

McREL's

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# TEACHER

## EVALUATION SYSTEM

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USER'S GUIDE

**CREATED FOR: THOMPSON FALLS PUBLIC SCHOOLS**





This document has been customized based on the recommendations of the Thompson Falls Public Schools, Thompson Falls, MT.

## **ABOUT McREL**

Mid-continent Research for Education and Learning (McREL) is a nationally recognized, private, nonprofit organization dedicated to improving education for all students through applied research, product development, and service. Established in 1966, McREL now maintains a staff of 110 in its Denver, Colorado, office.

## **ACKNOWLEDGEMENTS**

Many people contributed their time and expertise to this instrument. The author expresses her gratitude to the North Carolina Department of Public Instruction for its support of the development efforts that led to the creation of this system.

Many McREL staff members graciously gave their time, support, and expertise in bringing this project to fruition. Their contributions are gratefully acknowledged.

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## INTRODUCTION

This evaluation instrument and accompanying process is based on elements of a 21<sup>st</sup> century education and a set of rigorous research-based standards. The instrument is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. The entire system is designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

These standards were formulated and adopted by the North Carolina Department of Public Instruction (NCDPI) and are aligned with national standards for teaching. The standards and associated text are used here with the permission of the NCDPI.

## PURPOSE OF THE EVALUATION

The intended purpose of McREL's Teacher Evaluation System is to assess the teacher's performance in relation to the Professional Teaching Standards and to guide the creation of a plan for professional growth. The principal/evaluator, with the active participation of the teacher, will conduct the evaluation process through the use of teacher self-assessment reflection, presentation of artifacts, and classroom demonstration(s).

McREL's Teacher Evaluation System will:

- Serve as a measurement of performance for individual teachers;
- Serve as a guide for teachers as they reflect upon and improve their effectiveness;
- Serve as the basis for instructional improvement;
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers;
- Guide professional development programs for teachers;
- Serve as a tool in developing coaching and mentoring programs for teachers;
- Enhance the implementation of the approved curriculum; and
- Inform higher education institutions as they develop the content and requirements for teacher training programs.

## EVALUATION SYSTEM

Both the teacher being evaluated and the principal or evaluator have specific responsibilities which must be fulfilled in order to complete the evaluation process.

### **Teacher Responsibilities:**

- Know and understand the Professional Teaching Standards.
- Understand McREL's Teacher Evaluation System.
- Prepare for and fully participate in each component of McREL's Teacher Evaluation System.



- Gather data, artifacts, and/or evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

#### **Principal/Evaluator Responsibilities:**

- Know and understand the Professional Teaching Standards.
- Participate in training to understand and implement McREL's Teacher Evaluation System.
- Supervise the process and ensure that all steps are conducted according to McREL's Teacher Evaluation System.
- Identify the teacher's strengths and areas for improvement and make recommendations for improving performance.
- Ensure the Teacher Summary Evaluation Rating Form contains accurate information and accurately reflects the teacher's performance.
- Develop and supervise implementation of professional development plans.

## **PROFESSIONAL TEACHING STANDARDS**

The Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Each standard includes the skills and knowledge needed for 21<sup>st</sup> century teaching and learning.

### **A NEW VISION OF TEACHING**

The different demands on 21<sup>st</sup> century education dictate new roles for teachers in their classrooms and schools. These new roles reflect a deeper understanding about the content knowledge, skills, competencies, and outcomes that define a successful student in the 21<sup>st</sup> century. Teachers must understand what comprises a 21<sup>st</sup> century education and how their practice must reflect the demands of that education in order to realize a new vision of teaching.

#### **21<sup>ST</sup> CENTURY EDUCATION**

A knowledge-based, global society demands different skills than in the past (Friedman, 2006; Lemke, Coughlin, Thadani, & Martin, 2003; Organisation for Economic Co-operation and Development [OECD], 2005; Partnership for 21st Century Skills, n.d.; Shaffer & Gee, 2005). However, no single definition fully describes these skills, and several sources have made the case for various skills and knowledge required in the 21<sup>st</sup> century. The standards described in the following pages incorporate some of these broad skills and knowledge into specific teacher practices.

In general, educators and others agree that the skills and knowledge that comprise a 21<sup>st</sup> century education must be embedded in curriculum, instruction, standards, and assessment (International Baccalaureate Organization, 2006; Lemke, Coughlin, Thadani, & Martin, 2003; Partnership for 21<sup>st</sup> Century Skills, n.d.), although the precise form of integration varies. Indeed, some point out that these skills and knowledge are inseparable from content and have always been part of high-quality instruction and learning (Rotherham & Willingham, 2009).

A key point to take from in the broad discussion of 21<sup>st</sup> century education is that *schools must be more intentional and deliberate about teaching and assessing the skills and knowledge considered integral to a 21<sup>st</sup> century education*: “To fully realize the educational opportunities 21<sup>st</sup> century skills can bring to students, education leaders must formally incorporate them into the mainstream of school curriculum, instruction, and assessment” (Lemke, Coughlin, Thadani, & Martin, 2003, p. 7).

This evaluation instrument and accompanying process is one way to intentionally and deliberately incorporate 21<sup>st</sup> century education into a school's practice. By describing the elements of a 21<sup>st</sup> century education in practice, providing the means to measure and assess practice, and putting in place a process to improve practice, schools are able to realize the opportunities presented by 21<sup>st</sup> century education integrated with research-based standards.

The sheer magnitude of human knowledge, globalization, and the accelerating rate of change due to technology necessitate a shift in our children's education from plateaus of knowing to continuous cycles of learning. Therefore, policymakers and educators alike must define 21<sup>st</sup> century skills, highlighting the relationship of those skills to conventional academic standards. (Lemke, Coughlin, Thadani, & Martin, 2003, p. 2)

The following defines what teachers need to know and do to teach students in the 21<sup>st</sup> century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of the school's work. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills, such as critical thinking, problem solving, and information and communications technology literacy.
- Teachers facilitate instruction, encouraging all students to use 21<sup>st</sup> century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- Twenty-first century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.<sup>1</sup>
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic, structured, and that demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

## STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

### TEACHERS LEAD IN THEIR CLASSROOMS.

Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21<sup>st</sup> century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and they create a culture that empowers students to collaborate and become lifelong learners.

<sup>1</sup>These elements of 21<sup>st</sup> century content are supported by Partnership for 21<sup>st</sup> Century Skills (2009).



### **TEACHERS DEMONSTRATE LEADERSHIP IN THE SCHOOL.**

Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

### **TEACHERS LEAD THE TEACHING PROFESSION.**

Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

### **TEACHERS ADVOCATE FOR SCHOOLS AND STUDENTS.**

Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.

### **TEACHERS DEMONSTRATE HIGH ETHICAL STANDARDS.**

Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others.

## **STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS**

### **TEACHERS PROVIDE AN ENVIRONMENT IN WHICH EACH CHILD HAS A POSITIVE, NURTURING RELATIONSHIP WITH CARING ADULTS.**

Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.

### **TEACHERS EMBRACE DIVERSITY IN THE SCHOOL COMMUNITY AND IN THE WORLD.**

Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

### **TEACHERS TREAT STUDENTS AS INDIVIDUALS.**

Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

### **TEACHERS ADAPT THEIR TEACHING FOR THE BENEFIT OF STUDENTS WITH SPECIAL NEEDS.**

Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their

needs are met.

### **TEACHERS WORK COLLABORATIVELY WITH THE FAMILIES AND SIGNIFICANT ADULTS IN THE LIVES OF THEIR STUDENTS.**

Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

## STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

### **TEACHERS ALIGN THEIR INSTRUCTION WITH THE STATE STANDARDS AND THEIR DISTRICT'S CURRICULUM.**

In order to enhance the state standards, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

### **TEACHERS KNOW THE CONTENT APPROPRIATE TO THEIR TEACHING SPECIALTY.**

Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.

### **TEACHERS RECOGNIZE THE INTERCONNECTEDNESS OF CONTENT AREAS/DISCIPLINES.**

Teachers know the links and vertical alignment of the grade or subject they teach and the state standards. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to the subjects they teach.

### **TEACHERS MAKE INSTRUCTION RELEVANT TO STUDENTS.<sup>2</sup>**

Teachers incorporate 21<sup>st</sup> century life skills deliberately, strategically, and broadly into their teaching. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the state standards and 21<sup>st</sup> century content which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness.

## STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

### **TEACHERS KNOW THE WAYS IN WHICH LEARNING TAKES PLACE, AND THEY KNOW THE APPROPRIATE LEVELS OF INTELLECTUAL, PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF THEIR STUDENTS.**

Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction

<sup>2</sup>This list of 21<sup>st</sup> century life skills is supported by Englert, Apthorp, & Seebaum, 2009; Kendall, Ryan, Weeks, Alpert, Schwols, & Moore, 2008; Lefkowitz, Woempner, Kendall, & Frost, 2009; Lemke, Coughlin, Thadani, & Martin, 2003; North Carolina Professional Teaching Standards Commission, 2008; Partnership for 21st Century Learning, 2009.



accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

#### **TEACHERS PLAN INSTRUCTION APPROPRIATE FOR THEIR STUDENTS.**

Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be constantly monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural diversity and to individual learning needs.

#### **TEACHERS USE A VARIETY OF INSTRUCTIONAL METHODS.**

Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

#### **TEACHERS INTEGRATE AND UTILIZE TECHNOLOGY IN THEIR INSTRUCTION.<sup>3</sup>**

Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

#### **TEACHERS HELP STUDENTS DEVELOP CRITICAL THINKING AND PROBLEM-SOLVING SKILLS.**

Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

#### **TEACHERS HELP STUDENTS WORK IN TEAMS AND DEVELOP LEADERSHIP QUALITIES.**

Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

#### **TEACHERS COMMUNICATE EFFECTIVELY.**

Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways, even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

#### **TEACHERS USE A VARIETY OF METHODS TO ASSESS WHAT EACH STUDENT HAS LEARNED.<sup>4</sup>**

Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21<sup>st</sup> century assessment systems to inform instruction and demonstrate evidence of students' 21<sup>st</sup> century knowledge, skills, performance, and dispositions.

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<sup>3</sup>This standard is supported by Englert, Apthorp, & Seebaum, 2009; Lemke, Coughlin, Thadani, & Martin, 2003; OECD, 2005; Partnership for 21<sup>st</sup> Century Learning, 2009.

<sup>4</sup>This standard is supported by Clark, Englert, Frazee, Shebby & Randel, 2009; OECD, 2005; Partnership for 21<sup>st</sup> Century Learning, 2009.

## STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

### TEACHERS ANALYZE STUDENT LEARNING.

Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

### TEACHERS LINK PROFESSIONAL GROWTH TO THEIR PROFESSIONAL GOALS.

Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21<sup>st</sup> century skills and knowledge; aligns with the state board of education priorities; and meets the needs of students and their own professional growth.

### TEACHERS FUNCTION EFFECTIVELY IN A COMPLEX, DYNAMIC ENVIRONMENT.

Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.

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The procedures described in this section were modified under the recommendation of Thompson Falls Public Schools. It has been modified to comply with the district's recommendations and policies.

## McREL'S TEACHER EVALUATION SYSTEM

McREL's Teacher Evaluation System is designed to (1) assess a teacher's performance as it relates to the Professional Teaching Standards, and (2) serve as the basis for developing a professional growth plan. The principal/evaluator conducts the evaluation process, in which the teacher actively participates, through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s). The following eight components comprise the system.

### COMPONENTS

McREL's Teacher Evaluation System contains the following components:

#### COMPONENT 1: TRAINING

Before participating in the evaluation process, all teachers, principals, and peer evaluators must complete training on the evaluation process.

#### COMPONENT 2: ORIENTATION

Within two weeks of a teacher's first day of work in any school year, the principal should provide the teacher with a copy of or directions for obtaining access to:

- The Teacher Evaluation Rubric (the Rubric).
- A schedule for completing all the components of the evaluation process.

#### COMPONENT 3: TEACHER SELF-ASSESSMENT

Using the Teacher Evaluation Rubric, the teacher shall rate his or her own performance. The principal and teacher will have agreed upon timelines for the self-assessment prior to October 1st of each school year.

#### COMPONENT 4: PRE-OBSERVATION CONFERENCE

Before the first formal observation, the principal should meet with the teacher to discuss the teacher's self-assessment based on the Teacher Evaluation Rubric, the teacher's most recent professional development plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

#### COMPONENT 5: OBSERVATIONS

A formal observation should last at least 45 minutes or an entire class period or, as determined by state and local policy.

##### A. Non-tenured Teachers

1. The principal should conduct at least three formal observations of all non-tenured teachers.
2. A peer may conduct one formal observation of a probationary teacher.

##### B. Tenured Teachers

1. Tenured teachers should be evaluated at least every third year using the Summary Evaluation process.
2. During the year in which a tenured teacher participates in a summary evaluation, the principal should conduct at least three observations, including at least one formal observation.

