Teacher Evaluation System

Collaborative for Educational Services
2012-2013

CES | TES
August, 2012

collaborative.org
About Collaborative for Educational Services (CES)

At the Collaborative for Educational Services, we believe that everyone is a learner, and that with the right support every learner can find success. We are committed to reaching and educating all young people and helping them find their pathway to success. We are also experienced in working with educators to help students learn and succeed.

For over 35 years, CES has been working with schools, families, young people and communities in the Pioneer Valley and throughout the Commonwealth to create and improve educational opportunities both in and out of the classroom. We partner with school districts and schools to help them assess their instructional programs and create new ways to improve instruction, student learning and achievement. We train teachers who are seeking licensure in order to gain entry into the teaching field as well as teachers and administrators who want to increase their skills and opportunities by gaining an additional license. We have expertise in assisting schools and educators in providing high quality education for students from diverse backgrounds and who are English language learners. We also are known for effective education services for students with special needs. We work with communities to build their capacity to support learners of all ages through early childhood education and care, after school programs, and academic and vocational opportunities for adolescents and young adults.

Mission

Our mission is to develop and foster educational excellence and opportunity for all learners through collaboration and leadership.

Core Statement

We are a community of innovative and effective professionals dedicated to improving education.

We know that everyone is a learner from the day they are born, and we know how to create classrooms and other environments in which every learner can flourish.

We know how to reach, inspire, support, and educate children, youth and adults, and we help others to do the same.

We value...

Quality and excellence
Innovation, creativity and vision
Inclusiveness, equity and diversity
Collaboration with others

Everyone is a learner
INTRODUCTION

On June 28, 2011 the Massachusetts Board of Elementary and Secondary Education adopted new regulations to guide the evaluation of all educators serving in positions requiring a license—teachers, principals, superintendents, and other administrators. The regulations are designed first and foremost to promote leaders’ and teachers’ growth and development. They place student learning at the center of the process using multiple measures of student learning. According to the timelines set forth by the Board every district in the Commonwealth will be phasing in evaluation processes and procedures that are consistent with the new regulations by 2013-14.

As a result of implementing these regulations, each educator will take a leading role in shaping his/her professional growth and development. Among the practices outlined in the new Massachusetts Model that the Collaborative has already adopted are:

- Every educator is required to assess her/his own performance and propose challenging goals for improving her/his own practice and impact.
- Every educator is provided a rubric that offers a detailed picture of practice at four levels of performance. These system-wide rubrics set the stage for both deep reflection and the rich dialogue about practice that our profession seeks.
- Every educator will consider her/his students’ needs and propose one or more challenging goals for improving student learning.
- Every educator will compile and present evidence and conclusions about her/his performance and progress on their goals, ensuring that the educator voice is critical to the process.

These and other features of the new educator evaluation system hold great promise for improving educator practice, school climate and student learning. To turn this promise into reality, every educator—and the teams they work with—will be supported in a variety of ways to be successful.

The Collaborative for Educational Services Approach

The Collaborative for Educational Services Teacher Evaluation System is closely aligned with the new regulations and Massachusetts Model System for Educator Evaluation. Similar to the Massachusetts Model, our evolving system seeks to establish and define clear expectations for educator performance, promote growth and development, strengthen collaboration, and create mutual accountability for the purpose of improved student outcomes.

At the Collaborative for Educational Services, we understand that effective teachers and educational leaders are the keys to advancing student learning. In fact, no other school-based factor has as great an influence on student achievement as an effective teacher\(^1\). As such, the Collaborative is deeply committed to providing our teachers and educational leaders with clear expectations regarding

effective teaching and educational leadership, as well as the professional development and supervisory support needed to insure professional growth and achievement of these expectations. A hallmark of this commitment is the use of a robust supervisory and evaluation system that promotes excellence in teaching and educational leadership, and demonstrates our shared belief that all students can learn.

The teacher evaluation system that follows reflects our belief that supervision, professional development, and evaluation are ongoing and linked, and should encourage a climate of continuous learning. It is designed to provide the flexibility necessary to adapt to the needs and learning styles of individuals, while also promoting a shared responsibility for educator growth grounded in trust, mutual respect, transparency, and shared purpose. It draws on research for educator evaluation, and conforms to the laws, regulations, and policies to which we adhere. And finally, it values the investment each of us maintains towards realizing the goal of high expectations for learning for all of our students.

