Teacher Performance Evaluation

Building Tomorrow Today

Jackson Public School District
662 S. President Street
Jackson, Mississippi 39201

JACKSON PUBLIC SCHOOLS: TEACHER EVALUATION HANDBOOK

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INTRODUCTION

The Jackson Public School District has developed a performance evaluation system for teachers. The district's philosophy of evaluation is based upon the fundamental belief that the purposes of teacher performance evaluation are fivefold:

1. to determine competence
2. to assess strengths
3. to provide support and mentoring
4. to assure continued growth through differential experiences
5. to monitor the organization's employment decisions.

These philosophic tenets have shaped the development of criteria, instruments, and procedures. Criteria for teachers include productive teaching techniques, student achievement, organized, structured class management, positive interpersonal relations, and employee responsibilities.

This teacher performance evaluation handbook contains an instrument and performance evaluation activities. The system recognizes the need for:

1. orienting, inducting, and evaluating new employees or employees new to a position,
2. evaluating employees who are experienced in their position, and
3. offering professional growth options for commendable teachers who deserve an array of choices in meeting evaluation and growth goals.

PHILOSOPHY OF EDUCATION

The purpose of the Jackson Public School District is to provide every student the opportunity for a quality education necessary to compete in a global economy. The district's intent is to promote high academic standards, ensure safe schools, increase daily attendance, attract and retain high-quality teachers, and promote parental and community involvement.

Effective education begins with an understanding of what people are like, how they behave and learn, and what problems they face. The district is committed to graduating literate adults who are self-sufficient, self-disciplined, life-long learners.

Every student has the responsibility to come to school prepared and willing to learn, and is ultimately responsible for self, family, community and country. All stakeholders must be involved in the pursuit of educational excellence by participating, doing, leading, creating, encouraging, sharing, learning, and understanding.

PHILOSOPHY OF INSTRUCTION

The instructional philosophy of the Jackson Public School District is to ensure that maximum learning takes place in a safe and positive environment. Teachers serve as positive role models, mentors, and contributing team members who adhere to, and enforce, district and school policy.

Teachers will use the district's instructional delivery model to ensure effectiveness and consistency. Instruction is student-centered and focused on the goal of mastering the curricula of the district which is aligned to state standards.

Important elements of quality instruction include, but are not limited to, implementation of the district curricula, teaching to the objectives, utilizing effective methods of delivery, assessing, re-teaching, and providing expanded opportunities in the learning process. The district commits to providing every teacher with the necessary resources, materials, and support to deliver quality instruction.

PHILOSOPHY OF EVALUATION

It is the intent of the Jackson Public School District to develop and maintain a comprehensive evaluation system. The purposes of performance evaluation are to determine competence, assess strengths, provide support and mentoring, assure continued growth through differential experiences, and monitor the organization's employment decisions.

The evaluator will use the district's prescribed system of evaluation. The evaluation system is reliable, valid and legally discriminating. Evaluation should improve the delivery of services to students. It should be a continuous, constructive, and cooperative endeavor.

PERFORMANCE AREAS, CRITERIA AND DESCRIPTORS
(Descriptors listed are not all-inclusive.)

I.   PRODUCTIVE TEACHING TECHNIQUES

Criterion #1 Demonstrates effective planning skills
a.   Uses knowledge of students to design educational experiences
b.   Writes lesson plans with clear, logical and sequential content
c.   Plans lessons that reflect the district curriculum
d.   Selects appropriate long-range goals
e.   Selects objectives at the correct level of difficulty to assure successful learning experiences for each student
f.   Includes teaching methods and procedures relevant to the objective
g.   Includes relevant student activities
h.   Plans both formative and summative evaluation procedures
i.   Plans appropriate time allotment
j.   Selects a variety of teaching methods, procedures and student activities

Criterion #2 Implements the lesson plan effectively
a.   Reviews students' prior knowledge and/or experiences
b.   Identifies and previews appropriate resources to use
c.   Provides structure for learning
d.   States instructional objectives
e.   Provides input related to objectives
f.   Models activities congruent with topic being taught and provides guided practice to reinforce concepts
g.   Utilizes lesson summary techniques
h.   Provides independent practice activities
i.   Indicates positive directions for moving from one activity to the next
j.   Checks for understanding and adjusts instruction as needed

Criterion #3 Communicates effectively with the students
a.   Respects students
b.   Speaks clearly
c.   Uses a variety of verbal and nonverbal techniques free of sarcasm
d.   Elicits and responds to student questions before proceeding
e.   Gives clear, explicit directions
f.   Uses probing techniques
g.   Provides structuring comments which clarify the tasks and help the lesson proceed smoothly
h.   Puts ideas across logically
i.   Uses appropriate and correct vocabulary in oral and written communications
j.   Uses praise appropriately

Criterion #4 Prepares appropriate evaluation activities
a.   Makes methods of evaluation clear and purposeful
b.   Uses pre- and post-tests
c.   Monitors student progress through a series of formative and summative evaluation techniques
d.   Prepares tests which reflect course content
e.   Administers teacher-constructed, criterion-referenced, and/or standardized tests

Criterion #5 Provides students with appropriate evaluative feedback
a. Gives written comments, as well as points or scores
b. Returns test results as quickly as possible
c. Makes opportunities for one-to-one conferences
d. Effectively interprets test results to students and parents

Criterion #6 Displays a thorough knowledge of curriculum and subject matter
a. Explains the purpose of the topic or activity
b. Relates specific topics or activities to content area
c. Explains topics or activities in context
d. Uses appropriate examples and illustrations
e. Identifies the subset of skills that are essential for accomplishing the instructional objective(s) of the lesson
f. Presents subject matter which is accurate and appropriate to the abilities of students

Criterion #7 Selects learning content congruent with the prescribed curriculum
a. Develops lesson plans which reflect the district's prescribed curriculum
b. Seeks and uses the advice of educational specialists in content areas
c. Prepares course outline(s) which reflects the prescribed curriculum
d. Coordinates learning content with instructional objectives(s)
e. Participates in curriculum review, revisions, and/or developmental activities
f. Adapts new teaching practices validated by research as they properly apply to the adopted model of school learning
g. Aligns carefully the functional classroom curriculum taught with the school district's curriculum guides/benchmarks and the state frameworks

Criterion #8 Provides opportunities for individual differences
a. Uses knowledge of individual students to design educational experiences
b. Paces learning according to students' mastery of content
c. Provides extra help and enrichment activities
d. Provides multimodal instruction to accommodate a variety of learning styles
e. Uses school community resources to gain knowledge and understanding of students
f. Makes appropriate student referrals
g. Implements Individualized Educational Programs (IEPs) as required

Criterion #9 Ensures student time on task
a. Schedules learning time according to guidelines for the subject area(s)
b. Begins class work promptly
c. Reinforces students who are spending time on task
d. Minimizes transition time
e. Addresses and encourages off-task students