During observations, the principal and peer (in the case of a beginning/non-tenured teacher) should note the teacher's performance in relationship to the applicable standards on the Teacher Evaluation Rubric.

See reference to Board of Education and District policy in Appendix C



#### COMPONENT 6: POST-OBSERVATION CONFERENCE

The principal should conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and teacher discuss and document on the Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.

#### COMPONENT 7: SUMMARY EVALUATION CONFERENCE AND SCORING THE TEACHER SUMMARY RATING FORM

Prior to the April school board meeting, the principal should conduct a summary evaluation conference with the teacher. During the summary evaluation conference, the principal and teacher shall discuss the teacher's self-assessment, the teacher's most recent Professional Development Plan, the components of McREL's Teacher Evaluation System completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance on the Teacher Evaluation Rubric.

At the conclusion of the summary evaluation process, the principal will:

- A. Give a rating for each element in the Teacher Evaluation Rubric;
- B. Make a written comment on any element marked *Not Demonstrated* in the Not Demonstrated column;
- C. Make a written comment in Comments field for elements marked Distinguished. It is recommended, but not required, to show evidence to support a Distinguished rating;
- D. Give an overall rating of each standard in the Teacher Evaluation Rubric;
- E. Provide the teacher with the opportunity to add comments to the Teacher Summary Rating Form;
- F. Review the completed Teacher Summary Rating Form with the teacher; and
- G. Secure the teacher's signature on the Record of Teacher Evaluation Activities and Teacher Summary Rating Form.

#### COMPONENT 8: PROFESSIONAL DEVELOPMENT PLANS

##### A. Individual Professional Development Plans

Teachers who are rated at least *Proficient* on all the standards on the Teacher Summary Rating Form will develop an Individual Professional Development Plan designed to improve performance on specifically identified standards and elements.

##### B. Monitored Professional Development Plans

A teacher shall be placed on a Monitored Professional Development Plan whenever he or she:

1. Is rated *Developing* on one or more standards on the Teacher Summary Rating Form; and
2. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Professional Development Plan will, at a minimum, identify the standards and elements to be improved, the goals to be accomplished, the activities the teacher should undertake to achieve *Proficiency*, and a timeline which allows the teacher one school year to achieve *Proficiency*.

##### C. Directed Professional Development Plans

A teacher shall be placed on a Directed Professional Development Plan whenever he or she:

1. Is rated
  - a. *Not Demonstrated* on any standard on the Teacher Summary Rating Form; or
  - b. *Developing* on one or more standards on the Teacher Summary Rating Form for two sequential years; and
2. Is not recommended for dismissal, demotion, or non-renewal.

The Directed Professional Development Plan will, at a minimum, identify the standards and elements to be improved, the goals to be accomplished, the activities the teacher needs to complete to achieve *Proficiency*, and a timeline for achieving *Proficiency* within one school year or less.

REFER TO APPENDIX C FOR NOTICE OF REPLY TO REPORTS AND CLOSED PERSONNEL FILES PURSUANT TO TEACHER RIGHTS

# TEACHER EVALUATION RUBRIC

The following rubric was developed to align with and exemplify the Professional Teaching Standards and should be used in conjunction with the Professional Teaching Standards. The Rubric will be used to record evaluator ratings and teachers' self-assessments, and to document end-of-year ratings based on all evaluation activities (see Figure 2). A form for summarizing the teacher's ratings also accompanies the Rubric. Together, these materials form the core of McREL's Teacher Evaluation System.

Teacher performance will be noted as follows:

**Developing:** Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

**Proficient:** Teacher demonstrated basic competence on standard(s) of performance.

**Accomplished:** Teacher exceeded basic competence on standard(s) of performance most of the time.

**Distinguished:** Teacher consistently and significantly exceeded basic competence on standard(s) of performance.

**Not Demonstrated:** Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the *Not Demonstrated* rating is used, the principal/evaluator must comment about why it was used.)

These levels are cumulative across the rows of the Rubric. The *Developing* teacher may exemplify the skills expected of a teacher who is new to the profession or an experienced teacher who is working in a new content area or grade level, or who needs a new skill in order to meet the standard. A *Proficient* teacher must exhibit the skills and knowledge described under the *Developing* header as well as those under *Proficient*. Likewise, a *Distinguished* teacher exhibits all of the skills and knowledge described for that element across the row. The *Not Demonstrated* rating should be used when the teacher is performing below expectations and is not making adequate growth toward becoming *Proficient* on the element. This rating is also used when the principal is not able to check any of the practices for the element being rated. If a teacher is rated as *Not Demonstrated*, then a comment must be made as to why.

## HOW THE RUBRIC IS CONSTRUCTED

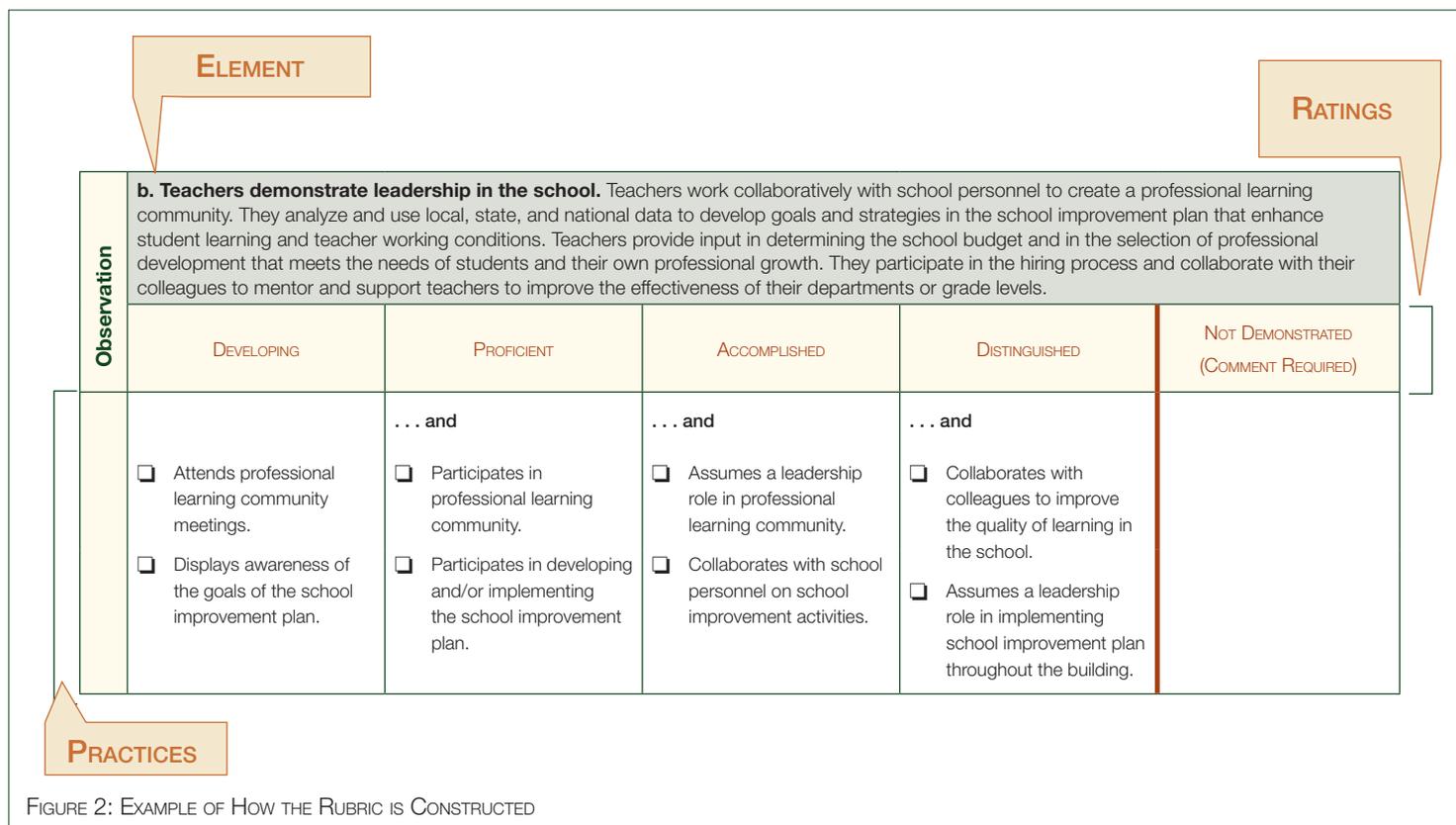


FIGURE 2: EXAMPLE OF HOW THE RUBRIC IS CONSTRUCTED



## INSTRUCTIONS FOR COMPLETING THE RUBRIC

To complete this form, begin in the first column (*Developing*). If the practice listed in the *Developing* column describes the teacher’s performance throughout the year, mark the box beside the descriptor. Continue to work down the column of *Developing* practices. The principal/evaluator should continue to the *Proficient* category and work down that column, marking all of the practices that describe the teacher’s work throughout the year. The principal/evaluator should continue to mark all practices that describe the teacher’s performance under the *Accomplished* and *Distinguished* categories. Each element should be rated in a similar fashion.

Figure 3 provides an example of what a completed element might look like. If practices are checked in the *Distinguished* category, the evaluator should provide an explanatory comment in the space provided at the end of each standard. If nothing is checked for the element, the teacher must be rated *Not Demonstrated* and the evaluator must provide a comment.

Observation	b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
	<input checked="" type="checkbox"/> Attends professional learning community meetings.  <input checked="" type="checkbox"/> Displays awareness of the goals of the school improvement plan.	. . . and <input checked="" type="checkbox"/> Participates in professional learning community.  <input checked="" type="checkbox"/> Participates in developing and/or implementing the school improvement plan.	. . . and <input type="checkbox"/> Assumes a leadership role in professional learning community.  <input checked="" type="checkbox"/> Collaborates with school personnel on school improvement activities.	. . . and <input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school.  <input checked="" type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building.	

**IF THE EVALUATOR DOES NOT MARK ANY OF THE PRACTICES UNDER DEVELOPING, PROFICIENT, ACCOMPLISHED, OR DISTINGUISHED, THEN THE TEACHER HAS NOT DEMONSTRATED PROFICIENCY ON THAT RESPONSIBILITY. IN SUCH CASES, THE TEACHER IS RATED NOT DEMONSTRATED, AND A COMMENT IN THE NOT DEMONSTRATED COLUMN IS REQUIRED.**

FIGURE 3: EXAMPLE OF HOW TO COMPLETE THE RUBRIC

## TEACHER EVALUATION RUBRIC

This form should be used for the teacher self-assessment, classroom observation, and the summary evaluation conference.

*Note: A "✓" in the first column (Observation) means that the evaluator should be able to observe the items in that row during routine classroom observations.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ District: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

### STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Observation	<p><b>a. Teachers lead in their classrooms.</b> Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21<sup>st</sup> century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment and create a culture that empowers students to collaborate and become lifelong learners.</p>				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
✓	<ul style="list-style-type: none"> <li><input type="checkbox"/> Understands how they contribute to students graduating from high school.</li> <li><input type="checkbox"/> Uses data to understand the skills and abilities of students.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school.</li> <li><input type="checkbox"/> Provides evidence of data-driven instruction throughout all classroom activities.</li> <li><input type="checkbox"/> Establishes a safe and orderly classroom.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21<sup>st</sup> century.</li> <li><input type="checkbox"/> Evaluates student progress using a variety of assessment data.</li> <li><input type="checkbox"/> Creates a classroom culture that empowers students to collaborate.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Encourages students to take responsibility for their own learning.</li> <li><input type="checkbox"/> Uses classroom assessment data to inform program planning.</li> <li><input type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment.</li> </ul>	
	<p><b>b. Teachers demonstrate leadership in the school.</b> Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.</p>				
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Attends professional learning community meetings.</li> <li><input type="checkbox"/> Displays awareness of the goals of the school improvement plan.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in professional learning community.</li> <li><input type="checkbox"/> Participates in developing and/or implementing the school improvement plan.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assumes a leadership role in professional learning community.</li> <li><input type="checkbox"/> Collaborates with school personnel on school improvement activities.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school.</li> <li><input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building.</li> </ul>	



Observation	c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
	<input type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.	<b>... and</b> Contributes to the <ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement of the profession through professional growth.</li> <li><input type="checkbox"/> Establishment of positive working relationships.</li> <li><input type="checkbox"/> School's decision-making processes as required.</li> </ul>	<b>... and</b> <input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.	<b>... and</b> <input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.	
d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.					
	<input type="checkbox"/> Knows about the policies and practices affecting student learning.	<b>... and</b> <input type="checkbox"/> Supports positive change in policies and practices affecting student learning.	<b>... and</b> <input type="checkbox"/> Participates in developing policies and practices to improve student learning.	<b>... and</b> <input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.	
e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others.					
	<input type="checkbox"/> Understands the importance of ethical behavior.	<b>... and</b> <input type="checkbox"/> Demonstrates ethical behavior.	<b>... and</b> <input type="checkbox"/> Knows and upholds ethical principles.	<b>... and</b> <input type="checkbox"/> Models ethical behavior and encourages others to do the same.	

