



SCHOOL DISTRICT of UNIVERSITY CITY

Performance-Based Teacher Evaluation

Philosophy, Process,
Criteria and Descriptors

2003-2004
Reprinted August 2010

Joylynn Wilson Pruitt, *Superintendent of Schools*

Dr. Darryl O. Cobb, *Assistant Superintendent for Human Resources*

Statutory Authority for Performance-Based Evaluation

Following is the text of the statute that requires Missouri school districts to implement a performance-based teacher evaluation program. Adopted by the Missouri Legislature in 1983, the law also requires the Missouri Department of Elementary and Secondary Education to “provide suggested procedures for such an evaluation.” The first document providing suggested procedures and evaluation was made available to school districts in 1984. This document serves to revise the original document to better fulfill the intent of the existing statute.

Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained.-The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.120 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teachers’ personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.

(L. 1969 p.275□168.114, A.L. 1983 H.B. 38 & 783)

Philosophy

To help the teacher to improve instruction...

A performance-based teacher evaluation system is critical to helping teachers improve instruction, thus enhancing student knowledge and performance. Performance-based teacher evaluation is intended to assist administrators and teachers in creating a learning environment in which students acquire and apply knowledge and skills.

A performance-based teacher evaluation system supplies expectations and feedback regarding effective practices based on research, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals, and supports a learning community in which people are encouraged to improve and share insights in the profession. Teacher evaluation also serves organizational decision-making related to development, tenure, and employment.

Development and evaluation will differ among teachers. Within the parameters of the building/district goals and individual development, teachers meeting or exceeding district expectation will work in conjunction with their principal and will be given more choice and responsibility in developing their PDPs. Successful implementation of performance-based evaluation requires a commitment of both teacher and administrator/supervisor.

Guiding Principles

The following principles guide the developmental growth of teachers in a collaborative process of reflection.

- ◆ The Performance-Based Teacher Evaluation model includes processes that address professional development and teacher evaluation. Professional development supports the teacher in improving performance on an on-going basis while the teacher evaluation serves organizational decision-making.
- ◆ Proficient is the performance standard expected of all teachers. Those who are working below the proficient level of performance on any criteria/descriptors as determined by his/her administrator/supervisor should give immediate attention to improving performance. Teachers who do not meet the expectation in any criteria/descriptor as determined by his/her administrator/supervisor will be required to address improvement through a Professional Improvement Plan (PIP).
- ◆ Adequate time and opportunity will be provided for teachers to grow professionally through mentoring, peer coaching, working on professional teams, and other self-directed activities.
- ◆ Evaluation criteria/descriptors address both students and teachers. These criteria/descriptors have been established to reflect the professional standards, current research, student performance, and assessment. The central focus in developing an evaluation system is to promote student success.
- ◆ The process of teacher evaluation and professional growth allows for reflection, collaboration, and professional contributions to the learning community.
- ◆ A strong mentoring program, with proper funding and training, will provide the necessary support and feedback for first- and second-year teachers and teachers new to the school community.
- ◆ The evaluators will be trained in the skills of analyzing effective teaching, providing reflective conferencing, managing documentation, and facilitating professional development for the teachers.
- ◆ The system will provide for a connection among the evaluation criteria/descriptors, student performance, professional development, school improvement plans and the district's Comprehensive School Improvement Plan (CSIP).
- ◆ Sufficient orientation will be provided to train teachers in the district's evaluation and professional growth process. Building-level meetings will be held to properly train teachers in the evaluation model.
- ◆ All teachers will develop and maintain a document file related to the identified evaluation descriptors.
- ◆ All teachers will have a Professional Development Plan (PDP). The PDP will vary based on the proficiency of the teacher as determined by the administrator/supervisor.
- ◆ As teachers develop their PDPs, close attention should be paid to the requirements for PC-I, PC-II, and CPC state certification.
- ◆ The district and building Professional Development Committees (PDC) will serve as a resource to provide teachers with professional opportunities related to their individual PDP.
- ◆ Teachers working on a PDP should limit the scope to one or two options so as not to focus on too many performance areas at once.

Evaluation Timeline

	Non-Tenured					Tenured			
Year	1	2	3	4	5	1	2	3	4
Formal Evaluation	Yes	Yes	Yes	Yes	Yes	*	*	*	Yes
Scheduled Observation	1	1	1	1	1	-	-	-	1
Non-Scheduled Observation	2	2	1	1	1	-	-	-	1
Drop-In Observation	REGULAR					REGULAR			
PDP: D-Development I-Improvement, E-Enrichment	Yes (DI)	Yes (DI)	Yes (DEI)	Yes (DEI)	Yes (DEI)	Yes (EI)**	Yes (EI)**	Yes (EI)**	align with document file
Document File Required	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes <i>Should be collected each year</i>
Administrator & Teacher Meet	Administrator meets to discuss management of document file and PDP as it relates to performance, school improvement, and CSIP plan early in the school year.								
Administrator Observes Classroom	Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.								
Data Collection	Teacher and administrator collect data throughout the year; data for evaluation purposes must be available by dates established by administrator.					Teacher implements PDP early in the school year; data for evaluation purposes must be available by dates established by administrator.			
Summative Evaluation	Administrator holds conference to review data collected and completes summative evaluation by March 1.					Administrator holds conference to review PDP or, if on summative cycle, all data will be collected and completed. Summative evaluation must be completed by March 1.			

- * KEY: Development = Teacher and administrator work collaboratively to create a PDP.
Improvement = The PIP provides focus of progress toward proficiency related to the performance criteria/descriptors that are deficient
Enrichment = PDP focuses on areas related by each individual teacher using the PDP.

** Indicates observation, only if needed, as determined by administrator/supervisor. Tenured teachers not meeting all performance criteria/descriptors at the proficient level will be placed on an annual cycle and cannot participate in the Professional Development Plan Options.

Drop-in observations by the administrator/supervisor are encouraged on a regular basis. A drop-in observation does not necessarily require formal written documentation. However, the administrator/supervisor may choose to document specific behaviors or events. If documentation is recorded, information must be shared with the teacher.

First and Second Year Teachers in District

The Teacher Will:

Collect and share data related to performance criteria/descriptors

Provide data as requested by administrator, plus

- Pre-Observation Form
- Lesson Reflection Sheet
- Document File

Conduct a self-assessment on the Self Evaluation Form.

The Administrator Will:

Conduct at least three formal observations annually:

- One scheduled with pre- and post-observation conference (complete the appropriate descriptors of the Formative Observation Record)
- Two unscheduled with post-observation conferences (complete the appropriate descriptors of the Formative Observation Record)

Collect data related to performance criteria/descriptors:

- as requested of teacher
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Summative Evaluation Report by March 1.

The Teacher and Administrator Will:

Work with teacher, mentor, and administrator/supervisor.

Develop PDP(s) that relate to criteria/descriptors, content, goals, school improvement and Comprehensive School Improvement Plan (CSIP).

Hold annual Professional Development conference(s) with administrator to develop or review PDP(s) and discuss document file. When appropriate, develop Professional Improvement Plan(s).

Observation may be increased at the request of the teacher or as determined by the administrator.