Criterion #10 Sets high expectations for student achievement
a. Establishes expectations for students based on a level of skills acquisition appropriate to their ability level
b. Uses concrete, first-hand information about students
c. Requires students to meet the requirements for promotion
d. Promotes personal goal setting
e. Redirects off-task behavior

II. STUDENT ACHIEVEMENT

Criterion #11 Demonstrates evidence of students' academic growth
a.   Reviews and evaluates student achievement data
b.   Uses data results to restructure the instructional methods to promote successful learning if unsatisfactory progress is determined
c.   Uses district/state and other alternative assessments to measure students' individualized annual growth

III.   ORGANIZED, STRUCTURED CLASS MANAGEMENT

Criterion #12   Demonstrates evidence of personal organization
a.   Maintains classroom organization for efficient distribution of learning materials
b.   Maintains proper care of instructional equipment and materials
c.   Shows evidence of adequate lesson preparation and organization of work with objectives clearly in mind
d.   Makes materials readily available to the students
e.   Provides adequate plans and procedures for substitute teachers
f.   Shows evidence of good housekeeping procedures in the educational setting

Criterion #13 Establishes and maintains discipline
a.   Manages discipline problems in accordance with administrative regulations, school board policies, and legal requirements
b.   Establishes and clearly communicates parameters for student classroom behavior
c.   Keeps accurate accounting of student attendance
d.   Promotes self-discipline
e.   Manages disruptive behavior constructively
f.   Demonstrates fairness and consistency in the handling of student problems
g.   Keeps criticism fair, objective, and minimal

Criterion #14 Organizes students for effective instruction
a.   Uses grouping to encourage peer group interaction
b.   Makes use of the physical school environment to support current learning activities
c.   Makes certain that procedures allow adequate wait time for each student
d.   Groups students according to their instructional needs
e.   Varies size of groups according to instructional objective
f.   Creates a set of guidelines for students to follow when doing small group work
g.   Provides orientation for new students

IV.   POSITIVE INTERPERSONAL RELATIONS

Criterion #15 Demonstrates effective interpersonal relationships
a.   Makes use of support services as needed
b.   Shares ideas, materials, and methods with other teachers
c.   Informs administrators and/or appropriate personnel of school related matters
d.   Enhances community involvement with the school
e.   Cooperates with parents in the best interests of the student
f.   Supports and participates in parent-teacher activities
g.   Works well with other teachers and the administration
h.   Provides a climate which opens up communication between the teacher and the parent
i.   Has positive relationships with students individually and in groups

j. Acknowledges rights of others to hold different views and values
k. Uses discretion in handling confidential information and difficult situations
l. Displays non-sexist / multi-cultural attitudes in teaching
m. Demonstrates understanding and acceptance of different racial, ethnic, cultural, and religious groups
n. Shows awareness of needs and ability to interact with exceptional students
o. Shows sensitivity to physical development of students
p. Is aware of special health needs of students
q. Recognizes and reports substance abuse by students

V.   EMPLOYEE RESPONSIBILITIES

Criterion #16 Demonstrates employee responsibilities
a. Responds appropriately to parental concerns
b. Is punctual
c. Provides accurate data to the school, area, and district as requested for management purposes
d. Completes duties accurately and promptly
e. Performs duties in a professional manner

Criterion #17 Supports school regulations, programs, and policies
a. Adheres to authorized policies
b. Selects appropriate channels for resolving concerns/problems
c. Participates in the development and review of school policies and regulations
d. Stays informed regarding policies and regulations applicable to his or her position
e. Supports Parent Teacher Student Association (PTA/PTSA)

Criterion #18 Assumes responsibilities outside the classroom as they relate to school
a. Assumes necessary non-instructional responsibilities
b. Exercises reasonable responsibility for student management throughout the entire building

TEACHER PERFORMANCE EVALUATION CYCLE
Jackson Public School District

The evaluation cycle outlined below provides the employer with the opportunity to assess and evaluate the performance of the teacher on the district-adopted teacher performance evaluation criteria. Throughout the course of the evaluation cycle, strengths and areas of growth will be identified and communicated to teachers. Appropriate guidance, assistance, and overall support will be provided as needed to aid in improving performance.

The district offers three evaluation tracks for teachers: a three-year induction cycle; a regular evaluation cycle; and an optional Professional Growth cycle. The Professional Growth track is available to teachers defined as commendable. Teachers are defined as being "commendable" if they are rated commendable on at least 8 (53%) of the district's rated criteria and "yes" on all "Employee Responsibilities" criteria.

The assessment instrument used for teachers contains criteria (specific behaviors) that pertain to all teachers. It is assumed that all employees of the Jackson Public Schools are professional and, as such, will perform duties with integrity, and maintain a positive, vigilant attitude toward student physical safety and emotional well being.

The following details the two stages of the formative evaluation phase, as well as the summative phase.

FORMATIVE EVALUATION PHASE

PHASE I TIMELINE (Steps 1-8) September 7-November 30

1. TEACHER ORIENTATION: Evaluation process is reviewed with staff prior to beginning of annual cycle.

2. EVALUATOR and TEACHER (EVALUATEE) set date for classroom observations and for preobservation conference.

3. EVALUATEE prepares and submits preobservation conference data sheet at least one day prior to preobservation conference.

4. EVALUATEE and EVALUATOR hold preobservation conference to discuss information on preobservation conference data sheet. Both parties sign the preobservation conference data sheet.

5. EVALUATOR makes formal classroom observation, preparing a written account of observation.

6. EVALUATOR prepares postobservation conference data sheet, schedules postobservation conference within three days of observation, and discusses observations as noted on postobservation conference data sheet. Both parties sign the postobservation data sheet.

7. EVALUATOR prepares Instructional Improvement Plans for any specified areas, discusses with EVALUATEE, and both sign. Monitoring of the plan(s) begins.

8. In cases of unsatisfactory performance, the evaluator will use the district's Formal Plan of Assistance.

1. EVALUATOR conducts unscheduled, documented observations for a minimum of one instructional period.

2. EVALUATOR shares observation results with EVALUATEE within three days of observation.

3. EVALUATOR continues to monitor the Instructional Improvement Plans.

SUMMATIVE EVALUATION PHASE

(Steps 1-2) February 15-March 1

1. EVALUATOR prepares SUMMATIVE EVALUATION REPORT and both parties sign. EVALUATOR sends report to Office of Human Resources and appropriate assistant superintendent by March 1.

2. If necessary, EVALUATOR and EVALUATEE discuss unsatisfactory completion of Instructional Improvement Plan or Formal Plan of Assistance to be monitored after March 1. EVALUATOR will continue to monitor EVALUATEE'S progress.

CLARIFYING NOTES

The evaluation process will be ongoing throughout the year and will consist of both formal and informal evaluations. Teachers will be evaluated on the eighteen criteria listed in the evaluation instrument. Descriptors listed under each criterion will serve as indicators of each criterion but will not be considered to be all-inclusive.

Although the primary evaluator in every case, the principal has the option of using the assistant principal to help him/her evaluate teachers. Unlimited informal observations as well as input from supervisors, consultants, instructional specialists, and peers may be used to ascertain a teacher's performance level and to identify appropriate areas for improvement.

