Saint Paul
PUBLIC SCHOOLS
A World of Opportunities

DIRECTIONS FOR USE OF STANDRDS RUBRIC
FOR STAFF EVALUATION
INDIAN EDUCATION TEACHERS

General Instructions

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

1. The administrator will conduct an observation of at least 25-30 minutes.

2. Both the administrator and the teacher will fill out a separate rubric continuum after the observation. Each will check the point on the continuum that best describes observed behavior or overall performance.

Example: **Fall Observation: Check the "F"**   **Spring Observation: Check the "S"**

SKILL AREA	PERFORMANCE LEVEL		
Environment for Learning	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	The classroom is cluttered, disorganized, not conductive to learning F☑ S☐	Classroom is safe, and instructional resources are accessible to all F☐ S☑	Teacher uses physical resources in highly creative ways to maximize learning F☐ S☐

3. The administrator will write a brief explanation on the form of any area in which an Indian Education Teacher is marked "Below Standard."

4. The administrator will hold a conference with the Indian Education Teacher focused on the observation and other things known about the overall job performance.

5. The administrator's original copy of the evaluation is sent to Human Resources for the Indian Education Teacher's Personnel File.

Timelines

1. For non-tenured Indian Education Teachers, the first evaluation is completed by December 31 each school year; and the second evaluation is completed by March 15 each school year.

2. If an Indian Education Teacher may be recommended for contract non-renewal, the second observation is completed by May 1.

3. For tenured Indian Education Teachers, the evaluation is completed by May 15 each school year.

4. The conference following the observation is completed within ten school days of the observation, preferably sooner.

5. The Standards of Effective Teaching evaluation including the attached Summary Evaluation are completed by the administrator, and sent to the Human Resource Department for the Indian Education Teacher's Personnel File by June 30 of each school year.

February 2002

STANDARDS OF EFFECTIVE FOR INDIAN EDUCATION TEACHERS

American Indian Program (AI)   Indian Education Program (IE)

Indian Education Teacher's Name: _____ School Year: _____

Evaluator's Name: _____ Site: _____

Time of Observation: From: _____ A.M. ☐ P.M.☐ To: _____ A.M.☐ P.M.☐ Date: _____

Check probationary year or tenured status:

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

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

Fall Observation: Check the "F"   Spring Observation: Check the "S"

DOMAIN 1: THE CLASSROOM ENVIRONMENT

SKILL AREA	PERFORMANCE LEVEL		
Environment of Respect and Rapport	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Teacher-student interactions include negative or demeaning responses F☐ S☐	Teacher builds positive relationships with AI students through friendly and mutually respectful interactions F☐ S☐	Teacher strengthens relationships with students, through teachers, and with social workers F☐ S☐
	These interactions may not account for the developmental level or culture of the student F☐ S☐	These interactions are appropriate to developmental, cultural and socioeconomic differences F☐ S☐	Teacher demonstrates caring for each individual AI student and respect for his/her culture F☐ S☐
	AI student interactions may be characterized by sarcasm, put downs, or other disrespect F☐ S☐	AI student-student interactions are generally polite and respectful/developmentally appropriate F☐ S☐	AI students demonstrate exceptional social skills resulting from teacher instruction/classroom management skills F☐ S☐

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA PERFORMANCE LEVEL			
Environment of Respect and Rapport (Continued)	Below Standard	Meets Standard	Exceeds Standard
Notes:			

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Culture and Physical Environment for Learning	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Teacher does not effectively communicate the importance of the work or display work to standard/goals F☐ S☐	Teacher communicates the importance of the work and displays work to standard/goals F☐ S☐	Teacher engages AI students in defining the importance of the work and developing work to standard/goals F☐ S☐
	Standards/goals are not clearly defined and progress toward standards/goal is not measured F☐ S☐	Standards/goals for AI student work are set and understood and tools to assess standards/goals are provided F☐ S☐	Standards/goals are set and AI students can articulate their progress toward standards/goals F☐ S☐
	The classroom is cluttered, disorganized, not conducive to learning F☐ S☐	Classroom is safe and instructional resources are accessible to all F☐ S☐	Teacher uses physical resources in highly creative ways to maximize learning F☐ S☐

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Managing Classroom Procedures	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	AI students are inconsistently engaged in their work or off task F☐ S☐	AI students are engaged in their work and participate in flexible group F☐ S☐	AI students are engaged in their work and eager to contribute F☐ S☐
	Considerable instructional time is lost to transitions and non-instructional tasks F☐ S☐	Systems are in place for smooth transitions and efficient handling of non-instructional tasks F☐ S☐	Exceptionally smooth transitions and very minimal instruction time lost to non-instructional tasks F☐ S☐
	Some needed equipment or materials are missing or poorly planned F☐ S☐	Materials and equipment are well prepared and ready F☐ S☐	Materials are exceptionally well prepared, adapted to learning differences, learning styles, and various cultures F☐ S☐
	Teachers have not set clear duties or responsibilities for paraprofessionals and volunteers F☐ S☐	Teachers set clear expectations for the work of paraprofessionals and volunteers F☐ S☐	Teachers have set clear expectations and trained volunteers, when used, to effectively meet them F☐ S☐

