

SAU #53 – Allenstown School District

Educator Support and Evaluation System

2014 – 2018

*Educator Evaluation System to Support Continuous
School Improvement and Student Achievement*

July 2014

(Updated August 4, 2014)

Mission Statement: The Allenstown School District is committed to graduating all its students prepared for success as effective communicators, problem solvers, community contributors, and life-long self-directed learners.

Statement of Purpose: The primary purpose of the Allenstown Educator Support and Evaluation System is to support excellence in teaching and the quality of students' learning outcomes. For evaluation to achieve its potential, the educators must accept the proposition that all professional staff is capable of becoming more effective and productive, and as professionals, are eager to do so. Likewise, students are to be held to high standards and must accept that they must be active, engaged participants in learning.

Rationale: The Allenstown Educator Support and Evaluation System identifies the standards and procedures necessary to ensure the competence and enable the continuous professional growth of educators in meeting the ever-changing needs of each Allenstown student. The System also provides specific competencies that will be used to document performance and demonstration of those skills and abilities. This professionally sound, research-based evaluation plan formulates the expectations of quality teachers and is in the best interest of students, teachers, and the community.

This work is the result of a year-long effort during the 2013 – 2014 school year. This was accomplished by Allenstown teachers and administrators who engaged in researching, attending workshops, completing professional reading, and planning. These educators have blended the goals for the Allenstown schools regarding professional development with the state requirements for certification and accountability. Members of the Task Force during the 2013-2014 school year included Hélène Bickford, Lee Blount, Mark Dangora, Ginger Darling, Laurie Hardt, and Peter Letvinchuk. Members of the Task force during the 2014-2015 school year included Dr. Gail Paludi, Mark Dangora, Anthony Blinn, Lee Blount, Ginger Darling, Laurie Hardt, and Peter Letvinchuk.

Non-Tenured Educators (Five years or less & three years or less if tenured in another NH district.)

Three formal evaluations and five mini-observations conducted each year. First formal observation by **November 1**. Second formal observation by **January 31**. Third formal observation by **March 15**. Mini-observations begin in September and are done in those months where no formal evaluation is conducted. A Summative Evaluation is to be done each year. A copy of all observation and evaluation documents will be submitted to the Superintendent for review upon completion and included in the teacher's personnel file.

Tenured Educators: (More than five years & more than three years if tenured in another NH district.)

One formal observation conducted during the three-year recertification cycle. Six or more mini-observations conducted each year. A Summative Evaluation is to be done each year. A copy of all the observation and evaluation documents will be submitted to the Superintendent for review upon completion and included in the teacher's personnel file.

Improvement Plans: An administrator may identify a tenured educator as having ongoing, unsatisfactory performance as documented through formal observations, mini-observations, and/or formal evaluations. The educator will be notified in writing of the administrator's concerns regarding his/her performance and specific criteria areas that continue to be unsatisfactory.

The educator will then be placed on an Improvement Plan. The Improvement Plan is designed to remediate the serious deficiencies identified and will be developed cooperatively by the administrator and the educator, with the administrator maintaining the final decision making authority for the plan's content. Recommendations and decisions regarding employment are associated with an Improvement Plan.

The plan will:

- Set specific, measurable, timely goals to address identified deficiencies
- Indicate specific strategies, activities, approaches, and/or behaviors through which the educator can reasonably reach the established goals and remediate deficiencies
- Determine any special help, supervision, and/or materials which could reasonably help the improvement process and are available within the means of the educator, administrator, school, and district.
- Establish a system to ensure follow-through on intensified assistance and monitoring measures developed for the Improvement Plan.

Formal Observations: All observations will include a post-conference. All announced observations will have both a pre and a post-conference. Observations may be unannounced. All observations will be submitted to the Superintendent for review upon completion and included in the faculty member's personnel file.

Mini-observations: Mini-observations occur as impromptu visits and consist of observing classroom activities focused on professional development goals and the Teacher Evaluation Rubric. Mini-observations may also occur in non-classroom school settings involving students such as recess, field trips, team meetings, assemblies, and parent conferences. In either case, timely written feedback will be provided within two school days unless extenuating circumstances are communicated to the teacher by the administrator.

Teacher Evaluation Rubric

Based on *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, 2007, ASCD

Rationale and suggestions for implementation

1. These rubrics are organized around five components suggested by the New Hampshire Department of Education's Task Force on Effective Teaching and Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*.
 - A. Planning and Preparation
 - B. The Classroom Environment
 - C. Instruction
 - D. Professional Responsibilities
 - E. Assessment and Student Learning

The rubrics use a four-level rating scale with the following labels.