If a teacher's performance falters during the course of the year, the evaluator may request that additional evaluation steps be incorporated into the process. In cases of unsatisfactory performance, the evaluator will use the district's Formal Plan of Assistance.

If a serious difference in evaluation exists between the teacher and evaluator, the teacher may express disagreement by (1) writing comments on the post-observation conference data sheet, (2) writing comments on the summative evaluation document, and/or (3) using the established complaint procedure.

Evaluators shall maintain a record of all formal and informal observations, times, dates, duration of observations, times, dates, duration of observations, and any other pertinent discussion, action or agreements surrounding these events. Evaluation documents will be maintained in the administrative office for a three-year period.

Formal or informal observations conducted after March 1 and prior to the beginning of the next scheduled evaluation cycle will be considered in the overall evaluation process.

360° FEEDBACK OPTION

Included in this instrument are several rating sheets that the evaluatee has the option of using. The teacher may obtain feedback on his/her performance by using the reflective Self Rating Sheet, the appropriate Student Feedback Sheet, the Peer Rating Sheet and/or the Parent Rating Sheet.

The use of the rating sheets is completely optional and the results are to be viewed only by the teacher. The teacher may, if he/she desires, share the results with the Evaluator.

However, if a teacher decides to use the Student Rating Sheet, he/she must ask a peer teacher to administer the instrument and collect the results. The peer teacher will then return the completed forms to the supervising teacher. Research shows that students do not respond as candidly if the supervising teacher administers the rating sheet himself/herself.

INDUCTION PROCEDURES FOR TEACHERS NEW TO THE DISTRICT
(THREE-YEAR CYCLE)

Newly hired teachers will be provided mentoring and special training for their first year of employment in the district. This training may continue for an additional two years. The induction experience will orient, mentor, and support new teachers to enable them to perform at an effective and ever-improving level and find personal and professional satisfaction as a member of the Jackson Public School District learning community.

ORIENTATION SEMINAR

During the first few weeks of employment, each new teacher will attend an orientation of district services. Topics will include a district overview, media resources available, professional growth opportunities, evaluation procedures, certification procedures, instructional delivery procedures, and personnel policies and procedures.

MENTORING PROGRAM

Building upon the initial orientation seminar, the School Induction Team will continue the mentoring process for the new employee. The team will meet monthly with informal sessions as needed. Key concepts to be taught include the following:

- Engaged Learning
- Student Grades
- Materials Ordering
- Parent Conferences
- Responsibility for Special Programs
- Beginning and Ending School Year

- Classroom Management
- Testing Procedures
- Discipline
- Standards-Driven Curriculum
- Use of data to improve instruction
- Fire Drills and Other Emergency Procedures

Mentors will be assigned to new teachers of the same subject and/or grade level. The process of mentoring will be supported by:

1. a teacher handbook,
2. a calendar for beginning and ending of school year, and
3. a call and e-mail list for communication with school and support personnel.

Coordination of the induction activities will be the responsibility of building principals.

PROFESSIONAL GROWTH OPTION FOR TEACHERS ON THE COMMENDABLE TRACK

Many veteran teachers have expertise to share with other faculty members and generally experience greater professional growth when allowed alternatives to formal evaluation. For this reason, organizations are now providing professional growth options for seasoned teachers who have proven their skills through many years of feedback.

Jackson Public School District teachers who have been rated as "Commendable" in general performance are offered an array of choices that can take the place of the standard evaluation track. The Professional Growth Option (PGO) is a three-year program which contains the following elements regardless of the theme chosen:
- First year of cycle – gather benchmark data
- Second year of cycle – follow up, adjust, add more data
- Third year of cycle – standard classroom observation plus examination of PGO results, feedback, and assessment.

SELECTION OF OPTIONS
The PGO program is voluntary. Veteran teachers with "Commendable" performances may choose the standard evaluation track or an option from the PGO menu.
Options include, but are not limited to:
- Videotaping and critiquing a series of evaluatee's teaching episodes
- Projects with other districts
- Induction mentoring
- Personal research for teaching content
- Visitation across grades and subjects within the district
- Assisting other teachers in curriculum and instruction enhancement
- Peer coaching with three levels:
  - reflective self,
  - collaborative,
  - expert
- Peer coaching for marginal teachers
- Chairing district-wide committees

Procedures for PGO participation include:
1. September – Teacher will express his/her intent to participate in plan.
2. Before October 1st – Teacher will complete PGO form and submit to building principal for approval.
3. October 1st – May 1st – Teacher will complete PGO experiences for first year.
4. May 15th – May 30th – Teacher and principal will hold progress check and begin second year.
5. The third year will be similar except that a standard classroom observation will be included as well as examination of the results of the PGO effort.

PROFESSIONAL GROWTH OPTION THREE-YEAR PROGRAM SHEET
Jackson Public School District

_____   _____
Teacher   School

_____   _____   _____   _____
Subject   Grade   Period/Time   Date

PLEASE COMPLETE AND SUBMIT BEFORE OCTOBER 1st AND SUBMIT TO BUILDING PRINCIPAL FOR APPROVAL.

1. Which option(s) are you choosing to have evaluated and explain how these options will tie into the district curriculum? (Please attach additional sheets to this form)
    Check the one(s) that will apply:
    - ❑ Videotaping and critiquing a series of evaluatee's teaching episodes
    - ❑ Projects with other districts- *Explain project and name district*
    - ❑ Induction mentoring
    - ❑ Personal research for teaching content
    - ❑ Visitation across grades and subjects within the district
    - ❑ Assisting other teachers in curriculum and instruction enhancement
    - ❑ Peer coaching with three levels:
        - o reflective self,
        - o collaborative,
        - o expert
    - ❑ Peer coaching for marginal teachers
    - ❑ Chairing district-wide committees
    - ❑ Other

2. Which of the steps will take place for the option(s) selected?
    _____ Develop anticipatory set   _____ State objectives and why they are needed
    _____ Provide input   _____ Model (Ideal behavior)
    _____ Check for comprehension   _____ Provide guided practice
    _____ Provide independent practice   _____ Closure

3. List your plans for each cycle of PGO: **(Attach information to this form)**
    - ❑ **First Year of Cycle:** gathering your benchmark data on each option selected
    - ❑ **Second Year of Cycle:** following up, adjusting, and adding more data
    - ❑ **Third Year of Cycle:** being observed through the standard classroom observation plus examination of PGO results, feedback, and assessments.

4. When is your anticipated date for the completion of the option(s) selected? (PGO EXPERIENCES MUST BE COMPLETED BETWEEN OCTOBER 1ST- MAY 1st.) _____

5. When will you meet with the principal to do a progress check? (MUST BE DONE BETWEEN MAY 15th-MAY 30th)? _____

NOTES:

_____   _____
Evaluatee's Signature/Date   Evaluator's Signature/Date

PRE-OBSERVATION CONFERENCE DATA SHEET
Jackson Public School District

_____   _____
<div align="center">Teacher   School</div>

Subject	Grade	Period/Time	Date
_____	_____	_____	_____

PLEASE COMPLETE AND SUBMIT AT LEAST ONE DAY PRIOR TO PRE-OBSERVATION CONFERENCE.