First and Second Year Teachers

During the annual development/evaluation cycle, the 1st and 2nd year teacher will:

- ◆ **Collect and share data related to performance criteria/descriptors.** Teachers need to keep an on-going collection of data related to the criteria/descriptors as determined in conversations with the evaluator. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects and document files, web sites, in-service participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for teacher performance. Refer to pages 15-22 for specific standards, criteria, and descriptors.
- ◆ **Provide data as requested by administrator.** In addition to items requested by the administrator/supervisor, the teacher will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference. Teachers will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at a follow-up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors. Teachers will conduct a self-assessment annually to be shared with the administrator and use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the annual development/evaluation cycle for 1st and 2nd year teachers, the administrator will:

- ◆ **Conduct three observations.** A minimum of one scheduled and two unscheduled observations will be conducted annually. Scheduled observations will include pre- and post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Unscheduled observations will include post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Formal observations may be increased as determined by the teacher or the administrator.
- ◆ **Collect data related to performance criteria/descriptors.** Administrator/supervisor may request additional data from the teacher related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the teacher, students, parents, and the community may be used as documentation related to performance criteria/descriptors.

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the Formative Observation Record and place the form in the teacher's evaluation file. All data included in the teacher's evaluation file should have been discussed with the teacher prior to being placed in the file. Data collected during formal observations will be documented in the Formative Observation Record. The Summative Evaluation Report is a scoring guide which formally summarizes the developmental level of performance for the teacher on each of the specified descriptors. Descriptors define the expected behavior for a particular criterion.

- ◆ **Develop and discuss summative evaluation.** The administrator/supervisor will utilize collected data from the formative observations, artifacts, documentation, and unplanned data from all descriptors to complete the Summative Evaluation. The administrator/supervisor will hold a conference with the teacher to discuss the Summative Evaluation Report on or before March 1.

The 1st and 2nd year teacher and administrator/supervisor will:

- ◆ **Work with a mentor team and the administrator/supervisor.** The mentor team is to be provided for first and second year teachers. The mentor team should assist the teacher in developing his/her evaluation document file and should observe and be observed by the 1st/2nd year teacher. Time for planning and interacting will be provided for both the mentor and the 1st/2nd year teacher. Members of the mentor team should observe the 1st/2nd year teacher teaching a lesson and provide for reflective feedback. Legally, the mentor team will never take part in any formal evaluative activities of the 1st/2nd year teacher.
- ◆ **Develop Professional Development Plans based on proficiency level related to criteria/descriptors, building goals, school improvement goals, and/or strategic plan.** A 1st/2nd year teacher will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) during the annual evaluation cycle at the proficient level. If the administrator/supervisor determines the teacher is not meeting performance expectation(s), a Professional Improvement Plan (PIP) will be implemented. The PIP will provide focus for progress towards proficiency related to the performance criteria/descriptors that are deficient. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

The mentor team should also assist the non-tenured teacher in the remediation of deficiencies as listed in the PDP, but the mentor's involvement will not become part of the formal evaluation process.

While the Professional Improvement Plan should represent consensus between the teacher and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final. The teacher may request that additional observations be performed.

- ◆ **Hold annual Professional Development Conferences with the administrator/supervisor to develop or review the Professional Development Plans PDP(s) and to discuss the document file.** During the conference, a review of the performance criteria/descriptors, the teacher's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

Third through Fifth Year Teachers in District

The Teacher Will:

Collect and share data related to performance criteria/descriptors

Provide data as requested by administrator, plus

- Pre-Observation Form
- Lesson Reflection Sheet
- Document File

Conduct a self-assessment on the Self Evaluation Form.

The Administrator Will:

Conduct at least two observations annually:

- One scheduled with pre- and post-observation conference (complete the appropriate descriptors of the Formative Observation Record)
- One unscheduled with post-observation conferences (complete the appropriate descriptors of the Formative Observation Record)

Collect data related to performance criteria/descriptors:

- as requested of teacher
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Summative Evaluation Report by March 1.

The Teacher and Administrator Will:

Work with teacher and administrator/supervisor.

Develop PDP(s) that relate to criteria/descriptors, content, goals, school improvement and Comprehensive School Improvement Plan (CSIP).

Hold annual Professional Development conference(s) with administrator to develop or review PDP(s) and discuss document file. When appropriate, develop Professional Improvement Plan(s).

Observation may be increased at the request of the teacher or as determined by the administrator.

Third through Fifth Year Teachers

During the annual development/evaluation cycle, the 3rd through 5th year teacher will:

- ◆ **Collect and share data related to performance criteria/descriptors.** Teachers need to keep on-going collection of data related to the criteria/descriptors as determined in conversation with the evaluator. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects, and document files, web sites, in-service participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for teacher performance. Refer to pages 15-22 for specific standards, criteria, and descriptors.
- ◆ **Provide data as requested by administrator.** In addition to items requested by the administrator/supervisor, the teacher will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference. Teachers will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at a follow-up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.

During the annual development/evaluation cycle for 3rd through 5th year teachers, the administrator will:

- ◆ **Conduct two observations.** A minimum of one scheduled and one unscheduled observation will be conducted annually. Scheduled observations will include pre- and post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Unscheduled observations will include post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Formal observations may be increased as determined by the teacher or the administrator.
- ◆ **Collect data related to performance criteria/descriptors.** The administrator/supervisor may request additional data from the teacher related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the teacher, students, parents, and the community may be used as documentation related to performance criteria/descriptors.

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the Formative Observation Record and place the form in the teacher's evaluation file. All data included in the teacher's evaluation file should have been discussed with the teacher prior to being placed in the file. Data collected during formal observations will be documented in the Formative Observation Record. The Summative Evaluation Report is a scoring guide which formally summarizes the developmental level of performance for the teacher on each of the specified descriptors. Descriptors define the expected behavior for a particular criterion.

- ◆ **Develop and discuss summative evaluation.** The administrator/supervisor will utilize collected data from formative observations and reports, artifacts, documentation, and unplanned data from all descriptors to complete the Summative Evaluation. The administrator/supervisor will hold a conference with the teacher to discuss the Summative Evaluation Report on or before March 1.

The 3rd through 5th year teacher and administrator will:

- ◆ **Develop Professional Development Plans based on proficiency level related to criteria/descriptors, building goals, school improvement goals, and/or strategic plan.** A 3-5 year teacher will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) during the annual evaluation cycle. If the administrator/supervisor determines the teacher is not meeting performance expectation(s) at the proficiency level, a Professional Improvement Plan (PIP) will be implemented. The PIP will provide focus for progress towards proficiency related to the performance criteria/descriptors that are deficient. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

While the Professional Improvement Plan should represent consensus between the teacher and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final. The teacher may request that additional observations be performed.

- ◆ **Annual Professional Development Conferences will be held with the administrator/supervisor to develop or review the PDP(s) and to discuss the document file.** During the conference, a review of the performance criteria/descriptors, the teacher's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.
- ◆ **PDP Options.** 3rd through 5th year teachers who are meeting expectations at the proficiency level can participate in Professional Development Plan Options (see page 13).

Tenured Teacher

The Teacher Will:

Collect and share data related to performance criteria/descriptors

Provide data as requested by administrator/supervisor, plus

- Pre-Observation Form
- Lesson Reflection Sheet
- Document File

Request additional observations by administrator if desired

Conduct a self-assessment on the Self Evaluation Form, annually to be shared with the administrator at the professional development conference.

The Administrator Will:

Conduct at least two observations during a 4-year cycle:

- One scheduled with pre- and post-observation conference (complete the formative report section of the Formative Observation Record)
- One unscheduled with post-observation conferences (complete the formative report section of the Formative Observation Record)

Collect data related to performance criteria/descriptors:

- as requested of teacher
- observations
- drop-ins
- students/parents/community

Develop and discuss Summative Evaluation in the Summative Evaluation Report by March 1.

The Teacher and Administrator Will:

Work with teacher and administrator/supervisor.

Develop PDP(s) that relate to criteria/descriptors, content, goals, school improvement and Comprehensive School Improvement Plan (CSIP).