1. Distinguished
 2. Proficient
 3. Basic
 4. Unsatisfactory
1. The rubrics are designed to give an indication of current performance, steps for continued growth and for tenured educators, an end-of-year evaluation of where they stand in all performance areas. They are not checklists for classroom visits. To knowledgeably fill out the rubrics, administrators need to have been in classrooms frequently throughout the year. Unannounced mini-observations followed by face-to-face conversations are the best way to have an accurate sense of educator performance, give ongoing praise and suggestions, and listen to concerns.
 2. The *Proficient* level describes solid, expected professional performance. Educators should feel good about scoring at this level. The *Distinguished* level is reserved for truly outstanding teaching that meets very demanding criteria. *Basic* indicates the performance has real deficiencies; no educator should be content to remain at this level (although some novices might begin here). Performance at *Unsatisfactory* is clearly unacceptable and should lead to dismissal if it is not improved immediately.
 3. When scoring, take each indicator, read across the four levels of performance, find the level that best describes the performance and circle or highlight the cell. This creates a clear graphic display of areas for commendation and areas that need work. Then give an overall score for that domain, averaging the scores, and making brief comments. Avoiding unpleasant criticism or giving inflated scores does not help educators to improve. Administrators should give candid, evidence-based feedback, listen to educator concerns, and provide robust follow-up support.
 4. Evaluation conferences are greatly enhanced if the administrator and the educator fill out the rubrics in advance, then meet and compare scores one page at a time. It is not expected that every indicator will be evaluated during a walk-through. Many indicators may be left blank. The administrator has the final say but the discussion

should aim for consensus based on actual evidence of the more accurate score for each indicator. It is not expected that administrators should know everything about an educator's instructional activities, collegial interactions, parent outreach, and professional growth. Similarly, educators should be open to feedback from someone with an outside perspective.

Adapted from "Teacher Evaluation Rubrics" by Kim Marshall, revised November 23, 2012.

a. Planning and Preparation

Element	4 -Distinguished	3 - Proficient	2 - Basic	1 - Unsatisfactory
Knowledge of content/structure of the discipline	Displays extensive knowledge of concepts in the discipline and how these relate both to one another and to other disciplines.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Familiar with the important concepts but may display lack of awareness of how these concepts relate to one another.	In planning and practice, teacher makes content errors or does not correct errors made by students.
Knowledge of prerequisite relationships	Plans and practices reflect understanding among topics and concepts and link to student understanding.	Plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.	Plans and practice indicate some awareness of relationships, although such knowledge may be inaccurate or incomplete.	Plans and practice display little understanding of prerequisite relationships important to student learning of the content.
Knowledge of content-related pedagogy	Plans and practice reflect familiarity with a wide range of approaches and anticipate student misconceptions.	Plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Plans and practice reflect a limited range of approaches or some that are not suitable to the discipline or to the students.	Displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.
Knowledge of child/adolescent development	In addition, knows the extent to which individual students follow the general patterns.	Displays accurate understanding of typical characteristics as well as general exceptions.	Displays partial knowledge of the developmental characteristics of the age group.	Displays little or no knowledge of the developmental characteristics of the age group.
Knowledge of the learning process	Displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.	Knowledge of how students learn is accurate and current and can apply this knowledge to the class and to groups.	Recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Sees no value in understanding how students learn and does not seek such information.
Knowledge of students' skills, knowledge, and language proficiency	Displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.	Recognizes the value of understanding students' skills, knowledge, and language proficiency and displays this knowledge for groups of students.	Recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this only for the class as a whole.	Displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.
Knowledge of students' interests and cultural heritage	Recognizes the value of understanding students' interests and heritage and displays this knowledge for individual students.	Recognizes the value of understanding students' interests and heritage and displays this knowledge for groups of students.	Recognizes the value of understanding students' interests and heritage but displays this only for the class as a whole.	Displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.
Knowledge of students' special needs	Possesses information about each student's learning and medical needs, collecting such information from a variety of sources.	Aware of students' special learning and medical needs.	Aware of the importance of knowing students' learning or medical needs, but knowledge may be incomplete or inaccurate.	Displays little or no understanding of students' special learning or medical needs or why such knowledge is important.
Resources for classroom use and for students	Knowledge of resources is extensive, including those through the school, district, community, professional organizations, universities, and on the Internet.	Displays awareness of resources available for classroom use through the school, district and some familiarity with external resources, and on the Internet.	Displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Unaware of resources for classroom use available through the school or district.
Resources to extend content knowledge and pedagogy	Knowledge of resources to enhance content and pedagogical knowledge is extensive, as noted in sources above.	Displays awareness of resources to enhance content and pedagogical knowledge as noted in sources above.	Displays awareness of resources available through the school, district but not those available more broadly.	Unaware of resources to enhance content and pedagogical knowledge through the school or district.
Learning activities	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They all engage students in high-level cognitive activity and are differentiated.	All of the learning activities are suitable to students or outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation.	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.
Instructional materials and resources	All are suitable, support instructional outcomes, and engage students in meaningful learning. There is appropriate use of technology and student participation in selecting or adapting materials.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.
Instructional groups	Instructional groups are varied as appropriate to the students and different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups do not support the instructional outcomes and offer no variety.
Lesson and unit structure	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is	The lesson or unit has a recognizable structure but is not uniformly maintained throughout. Progression of	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time