Comments

**EXAMPLES OF ARTIFACTS FOR STANDARD I:**

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> Lesson plans                | <input type="checkbox"/> Class rules and procedures                       | <input type="checkbox"/> Discipline records                 |
| <input type="checkbox"/> Journals                    | <input type="checkbox"/> Participation in Professional Learning Community | <input type="checkbox"/> School Improvement Team membership |
| <input type="checkbox"/> Student handbooks           | <input type="checkbox"/> Membership in professional organizations         | <input type="checkbox"/> _____                              |
| <input type="checkbox"/> Student work                | <input type="checkbox"/> Formal and informal mentoring                    | <input type="checkbox"/> _____                              |
| <input type="checkbox"/> School improvement planning | <input type="checkbox"/> Surveys  | <input type="checkbox"/> _____                              |
| <input type="checkbox"/> Service on committees       | <input type="checkbox"/> National Board Certification                     | <input type="checkbox"/> _____                              |
| <input type="checkbox"/> Relevant data               |   | <input type="checkbox"/> _____                              |

**STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS**

Observation	a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
✓	<input type="checkbox"/> Appreciates and understands the need to establish nurturing relationships.	... and <input type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	... and <input type="checkbox"/> Maintains a positive and nurturing learning environment.	... and <input type="checkbox"/> Encourages and advises others to provide a nurturing and positive learning environment for all students.	
	<b>b. Teachers embrace diversity in the school community and in the world.</b> Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
✓	<input type="checkbox"/> Acknowledges that diverse cultures impact the world.	... and <input type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.	... and <input type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.	... and <input type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.	
✓	<input type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom.	<input type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.	<input type="checkbox"/> Consistently incorporates different points of view in instruction.	<input type="checkbox"/> Capitalizes on diversity as an asset in the classroom.	
	<b>c. Teachers treat students as individuals.</b> Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.				
✓	<input type="checkbox"/> Holds high expectations of students.	... and <input type="checkbox"/> Communicates high expectations for all students.	... and <input type="checkbox"/> Encourages and values contributions of students, regardless of background or ability.	... and <input type="checkbox"/> Helps students hold high expectations for themselves and their peers.	



Observation	d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input checked="" type="checkbox"/> Recognizes that students have a variety of learning needs.  <input checked="" type="checkbox"/> Is knowledgeable of effective practices for students with special needs.	... and <input type="checkbox"/> Collaborates with specialists who can support the special learning needs of students.  <input type="checkbox"/> Provides unique learning opportunities, such as inclusion and research-based effective practices, for students with special needs.	... and <input type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.  <input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met.	... and <input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.  <input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.		
e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.					
<input type="checkbox"/> Responds to family and community concerns.	... and <input type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.	... and <input type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	... and <input type="checkbox"/> Promotes trust and understanding throughout the school community.		

Comments

**EXAMPLES OF ARTIFACTS FOR STANDARD II:**

- Cooperation with ESL teachers
- Lesson plans that integrate international content
- Lesson plans that support modifications included in student IEPs
- Documentation of referral data and use of IEPs
- Communications with parents/community
- Professional development on cultural attitudes and awareness
- Use of technology to incorporate cultural awareness into lessons
- Student profiles
- Student surveys
- Use of 7 essential understandings of MT Indians
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH**

Observation	<p><b>a. Teachers align their instruction with the state standards.</b> In order to enhance the state standards, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.</p>				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<p>✓ <input type="checkbox"/> Demonstrates an awareness of the state standards and references them in the preparation of lesson plans.</p> <p>✓ <input type="checkbox"/> <i>Elementary:</i> Begins to integrate literacy instruction in selected lessons.</p> <p>✓ <input type="checkbox"/> <i>Secondary:</i> Recognizes the importance of integrating literacy strategies within the content areas.</p>	<p>... and</p> <p><input type="checkbox"/> Understands the state standards, uses them in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.</p> <p><input type="checkbox"/> <i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum.</p> <p><input type="checkbox"/> <i>Secondary:</i> Incorporates a wide variety of literacy skills within content areas to enhance learning.</p>	<p>... and</p> <p><input type="checkbox"/> Develops and applies strategies based on the state standards and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.</p> <p><input type="checkbox"/> <i>Elementary:</i> Evaluates and reflects upon the effectiveness of instruction.</p> <p><input type="checkbox"/> <i>Secondary:</i> Evaluates and reflects upon the effectiveness of instruction within content areas.</p>	<p>... and</p> <p><input type="checkbox"/> Assists colleagues in applying such strategies in their classrooms.</p> <p><input type="checkbox"/> <i>Elementary:</i> Makes necessary changes to instructional practice to improve student learning.</p> <p><input type="checkbox"/> <i>Secondary:</i> Makes necessary changes to instructional practice to improve student learning.</p>		
<p><b>b. Teachers know the content appropriate to their teaching specialty.</b> Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.</p>					
<p>✓ <input type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</p>	<p>... and</p> <p><input type="checkbox"/> Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	<p>... and</p> <p><input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.</p>		



Observation	c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input checked="" type="checkbox"/> <input type="checkbox"/> Understands the links between grade/subject and the state standards.  <input checked="" type="checkbox"/> <input type="checkbox"/> Displays global awareness.	. . . and  <input type="checkbox"/> Demonstrates knowledge of links between grade/subject and the state standards.  <input type="checkbox"/> Promotes global awareness and its relevance to the subjects.	. . . and  <input type="checkbox"/> Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the state standards. Relates content to other disciplines.  <input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices.	. . . and  <input type="checkbox"/> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.  <input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.		
d. Teachers make instruction relevant to students. Teachers incorporate 21 <sup>st</sup> century life skills deliberately, strategically, and broadly into their teaching. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the state standards and 21 <sup>st</sup> century content, which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness.					
<input checked="" type="checkbox"/> <input type="checkbox"/> Identifies relationships between the state standards and life in the 21 <sup>st</sup> century.	. . . and  <input type="checkbox"/> Identifies relationships between the core content and 21 <sup>st</sup> century content.	. . . and  <input type="checkbox"/> Integrates core content and 21 <sup>st</sup> century content throughout lesson plans and classroom instructional practices.	. . . and  <input type="checkbox"/> Deepens students' understandings of 21 <sup>st</sup> century skills and helps them make their own connections and develop new skills.		

Comments

**EXAMPLES OF ARTIFACTS FOR STANDARD III:**

- Display of creative student work
- Lesson plans
- Content standards
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

Observation	a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<p>✓ <input type="checkbox"/> Understands developmental levels of students and recognizes the need to differentiate instruction.</p> <p>✓ <input type="checkbox"/></p>	<p>... and</p> <p><input type="checkbox"/> Understands developmental levels of students and appropriately differentiates instruction.</p> <p><input type="checkbox"/> Assesses resources needed to address strengths and weaknesses of students.</p>	<p>... and</p> <p><input type="checkbox"/> Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.</p> <p><input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.</p>	<p>... and</p> <p><input type="checkbox"/> Encourages and guides colleagues to adapt instruction to align with students' developmental levels.</p> <p><input type="checkbox"/> Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.</p>		
	b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.				
<p>✓ <input type="checkbox"/> Recognizes data sources important to planning instruction.</p>	<p>... and</p> <p><input type="checkbox"/> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.</p>	<p>... and</p> <p><input type="checkbox"/> Monitors student performance and responds to individual learning needs in order to engage students in learning.</p>	<p>... and</p> <p><input type="checkbox"/> Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.</p>		
	c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.				
<p>✓ <input type="checkbox"/> Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.</p>	<p>... and</p> <p><input type="checkbox"/> Ensures the success of all students through the selection and utilization of appropriate methods and materials.</p>	<p>... and</p> <p><input type="checkbox"/> Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.</p>		



Observation	<b>d. Teachers integrate and utilize technology in their instruction.</b> Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
✓	<input type="checkbox"/> Assesses effective types of technology to use for instruction.	... and <input type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction.	... and <input type="checkbox"/> Integrates technology with instruction to maximize student learning.	... and <input type="checkbox"/> Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
<b>e. Teachers help students develop critical thinking and problem-solving skills.</b> Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.					
✓	<input type="checkbox"/> Understands the importance of developing students' critical thinking and problem-solving skills.	... and <input type="checkbox"/> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.	... and Teaches students the processes needed to <ul style="list-style-type: none"> <li><input type="checkbox"/> Think creatively and critically.</li> <li><input type="checkbox"/> Develop and test innovative ideas.</li> <li><input type="checkbox"/> Synthesize knowledge.</li> <li><input type="checkbox"/> Draw conclusions.</li> <li><input type="checkbox"/> Exercise and communicate sound reasoning.</li> <li><input type="checkbox"/> Understand connections.</li> <li><input type="checkbox"/> Make complex choices.</li> <li><input type="checkbox"/> Frame, analyze, and solve problems.</li> </ul>	... and <input type="checkbox"/> Encourages and assists teachers throughout the school to integrate critical thinking and problem-solving skills into their instructional practices.	
<b>f. Teachers help students work in teams and develop leadership qualities.</b> Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.					
✓	<input type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	... and <input type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	... and <input type="checkbox"/> Encourages students to create and manage learning teams.	... and <input type="checkbox"/> Fosters the development of student leadership and teamwork skills to be used beyond the classroom.	

Observation	g. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<p>✓ <input type="checkbox"/> Demonstrates the ability to effectively communicate with students.</p> <p>✓ <input type="checkbox"/> Provides opportunities for students to articulate thoughts and ideas.</p>	<p>... and</p> <p><input type="checkbox"/> Uses a variety of methods for communication with all students.</p> <p><input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</p>	<p>... and</p> <p><input type="checkbox"/> Creates a variety of methods to communicate with all students.</p> <p><input type="checkbox"/> Establishes classroom practices that encourage all students to develop effective communication skills.</p>	<p>... and</p> <p><input type="checkbox"/> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</p> <p><input type="checkbox"/> Establishes schoolwide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.</p>		
h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21 <sup>st</sup> century assessment systems to inform instruction and demonstrate evidence of students' 21 <sup>st</sup> century knowledge, skills, performance, and dispositions.					
<p>✓ <input type="checkbox"/> Uses indicators to monitor and evaluate student progress.</p> <p>✓ <input type="checkbox"/> Assesses students in the attainment of 21<sup>st</sup> century knowledge, skills, and dispositions.</p>	<p>... and</p> <p><input type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.</p> <p><input type="checkbox"/> Provides evidence that students attain 21<sup>st</sup> century knowledge, skills, and dispositions.</p>	<p>... and</p> <p><input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning.</p> <p><input type="checkbox"/> Provides opportunities for students to assess themselves and others.</p>	<p>... and</p> <p><input type="checkbox"/> Teaches and encourages students to use peer and self-assessment feedback to assess their own learning.</p> <p><input type="checkbox"/> Encourages and guides colleagues to assess 21<sup>st</sup> century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.</p>		

Comments

**EXAMPLES OF ARTIFACTS FOR STANDARD IV:**

- Lesson plans
- Display of technology used
- Professional development
- Use of student learning teams
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving
- Collaborative lesson planning
- Implementing the learning cube into effective instructional strategies.
- Utilizing Love & Logic in and out of the classroom
- Utilizing PLC concepts
- \_\_\_\_\_



**STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE**

Observation	<b>a. Teachers analyze student learning.</b> Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
	<input type="checkbox"/> Recognizes the need to improve student learning in the classroom.	... and <input type="checkbox"/> Provides ideas about what can be done to improve student learning in their classroom.	... and <input type="checkbox"/> Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	... and <input type="checkbox"/> Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	
	<b>b. Teachers link professional growth to their professional goals.</b> Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21 <sup>st</sup> century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.				
	<input type="checkbox"/> Understands the importance of professional development.	... and <input type="checkbox"/> Participates in professional development aligned with professional goals.	... and <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs.	... and <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development consistent with its intent.	
	<b>c. Teachers function effectively in a complex, dynamic environment.</b> Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.				
	<input type="checkbox"/> Is knowledgeable of current research-based approaches to teaching and learning.	... and <input type="checkbox"/> Considers and uses a variety of research-based approaches to improve teaching and learning.	... and <input type="checkbox"/> Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.	... and <input type="checkbox"/> Adapts professional practice based on data and evaluates impact on student learning.	

Comments

**EXAMPLES OF ARTIFACTS FOR STANDARD V:**

- |   |   |                                |
|---|---|--------------------------------|
| <input type="checkbox"/> Lesson plans                           | <input type="checkbox"/> Participation in Professional Learning Community | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Formative assessments                  | <input type="checkbox"/> Formative and summative student assessment data  | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student work                           | <input type="checkbox"/> _____  | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Professional Development Plan          | <input type="checkbox"/> _____  | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Completion of professional development | <input type="checkbox"/> _____  | <input type="checkbox"/> _____ |



## TEACHER EVALUATION RUBRIC SIGNATURE PAGE

---

Teacher Signature

---

Date

---

Principal/Evaluator Signature

---

Date

Comments Attached:  Yes  No

---

Principal/Evaluator Signature  
(Signature indicates question above regarding comments has been addressed).