Hold annual Professional Development conference(s) with administrator to develop or review PDP(s) and discuss document file. When appropriate, develop Professional Improvement Plan(s).

Observation may be increased at the request of the teacher or as determined by the administrator.

Tenured Teacher

During the four-year development/evaluation cycle, the tenured teacher will:

- ◆ **Collect and share data related to performance criteria/descriptors.** Teachers need to keep an on-going collection of data related to the criteria/descriptors as determined in conversation with the evaluator. Examples include but are not limited to student assessment, lesson plans, anecdotal notes, parent communication/newsletters, surveys, student activities, videos, student projects, and document files, web sites, in-service participation, graduate classes, and/or samples of reflection on teaching practices, etc. Performance criteria/descriptors are district expectations for teacher performance. Refer to pages 15-22 for specific standards, criteria, and descriptors.
- ◆ **Provide data as requested by administrator.** In addition to items requested by the administrator/supervisor, the teacher will complete the Pre-Observation Form and give it to the administrator/supervisor at or before the pre-observation conference. Teachers will complete the Lesson Reflection Sheet following each formal observation and be prepared to discuss it at the follow-up conference. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors. Conduct a self-assessment annually to be shared with the administrator at the professional development conference. Use personal reflection, surveys, and data to measure personal progress related to proficiency of each criteria/descriptors.

During the four-year development/evaluation cycle for a tenured teacher, the administrator will:

- ◆ **Conduct two observations.** A minimum of one scheduled and one unscheduled observation will be conducted during the four-year cycle. Scheduled observations will include pre-and post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Unscheduled observations will include post-observation conferences and the completion of the appropriate descriptors of the Formative Observation Record. Formal observations may be increased by the teacher or the administrator/supervisor.
- ◆ **Collect data related to performance criteria/descriptors.** The administrator/supervisor may request additional data from the teacher related to the performance criteria/descriptors. Written feedback from formal observations and anecdotal information gleaned from regular drop-in visits can be used as data in the collection process. Unplanned data and artifacts from the teacher, students, parents, and the community may be used as documentation related to performance criteria/descriptors.

The administrator/supervisor will review all data and determine significance in documenting specific criteria/descriptors. If determined significant, the administrator/supervisor will document the data in the Formative Observation Record and place the form in the teacher's evaluation file. All data included in the teacher's evaluation file should have been discussed with the teacher prior to being placed in the file. Data collected during observations will be documented in the Formative Observation Record. The Summative Evaluation Report is a scoring guide which formally summarizes the developmental level of performance for the teacher on each of the specified criteria/descriptors. Descriptors define the expected behavior for a particular criterion.

- ◆ **Develop and discuss summative evaluation.** The administrator/supervisor will utilize collected data from formative observations and report, artifacts, documentation, and unplanned data from all descriptors to complete the Summative Evaluation. The administrator/supervisor will hold a conference with the teacher to discuss the Summative Evaluation Report on or before March 1.
- ◆ **Develop Professional Development Plans based on proficiency level related to criteria/descriptors, building goals, school improvement goals, and/or strategic plan.** Tenured teachers will receive direction from the administrator/supervisor in developing a Professional Development Plan (PDP) or Option Plan(s) during the annual evaluation cycle. If the administrator/supervisor determines the teacher is not meeting performance expectation(s) at the proficiency level, a Professional Improvement Plan (PIP) will be implemented. The PIP will provide focus for progress towards proficiency related to the performance criteria/descriptors that are deficient. If deficiencies continue for a period of time or if the deficiencies are significant, as determined by the administrator/supervisor, continued employment may be jeopardized.

While the Professional Improvement Plan should represent consensus between the teacher and the administrator/supervisor, in cases in which disagreement arises, the decision of the administrator/supervisor is final. The teacher may request that additional observations be performed.

- ◆ **Annual Professional Development Conferences will be held with the administrator/supervisor to develop or review the PDP(s) and to discuss the document file.** During the conference, a review of the performance criteria/descriptors, the tenured teacher's current level of development, and the process of improvement will be determined through the development of a PDP. This conference may be concurrent with other evaluation conferences.

Tenured teachers will be formally evaluated on a 4-year cycle. The administrator/supervisor has the responsibility to observe the teacher on a regular basis and may receive unplanned data. A tenured teacher not meeting expectations on a criterion may be reassigned from the professional development phase to the evaluation phase. If the administrator/supervisor determines the teacher is not meeting expectations at the proficient level, a PIP should be put in place. Tenured teachers meeting expectations participate in the professional development phase. 3rd through 5th year teachers who are meeting expectations can participate in Professional Development Plan Options.

Documentation of participation in the Options Model may be accomplished through the use of various tools and/or procedures, such as a portfolio, videos, reflective journals, or professional dialogue with peers and/or administrator/supervisor. The administrator/supervisor is expected to serve as a resource and monitor the progress of the staff participating in this model.

Summative Evaluation:

All teachers will receive a Summative Evaluation during the evaluation cycle. The Summative Evaluation Report summarizes the administrator's/supervisor's rating of performance for each criterion/descriptor.

Non-tenured and tenured teachers both have the opportunity to dispute information on the Summative Evaluation Report. However, in cases in which disagreement arises, the decision of the administrator/supervisor is final. Written comments can be provided by either party (administrator/supervisor or teacher) and included with the report. Written comments by either party must be shared within five working days of the conference and appended to the original copy of the Summative Evaluation Report. The teacher, the administrator/supervisor, and the Personnel Department will retain copies of the report.

System Review:

The superintendent should initiate a periodic review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based.

Professional Development Plan Options (Enrichment)

Option A: Mentor Team

This option allows the mentor team to reflect on what they are doing with the 1st/2nd-year teacher and associate this with their own practices. The team receives mentor training as prescribed in the Professional Development Plan of the district. The teacher uses a self-reflection log to document the activities and/or work done with the 1st/2nd-year teacher in accordance with duties as outlined by the Professional Development Committee. The mentor team assists the 1st/2nd-year teacher with the development of his/her portfolio by making suggestions and offering advice. The time and dates of observations completed by the mentor team for the 1st/2nd-year teacher and the time and dates of conferences held with the 1st/2nd-year teacher are documented. The teacher uses the documentation to write a reflection of the experiences and how it has effected the teacher's own practices. This plan should specifically relate to criteria and school improvement goals.

Option B: Action Research Team

This option allows two to five colleagues to work together toward a common goal. Topics should relate to one or more specific criteria and to a School Improvement Plan goal. The Action Research could tie in with existing district or school programs such as Tech Prep or MAP teams or could open new areas of research. The Action Research should be approved by the administrator/supervisor. The topic for research could be an issue, strategy or theme such as lowering dropout rate, cooperative learning, or building teams. Each teacher involved should maintain his/her own data to document the research. The document could include written information such as scoring guides, surveys, instructional strategies, and performance tasks. The data should also include at least three points of view such as student, parent, other colleague, administrator or business partner. This plan should specifically relate to criteria and school improvement goals.

Option C: Professional Review Process

This option allows the teacher to use individual reflection to grow professionally. The teacher should be videotaped during three or more teaching sessions, focusing on one or more criteria. His/her lesson should be self-evaluated using a written format. An outside observer, such as a peer, supervisor, STARR teacher, business partner, or representative from an educational agency or university staff development program could also observe the teacher. The teacher should document, by written reflection, the observation and the conference held with the outside observer. The teacher's reflection portfolio documents the process of reviewing his/her own teaching practices with the data received from the observers, the reflections, survey results, and a final reflective piece on her/his professional growth during the process. This plan should specifically relate to criteria and school improvement goals.