	of activities is highly coherent.	even, with reasonable time allocations.	activities is uneven, most time allocations reasonable.	allocations are unrealistic.
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b. The Classroom Environment

Element	4 - Distinguished	3 - Proficient	2 - Basic	1 - Unsatisfactory
Teacher interaction with students	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.	Teacher-student interactions are friendly and demonstrate general caring and respect. Interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Interactions are generally appropriate but may at times reflect inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.
Student interactions with other students	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting respectfully.	Student interactions are generally polite and respectful.	Students do not demonstrate disrespect for one another.	Student interactions are characterized by conflict, sarcasm, or put-downs.
Importance of the content	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.
Expectations for learning and achievement	Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.	Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.
Student pride in work	Students demonstrate attention to detail and take pride in their work, initiating improvements in it by revising drafts or helping peers.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students demonstrate little or no pride in their work. They seem to be motivated to complete a task rather than to do quality work.
Management of instructional groups	Small-group work is well organized. Students are productively engaged at all times and assume responsibility.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Students not working with the teacher are not productively engaged in learning.
Management of transitions	Transitions are seamless. Students assuming responsibility in ensuring their efficient operation.	Transitions occur smoothly, with little loss of instructional time.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions are chaotic, with much time lost between activities or lesson segments.
Management of materials and supplies	Routines are seamless, with students assuming some responsibility.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines function moderately well, but with some loss of instructional time.	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.
Performance of noninstructional duties	Systems are well established, with students assuming responsibility for efficient operation.	Efficient systems are in place, resulting in minimal loss of instructional time.	Systems are only fairly efficient, resulting in some loss of instructional time.	Considerable instructional time is lost in performing noninstructional duties.
Supervision of volunteers and paraeducators	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.	Volunteers and paraprofessionals are productive and independently engaged during the entire class.	Volunteers and paraprofessionals are productively engaged most of the time but require supervision.	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.
Expectations	Standards of conduct are clear to all students and appear to have been developed with student participation.	Standards of conduct are clear to all students.	Standards of conduct appear to have been established, and most students seem to understand them.	No standards of conduct appear to have been established, or students are confused as to what these are.
Monitoring of student behavior	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.	Teacher is alert to student behavior at all times.	Teacher is generally aware of student behavior but may miss the activities of some students.	Student behavior is not monitored, and teacher is unaware of what the students are doing.
Response to student misbehavior	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.
Safety and accessibility	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is unsafe, or learning is not accessible to some students.
Arrangement of furniture and use of physical	Teacher and students use physical resources easily and skillfully. Students adjust the furniture to advance their	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.

resources	learning.			
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c. Instruction