---

Date

*Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the State Board of Education Policy for the Teacher Evaluation Process.*







## STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

ELEMENTS	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. TEACHERS KNOW THE WAYS IN WHICH LEARNING TAKES PLACE, AND THEY KNOW THE APPROPRIATE LEVELS OF INTELLECTUAL, PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF THEIR STUDENTS.					
B. TEACHERS PLAN INSTRUCTION APPROPRIATE FOR THEIR STUDENTS.					
C. TEACHERS USE A VARIETY OF INSTRUCTIONAL METHODS.					
D. TEACHERS INTEGRATE AND UTILIZE TECHNOLOGY IN THEIR INSTRUCTION.					
E. TEACHERS HELP STUDENTS DEVELOP CRITICAL THINKING AND PROBLEM-SOLVING SKILLS.					
F. TEACHERS HELP STUDENTS WORK IN TEAMS AND DEVELOP LEADERSHIP QUALITIES.					
G. TEACHERS COMMUNICATE EFFECTIVELY.					
H. TEACHERS USE A VARIETY OF METHODS TO ASSESS WHAT EACH STUDENT HAS LEARNED.					
<b>OVERALL RATING FOR STANDARD IV</b>					

<p><b>COMMENTS:</b></p>          <p><b>RECOMMENDED ACTIONS FOR IMPROVEMENT:</b></p>          <p><b>RESOURCES NEEDED TO COMPLETE THESE ACTIONS:</b></p>	<p><b>EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans</li> <li><input type="checkbox"/> Display of technology used</li> <li><input type="checkbox"/> Professional development</li> <li><input type="checkbox"/> Use of student learning teams</li> <li><input type="checkbox"/> Documentation of differentiated instruction</li> <li><input type="checkbox"/> Materials used to promote critical thinking and problem solving</li> <li><input type="checkbox"/> Collaborative lesson planning</li> <li><input type="checkbox"/> Implementing the learning cube into effective instructional strategies.</li> <li><input type="checkbox"/> Utilizing Love &amp; Logic in and out of the classroom</li> <li><input type="checkbox"/> Utilizing PLC concepts</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>
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## STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

ELEMENTS	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. TEACHERS ANALYZE STUDENT LEARNING.					
B. TEACHERS LINK PROFESSIONAL GROWTH TO THEIR PROFESSIONAL GOALS.					
C. TEACHERS FUNCTION EFFECTIVELY IN A COMPLEX, DYNAMIC ENVIRONMENT.					
<b>OVERALL RATING FOR STANDARD V</b>					

<p><b>COMMENTS:</b></p>  <p><b>RECOMMENDED ACTIONS FOR IMPROVEMENT:</b></p>  <p><b>RESOURCES NEEDED TO COMPLETE THESE ACTIONS:</b></p>	<p><b>EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lesson plans</li> <li><input type="checkbox"/> Formative assessments</li> <li><input type="checkbox"/> Student work</li> <li><input type="checkbox"/> Professional Development Plan</li> <li><input type="checkbox"/> Completion of professional development</li> <li><input type="checkbox"/> Participation in Professional Learning Community</li> <li><input type="checkbox"/> Formative and summative student assessment data</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>
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*The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing*

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

*The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to State Board of Education Policy for the Teacher Evaluation Process.*

\_\_\_\_\_  
Principal/Evaluator Signature

\_\_\_\_\_  
Date

Teacher Comments:

# TEACHER SUMMARY EVALUATION RATING SHEET

SUMMARY RATING SHEET		DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
<b>STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP</b>						
A.	LEADS IN THE CLASSROOM.					
B.	LEADS IN THE SCHOOL.					
C.	LEADS THE TEACHING PROFESSION.					
D.	ADVOCATES FOR THE SCHOOL AND STUDENTS.					
E.	DEMONSTRATES HIGH ETHICAL STANDARDS.					
OVERALL RATING FOR STANDARD I						
<b>STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION</b>						
A.	PROVIDES AN ENVIRONMENT THAT IS INVITING, RESPECTFUL, SUPPORTIVE, INCLUSIVE AND FLEXIBLE.					
B.	EMBRACES DIVERSITY IN THE SCHOOL COMMUNITY AND IN THE WORLD.					
C.	TREATS STUDENTS AS INDIVIDUALS.					
D.	ADAPTS TEACHING FOR THE BENEFIT OF STUDENTS WITH SPECIAL NEEDS.					
E.	WORKS COLLABORATIVELY WITH FAMILIES AND SIGNIFICANT ADULTS IN THE LIVES OF THEIR STUDENTS.					
OVERALL RATING FOR STANDARD II						
<b>STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH</b>						
A.	ALIGNS INSTRUCTION WITH THE STATE STANDARDS AND DISTRICT APPROVED CURRICULUM.					
B.	KNOWS THE CONTENT APPROPRIATE TO THE TEACHING SPECIALTY.					
C.	RECOGNIZES THE INTERCONNECTEDNESS OF CONTENT AREAS/DISCIPLINES.					
D.	MAKES INSTRUCTION RELEVANT TO STUDENTS.					
OVERALL RATING FOR STANDARD III						
<b>STANDARD IV: TEACHERS FACILITATE LEARNING FOR THE STUDENTS</b>						
A.	KNOWS THE WAYS IN WHICH LEARNING TAKES PLACE, AND THE APPROPRIATE LEVELS OF INTELLECTUAL, PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF STUDENTS.					
B.	PLANS INSTRUCTION APPROPRIATE FOR STUDENTS.					
C.	USES A VARIETY OF INSTRUCTIONAL METHODS.					
D.	INTEGRATES AND UTILIZES TECHNOLOGY IN INSTRUCTION.					
E.	HELPS STUDENTS DEVELOP CRITICAL THINKING AND PROBLEM-SOLVING SKILLS.					
F.	HELPS STUDENTS WORK IN TEAMS AND DEVELOP LEADERSHIP QUALITIES.					
G.	COMMUNICATES EFFECTIVELY.					
H.	USES A VARIETY OF METHODS TO ASSESS WHAT EACH STUDENT HAS LEARNED.					
OVERALL RATING FOR STANDARD IV						
<b>STANDARD V: TEACHERS REFLECT ON THEIR OWN PRACTICE</b>						
A.	ANALYZES STUDENT LEARNING.					
B.	LINKS PROFESSIONAL GROWTH TO PROFESSIONAL GOALS.					
C.	FUNCTIONS EFFECTIVELY IN A COMPLEX, DYNAMIC ENVIRONMENT.					
OVERALL RATING FOR STANDARD V						

**Comments:**

**Resources needed to complete these actions:**

**Recommended actions for improvement:**

**Evidence or documentation to support rating:**



# PROFESSIONAL DEVELOPMENT PLAN

School Year: \_\_\_\_\_ Year: 1  2  3  4  Career Status

Lateral Entry: 1  2  3

Name: \_\_\_\_\_ Position/Subject Area: \_\_\_\_\_

School: \_\_\_\_\_

Mentor: \_\_\_\_\_ Position/Subject Area: \_\_\_\_\_

(Required in the first three years for all beginning teachers)

District: \_\_\_\_\_

## A. Professional Teaching Standards

PROFESSIONAL TEACHING STANDARDS 1. TEACHERS DEMONSTRATE LEADERSHIP 2. TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS 3. TEACHERS KNOW THE CONTENT THEY TEACH 4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS 5. TEACHERS REFLECT ON THEIR PRACTICE	STANDARD(S) TO BE ADDRESSED:  ELEMENT(S) TO BE ADDRESSED:
--	---

## B. Teacher's Strategies

GOALS FOR ELEMENTS	ACTIVITIES/ACTIONS	EXPECTED OUTCOMES AND EVIDENCE OF COMPLETION	RESOURCES NEEDED	TIMELINE
GOAL 1:				
GOAL 2:				

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Plan: Individual  Monitored  Directed

## PROFESSIONAL DEVELOPMENT PLAN—MID-YEAR REVIEW

To BE COMPLETED BY (DATE) \_\_\_\_\_

### C. Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced

### D. Narrative

TEACHER'S COMMENTS:	MENTOR'S COMMENTS	ADMINISTRATOR'S COMMENTS:
TEACHER'S SIGNATURE:	MENTOR'S SIGNATURE:	ADMINISTRATOR'S SIGNATURE:
DATE:	DATE:	DATE:



# PROFESSIONAL DEVELOPMENT PLAN—END-OF-YEAR REVIEW

To BE COMPLETED BY (DATE) \_\_\_\_\_

## E. Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced

F. **Goal 1 was successfully completed.** Yes  No

**Goal 2 was successfully completed.** Yes  No

## G. Narrative

TEACHER'S COMMENTS:	MENTOR'S COMMENTS	ADMINISTRATOR'S COMMENTS:
TEACHER'S SIGNATURE:	MENTOR'S SIGNATURE:	ADMINISTRATOR'S SIGNATURE:
DATE:	DATE:	DATE:

## RECORD OF TEACHER EVALUATION ACTIVITIES

Teacher Name: \_\_\_\_\_ ID#: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Position/Assignment: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

Teacher Background (Briefly describe the teacher's educational background, years of experience, teaching assignment, and any other factors that may impact the evaluation):

McREL's Teacher Evaluation System is based, in part, on informal and formal observations and conferences conducted on the following dates:

ACTIVITY	DATE	TEACHER SIGNATURE	EVALUATOR SIGNATURE
Training			
Orientation			
Pre-Observation Conference			
Observation #1			
Post-Observation Conference #1			
Pre-Observation Conference (optional)			
Observation #2			
Post-Observation Conference #2			
Pre-Observation Conference (optional)			
Observation #3			
Post-Observation Conference #3			
Pre-Observation Conference (optional)			
Observation #4 (if required)			
Post-Observation Conference #4 (if required)			
Summary Evaluation Conference			
Professional Development Plan Completed			



## APPENDIX A: GLOSSARY

For purposes of this evaluation process, the following terms are defined below:

1. **21<sup>st</sup> Century Education**—An education that enables students to navigate the complex life and work environment in the globally competitive age (see also p. 2).
2. **Action Plan**—A plan developed by a principal/supervisor with input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher's performance.
3. **Artifact**—A product resulting from a teacher's work. Artifacts are natural by-products of a teacher's work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the principal/evaluator and teacher disagree on the final rating. Teachers may use them as exemplars of their work. Examples of artifacts include these:
  - a. **Lesson Plans**—Teacher's daily plans that demonstrate integration of 21<sup>st</sup> century skills and coverage of the districts approved curriculum.
  - b. **Professional Development**—Staff development, based on research, data, practice, and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
  - c. **Student Dropout Data**—Data about grade 9–12 students who drop out of high school.
  - d. **School Improvement Plan**—A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. Teachers should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.
  - e. **School Improvement Team**—A team composed of the principal and representatives of administration, instructional personnel, instructional support personnel, teacher assistants, and parents of children enrolled in the school. The team's purpose is to develop a school improvement plan to strengthen student performance.
4. **Beginning Teachers**—Teachers who are in the first three years of teaching and who have not been granted tenure.
5. **Career Status Teachers**—Teachers who have been granted tenure.
6. **Data**—Factual information used as the basis for reasoning, discussion, or planning.
7. **Diversity**—The concept encompasses acceptance and respect, understanding each individual is unique and recognizing individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs or other ideologies.
8. **Evaluator**—The person responsible for overseeing and completing McREL's Teacher Evaluation System. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.
9. **Evidence**—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.
10. **Formal Evaluation Process**—The process of evaluating a teacher using the following essential components:
  - a. **Training**—State-approved and sponsored training on the Teacher Evaluation Rubric and McREL's Teacher Evaluation System is required of all teachers and those individuals responsible for teacher evaluations.

- b. **Orientation**—It is recommended that the principal will provide the teacher with a copy of or directions for obtaining access to the following: a) Teacher Evaluation Rubric, b) state and local policies governing teacher evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, principals may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff is added throughout the year.
- c. **Teacher Self-Assessment**—Using the Teacher Evaluation Rubric, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.
- d. **Pre-Observation Conference**—Before the first formal observation, the principal shall meet with the teacher to discuss the teacher's self-assessment based on the Teacher Evaluation Rubric, the teacher's most recent Professional Development Plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.
- e. **Observations:**
  - 1. **Formal Observation**—A formal observation shall last 45 minutes or an entire class period.
  - 2. **Informal Observation**—An informal observation may take place as an evaluator visits classrooms, helps a student, or “drops in” on the teacher's classroom for a minimum of 20 minutes in one sitting.
- f. **Post-Observation Conference**—During the post-observation conference, the principal and teacher shall discuss and document on the Teacher Evaluation Rubric the strengths and weaknesses of the teacher's performance during the observed lesson.
- g. **Summary Evaluation Conference and Teacher Summary Evaluation Rating Form**—The conference between the principal and teacher to discuss the teacher's self-assessment, the teacher's most recent Professional Development Plan, the components of McREL's Teacher Evaluation System completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher's performance. At the conclusion of the process, the principal shall complete the Teacher Summary Evaluation Rating Form.
- h. **Professional Development Plans**—Every teacher will use a Professional Development Plan to identify goals and strategies to improve performance. The Professional Development Plan may be a(n):
  - 1. **Individual Professional Development Plan**—Developed by a teacher and should be discussed with the principal.
  - 2. **Monitored Professional Development Plan**—Placed on the plan by the principal, developed and monitored by the teacher and principal.
  - 3. **Directed Professional Development Plan**—Placed on the plan by the principal, developed and monitored by the principal.
- 11. **Non-Tenured Teachers**—Teachers who are in the first three years of teaching and who have not been granted tenure; or with less than four years experience as a teacher.