Purposes of Evaluation
In summary, our evaluation system is designed to:

**Promote Growth and Development:**
Educators will have regular and timely feedback and opportunities for development that support continuous growth and improvement;

**Acknowledge Excellence:**
Educators will be recognized for excellence;

**Clarify Expectations:**
Educators will have a clear, explicit set of expectations and implications for performance;

**Be Differentiated:**
Educators will have support and supervision suited to their strengths and needs;

**Place Student Learning at the Center:**
Student learning is central to the evaluation and development of our workforce—and is the core work of our schools; and

**Promote Professionalism:**
Exemplary educators regularly reflect on their effectiveness, maintain evidence of their successes, and welcome frequent and constructive feedback about how to be more effective in their craft.
THE CES TEACHER EVALUATION SYSTEM

Performance
In accordance with Article 15 of the agreement between the Collaborative for Educational Services and SEIU Local 509, teachers will be evaluated using multiple sources of data. Generally speaking, the process will include employee development through collaborative goal setting, formal and informal performance observations, and performance feedback, resulting in a summative evaluation.

During the 2012-2013 academic year, the CES Teacher Evaluation System and our corresponding professional development will aim to support teachers to successfully fulfill the expectations for performance in the Standards and Indicators of Effective Teaching:

- Standard 1: Curriculum, Planning, and Assessment
- Standard 2: Teaching All Students; and
- Standard 3: Professional Culture

The selected standards and indicators of effectiveness are aligned to the regulations set forth by the Department of Elementary and Secondary Education for teacher evaluation.

Teachers will be evaluated throughout the year and given a performance rating of:
4 = exemplary; 3 = proficient; 2 = emerging; or 1 = beginning, based on evidence collected as part of the observation system.

These ratings and additional supporting evidence will be used to determine an overall performance rating of:
4 = exemplary; 3 = proficient; 2 = needs improvement; or 1 = unsatisfactory, which will inform the employee’s tier assignment and/or employment options for the teacher going forward.
## Educator Standards

**2012-2013 Standards and Indicators for CES Teachers:**

<table>
<thead>
<tr>
<th>STANDARD I: Curriculum, Planning, and Assessment</th>
<th>STANDARD II: Teaching All Students</th>
<th>STANDARD III: Professional Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a)</strong> Backward plan engaging and sequential curriculum units connected to content standards of the relevant curriculum frameworks, develop daily lesson plans that are aligned to unit goals, and create student learning objectives that focus on measurable outcomes and define clearly what students need to <strong>Know</strong>, <strong>Understand</strong> and be able to <strong>Do</strong>.</td>
<td><strong>a)</strong> Implement a range of instructional strategies that support the varied learning needs of all students and communicate learning objectives orally and visually that focus on measurable outcomes of what students need to <strong>Know</strong>, <strong>Understand</strong>, and be able to <strong>Do</strong> (KUDs).</td>
<td><strong>a)</strong> Demonstrate the capacity to reflect on and improve their practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful professional goals, and develop new approaches in order to improve teaching and learning.</td>
</tr>
<tr>
<td><strong>b)</strong> Plan and design instruction for a diverse group, including students with specialized learning needs through differentiation, Positive Youth Development (PYD), and Culturally Responsive Practices (CRP).</td>
<td><strong>b)</strong> Create a positive, nurturing, safe and collaborative learning community that respects individual differences, enhances social relationships, allows students to comfortably take risks, and models appropriate behavioral expectations for all students, staff, and program personnel.</td>
<td><strong>b)</strong> Actively pursue and participate in professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional, team, and leadership roles.</td>
</tr>
<tr>
<td><strong>c)</strong> Demonstrate substantial content knowledge and instructional pedagogy related to subject area(s), and an in-depth understanding of adolescent development and how students learn.</td>
<td><strong>c)</strong> Maximize learning time by effectively managing classroom routines, procedures, space, materials, and instructional resources.</td>
<td><strong>c)</strong> Collaborate effectively with colleagues on a wide range of tasks.</td>
</tr>
<tr>
<td><strong>d)</strong> Plan and implement effective teaching strategies that advance student learning by analyzing specific academic data from pre-assessments, formative and summative assessments to link learning for all students, refine learning objectives, and inform a continuous planning cycle.</td>
<td><strong>d)</strong> Differentiate instruction for a diverse group, including students with specialized learning needs using specific instructional strategies of Positive Youth Development (PYD) and Culturally Responsive Practice (CRP).</td>
<td><strong>d)</strong> Share responsibility for the performance of all students within the program and takes an active role in educational program improvement planning efforts.</td>
</tr>
<tr>
<td><strong>e)</strong> Maintain high expectations, make information and knowledge accessible for all students, foster student self-efficacy, and implement promising practices that promote student achievement.</td>
<td><strong>e)</strong> Perform job and routine responsibilities consistently, demonstrate professional behavior and ethics, and adhere to all program and agency policies, procedures, and guidelines.</td>
<td></td>
</tr>
</tbody>
</table>
**Our Differentiated Approach**

All teachers are placed on one of three tiers. These tiers serve as a guide for both the evaluator and the teacher as to the differentiated nature of evaluative activities. In some instances, teachers may be moved from either tier one or two to tier three during the year based on their supervisor’s determination that performance improvements are required and additional support and monitoring is necessary.

