2.A** ☐ **Met** (Based on preliminary UWS) ☐ **Met** (Based on new/revised UWS) ☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 2.A Rating	**Rationale for Final APS 2.A Rating**

APS 2.B The teacher develops instructional plans that include content, strategies, materials, and resources that are appropriate for the particular students.

The teacher

- presents an appropriate, logically sequenced instructional plan for the unit; and
- provides a sound explanation of factors that must be taken into consideration in balancing grade-level standards/ expectations and individual students' needs, abilities, and developmental levels.

Preliminary Rating for APS 2.B ☐ **Met** ☐ **Not Met**	**Final Rating for APS 2.B** ☐ **Met** (Based on preliminary UWS) ☐ **Met** (Based on new/revised UWS) ☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 2.B Rating	**Rationale for Final APS 2.B Rating**

APS 2.C The teacher routinely uses student performance data to guide short-range planning of instruction.

The teacher

- makes appropriate determinations regarding the need to make adjustments to the instructional plans; and
- presents a solid rationale for making these determinations.

Preliminary Rating for APS 2.C ☐ **Met** ☐ **Not Met**	**Final Rating for APS 2.C** ☐ **Met** (Based on preliminary UWS) ☐ **Met** (Based on new/revised UWS) ☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 2.C Rating	**Rationale for Final APS 2.C Rating**

Domain 1: Planning	APS 3: Planning Assessments and Using Data

SAFE-T Summary (ET3)

Domain 1: Planning	APS 3: Planning Assessments and Using Data

APS 3.A The teacher develops/selects and administers a variety of appropriate assessments.

The teacher

- develops and/or selects appropriate key unit assessments; and
- presents sound evidence that these assessments are valid and reliable for all students.

Preliminary Rating for APS 3.A	**Final Rating for APS 3.A**
☐ **Met**	☐ **Met** (Based on preliminary UWS)
☐ **Not Met**	☐ **Met** (Based on new/revised UWS)
	☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 3.A Rating	**Rationale for Final APS 3.A Rating**

APS 3.B At appropriate intervals, the teacher gathers and accurately analyzes student performance data and uses this information to guide instructional planning.

The teacher

- provides an appropriate and accurate analysis of student performance, and
- displays sound reasoning in describing the way(s) in which this information was helpful in determining individual students' strengths and weaknesses as well as aspects of instruction that need to be modified.

Preliminary Rating for APS 3.B	**Final Rating for APS 3.B**
☐ **Met**	☐ **Met** (Based on preliminary UWS)
☐ **Not Met**	☐ **Met** (Based on new/revised UWS)
	☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 3.B Rating	**Rationale for Final APS 3.B Rating**

APS 3.C The teacher uses assessment data to assign grades (or other indicators) that accurately reflect student progress and achievement.

The teacher

- uses appropriate methods for determining student grades (or other performance indicators) for the unit,
- appropriately and accurately summarizes overall student performance for the unit, and
- provides a well-thought-out summary of the overall "success" of the unit, based on overall student performance.

Preliminary Rating for APS 3.C	**Final Rating for APS 3.C**
☐ **Met**	☐ **Met** (Based on preliminary UWS)
☐ **Not Met**	☐ **Met** (Based on new/revised UWS)
	☐ **Not Met** (Based on new/revised UWS)
Rationale for Preliminary APS 3.C Rating	**Rationale for Final APS 3.C Rating**

SAFE-T Summary (ET3)

Domain 1: Planning	APS 3: Planning Assessments and Using Data
Unit Work Sample (UWS) Requirement for the Final Evaluation Period ☐ A new/revised UWS is <u>not</u> required. ☐ A new/revised UWS <u>is</u> required. **Comments**	

Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners

APS 4.A The teacher establishes, communicates, and maintains high expectations for student achievement.

The teacher

- establishes appropriately high expectations for student achievement; and
- effectively communicates to the students (a) what they are expected to learn (i.e., to know and be able to do) and (b) the overall purpose and relevance (i.e., why they are expected to know and/or be able to do it).