12. **Peer**—A teacher who serves as a mentor for the teacher being evaluated and who provides performance feedback based on the Teacher Evaluation Rubric.
13. **Performance Rating Scale**—The following rating scale will be used for determining the final evaluation rating:
  - a. **Developing**— Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance but did not demonstrate competence on standard(s) of performance.
  - b. **Proficient**— Teacher demonstrated basic competence on standard(s) of performance.
  - c. **Accomplished**— Teacher exceeded basic competence on standard(s) of performance most of the time.
  - d. **Distinguished**—Teacher consistently and significantly exceeded basic competence on standard(s) of performance.
  - e. **Not Demonstrated**— Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the *Not Demonstrated* rating is used, the Principal/Evaluator must comment about why it was used.)
14. **Professional Learning Community**—A school culture in which teachers work collectively and collaboratively to examine instructional practice, improve their effectiveness, and increase student achievement.
15. **Self-assessment**—Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.
16. **Teacher**—A person who holds a valid teaching certificate and is employed to instruct, direct, or supervise the instructional program.
17. **Teacher Evaluation Rubric**—A composite matrix of the following standards, elements, and descriptors of the Professional Teaching Standards:
  - a. **Performance Standard**—The distinct aspect of teaching or realm of activities which form the basis for the evaluation of a teacher.
  - b. **Performance Elements**—The sub-categories of performance embedded within the performance standard.
  - c. **Performance Descriptors**—The specific performance responsibilities embedded within the components of each performance standard.
18. **Tenured Teachers**—Teachers who have been granted tenure in accordance with State Statute and/or Local Board of Education policy, or are considered career status.

## APPENDIX B: SCORING THE RUBRIC AND EXAMPLES OF AUTO-COMPLETED FORMS

The teacher or evaluator should score each element within a standard to determine the level of performance for that element. For example, **Standard I: Teachers demonstrate leadership** has five elements: Teachers lead in their classroom; Teachers demonstrate leadership in school; Teachers lead in the teaching profession; Teachers advocate for schools and students; and Teachers demonstrate high ethical standards. The rater, whether the teacher completing a self-assessment or the person responsible for evaluating the teacher, will score each of the elements separately, and the combined individual element scores will determine the overall score for the standard.

The rater should begin with the left-hand column and mark each practice that describes the performance of the teacher during the period for which he or she is being evaluated. If the rater is not able to mark any of the practices for an element, then the *Not Demonstrated* column is used. In such a case, the rater must write a comment about what was observed and suggestions for improving performance.

The rating for each element is the highest rating for which all practices are marked. As illustrated in the example on pages 38–40, the teacher would be rated as *Developing* on “Teachers lead in their classrooms” even though at least one practice for *Proficient*, *Accomplished*, and *Distinguished* was marked. This is because *Developing* is the highest rating for which all practices were marked. Likewise, the teacher also would be rated as *Proficient* on “Teachers demonstrate leadership in the school” and on each of the remaining elements.

The overall rating, determined during the Summary Evaluation Conference, reflects all of the information collected and all of the ratings given, as well as the holistic judgment of the principal/evaluator.

When a teacher is rated as *Developing* or *Not Demonstrated*, the principal or evaluator should strongly encourage the teacher to develop a goal to address the area(s) where *Proficiency* has not been reached.

*Note:* A “✓” in the first column (observation) means that the evaluator should be able to observe the items in that row during routine classroom observations.

Observation	b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input checked="" type="checkbox"/> Attends professional learning community meetings. <input checked="" type="checkbox"/> Displays awareness of the goals of the school improvement plan.	... and <input checked="" type="checkbox"/> Participates in professional learning community. <input checked="" type="checkbox"/> Participates in developing and/or implementing the school improvement plan.	... and <input type="checkbox"/> Assumes a leadership role in professional learning community. <input checked="" type="checkbox"/> Collaborates with school personnel on school improvement activities.	... and <input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school. <input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building.		

**IF THE EVALUATOR DOES NOT MARK ANY OF THE PRACTICES UNDER DEVELOPING, PROFICIENT, ACCOMPLISHED, OR DISTINGUISHED THEN THE TEACHER HAS NOT DEMONSTRATED PROFICIENCY ON THAT RESPONSIBILITY. IN SUCH CASES, THE TEACHER IS RATED NOT DEMONSTRATED, AND A COMMENT IN THE NOT DEMONSTRATED COLUMN IS REQUIRED.**



## EXAMPLE: SCORED TEACHER EVALUATION RUBRIC

To complete this form, begin in the first column (*Developing*). If the practice listed in the *Developing* column describes the teacher's performance throughout the year, mark the box beside the descriptor. Continue to work down the column of *Developing* practices. The principal/evaluator should continue to the *Proficient* category and work down that column, marking all of the practices that describe the teacher's work throughout the year. The principal/evaluator should continue to mark all practices that describe the teacher's performance under the *Accomplished*, and *Distinguished* categories. Each element should be rated in a similar fashion.

Figure 3 on page 12 provides an example of what a completed element might look like. If practices are checked in the *Distinguished* category, the rater should provide an explanatory comment in the space provided at the end of the focus area. If nothing is checked for the element, the teacher must be rated *Not Demonstrated* and the principal/evaluator must provide a comment.

This form should be used for the teacher self-assessment, classroom observation, and the summary evaluation.

Name: Jane Smith Date: Wed Nov 17 2010

School: Demo Middle School District: Demo District

Evaluator: Greg Jones Title: Superintendent

Start Time: 9:30 AM End Time: 10:25 AM

### STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

Observation	a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21 <sup>st</sup> century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment and create a culture that empowers students to collaborate and become lifelong learners.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
✓	<input checked="" type="checkbox"/> Understands how they contribute to students graduating from high school. <input checked="" type="checkbox"/> Uses data to understand the skills and abilities of students.	. . . and <input type="checkbox"/> Takes responsibility for the progress of students to ensure that they graduate from high school. <input checked="" type="checkbox"/> Provides evidence of data-driven instruction throughout all classroom activities. <input type="checkbox"/> Establishes a safe and orderly classroom.	. . . and <input type="checkbox"/> Communicates to students the vision of being prepared for life in the 21 <sup>st</sup> century. <input checked="" type="checkbox"/> Evaluates student progress using a variety of assessment data. <input type="checkbox"/> Creates a classroom culture that empowers students to collaborate.	. . . and <input checked="" type="checkbox"/> Encourages students to take responsibility for their own learning. <input checked="" type="checkbox"/> Uses classroom assessment data to inform program planning. <input type="checkbox"/> Empowers and encourages students to create and maintain a safe and supportive school and community environment.	

Observation	b. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhance student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Attends professional learning community meetings.</li> <li><input checked="" type="checkbox"/> Displays awareness of the goals of the school improvement plan.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Participates in professional learning community.</li> <li><input checked="" type="checkbox"/> Participates in developing and/or implementing the school improvement plan.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Assumes a leadership role in professional learning community.</li> <li><input checked="" type="checkbox"/> Collaborates with school personnel on school improvement activities.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Collaborates with colleagues to improve the quality of learning in the school.</li> <li><input type="checkbox"/> Assumes a leadership role in implementing school improvement plan throughout the building.</li> </ul>	
	c. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.				
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Has knowledge of opportunities and the need for professional growth and begins to establish relationships with colleagues.</li> </ul>	<p>... and</p> <p>Contributes to the</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Improvement of the profession through professional growth.</li> <li><input checked="" type="checkbox"/> Establishment of positive working relationships.</li> <li><input checked="" type="checkbox"/> School's decision-making processes as required.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Promotes positive working relationships through professional growth activities and collaboration.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Seeks opportunities to lead professional growth activities and decision-making processes.</li> </ul>	
	d. Teachers advocate for schools and students. Teachers advocate for positive change in policies and practices affecting student learning. They participate in the implementation of initiatives to improve the education of students.				
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Knows about the policies and practices affecting student learning.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Supports positive change in policies and practices affecting student learning.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Participates in developing policies and practices to improve student learning.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively participates, promotes, and provides strong supporting evidence for implementation of initiatives to improve education.</li> </ul>	
	e. Teachers demonstrate high ethical standards. Teachers demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others.				
	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Understands the importance of ethical behavior.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates ethical behavior.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Knows and upholds ethical principles.</li> </ul>	<p>... and</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Models ethical behavior and encourages others to do the same.</li> </ul>	



Comments

Element A. While your classroom is a safe (physically and emotionally) environment for all students, transitions between learning activities are chaotic. There is a great deal of “off task” time as you transition between learning activities and it takes a lot of time for students to get organized and to re-engage in the next learning activity. Control over the time students spend working on goal-oriented learning activities is one of the most effective strategies to encourage student success. I recommend that you give students no more than three instructions at a time that bring closure to the current learning activity, provide transitional expectations, and set up the next learning activity. Providing explicit directions stressing two to three expectations at a time may alleviate student confusion and result in less chaos during transitions.

EXAMPLES OF ARTIFACTS FOR STANDARD I:

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Lesson plans          | <input checked="" type="checkbox"/> Class rules and procedures                       | <input checked="" type="checkbox"/> Discipline records      |
| <input type="checkbox"/> Journals                         | <input checked="" type="checkbox"/> Participation in Professional Learning Community | <input type="checkbox"/> School Improvement Team membership |
| <input type="checkbox"/> Student handbooks                | <input type="checkbox"/> Membership in professional organizations                    | <input type="checkbox"/> _____                              |
| <input checked="" type="checkbox"/> Student work          | <input type="checkbox"/> Formal and informal mentoring                               | <input type="checkbox"/> _____                              |
| <input type="checkbox"/> School improvement planning      | <input type="checkbox"/> Surveys   | <input type="checkbox"/> _____                              |
| <input checked="" type="checkbox"/> Service on committees | <input type="checkbox"/> National Board Certification                                | <input type="checkbox"/> _____                              |
| <input type="checkbox"/> Relevant data                    |  | <input type="checkbox"/> _____                              |

**STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS**

Observation	a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
✓	<input checked="" type="checkbox"/> Appreciates and understands the need to establish nurturing relationships.	... and <input checked="" type="checkbox"/> Establishes an inviting, respectful, inclusive, flexible, and supportive learning environment.	... and <input type="checkbox"/> Maintains a positive and nurturing learning environment.	... and <input type="checkbox"/> Encourages and advises others to provide a nurturing and positive learning environment for all students.	

Observation	b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<p>✓ <input checked="" type="checkbox"/> Acknowledges that diverse cultures impact the world.</p> <p>✓ <input checked="" type="checkbox"/> Demonstrates awareness of the diversity of students in the classroom.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Displays knowledge of diverse cultures, their histories, and their roles in shaping global issues.</p> <p><input checked="" type="checkbox"/> Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures.</p> <p><input checked="" type="checkbox"/> Consistently incorporates different points of view in instruction.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum.</p> <p><input checked="" type="checkbox"/> Capitalizes on diversity as an asset in the classroom.</p>		
c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.					
<p>✓ <input checked="" type="checkbox"/> Holds high expectations of students.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Communicates high expectations for all students.</p>	<p>... and</p> <p><input type="checkbox"/> Encourages and values contributions of students, regardless of background or ability.</p>	<p>... and</p> <p><input type="checkbox"/> Helps students hold high expectations for themselves and their peers.</p>		
d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.					
<p>✓ <input checked="" type="checkbox"/> Recognizes that students have a variety of learning needs.</p> <p>✓ <input checked="" type="checkbox"/> Is knowledgeable of effective practices for students with special needs.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Collaborates with specialists who can support the special learning needs of students.</p> <p><input checked="" type="checkbox"/> Provides unique learning opportunities, such as inclusion and research-based effective practices, for students with special needs.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students.</p> <p><input type="checkbox"/> Effectively engages special needs students in learning activities and ensures their unique learning needs are met.</p>	<p>... and</p> <p><input type="checkbox"/> Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs.</p> <p><input type="checkbox"/> Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students.</p>		



<b>e. Teachers work collaboratively with the families and significant adults in the lives of their students.</b> Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.				
DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<input checked="" type="checkbox"/> Responds to family and community concerns.	. . . and <input checked="" type="checkbox"/> Communicates and collaborates with the home and community for the benefit of students.	. . . and <input checked="" type="checkbox"/> Recognizes obstacles to family and community participation and conscientiously seeks solutions to overcome them.	. . . and <input checked="" type="checkbox"/> Promotes trust and understanding throughout the school community.	