**The three tiers include:**

<table>
<thead>
<tr>
<th>Tier</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 1</td>
<td>Any teacher who:</td>
</tr>
<tr>
<td></td>
<td>• is newly hired</td>
</tr>
<tr>
<td></td>
<td>• was recommended by her/his supervisor to remain at this tier in their summative evaluation</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong></td>
</tr>
<tr>
<td></td>
<td>Teachers are in Tier 1 from 1-3 years.</td>
</tr>
<tr>
<td></td>
<td>Supervisor can recommend movement to Tier 2 or 3 after 1 year.</td>
</tr>
<tr>
<td>Tier 2</td>
<td>Any teacher who:</td>
</tr>
<tr>
<td></td>
<td>• has received evaluative ratings in only the proficient and/or exemplary categories as part of her/his overall performance rating</td>
</tr>
<tr>
<td></td>
<td>• was recommended by her/his supervisor to be advanced from either Tier 1 or Tier 3</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Any teacher who:</td>
</tr>
<tr>
<td></td>
<td>• is placed on an Improvement/Remediation plan</td>
</tr>
<tr>
<td></td>
<td>• was recommended by her/his supervisor to be on Tier 3 in her/his summative evaluation</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong></td>
</tr>
<tr>
<td></td>
<td>Progress in this tier must be attained within one academic year.</td>
</tr>
</tbody>
</table>
Additional details about the purpose, evalative activities, and related methods are outlined as follows as they pertain to the teachers’ tier status.

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose:</strong>&lt;br&gt;• To provide data for Tier status and employment&lt;br&gt;• To provide orientation to teaching in our program settings&lt;br&gt;• To provide orientation to teaching standards&lt;br&gt;• To provide new teachers with support and feedback&lt;br&gt;• To ensure professional growth&lt;br&gt;• To enhance student achievement</td>
<td><strong>Purpose:</strong>&lt;br&gt;• To provide data for Tier status and employment&lt;br&gt;• To support teachers in sustaining skills in all evaluation categories&lt;br&gt;• To provide teachers with support and feedback&lt;br&gt;• To ensure professional growth&lt;br&gt;• To enhance student achievement</td>
<td><strong>Purpose:</strong>&lt;br&gt;• To provide targeted assistance to teachers&lt;br&gt;• To provide teachers with support and feedback&lt;br&gt;• To ensure professional growth&lt;br&gt;• To enhance student achievement</td>
</tr>
<tr>
<td><strong>What:</strong>&lt;br&gt;• Evidence of student learning&lt;br&gt;• Informal observations (ongoing)&lt;br&gt;• Classroom walkthroughs&lt;br&gt;• Formal observation and performance feedback&lt;br&gt;• Demonstrated progress in IPDP goals (Teacher Portfolio)&lt;br&gt;• Reflection on professional growth and evidence of self-evaluation&lt;br&gt;• Professional culture feedback and adherence to professional responsibilities&lt;br&gt;• Summative Evaluation: culmination of year’s data in a written report.</td>
<td><strong>What:</strong>&lt;br&gt;• Evidence of student learning&lt;br&gt;• Informal observations (ongoing)&lt;br&gt;• Classroom walkthroughs&lt;br&gt;• Formal observation and performance feedback (bi-annual)&lt;br&gt;• Demonstrated progress in IPDP goals (Teacher Portfolio)&lt;br&gt;• Reflection on professional growth and evidence of self-evaluation&lt;br&gt;• Professional culture feedback and adherence to professional responsibilities&lt;br&gt;• Summative Evaluation: culmination of year’s data in a written report.</td>
<td><strong>What:</strong>&lt;br&gt;• Completion of Teacher Improvement/Remediation Plan&lt;br&gt;• Evidence of student learning&lt;br&gt;• Classroom walkthroughs&lt;br&gt;• Informal observation (ongoing)&lt;br&gt;• Formal observation and performance feedback&lt;br&gt;• Reflection on professional growth and evidence of self-evaluation&lt;br&gt;• Demonstrated progress in IPDP goals (Teacher Portfolio)&lt;br&gt;• Professional culture feedback and adherence to professional responsibilities&lt;br&gt;• Summative Evaluation: culmination of year’s data in a written report.</td>
</tr>
<tr>
<td><strong>Method:</strong>&lt;br&gt;• Review of evidence of student learning jointly with supervisors&lt;br&gt;• Ongoing informal observations by supervisors, with feedback&lt;br&gt;• Classroom walkthroughs&lt;br&gt;• Formal classroom observation by supervisors, including performance feedback&lt;br&gt;• Summative Evaluation and review with supervisor, including performance feedback on Professional Culture Standard</td>
<td><strong>Method:</strong>&lt;br&gt;• Review of evidence of student learning jointly with supervisors&lt;br&gt;• Ongoing informal observations by supervisors, with feedback&lt;br&gt;• Classroom walkthroughs&lt;br&gt;• Formal classroom observation(s) by supervisor, including performance feedback&lt;br&gt;• Summative Evaluation and review with supervisor, including performance feedback on Professional Culture Standard</td>
<td><strong>Method:</strong>&lt;br&gt;• Review of evidence of student learning jointly with supervisors&lt;br&gt;• Ongoing informal observations by supervisor, with feedback&lt;br&gt;• Classroom walkthroughs&lt;br&gt;• Formal classroom observation by supervisor, including performance feedback&lt;br&gt;• Observation and feedback by supervisor, focused specifically on all aspects of the Improvement/Remediation plan&lt;br&gt;• Summative Evaluation and review with supervisor, including performance feedback on Professional Culture Standard</td>
</tr>
</tbody>
</table>
The Evaluation Process