6.   What are the lesson objectives? Where are these in the district curriculum?

7.   Which of the steps of the teaching act will take place?
   _____ Develop anticipatory set
   _____ State objectives and why they are needed
   _____ Provide input
   _____ Model (Ideal behavior)
   _____ Check for comprehension
   _____ Provide guided practice
   _____ Provide independent practice
   _____ Closure

8.   What teaching/learning activities will take place?

9.   How are you going to evaluate student mastery of the lesson objectives?

10.   What particular teaching behaviors do you especially want monitored? Are there any special circumstances of which the evaluator should be aware?

11.   What are your improvement objectives that you want the evaluator to observe?

NOTES:

_____   _____
<div align="center">Evaluatee's Signature/Date   Evaluator's Signature/Date</div>

POST-OBSERVATION CONFERENCE DATA SHEET
Jackson Public School District

Teacher	**School**

Subject	**Grade**	**Period/Time**	**Date**

1. Were the objectives confirmed as listed on the pre-observation data sheet and district curriculum? Indicate those not observed

2. Which of the steps of the teaching act took place?
    _____ Develop anticipatory set
    _____ State objectives and why they are needed
    _____ Provide input
    _____ Model (Ideal behavior)
    _____ Check for comprehension
    _____ Provide guided practice
    _____ Provide independent practice
    _____ Closure

3. Detail the teaching/learning activities observed.

4. Did the teacher substantiate that the student mastered lesson objectives? How?

5. Detail specific teaching behaviors monitored.

6. Detail the improvement objective observed.

7. Suggestions:

Evaluatee's Signature/Date	**Evaluator's Signature/Date**

SUMMATIVE EVALUATION REPORT
Jackson Public School District

_____   _____   _____
Teacher's Name   Grade/Subject   Date

_____   _____   _____   _____
Evaluator's Name   Date   Evaluatee's Signature   Date

(The evaluatee's signature indicates this report has been reviewed and discussed.)

DIRECTIONS: Place a check in the column that best describes the evaluatee's performance on that criterion. When "Commendable," "Developing," "Unsatisfactory," or "No" ratings are given, comments <u>must be written </u>to support the rating.

DEFINITIONS:
- *Commendable*

  The employee performs the criterion at a level which exceeds the district standards. The employee demonstrates most of the descriptors consistently, accurately, and efficiently. If a descriptor is not observed, the employee can, upon request, provide significant and relevant information about the descriptor and explain why the descriptor was not used or applicable.

- *Proficient*

  The employee performs the criterion at a level which meets the district standards. The employee demonstrates many of the descriptors consistently and without significant error. If a descriptor is not observed, the employee can, upon request, provide sufficient relevant information to demonstrate reasonable understanding of the descriptor and offer a valid explanation as to why the descriptor was not used or applicable.

- *Developing*

  The employee performs the criterion at a level which indicates improved performance is necessary to meet district standards. The employee demonstrates many of the descriptors with minimal proficiency and/or the application of many of the descriptors reflects some inconsistency or error. If a descriptor is not observed, the employee can, upon request, demonstrate minimal knowledge of the concept and/or offer a minimal explanation as to why the descriptor was not used or applicable.

- *Unsatisfactory*

  The employee performs the criterion at a level which fails to meet district standards. The employee often fails to demonstrate most of the descriptors and/or the application of most of the descriptors often reflects significant error. If a descriptor is not observed, the employee, upon request, is unable to offer a reasonable explanation as to why the descriptor was not used or applicable.

- *N/A*

  Criterion is not applicable.

PERFORMANCE AREA I. PRODUCTIVE TEACHING TECHNIQUES

Criteria	Levels of Performance				
	Commendable	Proficient	Developing	Unsatisfactory	N/A
1. Demonstrates effective planning skills	☐	☐	☐	☐	☐

Evaluator Comments:	Evaluatee Comments:

Criteria	Levels of Performance				
2. Implements the lesson plan effectively	☐	☐	☐	☐	☐

Evaluator Comments:	Evaluatee Comments:

Criteria	Levels of Performance				
3. Communicates effectively with students	☐	☐	☐	☐	☐

Evaluator Comments:	Evaluatee Comments:

PERFORMANCE AREA I. PRODUCTIVE TEACHING TECHNIQUES

Criteria	Levels of Performance				
	Commendable	Proficient	Developing	Unsatisfactory	N/A

4. Prepares appropriate evaluation activities

☐   ☐   ☐   ☐   ☐

Evaluator Comments:	Evaluatee Comments:

5. Provides students with appropriate evaluative feedback

☐   ☐   ☐   ☐   ☐

Evaluator Comments:	Evaluatee Comments:

6. Displays a thorough knowledge of curriculum and subject matter

☐   ☐   ☐   ☐   ☐

Evaluator Comments:	Evaluatee Comments:

PERFORMANCE AREA I. PRODUCTIVE TEACHING TECHNIQUES (CONTINUED)

Criteria	Levels of Performance				
	Commendable	Proficient	Developing	Unsatisfactory	N/A

7. Selects learning content congruent with the prescribed curriculum

☐   ☐   ☐   ☐   ☐

Evaluator Comments: Evaluatee Comments:

8. Provides opportunities for individual differences

☐   ☐   ☐   ☐   ☐

Evaluator Comments: Evaluatee Comments:

9. Ensures student time on task   ☐   ☐   ☐   ☐   ☐

Evaluator Comments: Evaluatee Comments:

PERFORMANCE AREA I. PRODUCTIVE TEACHING TECHNIQUES (CONTINUED)

Criteria	Levels of Performance				
	Commendable	Proficient	Developing	Unsatisfactory	N/A
10. Sets high expectations for student achievement	☐	☐	☐	☐	☐

Evaluator Comments:	Evaluatee Comments:

PERFORMANCE AREA II. STUDENT ACHIEVEMENT

Criteria	Levels of Performance				
	Commendable	Proficient	Developing	Unsatisfactory	N/A
11. Demonstrates evidence of students' academic growth	☐	☐	☐	☐	☐

Evaluator Comments:	Evaluatee Comments:

PERFORMANCE AREA III. ORGANIZED, STRUCTURED CLASS MANAGEMENT

Criteria	Levels of Performance				
	Commendable	Proficient	Developing	Unsatisfactory	N/A
12. Demonstrates evidence of personal organization	☐	☐	☐	☐	☐

Evaluator Comments:	Evaluatee Comments:

Criteria					
13. Establishes and maintains discipline	☐	☐	☐	☐	☐

Evaluator Comments:	Evaluatee Comments:

Criteria					
14. Organizes students for effective instruction	☐	☐	☐	☐	☐

Evaluator Comments:	Evaluatee Comments:

PERFORMANCE AREA IV. POSITIVE INTERPERSONAL RELATIONS

Criteria	Levels of Performance				
	Commendable	Proficient	Developing	Unsatisfactory	N/A
15. Demonstrates effective interpersonal relationships	☐	☐	☐	☐	☐

Evaluator Comments:	Evaluatee Comments:

PERFORMANCE AREA V. EMPLOYEE RESPONSIBILITIES

Criteria	Levels of Performance	
	Yes	No
16. Demonstrates employee responsibilities	☐	☐

Evaluator Comments:	Evaluatee Comments:

PERFORMANCE AREA V. EMPLOYEE RESPONSIBILITIES (CONTINUED)

Criteria	Levels of Performance	
	Yes	No

17. Supports school regulations, programs and policies   ☐   ☐

Evaluator Comments:	Evaluatee Comments:

18. Assumes responsibilities outside the classroom as they relate to school
                                    ☐   ☐

Evaluator Comments:	Evaluatee Comments:

INSTRUCTIONAL IMPROVEMENT PLAN

Name _____   Subject/Grade _____

Building _____   Date   _____

Performance Area: (check one)

_____ Productive Teaching Techniques (Criteria 1-10)

_____ Student Achievement (Criterion 11)

_____ Organized, Structured Class Mgt. (Criteria 12-14)

_____ Positive Interpersonal Relations (Criterion 15)

_____ Employee Responsibilities (Criteria 16-18)

Evaluator selects lowest-rated criterion, where applicable. Commendable teacher refers to page 10 for selection of options.

I.   DESIRED OUTCOME FROM TARGETED CRITERION (developed collaboratively)

II.   SPECIFIC MEASURABLE BEHAVIOR (What will be done?)

III.   PROCEDURES

(How will it be done?)   Timeline

I.

II.

III.

IV.

V.

IV.   DOCUMENTATION/APPRAISAL METHOD FOR FINAL ACCOMPLISHMENT
(How will you know it has been accomplished?)
Evidence:
Standard:
Appraisal Method: The evidence will be compared with the standard to determine the level of accomplishment.

_____   _____
     Evaluator's Signature   Date   Evaluatee's Signature   Date

V.   PROGRESS CHECK
Evaluator Comments:

Evaluator Comments:	Evaluatee Comments:

_____   _____
          Evaluator's Signature   Evaluatee's Signature

GLOSSARY

Accountability - To be answerable for; to act in a credible manner. In school organizations a shift is occurring, *i.e.*, toward being accountable for outputs, not just inputs.

Administrative Observations - Work site visits to observe administrator performance. These may be slice-of-time observations (such as observing a staff meeting, child study team meeting, a feedback conference with a teacher, *etc*.) or shadowing, which is spending a longer block of time to observe at the work site.

Alternative Assessment - Sometimes called nontraditional assessment, it is an act or procedure that is nearer to measuring the real ability and achievement of a student than traditional, especially multiple-choice, tests. Examples might be products, portfolios, performances, and personal communication.

Anticipatory Set – An activity to focus students' attention, provide a brief practice and/or develop a readiness for instruction.

Assistance Team - The building administrator charged with conducting a plan of assistance, a teacher and support personnel.

Assistance Teams Log - A diary maintained by the leader of an assistance team detailing activities and resources provided in the assistance effort. Dates, meeting times, and funds expended are included.

Authority - The right to use power to command. Derived [in public education] from federal and state law, district policy, and organizational culture.

Checking for Understanding – Dipsticking by observing student performance; determining whether or not the student is attaining the objective

Closure – An activity that pulls together all the elements of the lesson into a cohesive unit and reviews or restates the important points.

Data - Observations, work samples, input from peers, students, community, parents, and evaluators.

Due Process - Constitutional protection guaranteed a public employee for proper procedure and fair treatment. In the case of performance evaluation it includes notice, explanation, assistance, and time.

Equity - Increase in quality does not vary percentage-wise by gender, race, and socio-economic status of students.

Ethical Behavior - Behavior that displays an irreversible commitment to treat the welfare of others as comparable to one's own. Ethical behavior includes obligations to scientific practice, prudence, family, culture, and nation.

Evaluation - The process of determining the merit, worth, or value of something, appropriately based on measures and synthesis of other valid evidence.

Evaluation Cycle - An evaluation process incorporating one formative cycle of a preobservation conference, a formal classroom observation, a postobservation conference, and teacher-initiated instructional improvement objective(s); a second formative phase including an unscheduled, documented informal observation and continual monitoring from the first phase; and finally, a summative evaluation report.

Excellence - Ever increasing quality of programs and products.

Formal Documents - Forms used for recording data gathered from formal and informal observations.

Formal Observation - A scheduled classroom visit wherein records and data are collected to be used to measure and evaluate performance.

Formative Phase - Steps and processes by which the evaluator forms the basis for the final ratings on the Summative Evaluation report.

Guided Practice – Activities closely monitored by the teacher to assure that first attempts at new learning are done accurately and successfully.

Independent Practice – Activities, such as homework, class assignments or tests, that are completed without the availability of the teacher.

Informal Observation - Unscheduled visits and/or general observations used to collect data in the overall evaluation process.

Input – Information the student will receive in the lesson so that he/she may attain the lesson objective.

Instructional Delivery Model - Generally referred to as Madeline Hunter's "Steps of the Teaching Act."

Instructional Improvement Plan - A plan designed to identify areas of needed improvements, outline activities to help in achieving the improvement, and to establish a time line for completing the needed improvements.

Legally Discriminating – Able to sort and to rate high, medium, and low.

Mentor Program - Program of coaching for newly-hired teachers.

Modeling – Examples of acceptable learning or finished products focusing on the essential parts and critical elements.

Objective - An aim or end of action.

Orientation Process - A district led seminar which guides employees through new information or processes.

Peer Coaching/Observation - A teaming of peers to provide feedback.

Performance Criteria - Observable behaviors which, when performed, indicate fulfillment of the attendant responsibility.

Postobservation Conference - Conference held following an announced observation for the purposes of discussing the observation and other factors relevant to the staff member's performance of responsibilities as listed in the position description.

Professional Growth Option - An evaluation track available for teachers who are rated as commendable.

Professional Growth Plan - A plan with objectives and methods for achieving them, designed to stimulate on-going professional growth for a staff member.

Preobservation Conference - Interview conducted before the evaluator formally visits classroom. Lesson is reviewed, the Preobservation Conference Data Sheet is discussed and the evaluator's role is clarified.

Preobservation Conference Data Sheet - The document submitted by the evaluatee for the evaluator to use as an aid in formal observation and evaluation.

Regular Evaluation Cycle - The evaluation cycle for all teachers who are not on the Induction Track of the optional Professional Growth Track.

Responsibility - What one is answerable for; job duties; obligations. Things for which one is legally and ethically accountable.

Reliability – Results that are consistent over time.

School Induction Team - Group comprised of administrators, teachers, and support personnel.

Self-Evaluation - Self-rating by an employee using the summative evaluation report form.

Social Responsibilities - Behaviors that reflect the values, beliefs, and norms of behavior in a culture. Examples for the U.S. would be tolerance, respect for others, and honesty.