Element	4 - Distinguished	3 - Proficient	2 - Basic	1 - Unsatisfactory
Expectations for learning	The purpose of the lesson or unit is clear, including where it is situated within broader learning, and linking to student interests.	The purpose for the lesson or unit is clear, including where it is situated within broader learning.	The teacher attempts to explain the instructional purpose, with limited success.	The purpose in a lesson or unit is unclear to students.
Directions and procedures	Directions and procedures are clear to students and anticipate possible misunderstanding.	Directions and procedures are clear to students.	Directions and procedures are clarified after initial student confusion.	Directions and procedures are confusing to students.
Explanations of content	Explanation of content is imaginative and connects with students' knowledge/experience.	Explanation of content is appropriate and connects with students' knowledge/experience.	Explanation of the content is uneven; some is done skillfully, but others are difficult to follow.	Explanation of the content is unclear or confusing or uses inappropriate language.
Use of oral and written language	Spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson.	Spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited.	Spoken language is inaudible, or written language is illegible. Either have errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly.
Quality of questions	Questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.	Most of the questions are of high quality. Adequate time is provided for students to respond.	Questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Questions are of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.
Discussion techniques	Students assume considerable responsibility for success of the discussion, initiating topics and making unsolicited contributions.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Interaction between teacher and students is predominantly recitation, with the teacher mediating questions and answers.
Student participation	Students themselves ensure that all voices are heard in discussion.	Teacher successfully engages all students in the discussion.	Teacher attempts to engage all students, but with limited success.	A few students dominate the discussion.
Activities and assignments	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.
Grouping of students	Groups are productive and fully appropriate to the students or to the purposes of the lesson. Students take initiative to influence the formation or adjustment of groups.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes.	Instructional groups are inappropriate to the students or to the instructional outcomes.
Instructional materials and resources	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.
Structure and pacing	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.	The lesson has a clearly defined structure. Pacing of the lesson is generally appropriate.	The lesson has a recognizable structure, although it is not uniformly maintained. Pacing of the lesson is inconsistent.	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.
Lesson adjustment	Successfully makes a major adjustment to a lesson when needed.	Makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Attempts to adjust a lesson when needed, with only partially successful results.	Adheres rigidly to an instructional plan, even when a change is clearly needed.
Response to students	Seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.	Successfully accommodates students' questions or interests.	Attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Ignores or brushes aside students' questions or interests.
Persistence	Persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources.	Persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw upon.	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.

d. Professional Responsibilities

Element	4 - Distinguished	3 - Proficient	2 - Basic	1 - Unsatisfactory
Accuracy	Makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its outcomes, citing specific examples and weighing the strengths of each.	Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Has as a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.
Use in future teaching	Drawing on extensive skills, offers specific alternatives, complete with their probable success.	Makes a few specific suggestions of what could be tried another time the lesson is taught.	Makes general suggestions about how a lesson could be improved another time the lesson is taught.	Has no suggestion for how a lesson could be improved another time the lesson is taught.
Student completion of assignments	The system for maintaining information is fully effective. Students help maintain their records.	The system for maintaining information on student completion of assignments is fully effective.	The system for maintaining information on student assignments is rudimentary and only partially effective.	The system for maintaining information on student completion of assignments is in disarray.
Student progress in learning	The information system is fully effective. Students contribute information and participate in interpretation.	The information system on student progress in learning is fully effective.	The information system for maintaining on student progress in learning is rudimentary and only partially effective.	There is no system for maintaining information on student progress in learning, or the system is in disarray.
Noninstructional records	The system for maintaining information on these activities is highly effective. Students contribute to its maintenance.	The system for maintaining information on these activities is fully effective.	Records for these activities are adequate, but they require frequent monitoring to avoid errors.	Records for these activities are in disarray, resulting in errors and confusion.
Info instructional program	Provides frequent information. Students participate in preparing materials for their families.	Provides frequent information to families, as appropriate, about the instructional program.	Participates in the school's activities but offers little additional information.	Provides little or no information about the instructional program to families.
Information about individual students	Provides information to families frequently on student progress, with students contributing. Response to family concerns is handled professionally.	Communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Adheres to the school's required procedures for communicating. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Provides minimal information to families or the communication is not appropriate to the cultures of the families. Does not respond, or responds insensitively, to concerns.
Engagement of families	Efforts to engage families are frequent and successful. Students give ideas for family participation.	Efforts to engage families in the instructional program are frequent and successful.	Makes modest and partially successful attempts to engage families.	Makes no attempt to engage families or such efforts are inappropriate.
Relationships with colleagues	Relationships with colleagues are characterized by mutual support and cooperation. Takes initiative in assuming leadership.	Relationships with colleagues are characterized by mutual support and cooperation.	Maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are negative or self-serving.
Professional inquiry	Takes a leadership role in promoting professional inquiry.	Actively participates in a culture of professional inquiry.	Becomes involved in the school's culture of inquiry when invited.	Avoids participation, resisting opportunities to become involved.
Service to the school and district	Volunteers to participate, making a substantial contribution, and assumes a leadership role in a major school or district project.	Volunteers to participate in school and district events and projects, making a substantial contribution.	Participates in school or district events and projects when specifically asked.	Avoids becoming involved in school or district events and projects.
Enhance content knowledge and instruction skills	Seeks out opportunities for professional development and makes a systematic effort to conduct action research.	Seeks out opportunities for professional development to enhance content knowledge and instructional skills.	Participates in professional activities to a limited extent when they are convenient.	Engages in no professional development activities to enhance knowledge or skill.
Receptivity to feedback from colleagues	Seeks out feedback on teaching from both supervisors and colleagues.	Welcomes feedback from colleagues and supervisors.	Accepts feedback on teaching performance with some reluctance.	Resists feedback on teaching performance from either supervisors or colleagues.
Service to the profession	Initiates important activities to contribute to the profession.	Participates actively in assisting other educators.	Finds limited ways to contribute to the profession	Makes no effort to share knowledge or to assume professional responsibilities.
Integrity and ethical conduct	Can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role.	Displays high standards of honesty, integrity, and confidentiality with colleagues, students, and the public.	Honest in interactions with colleagues, students, and the public.	Displays dishonesty in interactions with colleagues, students, and the public.
Advocacy	Makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those underserved, are honored.	Works to ensure that all students receive a fair opportunity to succeed.	Does not knowingly contribute to some students being ill served by the school.	Contributes to school practices that result in some students being ill served by the school
Decision making	Takes a leadership role in decision making and helps ensure that decisions are based on the highest professional standards.	Maintains an open mind and participates in team or departmental decision making.	Decisions are based on limited though genuinely professional considerations.	Makes decisions and recommendations based on self-serving interests.
Compliance with regulations	Complies fully with school and district regulations, taking a	Complies fully with school and district regulations.	Complies minimally with regulations, doing just enough	Does not comply with school and district regulations.