Preliminary Rating for APS 4.A	Final Rating for APS 4.A
☐ **Met** ☐ **Not Met**	☐ **Met** ☐ **Not Met**
Rationale for Preliminary APS 4.A Rating	**Rationale for Final APS 4.A Rating**

APS 4.B The teacher establishes, communicates, and maintains high expectations for student participation.

The teacher

- establishes appropriate expectations for student participation; and
- effectively communicates to the students the expectations (a) for student participation during the lesson and (b) for accomplishing related assignments and tasks.

Preliminary Rating for APS 4.B	Final Rating for APS 4.B
☐ **Met** ☐ **Not Met**	☐ **Met** ☐ **Not Met**
Rationale for Preliminary APS 4.B Rating	**Rationale for Final APS 4.B Rating**

APS 4.C The teacher helps students assume responsibility for their own participation and learning.

The teacher

- helps the students take ownership of the learning and become active agents in the learning process (e.g., by making the learning relevant to the students, using scaffolding, providing opportunities for students to engage in self- assessment, reflection, and higher level skills); and
- assists the students in developing strategies to compensate for their weaknesses when it is necessary.

SAFE-T Summary (ET3)

Domain 2: Instruction	APS 4: Establishing and Maintaining High Expectations for Learners
Preliminary Rating for APS 4.C ☐ Met ☐ Not Met **Rationale for Preliminary APS 4.C Rating**	**Final Rating for APS 4.C** ☐ Met ☐ Not Met **Rationale for Final APS 4.C Rating**

Domain 2: Instruction	APS 5: Using Instructional Strategies to Facilitate Learning

APS 5.A The teacher uses appropriate instructional strategies.

The teacher uses instructional strategies that are
- appropriate for the content; and
- appropriate for the students.

Preliminary Rating for APS 5.A ☐ Met ☐ Not Met **Rationale for Preliminary APS 5.A Rating**	**Final Rating for APS 5.A** ☐ Met ☐ Not Met **Rationale for Final APS 5.A Rating**

APS 5.B The teacher uses a variety of instructional strategies.

The teacher uses a variety of instructional strategies (that is, the teacher does not always rely on the same strategy for every lesson) to
- convey information; and
- involve and engage the students.

Preliminary Rating for APS 5.B ☐ Met ☐ Not Met **Rationale for Preliminary APS 5.B Rating**	**Final Rating for APS 5.B** ☐ Met ☐ Not Met **Rationale for Final APS 5.B Rating**

APS 5.C The teacher uses instructional strategies effectively.

The teacher's effective use of instructional strategies results in
- meaningful student learning; and
- opportunities for all students to be engaged in the learning and to experience success.

Preliminary Rating for APS 5.C ☐ Met ☐ Not Met **Rationale for Preliminary APS 5.C Rating**	**Final Rating for APS 5.C** ☐ Met ☐ Not Met **Rationale for Final APS 5.C Rating**

SAFE-T Summary (ET3)

Domain 2: Instruction	APS 6: Providing Content for Learners

APS 6.A The teacher demonstrates a thorough command of the discipline that he or she teaches.

The teacher

- provides content that is accurate and current;
- identifies and explains/demonstrates conceptual relationships and/or procedural steps; and
- recognizes and corrects content errors when they occur.

Preliminary Rating for APS 6.A	Final Rating for APS 6.A
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 6.A Rating	**Rationale for Final APS 6.A Rating**

APS 6.B The teacher provides appropriate content.

The teacher

- provides content that is appropriate to the learning;
- provides content that is appropriate to the learners; and
- when possible, provides content that expands students' perspectives.

Preliminary Rating for APS 6.B	Final Rating for APS 6.B
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 6.B Rating	**Rationale for Final APS 6.B Rating**

APS 6.C The teacher structures the content to promote meaningful learning.

The teacher

- organizes the content in a logical sequence;
- makes the content relevant, meaningful, and applicable to the students;
- promotes higher level of knowledge and cognitive processing; and
- clarifies the content when students exhibit difficulties.

Preliminary Rating for APS 6.C	Final Rating for APS 6.C
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 6.C Rating	**Rationale for Final APS 6.C Rating**

Domain 2: Instruction	APS 7: Monitoring, Assessing, and Enhancing Learning

SAFE-T Summary (ET3)

Domain 2: Instruction	APS 7: Monitoring, Assessing, and Enhancing Learning

APS 7.A The teacher continually monitors student learning during instruction by using a variety of informal and formal assessment strategies.