Option D: Individualized Professional Activity

This option allows the teacher to work individually on specific areas approved by the administrator/supervisor. This will likely be based on curriculum development, program development, or use of technology. This plan should establish a connecting relationship with specific criteria and school improvement goals.

Option E: Collaborative Professional Plan

This option allows the tenured teacher to interact with colleagues focusing on particular teaching behaviors. This could be accomplished through peer coaching, a study group, or other forms of collaborative teams. This plan should specifically relate to criteria and school improvement goals.

Option F: School-Wide/District-Wide Action Research

This option allows the tenured teacher with significant experience to work collaboratively on a project outlined in a school/building School Improvement Plan or a Comprehensive School Improvement Plan. Teams may be developed to represent a specific grade level, subject, common technology implementation, or cross-discipline/ cross-district teams. The project must be approved by the administrator/supervisor. Examples of such projects might be the developing of tasks to evaluate programs or curriculum articulation. This plan should specifically relate to criteria and school improvement goals.

Option G: Teacher Leadership

This option provides teachers with opportunities for teacher leadership. The opportunities may focus on adult development to evoke reflections in others; enable others to self evaluate; and encourage/support others in being productive, respectful, caring, trusted member of the school community. Teachers may organize change by engaging others in forward thinking and planning based on shared core values, initiating actions toward innovative change, and taking responsibility for the support and development of systems for new and student teachers. The project must be approved by the administrator/supervisor. This plan should be specifically related to criteria/descriptors, school improvement, and/or strategic plan goals.

Teacher Evaluation Criteria with Descriptors

Note: The descriptors provided are simply examples of student and teacher behaviors that may be used to document criteria. The descriptors provided are not intended to be an all-inclusive list. The observation and/or documentation of each criterion will vary based on the context.

Standard 1: The teacher causes the students to actively participate and be successful in the learning process.

Criterion 1: The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.

The students will:

1. Develop questions and ideas to initiate and refine research.
2. Conduct research to answer questions and evaluate information and ideas.
3. Use technological tools and other resources to locate, select, and organize information.
4. Comprehend and evaluate written, visual, and oral presentations and works.
5. Discover and evaluate patterns and relationships in information, ideas, and structures.
6. Organize data, information, and ideas into useful forms (including charts, graphs, and outlines) for analysis and presentation.
7. Identify, analyze and compare the institutions, traditions, and art forms of the past and present societies.
8. Apply acquired information, ideas, and skills to different contexts as students, workers, citizens and consumers.

Criterion 2: The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.

The students will:

1. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
2. Review and revise communications to improve accuracy and clarity of information.
3. Exchange information, questions, and ideas while recognizing the perspectives of others.
4. Present perceptions and ideas regarding works of the arts, humanities, and sciences.
5. Perform or produce works in the fine and practical arts.
6. Apply communication techniques to the job search and the workplace.
7. Use technological tools to exchange information and ideas.

Criterion 3: The teacher causes students to acquire the knowledge and skills to recognize and solve problems.

The students will:

1. Identify problems and define their scope and elements.
2. Develop and apply strategies based on ways others have prevented or solved problems.
3. Develop and apply strategies based on one's own experience in preventing and solving problems.
4. Evaluate the processes used in recognizing and solving problems.
5. Reason inductively from a set of specific facts and deductively from general premises.
6. Evaluate the extent to which a strategy addresses the problem.
7. Assess costs, benefits, and other consequences of proposed solutions.

Criterion 4: The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.

The student will:

1. Explain reasoning and identify information used to support decisions.
2. Understand and apply the rights and responsibilities of citizenship in Missouri and the United States.
3. Analyze the duties and responsibilities of individuals in society.
4. Recognize and practice honesty and integrity in academic work and in the workplace.
5. Develop, monitor, and revise plans of action to meet deadlines and accomplish goals.
6. Identify tasks that require a coordinated effort and work with others to complete those tasks.
7. Identify and apply practices that preserve and enhance the safety and health of self and others.
8. Explore, prepare for, and seek educational and job opportunities.

Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.

Criterion 5: The teacher uses various on-going assessments to monitor the effectiveness of instruction.

The teacher:

1. Applies a variety of formal and informal assessment techniques (e.g., observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor student learning, to evaluate student progress and performances and to modify instructional approaches and learning strategies.
2. Collects information through observation of classroom interaction, and questions and analyzes student work.
3. Designs and uses assessments that support the transfer of learning to real life.
4. Makes appropriate modifications in assessments in accordance with student's IEPs.
5. Employs district adopted assessment techniques.
6. Other...

Criterion 6: The teacher provides continuous feedback to students and family.

The teacher:

1. Maintains useful records of student work and performance and shares the information with the student.
2. Provides feedback to students regarding the quality of performance.
3. Contacts parents promptly regarding concerns related to the student's academic or behavioral performance.
4. Other...

Criterion 7: The teacher assists students in the development of self-assessment skills.

The teacher:

1. Uses assessment strategies to involve learners in self-assessment activities, assists them in becoming aware of their learning behaviors, strengths, needs and progress, and encourages them to set personal goals for learning.
2. Develops scoring guides for students to use in assessing the quality of their work.
3. Other...

Criterion 8: The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides or IEPs.

The teacher:

1. Uses assessments that correlate to the method of instruction and the district curriculum guide/IEPs.
2. Assigns meaningful activities or homework that are timed to assist the student in understanding.
3. Assigns homework that supports the student's understanding of content.
4. Uses assessments that correlate to the methods of instruction.
5. Other...

Criterion 9: The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

The teacher:

1. Uses assessment data to adjust instructional strategies appropriately for desired learner outcomes.
2. Uses assessment techniques that allow for a variety of multiple intelligences to be used by students.
3. Uses student portfolios to assess student's work in a developmental manner.
4. Uses a variety of communication tools to report student progress.
5. Provides scoring guides, as appropriate, to students prior to assessing work.
6. Makes modifications of assessment procedures, as appropriate.
7. Other...

Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains student's on-task behavior.

Criterion 10: The teacher demonstrates appropriate preparation for instruction.

The teacher:

1. Prepares lessons that reflect a strong understanding of the content.
2. Implements lessons which link student's prior knowledge with new ideas and/or provides effective anticipatory set.
3. Designs lessons in a clear and logical format.
4. Selects and creates learning experiences that are appropriate for curriculum goals/IEPs, relevant to the learner and based upon principles of effective instruction.
5. Evaluates plans relative to long and short-term goals and adjusts them to meet the student's individual needs/IEP and to enhance learning.
6. Provides effective anticipatory set to prepare the students for the learning experience.
7. Clearly states the expected learning objectives to the students.
8. Utilizes district and/or community resources to implement instruction.
9. Provides resource teachers with advance knowledge of lessons, tests, dates of project deadlines, and scoring guides.
10. Prepares lessons which are aligned with IEP objectives.
11. Other...

Criterion 11: The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of the learner.

The teacher:

1. Identifies the student's prior experiences, learning styles, strengths and needs when designing and implementing a lesson plan.
2. Demonstrates the ability to access specialized services to meet the student's needs.
3. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes to meet student needs (e.g. lecturing, modeling, questioning, experimental learning, role playing, Socratic seminar, and project based learning).
4. Provides opportunity for guided and independent practice.
5. Provides effective closure of the lesson.
6. Creates lessons and activities that recognize individual needs of diverse learners and variation in learning styles and performance.
7. Implements IEP goals for identified students.
8. Modifies student's participation in learning activities based on ability and need.
9. Identifies students with possible special needs and refers them to appropriate resource.
10. Other...

Criterion 12: The teacher creates a positive learning environment.