Teachers/Teaching Coordinators will be provided access to the evaluative tools at the beginning of the year, and a review of the system and related tools within the first month of the start of the academic year. This review will be provided by regional and statewide supervisors.

There are five main phases to the process. These include:

1) self-assessment
2) goal setting
3) implementation of an Individual Professional Development plan (IPDP)
4) informal and formal observations, including classroom walkthroughs and performance feedback, and
5) summative evaluation

Every educator participates in this five-step cycle of continuous improvement. The cycle is the centerpiece of the new regulations designed to have all educators play a more active, engaged role in their professional growth and development. For every educator, evaluation begins with self-assessment. The self-assessment leads to establishing three goals in the Educator’s Individual Professional Development Plan for the year. The cycle concludes with the summative evaluation.

Phase 1: Self-assessment

An Individual Professional Development Plan (IPDP) supports an educator’s efforts to improve student learning, growth, and achievement; and shall be designed to provide teachers with adequate feedback for improvement, professional growth and leadership, and ensure educator effectiveness and overall system accountability.

In the first 8 weeks of school, all teachers and teaching coordinators will review the three Standards and Indicators of Effective Teaching and self assess against these standards. This self-assessment will result in initial goal setting for review/feedback by the evaluator. Goal proposal is a key moment for teachers to take ownership of their own evaluations. If proposed goals lack “SMART” qualities (Specific and Strategic, Measurable, Action-oriented and Agreed-upon, Rigorous and Realistic, and Time-bound), they will be difficult to implement and monitor. Therefore, both supervisors and instructional coaches are available to support the development of robust SMART goals.

Phase 2: Goal Setting

All educator individual professional development plans shall include one goal for each of the Standards and Indicators of Effective Teaching for a total of three (3) goals. The first goal, corresponding with Standard 1: Curriculum, Instruction, and Assessment, will need to focus on improving student learning. The second goal, corresponding with Standard 2: Teaching All
Students, should focus on how the educator will strengthen her/his effectiveness in reaching and teaching all students. And the third goal, corresponding with Standard 3: Professional Culture, must focus on advancing, keeping current, and/or securing another appropriate educator license. It is the educator’s responsibility to meet the goals in the plan and to demonstrate her/his progress throughout the year, through the collection of evidence in a portfolio. Additionally, demonstration of progress by the teacher relative to these goals will be included in the teacher’s summative evaluation. We expect that by November 2nd, goals will have been reviewed, revised (if necessary), and endorsed by the appropriate supervisor.

Phase 3: Implementation of Individual Professional Development Plan

Throughout the year, all teachers and teaching coordinators will maintain a portfolio demonstrating evidence of their progress towards their IPDP goals and their teaching performance in relation to the Standards and Indicators of Effective Teaching. Artifacts/PD products developed during the course of Professional Development may serve as evidence towards meeting ones IPDP goals, depending on the nature of the goals that were originally established.

Phase 4: Informal and Formal Observations and Performance Feedback

Supervisor(s) will also be responsible for collecting evidence of the teacher’s performance throughout the year. This evidence will include performance observations, the feedback of others, and artifacts of the teacher’s practice, e.g. unit plans, evidence of student learning, learning team logs, classroom walkthrough data, etc. indicating a teacher’s performance relevant to the Standards and Indicators of Effective Teaching.

Supervisors will conduct informal observations throughout the year using the Informal Observation Tool (Appendix C-1). These observations may or may not be announced, will be a minimum of 15 minutes long, will result in feedback on teacher’s performance based on the data collected during the informal observation, and provide the opportunity for the teacher to provide a written comment about the observation data. Additionally, the supervisor will be expected to offer the opportunity to have a discussion with the teacher as part of this feedback loop.