	leadership role.		to get by.	
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e. Assessment and Student Learning

Element	4 - Distinguished	3 - Proficient	2 - Basic	1 - Unsatisfactory
Value, sequence, and alignment	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and related disciplines.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.
Clarity	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or are a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.
Balance	Outcomes reflect different types of learning and opportunities for both coordination and integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Outcomes reflect several types of learning, but there is no attempt at coordination or integration.	Outcomes reflect only one type of learning and only one discipline or strand.
Suitability for diverse learners	Outcomes are based on a comprehensive assessment of learning and take into account the varying needs of individual students or groups.	Most outcomes are suitable for all students and based on evidence of proficiency. However, the needs of some individual students may not be accommodated.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Outcomes are not suitable for the class or are not based on any assessment of student needs.
Congruence with instructional outcomes	Assessment is fully aligned with instructional outcomes in content and process. Methodologies have been adapted for individual students, as needed.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	Assessment procedures are not congruent with instructional outcomes.
Criteria and standards	Assessment criteria and standards are clear; there is evidence that the students helped in development.	Assessment criteria and standards are clear.	Assessment criteria and standards have been developed, but they are not clear.	Proposed approach contains no criteria or standards.
Design of formative assessments	Use of formative assessment is well designed and includes student as well as teacher use of the assessment information.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has no plan to incorporate formative assessment in the lesson or unit.
Use for planning	Teacher plans to use assessment results to plan future instruction for individual students.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results for future instruction for the class as a whole.	Teacher has no plans to use assessment results in designing future instruction.
Assessment criteria	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed in the development of the criteria.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are not aware of the criteria and performance standards by which their work will be evaluated.
Monitoring of student learning	Teacher actively and systematically elicits diagnostic information from each student regarding their understanding and monitors their progress.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher does not monitor student learning in the curriculum.
Feedback to students	Feedback is timely and of consistently high quality. Students use the feedback in their learning.	Feedback to students is timely and of consistently high quality.	Feedback to students is uneven, and its timeliness is inconsistent.	Feedback to students is of poor quality and not provided in a timely manner.
Student self-assessment and monitoring of progress	Students frequently assess and monitor the quality of their work against the assessment criteria and performance standards and make active use of that information in their learning.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students do not engage in self-assessment or monitoring of progress.