The teacher maintains a constant awareness of student learning by

- engaging the students in activities such as discussions, projects, performances, assignments, and quizzes;
- using effective questioning techniques; and
- observing/listening to and analyzing students' verbal and nonverbal responses and reactions, inquiries, approaches to the task, performances, and final products.

Preliminary Rating for APS 7.A	**Final Rating for APS 7.A**
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 7.A Rating	**Rationale for Final APS 7.A Rating**

APS 7.B The teacher enhances student learning by using information from informal and formal assessments to guide instruction.

The teacher

- makes appropriate decisions regarding the need to make adjustments during the lesson; and
- effectively implements any needed adjustments.

Preliminary Rating for APS 7.B	**Final Rating for APS 7.B**
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 7.B Rating	**Rationale for Final APS 7.B Rating**

APS 7.C The teacher enhances student learning by providing appropriate instructional feedback to students.

The teacher

- provides feedback to students throughout the lesson;
- provides feedback to students on all significant student work; and
- provides feedback that is accurate, constructive, substantive, specific, and timely.

Preliminary Rating for APS 7.C	**Final Rating for APS 7.C**
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 7.C Rating	**Rationale for Final APS 7.C Rating**

Domain 3: Environment	APS 8: Maintaining an Environment That Promotes Learning

SAFE-T Summary (ET3)

Domain 3: Environment	APS 8: Maintaining an Environment That Promotes Learning

APS 8.A The teacher creates and maintains the physical environment of his or her classroom as a safe place that is conducive to learning.

The teacher creates and maintains a physical environment that

- is safe; and
- is conducive to learning.

Preliminary Rating for APS 8.A	Final Rating for APS 8.A
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 8.A Rating	Rationale for Final APS 8.A Rating

APS 8.B The teacher creates and maintains a positive affective climate in his or her classroom.

The teacher

- displays confidence and enthusiasm; and
- maintains positive and respectful relationships with and among the students.

Preliminary Rating for APS 8.B	Final Rating for APS 8.B
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 8.B Rating	Rationale for Final APS 8.B Rating

APS 8.C The teacher creates and maintains a culture of learning in his or her classroom.

The teacher

- creates a culture of learning by facilitating inquisitive, motivation to learn, cooperation, and teamwork, and by being an active learner; and
- works to ensure that every student is a "learner."

Preliminary Rating for APS 8.C	Final Rating for APS 8.C
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 8.C Rating	Rationale for Final APS 8.C Rating

Domain 3: Environment	APS 9: Managing the Classroom

APS 9.A The teacher manages student behavior appropriately.

The teacher

- establishes and communicates appropriate behavioral rules and consequences;
- maintains a constant awareness of events and activities in the classroom;
- uses effective preventive discipline techniques; and
- handles inappropriate behaviors in an effective and timely manner.

SAFE-T Summary (ET3)

Domain 3: Environment	APS 9: Managing the Classroom
Preliminary Rating for APS 9.A ☐ Met ☐ Not Met **Rationale for Preliminary APS 9.A Rating**	**Final Rating for APS 9.A** ☐ Met ☐ Not Met **Rationale for Final APS 9.A Rating**

APS 9.B The teacher makes maximal use of instructional time.

The teacher

- ensures that the students are engaged in meaningful academic learning throughout the instructional period; and
- organizes the classroom in a manner that promotes a smooth flow of activity.

Preliminary Rating for APS 9.B ☐ Met ☐ Not Met **Rationale for Preliminary APS 9.B Rating**	**Final Rating for APS 9.B** ☐ Met ☐ Not Met **Rationale for Final APS 9.B Rating**

APS 9.C The teacher manages essential noninstructional routines in an efficient manner.

The teacher

- promotes the smooth flow of noninstructional routines; and
- manages transitions between activities or classes in an efficient and orderly manner.