In addition to informal observations, classroom walkthroughs will be another source of data collection and performance feedback to support teacher growth and development. The Classroom Walkthrough Tool (Appendix C-2) is intended to encourage reflection and dialogue among colleagues, including performance feedback regarding behaviors and indicators of quality teaching and student learning.

The Regional Education Coordinator, SEIS Coordinator, or his/her designee will schedule a formal observation during the course of the year for all teachers on Tier 1 or Tier 3, and bi-annually for teachers on Tier 2. At the Coordinator’s discretion, an additional formal observation may be scheduled for a teacher on Tier 3 if deemed necessary. Prior to a formal observation, the supervisor will meet with the teacher in the Pre-Observation Conference, and review the lesson and unit plans and any other documentation pertinent to the instruction. During the Post Observation Conference, there will be structured reflection on the formal observation and other areas of teacher performance, such as his/her progress on his/her professional development plan goals. The supervisor will also
provide written feedback on the teacher’s performance based on the data collected during the formal observation process. The formal observation tool also provides space for the teachers to comment.

Phase 5: Summative Evaluation

The Regional Education Coordinator, SEIS Coordinator, or his/her designee will provide a written summary of the teacher/teaching coordinator and recommend the teacher/teaching coordinator for the appropriate evaluative tier for the next academic year. All of the data collected during the course of the school year relevant to teacher performance will contribute to the summative evaluation. Further, teacher performance relative to **Standard 3: Professional Culture** will be evaluated at this time using the *Professional Culture Performance Feedback Tool* (Appendix C-5). The implications of a teacher/teaching coordinator’s evaluation at this time are outlined in the *Implications of Evaluative Ratings Flowchart* (Appendix B) and are consistent with the comprehensive evaluation system designed by the Department of Elementary and Secondary Education (ESE), pursuant to the new educator evaluation regulations, 603 CMR 35.00.

If at any time in this process the evaluator determines that the teacher/teaching coordinator requires additional support or remediation, the evaluator is responsible for communicating these steps for improvement using the *Teacher Improvement/Remediation Plan* (Appendix C-7).

**Note:**
Teachers in three or more programs will be assigned a ‘home base’ where the Teaching Coordinator will be responsible for evaluative activities.
CES Teacher Evaluation System: Implementation Phase II

During 2011-2012, the Collaborative for Educational Services implemented Phase I of the comprehensive teacher evaluation system. In 2012-2013, we begin our second phase of implementation. Phase II includes several new components, including:

1. Inclusion of Standard 3: Professional Culture and the corresponding Professional Culture Performance Feedback Tool
2. Introduction of a Classroom Walkthrough Tool
3. Ongoing training for Teaching Coordinators in evidence-based observation and supervision
4. Implementation of classroom walkthroughs by Teaching Coordinators for all CES faculty assigned to work in their program, including regional faculty and SEIS teachers
5. Provision of online storage of teacher evaluation data and portfolio materials using the TeachPoint web-based evaluation system (www.goteachpoint.com)

Teaching Coordinators, who serve as the on-site educational leader and supervisor, will be provided ongoing training and support throughout the year in conducting informal observations of faculty working in her/his program. Further, we are introducing the Classroom Walkthrough Tool for use by Teaching Coordinators and supervisors as a way of recording observed trends during classroom visits and promoting conversation about what was observed, without evaluative judgment.

Additional detail about each evaluator’s Roles and Responsibilities is outlined in Appendix A.

Evaluative Tools

There are five main tools that evaluators are expected to use. These include:

- Informal Observation Tool
- Formal Observation Tool (Standards 1 and 2)
- Classroom Walkthrough Tool
- Professional Culture Performance Feedback Tool (Standard 3)
- Summative Evaluation Tool

All evaluative tools are in Appendix C.
## Timeline of Evaluation Activities

<table>
<thead>
<tr>
<th>Estimated Timeframe</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>August through November 2</td>
<td>1. Evaluation system provided and reviewed</td>
<td>1. Evaluation system provided and reviewed</td>
<td>1. Evaluation system provided and reviewed</td>
</tr>
<tr>
<td></td>
<td>2. Self-assess and formulate Individual Professional Development Plan (IPDP) goals</td>
<td>2. Self-assess and formulate Individual Professional Development Plan (IPDP) goals</td>
<td>2. Improvement/Remediation plan expectations are reviewed</td>
</tr>
<tr>
<td></td>
<td>3. Informal observations begin</td>
<td>3. Informal observations begin</td>
<td>3. Self-assess and formulate Individual Professional Development Plan (IPDP) goals</td>
</tr>
<tr>
<td></td>
<td>4. Classroom walkthroughs begin</td>
<td>4. Classroom walkthroughs begin</td>
<td>4. Informal observations begin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6. Maintain evidence of performance in portfolio</td>
</tr>
<tr>
<td>November 2 through May 15</td>
<td>1. Informal observations continue</td>
<td>1. Informal observations continue</td>
<td>1. Informal observations</td>
</tr>
<tr>
<td></td>
<td>2. Classroom walkthroughs</td>
<td>2. Classroom walkthroughs</td>
<td>2. Formal observation</td>
</tr>
<tr>
<td></td>
<td>3. Formal observation</td>
<td>3. Formal observation</td>
<td>3. Classroom walkthroughs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 15 through June</td>
<td>1. Informal observations</td>
<td>1. Informal observations</td>
<td>1. Informal observations</td>
</tr>
<tr>
<td></td>
<td>2. Classroom walkthroughs</td>
<td>2. Classroom walkthroughs</td>
<td>2. Classroom walkthroughs</td>
</tr>
</tbody>
</table>
Important Definitions