Notes:

DOMAIN 1: THE CLASSROOM ENVIRONMENT (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Managing Student Behavior	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Standards of conduct are unclear and/or not followed by AI students F☐ S☐	Standards of conduct are clear to all AI students and are followed F☐ S☐	Teacher involves AI students in establishing, reviewing, and enforcing standards of conduct F☐ S☐
	Teacher does not effectively monitor AI student behavior F☐ S☐	Teacher is aware of class and individual behavior and works to minimize disruptions F☐ S☐	Teacher establishes highly effective and proactive classroom management F☐ S☐
	Teacher response to misbehavior is inconsistent, ineffective, or disrespectful F☐ S☐	Teacher response to AI student misbehavior is timely, appropriate and effective F☐ S☐	Teacher response to misbehavior is highly effective and differentiated F☐ S☐

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION

SKILL AREA	PERFORMANCE LEVEL		
Effective Instructional Practices	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Lessons lack some or all of the elements of effective instructional design: - objective - introduction - direct instruction - differentiated instruction - modeling - practice - closure - check for understanding - re-teaching as needed F☐ S☐	Teacher implements effective instructional design including: - Clear objectives tied to State and District outcomes and grant objectives - Introduction which ties learning to students' prior knowledge - direct instruction - differentiated instruction - modeling, guided and independent practice - closure connects lesson to real life - check for understanding - re-teaching as needed F☐ S☐	Teacher actively researches best practices for instruction and implements them into the classroom, including highly effective instructional design with: - clear objectives - introduction - direct instruction - differentiated instruction - modeling - practice - closure - check for understanding - re-teaching as needed F☐ S☐
	Limited or no use of data to inform instruction F☐ S☐	Uses data to inform instruction F☐ S☐	Uses a wide variety of data and assessment to inform instruction F☐ S☐

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Knowledge of Content	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Teacher makes content errors or does not correct AI student errors, does little to include contributions of diverse groups F☐ S☐	Displays solid content knowledge including contributions of diverse groups F☐ S☐	Displays extensive content knowledge, including contributions of diverse groups, and continuously seeks new information F☐ S☐
	Few, if any, connections are built within and among subject areas F☐ S☐	Instruction builds connections within and among subject areas F☐ S☐	Instruction is highly effective in building connections within and among subject areas F☐ S☐

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Clear and Accurate Communication	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	- Oral language is unclear - Written language has errors - Vocabulary is incorrect or vague, leading to confusion F☐ S☐	Oral and written language is clear and correct, appropriate to AI student's age, development and interests F☐ S☐	Oral and written language is correct and expressive, enriching the lesson F☐ S☐
	Directions are confusing F☐ S☐	Directions and procedures are clear to AI students, contain an appropriate level of detail and are modified as needed F☐ S☐	Directions and procedures are clear to AI students and anticipate any student misunderstanding F☐ S☐
	No accommodations are made for second language learners F☐ S☐	Accommodations are made for second language learners and students are encouraged to communicate in the target language when appropriate F☐ S☐	Interpreters or bilingual students are partners in the lesson F☐ S☐

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Questioning and Discussion Techniques	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Questions are often lower order-knowledge and comprehension, and require limited student response F☐ S☐	Teacher uses a range of questions from simple understanding to analysis and evaluation F☐ S☐	Questions lead to AI students creating their own conceptual frameworks F☐ S☐
	Discussions are teacher dominated with recitation-type responses F☐ S☐	Classroom interaction represents true discussion with teacher "stepping the side" when appropriate F☐ S☐	AI students take responsibility for parts of the discussion F☐ S☐
	Many students are not involved in the discussion at all F☐ S☐	Teacher engages all students in the discussion, modifying techniques as needed F☐ S☐	AI students themselves engage others in discussion F☐ S☐

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Engaging and Maintaining Students in Learning	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Limited or no link between new information and prior knowledge and experience F☐ S☐	Effectively links new information with AI student's knowledge and experience F☐ S☐	Strong link between new information and AI student knowledge and experience F☐ S☐
	Activities and assignments are often "busy work" F☐ S☐	AI students are involved in activities, assignments and materials which capitalize on AI student's interests, abilities and experiences F☐ S☐	Activities and assignments result in AI student initiation of new ways to understand the content F☐ S☐
	There is limited or no accommodation for diverse backgrounds and learning styles F☐ S☐	Student's diverse backgrounds, language, and learning styles are respectfully acknowledged and accommodated F☐ S☐	Teacher is culturally competent and self aware, leading to high levels of trust with all students F☐ S☐

Notes:

DOMAIN 2: ELEMENTS OF EFFECTIVE INSTRUCTION (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Feedback to Students	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Instructional feedback is late, inconsistent, not linked to standards/goals F☐ S☐	Instructional feedback is constructive, given in a timely manner and based on standards/goals F☐ S☐	Instructional feedback is based on clear standards modified to account for language and learning differences F☐ S☐
	AI student's records are disorganized and/or not used for guiding instruction F☐ S☐	AI student records show progress toward standards/goals and are shared regularly with AI students F☐ S☐	AI student records show progress toward standards/goals and are actively used by AI students to improve their own performance F☐ S☐

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES

SKILL AREA	PERFORMANCE LEVEL		
Attendance/Attire/ Student Records	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Absences or tardies negatively affect learning due to frequency, lack of preparation or both F☐ S☐	Teacher has good attendance with effective lesson plans available F☐ S☐	
	Attire may be inappropriate F☐ S☐	Appropriate attire F☐ S☐	
	AI student attendance records and files are inaccurate, incomplete F☐ S☐	AI student attendance records and files are accurate and complete F☐ S☐	

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Informing and Engaging Families	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Provides minimal information to AI parents F☐ S☐	Provides frequent information to AI parents about instructional program F☐ S☐	Provides frequent information to parents, including AI student input F☐ S☐
	Responds insensitively to AI parent concerns F☐ S☐	Communicates with AI parents regularly or as needed regarding individual AI students' progress F☐ S☐	Provides both positive and negative feedback to AI parents with great sensitivity F☐ S☐
	AI families are rarely engaged in the instructional program F☐ S☐	Efforts to engage AI families in the program are frequent F☐ S☐	AI students are taught to help engage their families in the instructional program F☐ S☐
	Teacher makes minimal efforts to identify AI community resources or refer AI students for help F☐ S☐	Identifies AI community resources that provide AI student and family support F☐ S☐	Initiates and processes AI student and family use of community resources F☐ S☐

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Commitment to Professional Growth	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Ignores or minimizes feedback from colleagues and supervisors F☐ S☐	Teacher is open to feedback from colleagues and supervisors F☐ S☐	Actively seeks feedback from colleagues and supervisors F☐ S☐
	Participates in professional development if required or at a minimal level F☐ S☐	Seeks out and participates in opportunities for professional development F☐ S☐	Regularly participates in professional development and shares information with others F☐ S☐
	Does not assess or improve lessons to meet objectives F☐ S☐	Assesses the effectiveness of lessons, including degree to which objective was achieved F☐ S☐	Assesses the effectiveness of lessons thoroughly, and plans new lessons accordingly F☐ S☐
	AI client feedback is only solicited if required, and results are ignored or minimized F☐ S☐	Parent and student feedback methods are used to make instructional decisions F☐ S☐	A variety of client feedback methods are sought and effectively used by teacher F☐ S☐

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DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Collaboration with Peers and Community Service Providers	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	Impedes the process of IEP team or school departmental meetings F☐ S☐	Works effectively as a member of a IE team or school department F☐ S☐	Takes leadership on IE teams or school committees F☐ S☐
	Rarely collaborates with specialists F☐ S☐	Effectively collaborates with specialists F☐ S☐	Seeks specific help from specialists F☐ S☐
	Tends to be isolated or avoids professional discussions F☐ S☐	Assists other educators when appropriate F☐ S☐	Contributes to the profession by mentoring, publishing, etc. F☐ S☐
	Little input given concerning IE team decision F☐ S☐	Provides input needed for IE team decisions in a timely fashion F☐ S☐	Helps elicit, organize, and give input to IE team decisions F☐ S☐

Notes:

DOMAIN 3: PROFESSIONAL RESPONSIBILITIES (Continued)

SKILL AREA	PERFORMANCE LEVEL		
Written Communication	**Below Standard**	**Meets Standard**	**Exceeds Standard**
	District and IE reports are poorly edited and/or disorganized F☐ S☐	District and IE reports are clear, organized, and accurate F☐ S☐	District and IE Indian Education reports are individualized, and integrated with other team member information F☐ S☐
	District and IE reports are not completed on time, or are rushed in at the last minute F☐ S☐	District and IE reports are completed in a timely manner F☐ S☐	District and IEP reports are completed ahead of deadline in special circumstances F☐ S☐
	District and IE reports tend to be uniform, do not reflect individual differences F☐ S☐	District and IE reports reflect sensitivity to diverse student populations F☐ S☐	District and IE reports utilize additional resources to interpret individual differences F☐ S☐

Notes:

Standards of Effective Performance for Indian Education Teachers

SUMMARY EVALUATION

Please rate the overall performance of _____

<div align="center">Indian Education Teacher</div>

School Year of Evaluation: _____

Evaluation Period (Check One):   Fall ☐   Spring ☐

☐   Exceeds Standard

☐   **Meets Standard**

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

Comments:

Signed: _____   Date: _____
<div align="center">Principal</div>

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

Signed: _____   Date: _____
<div align="center">Indian Education Teacher</div>

Send Original Copy to Human Resources for the Personnel File   Effective: August 2008