The teacher:

1. Creates a positive learning environment where students feel comfortable and willing to engage in learning.
2. Arranges and maintains a safe and functional classroom or workspace.
3. Interacts with students in a professional and courteous manner.
4. Connects learning to student's prior experiences with family, culture and community.
5. Creates an environment that promotes mutual respect.
6. Provides for well-structured learning activities that encourage students to pay attention and participate.
7. Manages time, space, transitions, and activities effectively.
8. Contributes to maintaining a positive classroom environment .
9. Other...

Criterion 13: The teacher effectively manages student behaviors to promote learning.

The teacher:

1. Encourages student responsibility in the classroom.
2. Avoids using emotionally charged language in dealing with behavioral disruptions.
3. Makes effective use of preventive strategies (proximity, eye contact, non-verbal cues, position and movement).
4. Manages discipline infractions in accordance with school policy.
5. Applies classroom discipline appropriately.
6. Intervenes during inappropriate behavior.
7. Recognizes and reinforces appropriate student behavior.
8. Communicates expectations and parameters for student classroom behavior.
9. Reinforces his/her classroom rules .
10. Other...

Standard 4: The teacher communicates and interacts in a professional manner with the school community.

Criterion 14: The teacher communicates appropriately with students, parents, community, and staff.

The teacher:

1. Models effective verbal/non-verbal communication skills.
2. Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in response to student's communications.
3. Uses a variety of media communication tools (e.g. video, multimedia, laser disk, internet).
4. Writes documents in a professional manner.

5. Provides clear and concise oral and written directions.
6. Uses effective active listening skills (e.g. affirmation of understanding, eye contact, attentiveness, restating, and paraphrasing).
7. Talks, listens and is responsive to students.
8. Seeks appropriate assistance as needed to support students with intellectual, emotional, or physical problems.
9. Provides information regarding individual students to case manager as appropriate.
10. Other...

Criterion 15: The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

The teacher:

1. Offers appropriate encouragement to all students.
2. Expresses views and ideas to others in a professional manner.
3. Handles confidential information and difficult situations ethically and with discretion.
4. Seeks opportunities to develop cooperative partnerships with the parents/guardians of students in support of student learning and well being.
5. Conveys expectations to parents/guardians of shared responsibilities in the learning process.
6. Identifies and uses the appropriate school personnel and community resources to help students reach their full potential.
7. Supports parent/staff activities.
8. Is responsive to parents desiring a conference during regular school hours.
9. Provides pertinent information during parent/teacher conferences.
10. Collaborates with special education teachers regarding students with IEPs.
11. Other...

Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.

Criterion 16: The teacher engages in professional development activities consistent with the goals and objectives of the building, district and state.

The teacher:

1. Uses varied building, district, state, or national resources available for professional development.
2. Participates in school and district in-service activities as appropriate.
3. Maintains appropriate knowledge of current state and federal laws regarding special services students.
4. Participates in activities that encourage collective inquiry regarding teaching and learning.
5. Other...

Criterion 17: The teacher engages in professional growth.

The teacher:

1. Applies a variety of self-assessment and problem-solving strategies for reflecting on practice, on his/her influence on the student's growth and learning, and on the complex interactions between them.
2. Increases knowledge base related to professional responsibilities.
3. Increases knowledge of learning theory.
4. Applies new understanding of learning theory to the classroom.
5. Works cooperatively to develop and implement a professional development/growth plan.
6. Disseminates information obtained from professional development opportunities with faculty/staff as appropriate.
7. Documents continuing education units required for state certification.
8. Other...

Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.

Criterion 18: The teacher adheres to all the policies, procedures and regulations of the building and district.

The teacher:

1. Stays informed regarding policies and regulations applicable to his/her position.
2. Follows the identified channels for resolving concerns/problems.
3. Complies with school policy on attendance and punctuality.
4. Completes duties promptly and accurately when given adequate notice.
5. Complies with school policy and guidelines on copyright.
6. Complies with school policy and guidelines regarding student confidentiality.
7. Other...

Criterion 19: The teacher assists in maintaining a safe and orderly environment within the school setting.

The teacher:

1. Performs school supervisory tasks.
2. Exercises responsibility for student management on school property and at school activities during school days.
3. Regularly communicates safety issues to administrators.

Criterion 20: The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

The teacher:

1. Participates in professional activities designed to make the entire school a productive learning environment.
2. Participates, as appropriate, in Missouri School Improvement Plan, Comprehensive School Improvement Plan, School Improvement Plan and committee work.
3. Participates in all phases of the evaluation process to effect on-going professional growth.
4. Other...

Glossary

Action Research	A process in which the teacher plans, takes action, collects data, and makes a decision based on the collected data regarding professional practice.
Administrator/Supervisor	The personnel authorized to implement the evaluation process (administrator, department chair, facilitator, coordinator, etc.).
Artifact Data	Documents or tangible items of information related to performance. Artifacts are typically supplied by the teacher but may be collected from other sources and are kept in the document file.
CPC	Continuous Professional Classification (CPC) is valid for 10 years and is assigned to teachers who have met the requirement and qualifications.
Criteria	The items used to evaluate the teacher's performance. The criteria describe the behavior of the students and teacher or the skill of the teacher related to effective performance.
CSIP	The Comprehensive School Improvement Plan (CSIP) is an ongoing plan with goals, outcomes, or objectives in sufficient detail so as to direct the improvement efforts of the District for at least a five-year period.
Descriptors	Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion.
Development	Teacher and administrator work collaboratively to create a Professional Development Plan (PDP).
Document file	A teacher's collection of data illustrating performance, development, and involvement in professional activities that reflect criteria/descriptors, building goals, and the district strategic plan.
Drop-In Observations	An unscheduled, informal visit to the classroom by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
Enrichment	Professional Development Plan (PDP) focuses on areas related to each individual teacher using the PDP.
Improvement	The Professional Improvement Plan (PIP) provides focus of progress toward proficiency related to the performance criteria/descriptors that are deficient
Informative observation Record	A report used to collect and organize on-going planned and unplanned data, artifacts, reflections, and feedback for the purpose of developing and evaluating teachers.
Lesson Reflection Sheet	Form which will be completed by the teacher following each formal observation. It may be discussed with the administrator/supervisor at the post-observation conference and used to document criteria/descriptors.
Mentor	The experienced teacher who is assigned to guide and support a first- or second-year teacher in the district.
Peer Coach	A teacher who collaborates with another teacher for mutual support and instructional improvement.
PC-I	Professional Classification - I (PC-I) is valid for three (3) years and is assigned to teachers with less than three years of approved teaching experience and who meet the minimum requirements and qualifications.

PC-II	Professional Classification - II (PC-II) is valid for seven (7) years and is assigned to teachers who hold a valid PC-1 and who provided documentation of completing all requirements for advancement to this level of certification.
Planned Data	Data regarding a teacher, related to a specific criterion/descriptor and collected by the administrator/supervisor.
Post-Observation Conference	A conference between the administrator/supervisor and the teacher about data collected during an observation and other data submitted by the teacher. Written feedback will be completed by the administrator/supervisor in the feedback/document section of the Formative Observation Record to share at the conference.
Pre-Observation Conference	The interaction between administrator/supervisor and teacher during which the lesson is previewed, and the purpose, time, length, and location of the observation are confirmed. A Pre-Observation Form will be completed by the teacher prior to the conference.
Professional Development	Process designed to help teachers improve on an on-going basis.
Professional Development Plan	A plan to formalize and document professional growth for the purpose of attaining proficient and distinguished levels of performance. PDPs will be categorized as enrichment, development and improvement.
Professional Improvement Plan	The PIP provides focus of progress toward proficiency related to the performance criteria/descriptors that are deficient.
Scheduled Observation	A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect data for the teacher evaluation.
Scoring Guide	Descriptions of performance levels which defines levels of proficiency.
Summative Evaluation	A report used to summarize the administrator's/supervisor's rating of performance for each criterion/descriptor at the end of the teacher evaluation cycle. Performance ratings include unsatisfactory, basic, proficient, and distinguished.
Teacher	All classroom teachers including special services teachers. This does not include counselors, librarians, facilitators, and administrators.
Teacher Evaluation	The process of collecting data and making professional judgments about the performance and development of teachers and for the purpose of personnel decision-making.
Unscheduled Observation	An unannounced observation of twenty minutes or more, used to collect data for the teacher evaluation.
Unplanned Data	Unsolicited data regarding a teacher, related to a specific criterion/descriptor and collected by the administrator/supervisor.
Written Documents	Any concrete examples of items which are related to performance criteria/descriptors.