Artifact:
A product that exists as a result of a teacher’s work. An artifact is a natural by-product of a teacher’s work; it is not created for the purpose of satisfying evaluation requirements. A teacher may use an artifact as an exemplar of his/her work.

Data:
Factual information used as the basis for reasoning, discussion, or planning.

Classroom Walkthrough:
A brief informal process focused on documenting classroom observations that encourages reflective dialogue between the observer and the teacher. Classroom walkthroughs are conducted by Regional Education Coordinators, SEIS Coordinators, Teaching Coordinators, and/or CES/SEIS Administrative Leadership.

Evaluator:
A person responsible for carrying out a component of a teacher’s evaluation, and providing feedback to the educator. This includes Regional Education Coordinators, SEIS Coordinators, Teaching Coordinators, and CES/SEIS Administrative Leadership.

Evidence:
Documents, examples, or artifacts that demonstrate or confirm the work of the person being evaluated, and support the rating on the given standard and/or indicator.

Feedback:
The information and recommendations provided to a teacher about his/her performance on the evaluation, designed to assist the teacher in improvement efforts, and determine professional development needs.

Improvement/Remediation Plan:
A plan developed by a supervisor for the purpose of outlining specific actions and outcomes needed in order to improve the teacher’s performance.

Individual Professional Development Plan:
An annual plan comprised of a set of goals and strategies that the educator will address in order to improve performance consistent with the priorities of the organization.

Goals:
Targets for individual growth and development written in S.M.A.R.T. (Specific, Measurable, Action-oriented, Rigorous and Realistic, and Time-bound) format, collaboratively developed, aligned with agency goals and approved by the supervisor.
Observations:
Observations serve as opportunities for the teacher to receive focused and constructive feedback. Observations are conducted by Regional Education Coordinators, SEIS Coordinators, Teaching Coordinators, and/or CES/SEIS Administrative Leadership.

1. Formal observation
   A pre-scheduled observation of an entire class period that includes pre and post conferences with the evaluator and teacher. Formal observations include the following characteristics:
   
a) Pre-Scheduled
   Written notification, including email, to the teacher by the evaluator of intent to observe.
   
b) Pre-Observation Conference
   Before the formal observation, the evaluator shall meet with the teacher to discuss the teacher’s lesson to be observed; and the teacher will provide the evaluator with a written lesson and unit plan for the class to be observed. The evaluator may request additional artifacts relative to the formal observation tools that might not be readily observed during the classroom observation.
   
c) Post-Observation Conference
   The teacher and evaluator shall discuss strengths of the teacher’s performance and areas for improvement relative to the formal observation and other relevant data.

2. Informal Observation
   A classroom observation of a minimum of 15 minutes or more, which may be scheduled or unscheduled.

3. Classroom Walkthrough
   A brief classroom observation of a minimum of 5 minutes or more, which may be scheduled or unscheduled, that captures a snapshot of evidence of quality teaching and learning during the visit.

Summative Evaluation Conference
The conference between the teacher and supervisor to discuss, at a minimum, the teacher’s most recent Professional Development Plan and related progress, summarize the evaluator’s findings over the course of the year, review the teacher’s performance on Standard 3: Professional Culture, and review artifacts submitted during the evaluation process.

Overall Performance Rating:
The following rating scale will be used for determining the overall performance evaluation rating for the DYS/SEIS teacher evaluation system.
Exemplary (4)
Performance consistently and significantly exceeds the requirements of the standards or overall.

Proficient (3)
Performance fully and consistently meets the requirements of the standards or overall.

Needs Improvement (2)
Performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.

Unsatisfactory (1)
Performance on a standard or overall has not significantly improved following the rating of needs improvement, or the educator’s performance is consistently below the requirements of a standard or overall is considered inadequate, or both.

Portfolio:
A collection of evidence or artifacts demonstrating teacher growth and performance.