Preliminary Rating for APS 9.C ☐ Met ☐ Not Met **Rationale for Preliminary APS 9.C Rating**	**Final Rating for APS 9.C** ☐ Met ☐ Not Met **Rationale for Final APS 9.C Rating**

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities

APS 10.A The teacher is an advocate for the students.

The teacher

- works effectively with colleagues to help determine and meet individual student needs; and
- establishes appropriate professional relationships with others outside of the school to support the well-being of students.

Preliminary Rating for APS 10.A ☐ Met ☐ Not Met **Rationale for Preliminary APS 10.A Rating**	**Final Rating for APS 10.A** ☐ Met ☐ Not Met **Rationale for Final APS 10.A Rating**

SAFE-T Summary (ET3)

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities

APS 10.B The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.

The teacher

- is an active contributor to school initiatives; and
- supports school-related organizations and activities.

Preliminary Rating for APS 10.B	**Final Rating for APS 10.B**
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 10.B Rating	**Rationale for Final APS 10.B Rating**

APS 10.C The teacher is an effective communicator.

The teacher

- uses clear and correct oral and written language; and
- communicates effectively and regularly with parents.

Preliminary Rating for APS 10.C	**Final Rating for APS 10.C**
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 10.C Rating	**Rationale for Final APS 10.C Rating**

APS 10.D The teacher exhibits professional demeanor and behavior.

The teacher

- maintains all required professional credentials;
- adheres to all *Standards of Conduct for South Carolina Educators* and maintains ethical standards; and
- demonstrates self-management skills (e.g., responsibility, initiative, time management, appearance) and a high quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).

Preliminary Rating for APS 10.D	**Final Rating for APS 10.D**
☐ Met	☐ Met
☐ Not Met	☐ Not Met
Rationale for Preliminary APS 10.D Rating	**Rationale for Final APS 10.D Rating**

APS 10.E The teacher is an active learner.

The teacher

- accurately identifies his or her own professional strengths and weaknesses;
- sets appropriate professional development goals; and
- regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth.

SAFE-T Summary (ET3)

Domain 4: Professionalism	APS 10: Fulfilling Professional Responsibilities
Preliminary Rating for APS 10.E ☐ **Met** ☐ **Not Met**	**Final Rating for APS 10.E** ☐ **Met** (Based on preliminary Professional Self-Assessment) ☐ **Met** (Based on new/revised Professional Self-Assessment) ☐ **Not Met**
Rationale for Preliminary APS 10.E Rating	**Rationale for Final APS 10.E Rating**
Professional Self-Assessment (PSA) Requirement for the Final Evaluation Period ☐ A new/revised PSA is <u>not</u> required. ☐ A new/revised PSA <u>is</u> required. **Comments**	

Additional Comments and Areas for Improvement	
(Optional)	
Preliminary Evaluation Period	**Final Evaluation Period**

TT1: Long-Range Plan

Teacher's name _____   **Contract level** ☐ Annual   ☐ Continuing

District _____   **School** _____

Academic year _____   **Evaluation period** ☐ Preliminary ☐ Final

Course _____

Note: Teacher Template 1 (TT1) must be used for the long-range plan. Teachers can either submit one TT1 for all courses or submit one TT1 for <u>each</u> course. All information for each course must be embedded in the template (no attachments).

Section I: Student Information (Key Element 1.A)

- ◆ *Describe the student information that you feel will have the most impact on the way you plan and deliver instruction. Include factors, description, and sources for <u>each course</u>. As a general guide, provide at least five factors.*

- ◆ *Include a description for <u>each course</u> taught. For example, a teacher teaching four blocks of seventh grade science would include four different background descriptions.*

Course:		
Factor *(e.g., gender, SES, reading levels, learning styles)*	**Description** *(in terms of your students)*	**Source(s)**

- ◆ *Reflect on the student information for <u>each course</u> (Key Element 1.A):*

(1) Why do you feel that this student information is of primary importance?

(2) How did and will you use this student information to guide the development of your long- and short-range plans?