Comments

Element B. You use instructional strategies and display evidence in your classroom that identifies and values a variety of cultures, race, and ethnic origins and their contributions to society. The delivery and design of the lesson for this observation appeared tailored and matched to the unique racial and gender makeup of your students. You were able to transform basic knowledge from your learning objective to allow the students to analyze (compare and contrast) that knowledge through a culturally sensitive lens. In doing so, my observation indicated that students were activity engaged in their small group activity and the whole group debrief.

Element E. Your development of a parent/teacher conference protocol has proven advantageous. Your protocol, and your delivery of it, assists in developing a sense of trust between the family and the school. Your solutions are collaboratively developed with the parents and kept manageable by the family. Lastly, the protocol calls for resources that would benefit the academic growth of the student. As a strong advocate for your students and their families, you are able to recommend and/or secure additional resources (supplies/materials) at little to no expense to the family or the school.

**EXAMPLES OF ARTIFACTS FOR STANDARD II:**

- |  |  |  |
|--|--|--|
| <input checked="" type="checkbox"/> Cooperation with ESL teachers                                    | <input checked="" type="checkbox"/> Communications with parents/community                            | <input type="checkbox"/> Student surveys                                 |
| <input checked="" type="checkbox"/> Lesson plans that integrate international content                | <input checked="" type="checkbox"/> Professional development on cultural attitudes and awareness     | <input type="checkbox"/> Use of 7 essential understandings of MT Indians |
| <input checked="" type="checkbox"/> Lesson plans that support modifications included in student IEPs | <input checked="" type="checkbox"/> Use of technology to incorporate cultural awareness into lessons | <input type="checkbox"/> _____   |
| <input checked="" type="checkbox"/> Documentation of referral data and use of IEPs                   | <input checked="" type="checkbox"/> Student profiles   | <input type="checkbox"/> _____   |
|  |  | <input type="checkbox"/> _____   |

### STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

Observation	a. Teachers align their instruction with the state standards. In order to enhance the state standards, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<p>✓ <input checked="" type="checkbox"/> Demonstrates an awareness of the state standards and references them in the preparation of lesson plans.</p> <p>✓ <input type="checkbox"/> <i>Elementary:</i> Begins to integrate literacy instruction in selected lessons.</p> <p>✓ <input checked="" type="checkbox"/> <i>Secondary:</i> Recognizes the importance of integrating literacy strategies within the content areas.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Understands the state standards, uses them in preparation of lesson plans, and applies strategies to make the curriculum rigorous and relevant.</p> <p><input type="checkbox"/> <i>Elementary:</i> Integrates effective literacy instruction throughout the curriculum.</p> <p><input checked="" type="checkbox"/> <i>Secondary:</i> Incorporates a wide variety of literacy skills within content areas to enhance learning.</p>	<p>... and</p> <p><input type="checkbox"/> Develops and applies strategies based on the state standards and standards developed by professional organizations to make the curriculum balanced, rigorous and relevant.</p> <p><input type="checkbox"/> <i>Elementary:</i> Evaluates and reflects upon the effectiveness of instruction.</p> <p><input type="checkbox"/> <i>Secondary:</i> Evaluates and reflects upon the effectiveness of instruction within content areas.</p>	<p>... and</p> <p><input type="checkbox"/> Assists colleagues in applying such strategies in their classrooms.</p> <p><input type="checkbox"/> <i>Elementary:</i> Makes necessary changes to instructional practice to improve student learning.</p> <p><input type="checkbox"/> <i>Secondary:</i> Makes necessary changes to instructional practice to improve student learning.</p>		
b. Teachers know the content appropriate to their teaching specialty. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or disciplines.					
<p>✓ <input checked="" type="checkbox"/> Demonstrates a basic level of content knowledge in the teaching specialty to which assigned.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned.</p>	<p>... and</p> <p><input type="checkbox"/> Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity.</p>	<p>... and</p> <p><input type="checkbox"/> Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work.</p>		



Observation	c. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<p>✓ <input checked="" type="checkbox"/> Understands the links between grade/subject and the state standards.</p> <p>✓ <input checked="" type="checkbox"/> Displays global awareness.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Demonstrates knowledge of links between grade/subject and the state standards.</p> <p><input checked="" type="checkbox"/> Promotes global awareness and its relevance to the subjects.</p>	<p>... and</p> <p><input type="checkbox"/> Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the state standards. Relates content to other disciplines.</p> <p><input type="checkbox"/> Integrates global awareness activities throughout lesson plans and classroom instructional practices.</p>	<p>... and</p> <p><input type="checkbox"/> Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice.</p> <p><input type="checkbox"/> Promotes global awareness and its relevance to all faculty members, influencing curriculum and teaching practices throughout the school.</p>		
d. Teachers make instruction relevant to students. Teachers incorporate 21 <sup>st</sup> century life skills deliberately, strategically, and broadly into their teaching. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the state standards and 21 <sup>st</sup> century content, which includes global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; and health awareness.					
<p>✓ <input checked="" type="checkbox"/> Identifies relationships between the state standards and life in the 21<sup>st</sup> century.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Identifies relationships between the core content and 21<sup>st</sup> century content.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Integrates core content and 21<sup>st</sup> century content throughout lesson plans and classroom instructional practices.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Deepens students' understandings of 21<sup>st</sup> century skills and helps them make their own connections and develop new skills.</p>		

Comments

Element D. Through your instructional congruence (reinforcing the concepts and vocabulary, engaging students in cooperative discussions, developing thinking skills related to the standard), you make the academic content and inquiry regarding the content accessible, meaningful, and relevant. You are able to provide explicit “real world” examples that relate to the content (standard and supporting objectives). Additionally, students are encouraged to evaluate how the content applies to them personally. Lastly, they are encouraged to predict and determine how the content may affect them regarding future careers and college readiness in the 21<sup>st</sup> century.

**EXAMPLES OF ARTIFACTS FOR STANDARD III:**

- |   |                                |                                |
|---|--------------------------------|--------------------------------|
| <input type="checkbox"/> Display of creative student work | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Lesson plans          | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Content standards     | <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

**STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

Observation	a. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<p>✓ <input checked="" type="checkbox"/> Understands developmental levels of students and recognizes the need to differentiate instruction.</p> <p>✓ <input checked="" type="checkbox"/> Assesses resources needed to address strengths and weaknesses of students.</p>	<p>... and</p> <p><input type="checkbox"/> Understands developmental levels of students and appropriately differentiates instruction.</p> <p><input checked="" type="checkbox"/> Assesses resources needed to address strengths and weaknesses of students.</p>	<p>... and</p> <p><input type="checkbox"/> Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction.</p> <p><input type="checkbox"/> Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses.</p>	<p>... and</p> <p><input type="checkbox"/> Encourages and guides colleagues to adapt instruction to align with students' developmental levels.</p> <p><input type="checkbox"/> Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students.</p>		
b. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the state standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.					
<p>✓ <input checked="" type="checkbox"/> Recognizes data sources important to planning instruction.</p>	<p>... and</p> <p><input type="checkbox"/> Uses a variety of data for short- and long-range planning of instruction. Monitors and modifies instructional plans to enhance student learning.</p>	<p>... and</p> <p><input type="checkbox"/> Monitors student performance and responds to individual learning needs in order to engage students in learning.</p>	<p>... and</p> <p><input type="checkbox"/> Monitors student performance and responds to cultural diversity and learning needs through the school improvement process.</p>		
c. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.					
<p>✓ <input checked="" type="checkbox"/> Demonstrates awareness of the variety of methods and materials necessary to meet the needs of all students.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students.</p>	<p>... and</p> <p><input type="checkbox"/> Ensures the success of all students through the selection and utilization of appropriate methods and materials.</p>	<p>... and</p> <p><input type="checkbox"/> Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies.</p>		



Observation	<b>d. Teachers integrate and utilize technology in their instruction.</b> Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
✓	<input checked="" type="checkbox"/> Assesses effective types of technology to use for instruction.	... and <input checked="" type="checkbox"/> Demonstrates knowledge of how to utilize technology in instruction.	... and <input type="checkbox"/> Integrates technology with instruction to maximize student learning.	... and <input type="checkbox"/> Provides evidence of student engagement in higher level thinking skills through the integration of technology.	
<b>e. Teachers help students develop critical thinking and problem-solving skills.</b> Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.					
✓	<input checked="" type="checkbox"/> Understands the importance of developing students' critical thinking and problem-solving skills.	... and <input checked="" type="checkbox"/> Demonstrates knowledge of processes needed to support students in acquiring critical thinking skills and problem-solving skills.	... and Teaches students the processes needed to <ul style="list-style-type: none"> <li><input type="checkbox"/> Think creatively and critically.</li> <li><input type="checkbox"/> Develop and test innovative ideas.</li> <li><input type="checkbox"/> Synthesize knowledge.</li> <li><input type="checkbox"/> Draw conclusions.</li> <li><input type="checkbox"/> Exercise and communicate sound reasoning.</li> <li><input type="checkbox"/> Understand connections.</li> <li><input type="checkbox"/> Make complex choices.</li> <li><input type="checkbox"/> Frame, analyze, and solve problems.</li> </ul>	... and <input type="checkbox"/> Encourages and assists teachers throughout the school to integrate critical thinking and problem-solving skills into their instructional practices.	
<b>f. Teachers help students work in teams and develop leadership qualities.</b> Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.					
✓	<input checked="" type="checkbox"/> Provides opportunities for cooperation, collaboration, and leadership through student learning teams.	... and <input checked="" type="checkbox"/> Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership.	... and <input type="checkbox"/> Encourages students to create and manage learning teams.	... and <input type="checkbox"/> Fosters the development of student leadership and teamwork skills to be used beyond the classroom.	

Observation	g. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
<p>✓ <input checked="" type="checkbox"/> Demonstrates the ability to effectively communicate with students.</p> <p>✓ <input checked="" type="checkbox"/> Provides opportunities for students to articulate thoughts and ideas.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Uses a variety of methods for communication with all students.</p> <p><input type="checkbox"/> Consistently encourages and supports students to articulate thoughts and ideas clearly and effectively.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Creates a variety of methods to communicate with all students.</p> <p><input type="checkbox"/> Establishes classroom practices that encourage all students to develop effective communication skills.</p>	<p>... and</p> <p><input type="checkbox"/> Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.</p> <p><input type="checkbox"/> Establishes schoolwide and grade appropriate vehicles to encourage students throughout the school to develop effective communication skills.</p>		
h. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21 <sup>st</sup> century assessment systems to inform instruction and demonstrate evidence of students' 21 <sup>st</sup> century knowledge, skills, performance, and dispositions.					
<p>✓ <input checked="" type="checkbox"/> Uses indicators to monitor and evaluate student progress.</p> <p>✓ <input checked="" type="checkbox"/> Assesses students in the attainment of 21<sup>st</sup> century knowledge, skills, and dispositions.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction.</p> <p><input checked="" type="checkbox"/> Provides evidence that students attain 21<sup>st</sup> century knowledge, skills, and dispositions.</p>	<p>... and</p> <p><input type="checkbox"/> Uses the information gained from the assessment activities to improve teaching practice and student learning.</p> <p><input type="checkbox"/> Provides opportunities for students to assess themselves and others.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Teaches and encourages students to use peer and self-assessment feedback to assess their own learning.</p> <p><input type="checkbox"/> Encourages and guides colleagues to assess 21<sup>st</sup> century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice.</p>		

Comments

Element A. To meet the needs of individual students, take into account the developmental levels of students. This particular lesson did not account for supporting different developmental levels with differentiated learning activities. While students were actively engaged in the lesson, some were confused with the vocabulary, and some were frustrated by the slower pace. When learning experiences are implemented in such a way as to help students learn through developmentally appropriate practices, learning is supported at all levels. An early indicator to help plan ahead for such conditions is a deeper analysis of student (formative and standardized) data. Early identification of areas where students struggle and excel will help you with planning and by differentiating activities.