Must Include:
- Demonstration of progress towards Individual Professional Development Plan (IPDP) goals, including, but not limited to evidence of student learning
- Professional Development culminating product

May include:
- Other teacher selected artifacts demonstrating teacher performance relative to the Standards and Indicators of Effective Teaching

Reflection:
The process an educator undertakes to make preliminary judgments about his/her individual practice relative to performance standards.

Rubric:
A matrix that provides descriptions of specific criteria for attainment of multiple areas of knowledge or skills.

Self-Assessment:
The process of judging one’s own teaching performance and outcomes for the purpose of self-improvement.

Supervisors:
Regional Education Coordinators, SEIS Coordinators, Teaching Coordinators and additional administrative leadership from the Collaborative for Educational Services.
**Appendix A**

**A-1. Roles and Responsibilities of General Education Teaching Coordinators**

<table>
<thead>
<tr>
<th>EVALUATOR</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Coordinator (Gen Ed)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GEN Ed Teacher</td>
<td>Review and clarify expectations of evaluation system</td>
<td>Review and clarify expectations of evaluation system</td>
<td>Review and clarify expectations of evaluation system</td>
</tr>
<tr>
<td></td>
<td>Conduct minimum of 1 classroom walkthrough every 2 months</td>
<td>Conduct minimum of 3 classroom walkthroughs annually</td>
<td>Conduct minimum of 1 classroom walkthrough every 2 months unless otherwise directed by supervisor</td>
</tr>
<tr>
<td></td>
<td>Conduct minimum of 1 informal observation every three months after written authorization to do so is provided by supervisor</td>
<td>Conduct minimum of 1 informal observation every three months after written authorization to do so is provided by supervisor</td>
<td>Conduct minimum of 1 informal observation every three months after written authorization to do so is provided by supervisor</td>
</tr>
<tr>
<td></td>
<td>Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td>Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td>Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
</tr>
<tr>
<td></td>
<td>Support and monitor IPDP progress with Teacher</td>
<td>Support and monitor IPDP progress with Teacher</td>
<td>Support and monitor IPDP progress with Teacher</td>
</tr>
<tr>
<td></td>
<td>Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td>Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td>Provide written evidence of performance and support as identified in Improvement / Remediation plan as requested by supervisor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATOR</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Coordinator (Gen Ed)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEIS Teacher</td>
<td>Conduct minimum of 2 classroom walkthroughs annually</td>
<td>Conduct minimum of 1 classroom walkthrough</td>
<td>Conduct minimum of 2 classroom walkthroughs unless otherwise requested by SEIS Coordinator</td>
</tr>
<tr>
<td></td>
<td>Conduct minimum of 1 informal observation after written authorization to do so is provided by supervisor</td>
<td>Conduct minimum of 1 informal observation after written authorization to do so is provided by supervisor</td>
<td>Conduct minimum of 1 informal observation after written authorization to do so is provided by supervisor, unless otherwise requested by SEIS Coordinator</td>
</tr>
<tr>
<td></td>
<td>Provide written evidence of performance, e.g. learning team logs, attendance records, unit/lesson plans, as requested by SEIS Coordinator</td>
<td>Provide written evidence of performance, e.g. learning team logs, attendance records, unit/lesson plans, as requested by SEIS Coordinator</td>
<td>Provide written evidence of performance, e.g. learning team logs, attendance records, unit/lesson plans, as requested by SEIS Coordinator</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATOR</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Coordinator (Gen Ed)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEIS Teacher</td>
<td>Conduct minimum of 2 classroom walkthroughs annually</td>
<td>Conduct minimum of 1 classroom walkthrough</td>
<td>Conduct minimum of 2 classroom walkthroughs unless otherwise requested by SEIS Coordinator</td>
</tr>
<tr>
<td></td>
<td>Conduct minimum of 1 informal observation after written authorization to do so is provided by supervisor</td>
<td>Conduct minimum of 1 informal observation after written authorization to do so is provided by supervisor</td>
<td>Conduct minimum of 1 informal observation after written authorization to do so is provided by supervisor, unless otherwise requested by SEIS Coordinator</td>
</tr>
<tr>
<td></td>
<td>Provide written evidence of performance, e.g. learning team logs, attendance records, unit/lesson plans, as requested by SEIS Coordinator</td>
<td>Provide written evidence of performance, e.g. learning team logs, attendance records, unit/lesson plans, as requested by SEIS Coordinator</td>
<td>Provide written evidence of performance, e.g. learning team logs, attendance records, unit/lesson plans, as requested by SEIS Coordinator</td>
</tr>
<tr>
<td></td>
<td>Review Improvement / Remediation plan with SEIS supervisor and teacher</td>
<td>Review Improvement / Remediation plan with SEIS supervisor and teacher</td>
<td>Review Improvement / Remediation plan with SEIS supervisor and teacher</td>
</tr>
<tr>
<td></td>
<td>Provide written evidence of performance, e.g. learning team logs, attendance records, unit/lesson plans, as requested by SEIS Coordinator</td>
<td>Provide written evidence of performance, e.g. learning team logs, attendance records, unit/lesson plans, as requested by SEIS Coordinator</td>
<td>Provide written evidence of performance, e.g. learning team logs, attendance records, unit/lesson plans, as requested by SEIS Coordinator</td>
</tr>
<tr>
<td>EVALUATOR</td>
<td>Tier 1</td>
<td>Tier 2</td>
<td>Tier 3</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Teaching Coordinator</strong></td>
<td>• Conduct minimum of 1 walkthrough as requested by Lead HOPE Teacher/Supervisor</td>
<td>• Conduct minimum of 1 walkthrough as requested by Lead HOPE Teacher/Supervisor</td>
<td>• Provide written evidence of performance and support as requested by supervisor</td>
</tr>
<tr>
<td>(Gen Ed)</td>
<td>• Conduct informal observation as requested Lead HOPE Teacher/Supervisor</td>
<td>• Conduct informal observation as requested Lead HOPE Teacher/Supervisor</td>
<td>• Conduct informal observation(s) as requested by Lead HOPE Teacher/Supervisor</td>
</tr>
<tr>
<td></td>
<td>• Provide written evidence of performance to Lead HOPE Teacher / Supervisor as requested</td>
<td>• Provide written evidence of performance to Lead HOPE Teacher / Supervisor as requested</td>
<td>• Conduct classroom walkthrough as requested by Lead HOPE Teacher/Supervisor</td>
</tr>
<tr>
<td><strong>Title I Teacher</strong></td>
<td>• Conduct minimum of 1 classroom walkthrough as requested by Title I supervising manager</td>
<td>• Conduct minimum of 1 classroom walkthrough as requested by Title I supervising manager</td>
<td>• Provide written evidence of performance to Title I supervising manager as requested</td>
</tr>
<tr>
<td>(Gen Ed Only)</td>
<td>• Conduct informal observation as requested Title I supervising manager</td>
<td>• Conduct informal observation as requested by Title I supervising manager</td>
<td>• Conduct informal observation(s) as requested by Title I supervising manager as requested</td>
</tr>
<tr>
<td></td>
<td>• Provide written evidence of performance to Title I supervising manager as requested</td>
<td>• Provide written evidence of performance to Title I supervising manager as requested</td>
<td></td>
</tr>
</tbody>
</table>