Section II: Long-Range Learning/Developmental Goals
(Key Element 1.B)

◆ *Describe the long-range learning/developmental goals that you have established for your students in __each course__. Learning goals, as appropriate, should reflect grade level standards and/or competencies.*

Course:

◆ *Reflect on the long-range learning/developmental goals (Key Element 1.B): Of the long-range learning/developmental goals you have established, which goals do you believe are the most important for __all__ students to achieve, and why?*

Section III: Instructional Units (Key Element 1.C)

◆ *Describe the instructional units, in sequence, for __each course__. Include the unit title, the key concepts/skills, and the appropriate standards to be addressed by each unit. For each unit, also indicate the number of lessons and approximate timeframe for implementation (e.g., 15 lessons/3 weeks in September).*

Course:		
Unit Topic or Description	**Key Concepts/Skills and Correlated Standards**	**Unit Length** **(i.e., approximate number of lessons/implementation timeframe)**

- ◆ ***Reflect on the instructional units*** *(Key Element 1.C): How did you determine your instructional sequence for <u>each course</u> and the amount of time to be spent on each unit of instruction?*

Section IV: Assessment of Student Performance (Key Element 1.D)

- ◆ ***For <u>each course</u>, describe the following:***

(1) the major formal and informal assessments (e.g., classwork, tests, projects, writing samples),

(2) the evaluation criteria for each assessment (e.g., completion, accuracy, rubrics),

(3) the way(s) in which you will calculate/determine each student's overall grade (e.g., grade weights, point systems, grade scales), and

(4) the system for maintaining records of student progress and achievement (e.g., Power School, gradebook, anecdotal records, checklists).

***Be sure to provide clear explanations for alternative grading systems (i.e., recording of grades when percentages are not used).

Assessment of Student Performance Course:			
Assessment Type *(e.g., homework, classwork, writing samples, tests)*	**Evaluation Criteria** *(e.g., completion, accuracy, rubrics)*	**Grade Weights** *(e.g., percentages, point values)*	**Maintaining Records** *(e.g., Power School)*

- ◆ ***Reflect on student performance*** *(Key Element 1.D)*

(1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement?

(2) What did or will you do to help your students and their parents understand (a) the evaluation criteria you have established for the course as well as (b) the reports they receive regarding the student's overall progress and achievement in the course (e.g., Power School, weekly grade reports, progress reports, report cards)?

Section V: Classroom Management (Key Element I.E)

- *List and describe your rules and procedures for managing student behavior. Include positive and negative consequences as well as non-instructional routines.*

- *Reflect on classroom management (Key Element 1.E): Explain how the components of your management plan promote efficiency and maximize instructional time in this course.*

Section VI: Additional Teacher Comments (optional)

TT2: Unit Work Sample

Teacher's name _____   **Contract level** ☐ Annual ☐ Continuing

District _____   **School** _____

Academic year _____   **Evaluation period** ☐ Preliminary ☐ Final

Course _____

Unit title and/or description _____

Dates of unit   **From** _____ **to** _____   **Number of lessons in unit** _____

Note: Teacher Template 2 (TT2) must be used for the unit work sample. All information must be embedded in the template (no attachments).

UWS Section I: Major Unit Objectives (Key Element 2.A)

◆ *Describe the major objectives of the unit. As a general guide, include at least **five** objectives. Correlate the objectives to the appropriate grade-level standards and/or competencies, as necessary.*

Major Unit Objectives	Standards/ Competencies Correlation
1.	
2.	
3.	
4.	
5.	

◆ *Reflect on the unit objectives (Key Element 2.A): How did you craft these objectives so that your students understand both the objectives and their relevance? How do these objectives support the standards and correlate to your goals?*

UWS Section II: Instructional Plan (Key Element 2.B)

◆ *Describe your instructional plan—that is, the sequence of lessons that you need to follow if your students are to achieve the unit objectives. As a general guide, include a description of at least __ten__ lessons. For every lesson, the description must include the following: objective(s), content, and instruction.*

Lesson Number & Objective(s)	Content (materials & resources; ability levels & interests)	Instruction (sequence, strategies, differentiation, student application)
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

◆ *Reflect on the instructional plan for the unit (Key Element 2.B): How does this instructional plan establish a balance between grade-level academic standards and expectations and the needs, abilities, and developmental levels of individual students?*