Appendix

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Pre-Observation Form

The Pre-Observation Form is to be completed by the teacher and given to the administrator/supervisor at/or before a pre-observation conference. This form is used by the administrator/supervisor to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document criteria/descriptors.

Teacher _____ School _____

Grade/Subject _____ Date _____

1. What do you expect the students to be able to know or do at the end of this lesson? What connections will you make to students' other learning?

2. Briefly describe the lesson and the repertoire of strategies to be used with students and to personalize learning.

3. How does this relate to the district's curriculum guide? What prerequisite knowledge has been assumed or provided?

4. How will students be assessed? How will assessment criteria and exemplars be communicated to students?

5. What, in particular, do you want observed? Are there any special circumstances of which to be aware?

Notes: _____

Teacher's Signature _____ *Date* _____ *Administrator's/Supervisor's Signature* _____ *Date* _____

Signature indicates the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

PBE-1

Reflection Sheet

The Reflection Sheet will be completed by the teacher following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria.

Teacher _____ School _____

Grade/Subject _____ Date _____

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?

2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the District's curriculum guide? _____

3. What feedback did I receive from students indicating they achieved understanding and that the goal/objective(s) were met for this lesson? _____

4. Did I adjust my goals or my work as I taught the lesson? Why? How? _____

5. If I had the opportunity to teach this lesson again to the same group of students, what would I do differently? _____

6. If there was one thing from this lesson that I could share with a colleague, what would it be? _____

**If more space is needed, please add additional pages.*

PBE-2

Formative Observation Record

Scheduled Observation Unscheduled Observation Artifact Data Non-Observed Data

The Professional Observation Record is used by the administrator/supervisor during classroom observation and shared at the post-observation conference. During classroom observation, the administrator/supervisor is to take notes regarding student and teacher behavior. It is not necessary to script the entire oral discourse of the teacher; however, the supervisor should record specific student behaviors and comments as well as specific teacher behaviors and comments. These notes can be taken separately and then transferred to the Formative Observation Record or recorded directly on the Formative Observation Record form.

Teacher _____ School _____

Grade/Subject _____ Date _____

Administrator/Supervisor _____

Standard 1: The teacher causes students to actively participate and be successful in the learning process.

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.

2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.

3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.

4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.

** If more space is needed, please add additional pages.*

Formative Observation Record *(continued)*

Teacher _____ School _____ Grade/Subject _____ Date _____

Standard 2: The teacher uses various forms of assessment to monitor and manage student learning.

5. The teacher uses various ongoing assessment to monitor the effectiveness of instruction.

6. The teacher provides continuous feedback to students and families.

7. The teacher assists students in the development of self-assessment skills.

8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.

9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

Standard 3: The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.

10. The teacher effectively demonstrates a readiness to teach.

** If more space is needed, please add additional pages.*

Formative Observation Record *(continued)*

Teacher _____ School _____ Grade/Subject _____ Date _____

11. The teacher chooses and implements appropriate methodology and varied instructional strategies which address the diversity of learners.

12. The teacher creates a positive learning environment.

13. The teacher effectively manages student behaviors.

Standard 4: The teacher communicates and interacts in a professional manner with the school community.

14. The teacher communicates appropriately with students, parents, community, and staff.

15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

Standard 5: The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behavior that will improve student performance.

16. The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.

** If more space is needed, please add additional pages.*

Formative Observation Record *(continued)*

Teacher _____ School _____ Grade/Subject _____ Date _____

17. The teacher engages in professional growth.

Standard 6: The teacher acts as a responsible professional in addressing the overall mission of the school district.

18. The teacher adheres to all the policies, procedures and regulations of the building, and district.

19. The teacher assists in maintaining a safe and orderly environment.

20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.

Teacher Comments:

Administrator/Supervisor Comments:

Teacher's Signature

Date

Administrator's/Supervisor's Signature

Date

Signature indicates the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

Summative Evaluation Report

Teacher _____ Self Evaluation School _____

Grade/Subject _____ Date _____

Administrator/Supervisor _____

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher causes students to actively participate and engage in activities/learning that integrate the skills of gathering, analyzing, and applying information and ideas in authentic settings/context. The teacher acts as a facilitator in managing activities/ learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher is inconsistent in causing students to engage in activities/learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to gather, analyze and apply information and ideas in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/ learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.

2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher causes students to actively participate and engage in activities/learning that integrate the skills of communicating effectively within and beyond the classroom in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher is inconsistent in causing students to engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.

3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher causes students to actively participate and engage in activities/learning that integrate the skills of recognizing and solving problems in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher organizes and manages activities/ learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher is inconsistent in causing students to engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher organizes and manages activities/ learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to recognize and solve problems in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.

4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.

<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher causes students to actively participate and engage in activities/learning that integrate the skills of making decisions and acting as a responsible member of society in authentic settings/context. The teacher acts as a facilitator in managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that integrate process skills in an authentic fashion.	The teacher causes students to actively participate and engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	The teacher is inconsistent in causing students to engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher organizes and manages activities/learning in a less than effective manner to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate an inconsistent development of learning experiences that are appropriate to the goal.	The teacher shows little or no evidence of causing students to actively participate and engage in activities/learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher shows little or no evidence of organizing and managing activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate little or no development of learning activities that are appropriate to the goal.