Formal Observation

	Educator:	RATING KEY
	Administrator:	D= Distinguished
	Date:	P= Proficient
	Time spent:	B= Basic
	School:	U= Unsatisfactory
	Content/Grade Level:	NO= Not Observed
Rating	Announced	Unannounced
	PLANNING AND PREPARATION	
	COMMENTS:	
	Knowledge of content/structure of the discipline	
	Knowledge of prerequisite relationships	
	Knowledge of content-related pedagogy	
	Knowledge of child/adolescent development	
	Knowledge of the learning process	
	Knowledge of students' skills, knowledge, language	
	Knowledge of students' interests, cultural heritage	
	Knowledge of students' special needs	
	Resources for classroom use and for students	
	Resources to extend content knowledge, pedagogy	
	Learning activities	
	Instructional materials and resources	
	Instructional groups	
	Lesson and unit structure	
	CLASSROOM ENVIRONMENT	
	COMMENTS:	
	Teacher interaction with students	
	Student interaction with other students	
	Importance of content	
	Expectations for learning and achievement	
	Student pride in work	
	Management of instructional groups	
	Management of transitions	
	Management of materials and supplies	
	Performance of noninstructional duties	
	Supervision of volunteers & paraeducators	
	Expectations	
	Monitoring of student behavior	
	Response to student misbehavior	
	Safety and accessibility	
	Arrangement of furniture, use of physical space	
	INSTRUCTION	
	COMMENTS:	
	Expectations for learning	
	Directions and procedures	
	Explanation of content	
	Use of oral and written language	
	Quality of questions	
	Discussion techniques	
	Student participation	
	Activities and assignments	
	Groupings of students	

	INSTRUCTION continued	COMMENTS (continued):
	Instructional materials and resources	
	Structure and pacing	
	Lesson adjustment	
	Response to students	
	Persistence	
	PROFESSIONAL RESPONSIBILITIES	COMMENTS:
	Accuracy	
	Use in future teaching	
	Student completion of assignments	
	Noninstructional records	
	Information about instructional programs	
	Information about individual students	
	Engagement of families	
	Relationships with colleagues	
	Professional inquiry	
	Service to the school and district	
	Enhance content knowledge, instructional skills	
	Receptivity to feedback from colleagues	
	Service to the profession	
	Integrity and ethical conduct	
	Advocacy	
	Decision making	
	Compliance with regulations	
	ASSESSMENT AND STUDENT LEARNING	COMMENTS:
	Value, sequence, and alignment	
	Clarity	
	Balance	
	Suitability for diverse learners	
	Congruence with instructional outcomes	
	Criteria and standards	
	Design of formative assessments	
	Use for planning	
	Assessment criteria	
	Monitoring of student learning	
	Feedback to students	
	Student self-assessment/monitoring progress	

POST-CONFERENCE COMMENTS BY ADMINISTRATOR:

POST-CONFERENCE COMMENTS BY EDUCATOR:

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

Summative Evaluation

Teacher: _____ School Year: _____

School: _____ Subject/Grade level: _____

Administrator: _____

Average Ratings on Individual Rubrics:

- | | | | | |
|--|---------------|------------|-------|----------------|
| A. <u>Planning and Preparation:</u> | Distinguished | Proficient | Basic | Unsatisfactory |
| B. <u>The Classroom Environment:</u> | Distinguished | Proficient | Basic | Unsatisfactory |
| C. <u>Instruction:</u> | Distinguished | Proficient | Basic | Unsatisfactory |
| D. <u>Professional Responsibilities:</u> | Distinguished | Proficient | Basic | Unsatisfactory |
| E. <u>Assessment and Student Learning:</u> | Distinguished | Proficient | Basic | Unsatisfactory |

Overall Rating:

Distinguished **Proficient** **Basic** **Unsatisfactory**

OVERALL COMMENTS BY ADMINISTRATOR:

OVERALL COMMENTS BY EDUCATOR:

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

(The educator's signature indicates that he/she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

IMPROVEMENT PLAN

Educator: _____ Date: _____

Prepared by: _____

AREAS FOR IMPROVEMENT:

SUGGESTIONS:

SPECIFIC AND MEASURABLE OUTCOMES:

TIMELINE OF PLAN:

DATE OF NEXT MEETING: _____

Administrator's signature: _____ Date: _____

Educator's signature: _____ Date: _____

Mini-Observation: Administrator's Response Form

Teacher: _____ Date: _____

Time: _____ Grade/Subject: _____

The administrator's comments below respond to one or more of the following components of quality teaching. Please note that every walk-through will address student engagement:

- Student-centered classroom
- Evidence of planning
- Evidence of differentiation
- Evidence of students' complex thinking and problem-solving
- Maintenance of a supportive and orderly classroom environment
- Use of varied forms of assessment and methods for checking for student understanding
- Clear and appropriate learning expectations/objectives
- Student engagement in learning process
- Effective questioning techniques

Administrator's Comments:

What is going well:

Concerns:

Next steps for growth:

Overall Comments:

Administrator: _____ Date: _____

Teacher: _____ Date: _____