Standards-Driven Curriculum - Curriculum driven by district, state, and national criteria.

Stakeholders - All persons in the district who have a stake in quality education: students, parents, teachers, staff members, administrators, board of education, and community members.

Statement of Objectives – A specific statement of what is to be learned or accomplished by the end of instruction.

Steps of the Teaching Act – Stages in the complex process of delivering instruction as outlined by Madeline Hunter.

Student/Parent/Peer Surveys - Feedback instruments to Stakeholders' client satisfaction.

Summative Evaluation - Final evaluation which is completed at the end of the evaluation cycle based on data collected during the formative part of the evaluation cycle.

Summative Phase - Final steps of the Teacher Performance Evaluation process in which the evaluator prepares and submits the evaluatee's ratings on the Summative Evaluation Report (SER).

Validity – State of being truthful or measuring what is supposed to be measured.

Videotaping - Teacher-made tapes of teaching and learning activities which are made to improve or to model the teaching/learning situation.

APPENDIX

K-2 RATING SHEET
TEACHER VERSION

Rate your performance on the following items:
1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always

1.	I make the school day interesting for my students.	1	2	3	4	5
2.	I give my students enough time to do their work.	1	2	3	4	5
3.	My students pay attention in class.	1	2	3	4	5
4.	Discussions in my class are about lessons being studied.	1	2	3	4	5
5.	The work in my class is too hard for students.	1	2	3	4	5
6.	I give my students homework.	1	2	3	4	5
7.	I come to class on time.	1	2	3	4	5
8.	I require that students follow the rules.	1	2	3	4	5
9.	My students often have to take a test in class.	1	2	3	4	5
10.	I care if a student wastes time in class.	1	2	3	4	5
11.	Even when I am not watching, my students work in this class.	1	2	3	4	5
12.	Students can get help from me when they need it.	1	2	3	4	5
13.	I give students new work to do when they are ready for it.	1	2	3	4	5
14.	I tell students where they can find more information to help them learn about the lesson.	1	2	3	4	5
15.	I am ready for class when it is time to begin.	1	2	3	4	5
16.	I make it clear what I want students to do.	1	2	3	4	5
17.	I give students interesting work if they finish their work before class is over.	1	2	3	4	5
18.	I teach hard lessons in small steps.	1	2	3	4	5
19.	I give students work back quickly.	1	2	3	4	5
20.	I tell my students what new things they can learn in each lesson.	1	2	3	4	5

KINDERGARTEN STUDENT RATINGS
STUDENT FEEDBACK

Rate your teacher's performance on the following items:

1. My teacher makes the school day interesting for me. ☺ ☹

2. My teacher gives me enough time to do my work. ☺ ☹

3. I pay attention in class. ☺ ☹

4. Discussions in this class are about the lessons being studied. ☺ ☹

5. The work in this class is too hard for me. ☺ ☹

6. My teacher gives me homework. ☺ ☹

7. My teacher comes to class on time. ☺ ☹

8. My teacher requires me to follow the rules. ☺ ☹

9. I often have to take a test in class. ☺ ☹

10. My teacher cares if I waste time in class. ☺ ☹

11. Even when my teacher is not watching, I work in this class. ☺ ☹

12. I can get help from my teacher when I need it. ☺ ☹

13. My teacher gives me new work to do when I am ready for it. ☺ ☹

14. My teacher tells me where I can find more information to help me learn about the lesson. ☺ ☹

15. My teacher is ready for class when it is time to begin. ☺ ☹

16. My teacher makes it clear what he/she wants me to do. ☺ ☹

17. My teacher gives me interesting work if I finish my work before class is over. ☺ ☹

18. My teacher teaches hard lessons in small steps. ☺ ☹

19. My teacher gives my work back quickly. ☺ ☹

20. My teacher tells me what new things I can learn in each lesson. ☺ ☹

GRADES 1-2 STUDENT RATINGS
STUDENT FEEDBACK

Rate your teacher's performance on the following items:

1.	My teacher makes the school day interesting for me.	No	Yes
2.	My teacher gives me enough time to do my work.	No	Yes
3.	I pay attention in class.	No	Yes
4.	Discussions in this class are about lessons being studied.	No	Yes
5.	The work in this class is too hard for me.	No	Yes
6.	My teacher gives me homework.	No	Yes
7.	My teacher comes to class on time.	No	Yes
8.	My teacher requires me to follow the rules.	No	Yes
9.	I often have to take a test in class.	No	Yes
10.	My teacher cares if I waste time in class.	No	Yes
11.	Even when my teacher is not watching, I work in this class.	No	Yes
12.	I can get help from my teacher when I need it.	No	Yes
13.	My teacher gives me new work to do when I am ready for it.	No	Yes
13.	My teacher tells me where I can find more information to help me learn about the lesson.	No	Yes
15.	My teacher is ready for class when it is time to begin.	No	Yes
16.	My teacher makes it clear what he/she wants me to do.	No	Yes
17.	My teacher gives me interesting work if I finish my work before class is over.	No	Yes
18.	My teacher teaches hard lessons in small steps.	No	Yes
19.	My teacher gives my work back quickly.	No	Yes
20.	My teacher tells me what new things I can learn in each lesson.	No	Yes

GRADES 3-5 RATING SHEET
TEACHER VERSION

Rate your performance on the following items:

1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always

1.	I make class work interesting for my students.	1 2 3 4 5
2.	My students find the school day interesting.	1 2 3 4 5
3.	We go back over each lesson when we finish it.	1 2 3 4 5
4.	I give students work to do at home.	1 2 3 4 5
5.	Our discussions are about the subject being studied.	1 2 3 4 5
6.	I return students' work quickly.	1 2 3 4 5
7.	I make my students feel good when they do good work.	1 2 3 4 5
8.	Students can get help from me.	1 2 3 4 5
9.	Students finish their work before class is over.	1 2 3 4 5
10.	If my students finish their work before class is over, I give them interesting work.	1 2 3 4 5
11.	I give new work without making the students wait a long time for it.	1 2 3 4 5
12.	I explain lessons clearly.	1 2 3 4 5
13.	I know my students well.	1 2 3 4 5
14.	I will explain new things in a way that is easy to understand.	1 2 3 4 5
15.	I have my students work at the right pace.	1 2 3 4 5
16.	I tell students what new things they can learn in each lesson.	1 2 3 4 5
17.	I teach hard lessons in small steps.	1 2 3 4 5
18.	I am available to help students during class time and other times during the school day.	1 2 3 4 5
19.	I use a variety of classroom activities and resources.	1 2 3 4 5
20.	I am well prepared.	1 2 3 4 5

GRADES 3-5 STUDENT RATINGS
STUDENT FEEDBACK

Rate your teacher's performance on the following items:

1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always

1.	My teacher makes work interesting for me.	1	2	3	4	5
2.	My teacher makes the school day interesting.	1	2	3	4	5
3.	My teacher goes back over each lesson when we finish it.	1	2	3	4	5
4.	My teacher gives me work to do at home.	1	2	3	4	5
5.	Our class discussions are about the subject being studied.	1	2	3	4	5
6.	My teacher returns my work quickly.	1	2	3	4	5
7.	My teacher makes me feel good when I do good work.	1	2	3	4	5
8.	My teacher helps me.	1	2	3	4	5
9.	My teacher allows time to finish my work before class is over.	1	2	3	4	5
11.	If I finish my work before class is over, my teacher gives me interesting work.	1	2	3	4	5
11.	My teacher gives me new work without making me wait a long time for it.	1	2	3	4	5
12.	My teacher explains lessons clearly.	1	2	3	4	5
13.	My teacher knows me well.	1	2	3	4	5
14.	My teacher explains new things in a way that is easy to understand.	1	2	3	4	5
15.	My teacher helps me work at the right pace.	1	2	3	4	5
16.	My teacher tells me what new things I can learn in each lesson.	1	2	3	4	5
17.	My teacher teaches hard lessons in small steps.	1	2	3	4	5
19.	My teacher is available to help me during class time and other times during the day.	1	2	3	4	5
19.	My teacher uses a variety of classroom activities and resources.	1	2	3	4	5
20.	My teacher is well prepared.	1	2	3	4	5

GRADES 6-8 RATING SHEET
TEACHER VERSION

Rate your performance on the following items:
1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always

1.	I make class work interesting.	1 2 3 4 5
2.	I am fair with all students.	1 2 3 4 5
3.	I maintain discipline in the classroom.	1 2 3 4 5
4.	I am well prepared for my class.	1 2 3 4 5
5.	I give assignments related to the subjects we are studying.	1 2 3 4 5
6.	My students and I discuss and summarize each lesson just studied.	1 2 3 4 5
7.	I ensure that our discussions focus on the topic of the lesson.	1 2 3 4 5
8.	I like it when students ask questions.	1 2 3 4 5
9.	My students have excessive time in which to complete their work.	1 2 3 4 5
10.	I begin lessons by explaining what we are going to do and why we are going to do it.	1 2 3 4 5
11.	I ask questions in class to see if my students understand what has been taught.	1 2 3 4 5
12.	I explain new ideas in a way that is easy to understand.	1 2 3 4 5
13.	I monitor students' work, as they are doing it, to see if they understand the lesson.	1 2 3 4 5
14.	I am very knowledgeable about the subject I teach.	1 2 3 4 5
15.	I have work prepared for students to do if they complete their assignment before class is over.	1 2 3 4 5
16.	I often use teacher-made materials and worksheets for my students to use.	1 2 3 4 5
17.	I give tests and quizzes.	1 2 3 4 5
18.	I return tests and assignments quickly.	1 2 3 4 5
19.	I use a variety of classroom activities and resources.	1 2 3 4 5
20.	I give students enough time to do their work.	1 2 3 4 5

GRADES 6-8 STUDENT RATINGS
STUDENT FEEDBACK

Rate your teacher's performance on the following items:
1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always

1.	My teacher makes class work interesting.	1	2	3	4	5
2.	My teacher is fair with all students.	1	2	3	4	5
3.	My teacher maintains discipline in the classroom.	1	2	3	4	5
4.	My teacher is well prepared for class.	1	2	3	4	5
5.	My teacher gives assignments related to the subjects we are studying.	1	2	3	4	5
6.	My teacher discusses and summarizes each lesson studied with the class.	1	2	3	4	5
7.	My teacher ensures that our discussions focus on the topic of the lesson.	1	2	3	4	5
8.	My teacher likes it when students ask questions.	1	2	3	4	5
9.	My teacher allows excessive time in which to complete our work.	1	2	3	4	5
10.	My teacher begins lessons by explaining what we are going to do and why we are going to do it.	1	2	3	4	5
11.	My teacher asks questions in class to see if I understand what has been taught.	1	2	3	4	5
12.	My teacher explains new ideas in a way that is easy to understand.	1	2	3	4	5
13.	My teacher monitors my work, as I am doing it, to see if I understand the lesson.	1	2	3	4	5
14.	My teacher is very knowledgeable about the subject he/she teaches.	1	2	3	4	5
15.	My teacher has work prepared for me to do if I complete my assignment before class is over.	1	2	3	4	5
16.	My teacher often uses teacher-made materials and worksheets for me to use.	1	2	3	4	5
17.	My teacher gives tests and quizzes.	1	2	3	4	5
18.	My teacher returns tests and assignments quickly.	1	2	3	4	5
19.	My teacher uses a variety of classroom activities and resources.	1	2	3	4	5
20.	My teacher gives students enough time to do their work.	1	2	3	4	5

GRADES 9-12 RATING SHEET
TEACHER VERSION

Rate your performance on the following items:
1=never, 2=not often, 3=sometimes, 4=usually, 5=almost always

#	Item					
1.	I make class work interesting.	1	2	3	4	5
2.	I ask questions in class to see if the students understand what has been taught.	1	2	3	4	5
3.	I give assignments related to the subject we are studying.	1	2	3	4	5
4.	My students and I discuss and summarize each lesson just studied.	1	2	3	4	5
5.	I tell students how they can use what they already have learned to learn new things.	1	2	3	4	5
6.	I maintain discipline in my classroom.	1	2	3	4	5
7.	I return tests and assignments quickly.	1	2	3	4	5
8.	I give students feedback about their performance.	1	2	3	4	5
9.	I am very knowledgeable about the subject(s) I teach.	1	2	3	4	5
10.	I assign homework that helps students to learn the subject being taught.	1	2	3	4	5
11.	I make materials and worksheets for students to use.	1	2	3	4	5
12.	I use a variety of classroom activities and resources.	1	2	3	4	5
13.	I use films or videotapes for students to watch that help them learn about the subject they are studying.	1	2	3	4	5
14.	I tell the class about library/media materials that will help them learn about the subject they are studying, when appropriate.	1	2	3	4	5
15.	I am well organized.	1	2	3	4	5
16.	I like it when students ask questions.	1	2	3	4	5
17.	I have students work in different groups depending upon the activity in which they are involved.	1	2	3	4	5
18.	I encourage students to look at problems in new ways and to find new ways to solve problems.	1	2	3	4	5
19.	I am available to help students during class time and other times during the day.	1	2	3	4	5
20.	I monitor student work, as they are doing it, to see if they understand the lesson.	1	2	3	4	5

GRADES 9-12 STUDENT RATINGS
STUDENT FEEDBACK

NOTE TO STUDENTS: Please remember that completing this form is voluntary

<u>Directions</u>: The statements below are designed   1=Never
to find out more about your class and teacher.   2=Not often
This is not a test. Do not put your name on this paper.   3=Sometimes
Please answer all the statements.   4=Usually
Students are not to ask any questions during the survey.   5=Almost always