Summative Evaluation Report *(continued)*

Teacher _____ School _____ Grade/Subject _____ Date _____

5. The teacher uses various ongoing assessment to monitor the effectiveness of instruction.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments that are authentic to the goals, objectives and content of the instruction. The teacher maintains and uses data to reflect and move beyond grading to modify instructional practices and materials to enhance the learning of all students.	The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments. The teacher maintains and uses data from his/her assessment activities to modify instruction.	The teacher has an awareness of informal and formal (traditional and performance based) assessments. The teacher shows some evidence of data collection, primarily for assignment of a grade but not for modification of instruction.	The teacher shows little or no evidence of the use of informal and formal (traditional and performance-based) assessments. Data collection is minimal and insufficient for a grade or modification of instruction.
6. The teacher provides continuous feedback to students and family.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher provides frequent information to student and family, as appropriate, about the instructional program. Students participate in preparing materials for their families. The teacher frequently communicates with student and family on both negative and positive aspects of student progress, using instructional and behavioral artifacts, and is proactive in responding to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.	The teacher provides frequent information to student and family, as appropriate, about the instructional program. The teacher communicates with student and family about student progress, using instructional and behavioral artifacts, on a regular basis and is available as needed to respond to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and ongoing.	The teacher participates in school's activities for student and family communication but offers little additional information. The teacher adheres to the school's required procedures for student and family communication. Responses to family concerns are minimal. The teacher's attempts to engage families in the instructional program are inconsistent.	The teacher provides little information about the instructional program to students and/or families. The teacher provides minimal response to parents' concerns about students. The teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.
7. The teacher assists students in the development of self-assessment skills.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher consistently incorporates opportunities and expectations for students to engage in self-reflection, self-assessment and meta-cognition as a means of evaluating and refining their own learning. Instructional artifacts (scoring guides, checklists, examples of student products, etc...) demonstrate clear/ understandable and high expectations for all student performance or product. Instructional artifacts assist the student in setting and progressing toward goals.	The teacher consciously encourages and supports student self-assessment and meta-cognition as a means to enhancing the student's learning and achievement. Instructional artifacts (scoring guides, checklists, examples of student products, etc...) demonstrate clear/understandable and high expectations for student performance or product.	The teacher demonstrates inconsistent evidence for student self-assessment and reflection. Instructional artifacts are limited and inconsistent in demonstrating clear expectations for student performance or product.	The teacher shows little or no evidence for student self-assessment and reflection. Instructional artifacts show little or no evidence of defining expectations for student performance or product.
8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher selects the assessments based on how efficient and effective the technique measures the district's curriculum guide proficiencies. The teacher customizes instruction based on analysis of individual student needs. Connection of instructional strategies to assessment is clearly evident and well planned.	The types of assessments used are aligned with the district's curriculum guide. The teacher selects instructional strategies and content based on group need. Connection of instructional strategies to assessment is evident and planned.	The types of assessments used may not be the best match with the district's curriculum guide. The teacher selects instructional strategies based on scope and sequence. Connection of instructional strategies to assessment is limited.	The types of assessments used often do not match with the district's curriculum guide. The teacher selects next content pieces based on textbook or informal sequence. Connection of instructional strategies to assessments is not evident.
9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of the students.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher collects a variety of student data prior to instruction. The teacher uses a variety of constructed response, performance tasks, or questioning strategies with frequent and specific feedback provided to students. The assessment plan provides a sufficient body of evidence about a student's growth that is valid, credible information from which generalizations about student growth can be made.	The teacher collects data on student learning prior to instruction. The teacher uses a variety of constructed response, performance tasks, or questioning strategies with appropriate feedback provided to the students. The assessment plan provides a sufficient body of evidence about students that is valid, credible information.	The teacher collects summative data and some informal data prior to instruction. The teacher uses limited types of assessments. The assessment plan provides a body of evidence that is not sufficient for all the decisions being made.	The teacher collects summative data or data that is too limited to make effective judgements. The teacher uses only post tests. The assessment plan provides a substantially limited body of evidence that is not sufficient for all the decisions being made.

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Summative Evaluation Report *(continued)*

Teacher _____ School _____ Grade/Subject _____ Date _____

10. The teacher demonstrates appropriate preparation for instruction.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
<p>The teacher understands not only the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society, but also demonstrates understanding of the most important elements/issues/strands of the discipline necessary for students to develop a deep understanding of the subject matter. The teacher chooses the most appropriate and robust examples, analogies, and experiences as opportunities for students to make meaning of the subject matter. Objectives of the lesson are clear and developed in an innovative, sequential, and logical fashion. The teacher utilizes district and community resources.</p>	<p>The teacher demonstrates a substantial command of relevant subject matter, its structures and tools of inquiry, and its applicable connections to other areas of the curriculum. Instructional artifacts demonstrate an understanding of common misunderstandings held by the learners. Lessons are designed with an understanding of the developmental level of the students and builds upon students' prior knowledge. Objectives of the lesson are clear and developed in a logical fashion. The teacher utilizes district resources.</p>	<p>The teacher demonstrates a basic knowledge of the discipline(s). The teacher's work, however, may demonstrate flaws or gaps in disciplinary understanding. Instructional and/or assessment artifacts tend to isolate and emphasize lower-level learning of the discipline; one cannot generalize from these that the teacher knows how to create coherent, personally meaningful learning opportunities for students. Lessons are designed that often set too high or low an expectation for the developmental level of the students. Objectives of the lesson are stated but limited in connection to instruction. The teacher demonstrates limited awareness of district resources.</p>	<p>The teacher demonstrates little or no evidence of a basic knowledge of the discipline(s). The teacher demonstrates flaws or gaps in disciplinary understanding. Instructional and/or assessment artifacts are limited and tend to isolate and emphasize lower-level learning of the discipline; one cannot generalize from these that the teacher knows how to create coherent, personally meaningful learning opportunities for students. Lessons are designed that set too high or low an expectation for the developmental level of the students. Objectives of the lesson are seldom stated and greatly limited in connection to instruction. The teacher is not aware of district resources.</p>
11. The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
<p>The teacher selects, uses, and evaluates a variety of instructional strategies, based on careful analysis of curriculum objectives, student needs and experiences. The teacher makes use of a rich mixture of basic and advanced content and skills to promote students' development in these areas. Reflections on instructional artifacts demonstrate the teacher's ability to match instructional strategies with content/or skills to be taught. Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.</p>	<p>The teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs. Although artifacts demonstrate the use of a variety of strategies, reflections may not clearly establish the teacher's ability to match specific strategies with the content and/or skills to be taught. Instructional groups are varied, as appropriate to different instructional goals.</p>	<p>The teacher uses a limited set of instructional strategies to create lessons mostly at the recall/recognition level. The teacher reveals only limited evidence of the ability to engage each student in active learning; rather, instructional artifacts emphasize a frequently teacher-centered, whole-class approach to instruction. Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.</p>	<p>The teacher shows little or no evidence of using even a limited set of instructional strategies and strategies used are at the recall/recognition level. The teacher shows no evidence of the ability to engage students in active learning; rather, instructional artifacts indicate a teacher-centered, whole-class approach to instruction. Instructional groups are seldom used.</p>
12. The teacher creates a positive learning environment.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
<p>The teacher shows evidence that standards of conduct are clear to all students and appear to have been developed with student participation. The teacher demonstrates genuine caring and respect for individual students. Students demonstrate genuine caring for one another as individuals and students. Students take obvious pride in their work and initiate improvement of work.</p>	<p>The teacher shows evidence that standards of conduct are clear to all students. Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Student interactions are generally polite and respectful. Students accept teacher insistence on work of high quality and demonstrate pride in their work.</p>	<p>The teacher shows evidence that standards of conduct appear to have been established for most situations, and most students seem to understand them. Teacher/student interactions are generally appropriate but may reflect occasional inconsistencies. Students do not demonstrate negative behaviors toward one another. Students minimally accept the responsibility to do good work.</p>	<p>The teacher shows no evidence to indicate that standards of conduct appear to have been established, or students are confused as to what the standards are. The teacher's interactions with at least some students are negative, demeaning, or sarcastic. Conflict, sarcasm, or put-downs characterize student interactions. Students demonstrate little or no pride in their work.</p>
13. The teacher effectively manages student behaviors.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
<p>The teacher's monitoring of students is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. The teacher's response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate. The teacher follows appropriate discipline code and serves as a "significant adult" role model for students.</p>	<p>The teacher is alert to student behavior at all times. The teacher's response to behavior is appropriate and respects the student's dignity, or student behavior is generally appropriate. The teacher takes appropriate actions as needed, consistent with district and building rules and policies.</p>	<p>The teacher is generally aware of student behavior but may miss the activities of some students. The teacher's attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs. The teacher usually takes appropriate actions as needed, consistent with district and building rules and policies.</p>	<p>Student behavior is not monitored, and the teacher is unaware of what students are doing. The teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity. The teacher does not take or inconsistently takes required disciplinary action with students.</p>