EXAMPLES OF ARTIFACTS FOR STANDARD IV:

- Lesson plans
- Display of technology used
- Professional development
- Use of student learning teams
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving
- Collaborative lesson planning
- Implementing the learning cube into effective instructional strategies.
- Utilizing Love & Logic in and out of the classroom
- Utilizing PLC concepts
- \_\_\_\_\_



**STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE**

Observation	<b>a. Teachers analyze student learning.</b> Teachers think systematically and critically about student learning in their classrooms and schools: Why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.				
	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED (COMMENT REQUIRED)
	<input checked="" type="checkbox"/> Recognizes the need to improve student learning in the classroom.	. . . and <input checked="" type="checkbox"/> Provides ideas about what can be done to improve student learning in their classroom.	. . . and <input checked="" type="checkbox"/> Thinks systematically and critically about learning in their classroom: Why learning happens and what can be done to improve student achievement.	. . . and <input checked="" type="checkbox"/> Provides a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level.	
	<b>b. Teachers link professional growth to their professional goals.</b> Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21 <sup>st</sup> century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.				
	<input checked="" type="checkbox"/> Understands the importance of professional development.	. . . and <input checked="" type="checkbox"/> Participates in professional development aligned with professional goals.	. . . and <input type="checkbox"/> Participates in professional development activities aligned with goals and student needs.	. . . and <input type="checkbox"/> Applies and implements knowledge and skills attained from professional development consistent with its intent.	
	<b>c. Teachers function effectively in a complex, dynamic environment.</b> Understanding that change is constant, teachers actively investigate and consider new ideas that improve teaching and learning. They adapt their practice based on research and data to best meet the needs of their students.				
	<input checked="" type="checkbox"/> Is knowledgeable of current research-based approaches to teaching and learning.	. . . and <input checked="" type="checkbox"/> Considers and uses a variety of research-based approaches to improve teaching and learning.	. . . and <input type="checkbox"/> Actively investigates and considers alternative research-based approaches to improve teaching and learning and uses such approaches as appropriate.	. . . and <input type="checkbox"/> Adapts professional practice based on data and evaluates impact on student learning.	

Comments

Element A. You provide guidance and leadership within your department to create systems, and processes and make decisions to adjust or to modify unit plans based on thorough data analysis and interpretation of state standardized tests. As a result, we are able to continually challenge and revisit our units of study and curriculum maps in order to refine our core units of study.

**EXAMPLES OF ARTIFACTS FOR STANDARD V:**

- |   |  |                                |
|---|--|--------------------------------|
| <input checked="" type="checkbox"/> Lesson plans                  | <input checked="" type="checkbox"/> Participation in Professional Learning Community | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Formative assessments         | <input checked="" type="checkbox"/> Formative and summative student assessment data  | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Student work                  | <input type="checkbox"/> _____   | <input type="checkbox"/> _____ |
| <input checked="" type="checkbox"/> Professional Development Plan | <input type="checkbox"/> _____   | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Completion of professional development   | <input type="checkbox"/> _____   | <input type="checkbox"/> _____ |

## EXAMPLE: COMPLETED TEACHER SUMMARY EVALUATION RATING FORM

This form summarizes ratings from the rubric or observation form and requires the principal/evaluator to provide a description of areas needing improvement and comments about performance. It may be completed as a part of the Summary Evaluation discussion conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings. The check marks in blue are automatically drawn from the Rubric and placed on the form by the software.

Name: Jane Smith

School: Demo High School School Year: 2010-2011

Evaluator: Greg Jones District: Demo District

Date Completed: \_\_\_\_\_ Evaluator's Title: Principal

\_\_\_\_\_ Beginning Teacher  Career Status Teacher (Please check one)

### STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP

ELEMENTS	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. TEACHERS LEAD IN THEIR CLASSROOMS.	✓				
B. TEACHERS DEMONSTRATE LEADERSHIP IN THE SCHOOL.		✓			
C. TEACHERS LEAD THE TEACHING PROFESSION.		✓			
D. TEACHERS ADVOCATE FOR SCHOOLS AND STUDENTS.		✓			
E. TEACHERS DEMONSTRATE HIGH ETHICAL STANDARDS.		✓			
<b>OVERALL RATING FOR STANDARD I</b>		✓			

<p><b>COMMENTS:</b></p> <p>Element A. Student learning time has been a concern throughout this school year. You and I have discussed on several occasions during post-observation conferences that we agree the time for student learning is frequently cut short due to the organizational time required to transition students from one learning activity to the next. However, throughout the school year, you have visited the classrooms of several colleagues to observe how those teachers establish and manage classroom procedures and routines. As a result, there has been progressive improvement toward student on-task time. Additionally, student behavior has improved as evidenced by the lesser number of disciplinary referrals. Element A. continues to be an area for improvement. During this summary evaluation conference, we agree that for the 2010/11 school year we will intentionally focus on classroom management practices, primarily time-on-task and conducting smoother transitions between learning activities.</p> <p><b>RECOMMENDED ACTIONS FOR IMPROVEMENT:</b></p> <p>Moving into the 2010/11 school year, I strongly encourage you to continue to learn and incorporate strategies that tighten the systems and routines of managing students behavior in the classroom. I recommend that at the beginning of the school year you empower your students to be a part of the process of establishing the classroom rules (three to five rules that align to established school site rules of student conduct). I recommend that you establish classroom routines and procedures that ensure students know what is expected of them while transitioning between learning activities and improving learning by providing positive learning expectations during learning activities. Lastly, continue to provide students leadership opportunities by leading transitional activities and cooperative learning groups.</p> <p><b>RESOURCES NEEDED TO COMPLETE THESE ACTIONS:</b></p> <p>One day of release time spread throughout the course of the first quarter to allow you to visit the classrooms of colleagues in the building to observe their systems and routines specifically focused on classroom management strategies.</p>	<p><b>EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lesson plans</li> <li><input type="checkbox"/> Journals</li> <li><input type="checkbox"/> Student handbooks</li> <li><input checked="" type="checkbox"/> Student work</li> <li><input type="checkbox"/> School improvement planning</li> <li><input checked="" type="checkbox"/> Service on committees</li> <li><input checked="" type="checkbox"/> Relevant data</li> <li><input type="checkbox"/> Class rules and procedures</li> <li><input checked="" type="checkbox"/> Participation in Professional Learning Communities</li> <li><input type="checkbox"/> Membership in professional organizations</li> <li><input type="checkbox"/> Formal and informal mentoring</li> <li><input type="checkbox"/> Surveys</li> <li><input type="checkbox"/> National Board Certification</li> <li><input checked="" type="checkbox"/> Discipline records</li> <li><input type="checkbox"/> School Improvement Team membership</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>
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## STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS

ELEMENTS	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. TEACHERS PROVIDE AN ENVIRONMENT IN WHICH EACH CHILD HAS A POSITIVE, NURTURING RELATIONSHIP WITH CARING ADULTS.		✓			
B. TEACHERS EMBRACE DIVERSITY IN THE SCHOOL COMMUNITY AND IN THE WORLD.				✓	
C. TEACHERS TREAT STUDENTS AS INDIVIDUALS.		✓			
D. TEACHERS ADAPT THEIR TEACHING FOR THE BENEFIT OF STUDENTS WITH SPECIAL NEEDS.		✓			
E. TEACHERS WORK COLLABORATIVELY WITH THE FAMILIES AND SIGNIFICANT ADULTS IN THE LIVES OF THEIR STUDENTS.				✓	
<b>OVERALL RATING FOR STANDARD II</b>		✓			

### COMMENTS:

Your personal attention and strategies for improving academic performance and enhancing self-esteem among students whose racial, ethnic, or language heritage differs from the norm is providing all your students a quality educational experience. Throughout this school year, you have delivered a flexible, unbiased curriculum with supporting materials that enhance diversity. Additionally, your attitude and actions reflect sensitivity to other cultures. Moreover, your personal style and delivery serve as a role model of acceptance and belief in the value of cultural diversity in the classroom and throughout our school community.

### RECOMMENDED ACTIONS FOR IMPROVEMENT:

### RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

### EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:

- Cooperation with ESL teachers
- Lesson plans that integrate international content
- Lesson plans that support modifications included in student IEPs
- Documentation of referral data and use of IEPs
- Communications with parents/community
- Professional development on cultural attitudes and awareness
- Use of technology to incorporate cultural awareness into lessons
- Student profiles
- Student surveys
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH

ELEMENTS	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. TEACHERS ALIGN THEIR INSTRUCTION WITH THE STATE STANDARDS AND DISTRICT APPROVED CURRICULUM.		✓			
B. TEACHERS KNOW THE CONTENT APPROPRIATE TO THEIR TEACHING SPECIALTY.		✓			
C. TEACHERS RECOGNIZE THE INTERCONNECTEDNESS OF CONTENT AREAS/DISCIPLINES.		✓			
D. TEACHERS MAKE INSTRUCTION RELEVANT TO STUDENTS.				✓	
<b>OVERALL RATING FOR STANDARD III</b>		✓			

**COMMENTS:**

As I addressed on the evaluation/observation record form, your planning and instructional delivery model reinforces the essential concepts and vocabulary necessary to engage students in cooperative discussions, thereby developing thinking skills related to the state and district standards. You make the academic content and inquiry regarding the content standards accessible, meaningful, and relevant for your students. Most importantly, staying in line with 21<sup>st</sup> century learning, you are able to provide explicit "real world" examples that relate and will directly affect students' future.

**RECOMMENDED ACTIONS FOR IMPROVEMENT:**

**RESOURCES NEEDED TO COMPLETE THESE ACTIONS:**

**EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:**

- Display of creative student work
- Lesson plans
- Content standards
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS

ELEMENTS	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. TEACHERS KNOW THE WAYS IN WHICH LEARNING TAKES PLACE, AND THEY KNOW THE APPROPRIATE LEVELS OF INTELLECTUAL, PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF THEIR STUDENTS.	✓				
B. TEACHERS PLAN INSTRUCTION APPROPRIATE FOR THEIR STUDENTS.	✓				
C. TEACHERS USE A VARIETY OF INSTRUCTIONAL METHODS.		✓			
D. TEACHERS INTEGRATE AND UTILIZE TECHNOLOGY IN THEIR INSTRUCTION.		✓			
E. TEACHERS HELP STUDENTS DEVELOP CRITICAL THINKING AND PROBLEM-SOLVING SKILLS.		✓			
F. TEACHERS HELP STUDENTS WORK IN TEAMS AND DEVELOP LEADERSHIP QUALITIES.		✓			
G. TEACHERS COMMUNICATE EFFECTIVELY.	✓				
H. TEACHERS USE A VARIETY OF METHODS TO ASSESS WHAT EACH STUDENT HAS LEARNED.		✓			
<b>OVERALL RATING FOR STANDARD IV</b>	✓				

### COMMENTS:

Your lesson plans clearly reflect objectives and detailed learning activities to engage all students. However, there are times when a differentiated approach will engage students more deeply, depending on their developmental levels. A closer examination of academic performance data combined with information from special education and possibly the counseling office will provide a deeper understanding of the development levels of individual students. Your lesson and unit plans and your learning activities will have more meaning when differentiated to meet the needs of both the learners that struggle and the advanced learners.

### RECOMMENDED ACTIONS FOR IMPROVEMENT:

I recommend that for the upcoming school year, you work within your PLC and have discussions on generating unit and lesson plans that have alternative or modified learning activities for students. Pre-planning for such conditions will provide quicker organization of learning activities, allow you to determine a variety of instructional grouping strategies, and serve the need for struggling learners and advanced learners alike. Additionally, search the state department of education website and check with the district staff development office to see if there is a local conference available for you to attend that addresses; differentiation strategies or classroom strategies designed to meet the developmental needs of students.

### RESOURCES NEEDED TO COMPLETE THESE ACTIONS:

Possible release time or partial financial assistance for tuition reimbursement for local workshops or conferences.

### EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:

- Lesson plans
- Display of technology used
- Professional development
- Use of student learning teams
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving
- Collaborative lesson planning
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE

ELEMENTS	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
A. TEACHERS ANALYZE STUDENT LEARNING.				✓	
B. TEACHERS LINK PROFESSIONAL GROWTH TO THEIR PROFESSIONAL GOALS.		✓			
C. TEACHERS FUNCTION EFFECTIVELY IN A COMPLEX, DYNAMIC ENVIRONMENT.		✓			
<b>OVERALL RATING FOR STANDARD V</b>		✓			

<p><b>COMMENTS:</b></p> <p>You add significant value to our school by your modeling behavior and the expectation you have of your colleagues by exemplifying our mission and vision to improve every student's educational experience. I have observed that during staff meetings, department meetings, and professional learning community meetings you are focused on analyzing student learning and making recommendations for school-wide improvement. Your words and actions remind staff members, regardless of the circumstances surrounding a student, of our mission to provide a quality educational experience for all students and that it can be done through continual analysis of school data, curriculum design, and use of research-based instructional strategies.</p> <p><b>RECOMMENDED ACTIONS FOR IMPROVEMENT:</b></p> <p><b>RESOURCES NEEDED TO COMPLETE THESE ACTIONS:</b></p>	<p><b>EVIDENCE OR DOCUMENTATION TO SUPPORT RATING:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Lesson plans</li> <li><input checked="" type="checkbox"/> Formative assessments</li> <li><input type="checkbox"/> Student work</li> <li><input checked="" type="checkbox"/> Professional Development Plan</li> <li><input checked="" type="checkbox"/> Completion of professional development</li> <li><input checked="" type="checkbox"/> Participation in Professional Learning Community</li> <li><input checked="" type="checkbox"/> Formative and summative student assessment data</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>
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*The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing*

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

*The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to State Board of Education Policy for the Teacher Evaluation Process.*

\_\_\_\_\_  
Principal/Evaluator Signature

\_\_\_\_\_  
Date

Teacher Comments:



## EXAMPLE: COMPLETED TEACHER SUMMARY EVALUATION RATING SHEET

Note: The marks in blue are automatically placed by the software.