UWS Section III: Unit Assessments (Key Element 3.A)

◆ *List and/or describe the __key__ unit assessments. A copy of each key assessment must be embedded in this template.*

Key Unit Assessments (Key Element 3.A)	Objective(s) Measured	Type of Assessment *(Check one for each assessment)*	
		Teacher-Made	**Commercially Available**
		☐	☐
		☐	☐
		☐	☐
		☐	☐
		☐	☐

- ◆ ***Reflect on the unit assessments*** *(Key Element 3.A): Why were these assessments selected? What accommodations, if any, were made to meet the needs of your students?*

UWS Section IV: Analysis of Student Performance
(Key Elements 3.B and 3.C)

- ◆ ***Embed the records of student performance from the unit (e.g., Power School printouts, copy of gradebook, checklists).***

- ◆ ***Describe the way(s) in which you analyzed student performance. What were your findings regarding your students' mastery of the unit objectives?***

- ◆ ***Reflect on the analysis of student performance*** *(Key Element 3.B): In what way(s) did this information (1) increase your understanding of your students' strengths and weaknesses and (2) determine specific aspects of instruction that need to be modified?*

UWS Section V: Response to Formative Analysis
(Key Element 2.C)

- ◆ ***Reflect on the findings of the formative analysis*** *(Key Element 2.C): Did you need to adjust your instructional plan, or do you foresee the need to make adjustments to future instructional plans for this group of students? Why or why not?*

UWS Section VI: Summative Results (Key Element 3.C)

- ◆ ***Summative results (Key Element 3.C): How did you determine your students' grades (or other performance indicators) for the unit, and what were the overall results for your students? Your description must include the evaluation criteria and the weights used to determine the unit grades.***

- ◆ ***Reflect on the summative results*** *(Key Element 3.C): Do the overall results accurately reflect your students' progress and achievement relative to the unit objectives? Why or why not?*

TT3: Reflection on Instruction and Student Learning

Teacher's name _____   **Contract level** _____

District _____   **School** _____

Course _____   **Date of observation** _____

This lesson was part of which unit? _____

At what approximate point in the unit did this lesson fall?   ☐ Beginning
☐ Middle
☐ End

Instructions to the teacher: Please reflect on teaching and learning that occurred while you were being observed. Responses to each of the following nine sets of questions should average approximately 100 words or less. Examples may be embedded, if appropriate and available.

1. *What were the objectives of this lesson? How well do you think your students understood the overall purpose and relevance of the lesson? (APS 4.A–C)*

2. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged? (APS 5.A–C)*

3. *Why was the content of the lesson appropriate for the students, and how effectively did you organize the content? (APS 6.A–C)*

4. *How did you assess student learning during the lesson? What were the results? (APS 7.A)*

5. *Did you need to make any adjustments during the lesson? Why or why not? (APS 7.B)*

6. *What types of feedback did or will you provide to the students regarding their performance, and why?(APS 7.C)*

7. *In what way(s) and to what extent did the classroom environment impact your instruction and student learning, either positively or negatively? (APS 8.A–C; APS 9.A–C)*

8. *What decisions did you make regarding subsequent instruction for these students, and why? (APSs 4-9)*

9. *What did you learn as a result of teaching this lesson?(APSs 4-9)*

TT4: Professional Self-Assessment

Teacher's name _____   Contract level _____

District _____   School _____

Grade level(s)/Subject area(s) _____

Academic year _____   Evaluation cycle ☐ Preliminary ☐ Final

Instructions to the teacher: *Please reflect on your professional performance (APS 10.E). Responses to each of the following four sets of questions should average approximately 100 words or less.*

1. *In terms of the ADEPT Performance Standards, what are your professional strengths? How have you built on these strengths so far, and how do you plan to do so in the future?*

2. *In terms of the ADEPT Performance Standards, what are your professional challenges? How do you plan to address these challenges?*

3. *Describe your students' overall progress and achievement. What insights have you gained into ways to improve student progress and achievement?*

4. *Describe the ways in which you are engaging in professional growth. How do you plan to do so in the future?*

5. *Based on your professional self-assessment, what do you think would be an important professional goal for you to establish and address, and why?*