1.   My teacher makes class work interesting.   1   2   3   4   5

2.   My teacher asks questions to see if we understand what has been taught.   1   2   3   4   5

3.   My teacher gives assignments related to the subject we are studying.   1   2   3   4   5

4.   We discuss and summarize each lesson we have just studied.   1   2   3   4   5

5.   My teacher tells us how we can use what we have already learned to learn new things. 1   2   3   4   5

6.   My teacher maintains discipline in our classroom.   1   2   3   4   5

7.   My teacher returns tests and assignments quickly.   1   2   3   4   5

8.   My teacher gives me feedback about my performance.   1   2   3   4   5

9.   My teacher knows a lot about this subject.   1   2   3   4   5

10. My homework helps me to learn the subject being taught.   1   2   3   4   5

11. My teacher makes materials and worksheets for us to use.   1   2   3   4   5

12. My teacher uses a variety of classroom activities and resources.   1   2   3   4   5

13. The films and videotapes we watch help us learn about the subject we are studying.   1   2   3   4   5

14. My teacher tells the class about library/media materials that will
     help us learn about the subject we are studying, when appropriate.   1   2   3   4   5

15. My teacher is well-organized.   1   2   3   4   5

16. My teacher likes it when we ask questions.   1   2   3   4   5

17. We work in different groups depending upon the activity in which we are involved.   1   2   3   4   5

18. My teacher encourages us to look at problems in new ways and
     find new ways to solve problems.   1   2   3   4   5

19. My teacher is available to help me during class time
     and other times during the school day.   1   2   3   4   5

20. My teacher looks at our work, as we are doing it, to see if we understand the lesson. 1   2   3   4   5

PEER RATING SHEET
TEACHER-TO-TEACHER FEEDBACK

Name of teacher being rated: _____

Rating Scale:

5=Do not know/not applicable; 4=Always; 3=To a great extent; 2=To some extent; 1=Not at all

1.	Develops and maintains positive relations with students.	5 4 3 2 1
2.	Willingly shares successful teaching techniques/materials.	5 4 3 2 1
3.	Maintains confidentiality in sensitive matters.	5 4 3 2 1
4.	Cooperates with parents in the best interest of the student.	5 4 3 2 1
5.	Provides positive classroom environment.	5 4 3 2 1
6.	Aligns carefully the functional classroom curriculum taught with the school organization's curriculum guide and the state course of study.	5 4 3 2 1
7.	Maintains a positive attitude.	5 4 3 2 1
8.	Develops and maintains positive relations with colleagues.	5 4 3 2 1
9.	Willingly accepts additional responsibilities.	5 4 3 2 1
10.	Conducts self in professional manner.	5 4 3 2 1

COMMENTS:

PARENT FEEDBACK TO TEACHERS

District name _____

Teacher name _____ Grade _____ Date _____/_____/_____

Spring 1999

Directions: The statements below are designed
to find out your feelings about your child's
teacher. Please answer all of the statements.

1 = Never
2 = Not often
3 = Sometimes
4 = Usually
5 = Almost Always
6 = Do not know

Communication

	1	2	3	4	5	6
1. The teacher is available to meet with me about my child.	O	O	O	O	O	O
2. The teacher communicates openly, honestly, and frankly with my child and me.	O	O	O	O	O	O
3. The teacher shares information with me in an understandable, friendly, non-threatening manner.	O	O	O	O	O	O
4. The teacher provides verbal communication, which is clear, concise, positive and easy to understand.	O	O	O	O	O	O
5. The teacher responds to my communications in a timely manner.	O	O	O	O	O	O
6. The teacher keeps me informed of classroom activities and student progress.	O	O	O	O	O	O
7. I am satisfied with the opportunities I have for input and involvement in classroom activities.	O	O	O	O	O	O

Comments:

Classroom Environment

	1	2	3	4	5	6
8. Discipline and educational programs are administered fairly and consistently in the classroom.	O	O	O	O	O	O
9. The teacher creates a feeling of unity and enthusiasm in the classroom.	O	O	O	O	O	O
10. The teacher treats all students fairly regardless of gender, race and ethnicity.	O	O	O	O	O	O
11. The teacher is concerned about my child as an individual.	O	O	O	O	O	O

Parent Feedback to Teachers (Continued)

Classroom Environment, continued	1	2	3	4	5	6
12. The teacher encourages understanding and cooperation.	O	O	O	O	O	O
13. The teacher helps motivate my child to work to my child's potential.	O	O	O	O	O	O
14. My teachers' classroom is orderly and safe.	O	O	O	O	O	O

Comments:

Curriculum and Instruction	1	2	3	4	5	6
15. The classroom curriculum is appropriate for my child.	O	O	O	O	O	O
16. The teacher holds a high expectation for my child's learning.	O	O	O	O	O	O
17. I know what is expected of my child.	O	O	O	O	O	O
18. My child is challenged.	O	O	O	O	O	O
19. My child likes to go to class.	O	O	O	O	O	O

Comments:

Assessment and Evaluation	1	2	3	4	5	6
20. I am satisfied with the process the teacher uses to evaluate my child's progress.	O	O	O	O	O	O
21. The teacher teaches my child in the manner in which my child best learns.	O	O	O	O	O	O

Comments:

Homework	1	2	3	4	5	6
22. My child should have homework.	O	O	O	O	O	O
23. My child is given an appropriate amount of homework to help my child succeed.	O	O	O	O	O	O
24. My child's homework is meaningful and helps him/her to succeed.	O	O	O	O	O	O
25. My child has _____ hours of homework each night.						

Comments:

FORMAL PLAN OF ASSISTANCE

I.   Background Information

- Teacher's Name:
- Teaching Assignment:
- Academic Background:
  (See Application Format)
- Teaching Experience:
  (See Application Format)

II. Statement of Deficiency

Use direct reference to evaluation instrument specifying unsatisfactory criteria/descriptors.

III. General Statement for Plan of Assistance

1.   The purpose of the plan
2.   The role of the administrator
3.   The directive that the plan of assistance is to be followed.
4.   The action that will occur if desired improvements are not achieved or the directive is not satisfactorily met.

IV. Program to be Followed

1.   A very specific statement as to what is expected of the teacher (Tie each statement to each area of unsatisfactory performance on evaluation instrument.)
2.   A series of reasonable activities and time lines for each area of unsatisfactory performance.
3.   Assistance that will be offered by the administrator and other resources.

V.   Monitoring System

1.   A schedule of observations and conferences to determine progress (Each observation and conference must be followed by a written report or summary, a copy of which must be provided the teacher.)
2.   A method of altering or adjusting program
3.   A specific time for final assessment of program

VI. Recommendation

Your recommendation regarding the future status of the teacher is to be forwarded to the appropriate Assistant Superintendent and to the Office of Human Resources.

VII. Signature Section

This section should include the following statement:

Signatures below signify only receipt and delivery of this memorandum.

_____   _____
Teacher's Signature   **Date**

_____   _____
Administrator's Signature   **Date**

_____   _____
Assistant Superintendent's Signature   **Date**

VIII. Copy Distribution

- Teacher
- Administrator
- Appropriate Assistant Superintendent
- Office of Human Resources
- Any Resource Personnel Mentioned in Plan