SUMMARY RATING SHEET		DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED	NOT DEMONSTRATED
<b>STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP</b>						
A.	LEADS IN THE CLASSROOM.	X				
B.	LEADS IN THE SCHOOL.		X			
C.	LEADS THE TEACHING PROFESSION.		X			
D.	ADVOCATES FOR THE SCHOOL AND STUDENTS.		X			
E.	DEMONSTRATES HIGH ETHICAL STANDARDS.		X			
OVERALL RATING FOR STANDARD I			X			
<b>STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION</b>						
A.	PROVIDES AN ENVIRONMENT THAT IS INVITING, RESPECTFUL, SUPPORTIVE, INCLUSIVE AND FLEXIBLE.		X			
B.	EMBRACES DIVERSITY IN THE SCHOOL COMMUNITY AND IN THE WORLD.				X	
C.	TREATS STUDENTS AS INDIVIDUALS.		X			
D.	ADAPTS TEACHING FOR THE BENEFIT OF STUDENTS WITH SPECIAL NEEDS.		X			
E.	WORKS COLLABORATIVELY WITH FAMILIES AND SIGNIFICANT ADULTS IN THE LIVES OF THEIR STUDENTS.				X	
OVERALL RATING FOR STANDARD II			X			
<b>STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH</b>						
A.	ALIGNS INSTRUCTION WITH THE STATE STANDARDS AND DISTRICT APPROVED CURRICULUM.		X			
B.	KNOWS THE CONTENT APPROPRIATE TO THE TEACHING SPECIALTY.		X			
C.	RECOGNIZES THE INTERCONNECTEDNESS OF CONTENT AREAS/DISCIPLINES.		X			
D.	MAKES INSTRUCTION RELEVANT TO STUDENTS.				X	
OVERALL RATING FOR STANDARD III			X			
<b>STANDARD IV: TEACHERS FACILITATE LEARNING FOR THE STUDENTS</b>						
A.	KNOWS THE WAYS IN WHICH LEARNING TAKES PLACE, AND THE APPROPRIATE LEVELS OF INTELLECTUAL, PHYSICAL, SOCIAL, AND EMOTIONAL DEVELOPMENT OF STUDENTS.	X				
B.	PLANS INSTRUCTION APPROPRIATE FOR STUDENTS.	X				
C.	USES A VARIETY OF INSTRUCTIONAL METHODS.		X			
D.	INTEGRATES AND UTILIZES TECHNOLOGY IN INSTRUCTION.		X			
E.	HELPS STUDENTS DEVELOP CRITICAL THINKING AND PROBLEM-SOLVING SKILLS.		X			
F.	HELPS STUDENTS WORK IN TEAMS AND DEVELOP LEADERSHIP QUALITIES.		X			
G.	COMMUNICATES EFFECTIVELY.	X				
H.	USES A VARIETY OF METHODS TO ASSESS WHAT EACH STUDENT HAS LEARNED.		X			
OVERALL RATING FOR STANDARD IV		X				
<b>STANDARD V: TEACHERS REFLECT ON THEIR OWN PRACTICE</b>						
A.	ANALYZES STUDENT LEARNING.				X	
B.	LINKS PROFESSIONAL GROWTH TO PROFESSIONAL GOALS.		X			
C.	FUNCTIONS EFFECTIVELY IN A COMPLEX, DYNAMIC ENVIRONMENT.		X			
OVERALL RATING FOR STANDARD V			X			

### Comments:

Teacher's classroom is a safe (physically and emotionally) environment for all students.

Making good progress toward proficiency on all leadership elements.

Teacher demonstrates a willingness to collaborate and participates in the staff development efforts to improve instruction to meet the individual needs of students.

The problems experienced here are closely associated with those mentioned under Standard I.

**Recommended actions for improvement:**

Seek opportunities to be more involved in the committees designed to improve the school environment.

Continue to focus on classroom management efforts and develop student leadership skills.

Take a differentiated instruction class and apply the principles learned in day-to-day work.

**Resources needed to complete these actions:**

Tuition for class.

Substitutes or stipends for time spent in class.

**Evidence or documentation to support rating:**

- Discipline records
- School Improvement Team membership
- Lesson plans
- Documentation of differentiated instruction
- Materials used to promote critical thinking and problem solving



## EXAMPLE: COMPLETED PROFESSIONAL DEVELOPMENT PLAN

Note: Standards and Elements in blue are automatically placed by the software.

School Year: 2009-2010 \_\_\_\_\_ Year: 1  2  3  4  Career Status

Lateral Entry: 1  2  3

Name: Jane Smith \_\_\_\_\_ Position/Subject Area: Teacher \_\_\_\_\_

School: Demo High School \_\_\_\_\_

Mentor: \_\_\_\_\_ Position/Subject Area: Principal \_\_\_\_\_

(Required in the first three years for all beginning teachers)

District: Demo District \_\_\_\_\_

### A. Professional Teaching Standards

<p>PROFESSIONAL TEACHING STANDARDS</p> <ol style="list-style-type: none"> <li>1. TEACHERS DEMONSTRATE LEADERSHIP</li> <li>2. TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS</li> <li>3. TEACHERS KNOW THE CONTENT THEY TEACH</li> <li>4. TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS</li> <li>5. TEACHERS REFLECT ON THEIR PRACTICE</li> </ol>	<p>STANDARD(S) TO BE ADDRESSED: 4</p> <p>ELEMENT(S) TO BE ADDRESSED: 1. A. Teachers lead in their classrooms. 4. A. Teachers know the ways in which learning takes place, and they know appropriate levels of intellectual, physical, social, and emotional development of their students. 4. B. Teachers plan instruction appropriate for their students. 4. G. Teachers communicate effectively.</p>
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### B. Teacher's Strategies

GOALS FOR ELEMENTS	ACTIVITIES/ACTIONS	EXPECTED OUTCOMES AND EVIDENCE OF COMPLETION	RESOURCES NEEDED	TIMELINE
<p>GOAL 1:</p> <p>Standard 1, Element A: Teachers lead in their classrooms: Establishing and maintaining a safe and orderly classroom. It is expected that you will establish routines and systems that students can easily follow in order to maximize time on task and spend less time transitioning between activities.</p>	<ol style="list-style-type: none"> <li>1. During team planning time, discuss with colleagues how their classroom procedures are defined and implemented.</li> <li>2. Clearly post behavioral expectations for students. Consider having students participate in the development of these classroom rules.</li> <li>3. Set and outline the expectations for student behaviors prior to transitioning between learning activities.</li> <li>4. Build in time for students to practice the daily routines.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maximized time on task and less time spent refocusing students' attention on the next learning activity.</li> <li>2. Clearly posted behavioral expectations that are limited to 3 to 5 rules that are congruent with the school-wide expectations for student behavior.</li> </ol>	<ol style="list-style-type: none"> <li>1. Release time for you to observe colleagues that have clearly established routines and procedures.</li> <li>2. Provide a timer to assist students with staying on task during learning activities and transitional activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Release time prior to the end of first quarter.</li> <li>2. Clearly establish rules by the end of the first week of school.</li> </ol>
<p>GOAL 2:</p> <p>Standard 4, Element A: Teachers know the way in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their schools: Design instructional activities that incorporate differentiated instruction. Be able to adapt to instruction to meet the needs of individual learners, providing all students with the appropriate level of challenge and supports to help them reach learning goals.</p>	<ol style="list-style-type: none"> <li>1. Bi-monthly meetings with PCL team focused on building in differentiation into unit and lesson plans, instructional activities and assessments.</li> <li>2. Provide students opportunities to build on their strengths by developing learning contracts or engaging in personal academic goal setting that allows them to demonstrate knowledge and skill through a variety of methods.</li> <li>3. Give students choices and encouragement to pursue projects that interest them as apart of regular classwork. Provide students who are ready for more challenge with opportunities to tackle independent research projects.</li> <li>4. Strategically group students effectively for different learning activities. Avoid homogeneous grouping unless appropriate. Help all students find a way to contribute to the group's success.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student's assessments will take into account levels of complexity, abstractness, and open-endedness. Students will experience, over time an increase in performance and willingness to perform more complex tasks.</li> <li>2. There is a higher level of on-task behavior during small and large group learning activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend a district or local workshop on differentiated instruction.</li> <li>2. Plan with a grade-level team focused on differentiated learning activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend a local- or district-sponsored workshop on differentiation prior to the end of the first quarter, if available.</li> <li>2. Will provide examples of lesson plans once per month that reflect the objective of the goal.</li> </ol>

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Plan: Individual  Monitored  Directed

## EXAMPLE: COMPLETED PROFESSIONAL DEVELOPMENT PLAN—MID-YEAR REVIEW

To BE COMPLETED BY (DATE) Wed Dec 15 2010 \_\_\_\_\_

### C. Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced

You continue to make progress toward your two goals for this school year. You have worked collaboratively with the members of your professional learning community to design units of study intended to meet the state and district standards. The courses that you have attended this year at the university regarding culturally relevant instruction have made a significant difference in engaging most of your students most of the time.

### D. Narrative

<p>TEACHER'S COMMENTS:</p> <p>The coursework I took last summer on culturally relevant pedagogy has been very beneficial when planning my instruction to engage more students in learning activities. I am noticing much more deep and rich conversations among my students because I made a few minor changes to how I deliver content and emphasize the cultural relevance issues.</p>	<p>MENTOR'S COMMENTS</p>	<p>ADMINISTRATOR'S COMMENTS:</p>
<p>TEACHER'S SIGNATURE:</p> <p>DATE:</p>	<p>MENTOR'S SIGNATURE:</p> <p>DATE:</p>	<p>ADMINISTRATOR'S SIGNATURE:</p> <p>DATE:</p>



## EXAMPLE: COMPLETED PROFESSIONAL DEVELOPMENT PLAN — END-OF-YEAR REVIEW

To BE COMPLETED BY (DATE) Fri Apr 30 2010 \_\_\_\_\_

### E. Evidence of Progress Toward Specific Standards and Elements to be Addressed/Enhanced

You have successfully met and exceeded expectations for the goals you have established for the 2009-2010 school year.

- F. **Goal 1 was successfully completed.** Yes  No
- Goal 2 was successfully completed.** Yes  No

### G. Narrative

<p>TEACHER'S COMMENTS:</p> <p>I have appreciated taking more of an active role in the development and implementation of my professional growth plan. I also appreciate the substitute time that you provided so that I could visit the classroom of my colleagues. Not only has it added value to my practice, but I appreciate the opportunity to watch my colleagues in action.</p>	<p>MENTOR'S COMMENTS</p>	<p>ADMINISTRATOR'S COMMENTS:</p>
<p>TEACHER'S SIGNATURE:</p> <p>DATE:</p>	<p>MENTOR'S SIGNATURE:</p> <p>DATE:</p>	<p>ADMINISTRATOR'S SIGNATURE:</p> <p>DATE:</p>

## **APPENDIX C: THOMPSON FALLS PUBLIC SCHOOL STATE, LOCAL, AND DISTRICT POLICIES**

(From Certified Contract)

- F. Notice of Replies to Reports:
1. All observations, evaluations, and conference reports shall be signed by the teacher to signify the teacher's having seen and read it prior to placement in the teacher's personnel file. No such reports shall be maintained unless they are disclosed to the teacher and included in said teacher's personnel file.
  2. After receiving any observation, evaluation, or conference report, a teacher may submit comments regarding the report which shall be attached to the report in that teacher's personnel file and considered with the report.
  3. Any complaint regarding a teacher made by any parent, student, or other person which may be used in any manner in evaluating a teacher shall be promptly investigated and called to the attention of the teacher and the teacher shall be given an opportunity to respond to and/or rebut such complaint.
  4. No material derogatory to a teacher's conduct, service, character, or personality shall be placed in the file unless it is signed by the author, and unless the teacher has had an opportunity to read the material and respond to it.
- G. Improvement of Professional Performance: Should deficiencies be recorded in the work performance of a teacher by either receiving a Needs Improvement or Unsatisfactory on the summative evaluation, the evaluator shall provide written, specific, reasonable recommendations and advice on how the teacher's performance may be improved.
- H. Open Personnel Files: Access to personnel files shall be limited to the Board, the administration, and to the teachers to whom the files refer. Teachers shall have the right, upon request, to review the contents of their personnel files and to receive at no cost a copy of any documents contained therein. No secret, duplicate, alternate, or other personnel file shall be kept by the Board or administration.





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