Summative Evaluation Report *(continued)*

Teacher _____ School _____ Grade/Subject _____ Date _____

14. The teacher communicates appropriately with students, parents, community and staff.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher is professionally appropriate and proactive when communicating with students, parents, community, and staff. The teacher frequently and successfully communicates with students, parents, community, and staff in order to support instructional school issues. The teacher models, supports, and expects students to use effective verbal, nonverbal, and media communication tools and techniques as integral tools of learning.	The teacher is professionally appropriate when communicating with students, parents, community, and staff. The teacher frequently communicates with students, parents, community, and staff in order to support instructional school issues. The teacher models clear and articulate verbal, nonverbal, and media communication tools and techniques in all communication with the students, parents, community, and staff.	The teacher is occasionally professionally inappropriate when communicating with students, parents, community, and staff. The teacher adheres to the school's procedures for communicating with students, parents, community, and staff, and the teacher demonstrates effective verbal and written communication skills and presentation techniques. Use of media communication is limited.	The teacher is professionally inappropriate when communicating with students, parents, community, and staff. The teacher shows little evidence of communicating with students, parents, community, and staff in order to support instructional school issues. The teacher shows little evidence of effective verbal and written communication skills.
15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher is professionally appropriate and proactive when interacting with students, parents, community, and staff. The teacher frequently and successfully interacts with students, parents, community, and staff in order to support instructional school issues and responds to concerns with great sensitivity and understands differences.	The teacher is professionally appropriate when interacting with students, parents, community, and staff. The teacher frequently interacts with students, parents, community, and staff in order to support instructional issues and is appropriately available to respond to concerns.	The teacher is occasionally professionally inappropriate when interacting with students, parents, community, and staff. The teacher adheres to the school's procedures for interacting with students, parents, community, and staff but often is unavailable to respond to concerns.	The teacher is professionally inappropriate when interacting with students, parents, community, and staff. The teacher shows little evidence of interacting with students, parents, community, and staff in order to support instructional school issues.
16. The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and state.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher seeks out multiple opportunities for professional development and assists the district in providing professional development that enhance content knowledge and pedagogical skills. Professional development is focused and aligned to district and building goals and objectives.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills. Professional development is aligned to district and building goals and objectives.	The teacher participates in professional development activities to a limited extent when they are convenient. Professional development is often not congruent with district and building goals and objectives.	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher does not attend professional development events offered by the district and provides no evidence of skill development outside of the school setting.
17. The teacher engages in professional growth.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher has a Professional Development Plan that defines and documents an innovative teaching behavior and makes strong connections between the new behavior and student achievement. The PDP is linked to building and district goals and specific criteria. The teacher initiates important activities to contribute to the profession, such as frequently sharing new ideas and serving as a mentor to others interested in new teaching behaviors.	The teacher has a Professional Development Plan that defines and documents a new behavior of professional practice and the impact of such practice on student learning. The PDP is clearly linked to building and district goals and specific criteria. The teacher participates actively in sharing knowledge with others.	The teacher has a Professional Development Plan that provides limited documentation of new behaviors of professional practice and the impact of such practice on student learning. The teacher finds limited ways to share knowledge with others.	The teacher does not have a Professional Development Plan that documents new behaviors of professional practice and the impact of such practice on student learning. The teacher makes no effort to share knowledge with others.
18. The teacher adheres to all the policies, procedures and regulations of the building and district.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher serves as a resource to other teachers, either as individuals or in groups in imparting knowledge and direction of Board of Education policy, building and district procedures and regulations. The teacher is proactive in completing assigned duties. The teacher uses appropriate resources to solve professional conflicts. The teacher produces forms, reports, and plans that can be used as examples or models with other district employees.	The teacher demonstrates knowledge of Board of Education Policies, building and district procedures and regulations. The teacher is consistent in completing assigned duties in a prompt and accurate fashion. The teacher uses identified appropriate resources to solve professional conflict. The teacher completes forms, reports, and plans that meet district expectations.	The teacher accesses appropriate resources to gain direction of Board of Education policies, building and district procedures and regulations. The teacher is inconsistent in completing assigned duties in a prompt and accurate fashion. The teacher is aware of appropriate resources to access to solve professional conflicts. The teacher completes forms, reports, and plans that need minor modifications to meet district policy.	The teacher provides little evidence of awareness of Board of Education policies, building and district procedures and regulations. The teacher fails to complete assigned duties in a prompt and accurate manner. The teacher has little or no knowledge of the appropriate resources to access to solve professional conflicts. The teacher does not complete required forms, reports, and plans according to district policy.

Summative Evaluation Report *(continued)*

Teacher _____ School _____ Grade/Subject _____ Date _____

19. The teacher assists in maintaining a safe and orderly environment within the school setting.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher consistently provides supervision as directed by building administrators and voluntarily supervises students as needed to assist the safe operation of the building.	The teacher consistently provides supervision as directed by building administrator.	The teacher is inconsistent in providing supervision as directed by building administrator.	The teacher does not provide supervision as directed by building administrator.
20. The teacher collaborates in the development and/or implementation of the district's vision, mission, and goals.			
<input type="checkbox"/> Exceeds	<input type="checkbox"/> Proficient	<input type="checkbox"/> Moving Towards Proficiency	<input type="checkbox"/> Does Not Meet Expectations
The teacher's professional relationships with colleagues are supportive and cooperative. The teacher takes initiative in assuming leadership among the faculty. The teacher volunteers to participate in school events and building/district projects and committees and assumes a leadership role in at least some capacity.	The teacher's professional relationships with colleagues are supportive and cooperative. The teacher volunteers to participate in school events and building/district projects and committees, making a contribution.	The teacher maintains cordial professional relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in school events and building/district projects and committees only when specifically asked.	The teacher's professional relationship with colleagues are negative or self-serving. The teacher avoids becoming involved in school events and building/district projects and committees.

Any "Does Not Meet Expectations" must be accompanied by a Professional Improvement Plan (PIP).

Supervisor's Summary: *(commendable items may be included)*

Recommendation for employment: Renewal of Employment: (check one)

- Be reemployed. Check here if the recommended reemployment will result in the attainment of tenure.
- Not be reemployed for the next school year. (Applicable to Probationary Teachers only.)
- Be terminated. (Applicable to Permanent Teachers only.)

Teacher Comments:

 Teacher's Signature Date Administrator's/Supervisor's Signature Date

Signature indicates the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

Professional Growth Plan

1st / 2nd Year Teacher

3rd - 5th Year Teacher

Tenured Teacher

Enrichment (Options)

Professional Development Plan (PDP)

Professional Improvement Plan (PIP)

Moving Toward Proficiency

Teacher _____ School _____

Grade/Subject _____ Date _____

Administrator/Supervisor _____

Objectives: *Applicable descriptors and expected level of performance.*

(List standards and criteria of Professional Improvement Plan - PIP)

Related Building/District CSIP Goal(s):

continued on back

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Professional Growth Plan - *continued*

Teacher _____ School _____ Grade/Subject _____

Strategies for achieving objective(s): *(Teacher and administrator/supervisor responsibilities)*

Teacher will...

Administrator will...

Assessment methods and timelines:

Teacher Comments:

Administrator/Supervisor Comments:

Teacher's Signature _____ *Date*

Administrator's/Supervisor's Signature _____ *Date*

Plan completed. Date _____

Plan revised. Date _____

Plan continued. Date _____

Plan reviewed. Date _____

Teacher's Signature _____ *Date*

Administrator's/Supervisor's Signature _____ *Date*

Signature indicates the above has been reviewed and discussed. Copies must be submitted to teacher and administrator/supervisor.

PGP-2: Rev 8/02