*Note: No Teaching Coordinator who is on an improvement plan may be allowed to conduct informal observations unless authorized to do so in writing by supervisor.
A-2. Roles and Responsibilities of SEIS Teaching Coordinators

<table>
<thead>
<tr>
<th>EVALUATOR</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Coordinator (SEIS)</td>
<td>SEIS Teacher</td>
<td>SEIS Teacher</td>
<td>SEIS Teacher</td>
</tr>
<tr>
<td>• Review and clarify expectations of evaluation system</td>
<td>• Conduct minimum of 1 classroom walkthrough every 2 months</td>
<td>• Review and clarify expectations of evaluation system</td>
<td>• Review and clarify expectations of evaluation system</td>
</tr>
<tr>
<td>• Conduct minimum of 1 informal observation every three months after written authorization to do so is provided by supervisor</td>
<td></td>
<td>• Conduct minimum of 3 classroom walkthroughs annually</td>
<td>• Conduct minimum of 1 classroom walkthrough every 2 months unless otherwise directed by supervisor</td>
</tr>
<tr>
<td>• Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td>• Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td>• Conduct minimum of 1 informal observation every three months after written authorization to do so is provided by supervisor</td>
<td>• Conduct minimum of 1 informal observation every three months after written authorization to do so is provided by supervisor</td>
</tr>
<tr>
<td>• Support and monitor IPDP progress with Teacher</td>
<td>• Support and monitor IPDP progress with Teacher</td>
<td>• Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td>• Provide written evidence of performance and support as identified in Improvement / Remediation plan as requested by supervisor</td>
</tr>
<tr>
<td>• Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td>• Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: No Teaching Coordinator who is on an improvement plan may be allowed to conduct informal observations unless authorized to do so in writing by supervisor.
## A-3. Roles and Responsibilities of the Lead HOPE Teacher

<table>
<thead>
<tr>
<th>EVALUATOR</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead HOPE Teacher</td>
<td>HOPE Teacher</td>
<td>HOPE Teacher</td>
<td>HOPE Teacher</td>
</tr>
<tr>
<td>• Conduct minimum of 1 informal observation after written authorization to do so is provided by supervisor</td>
<td>• Conduct minimum of 1 informal observation after written authorization to do so is provided by supervisor</td>
<td>• Conduct minimum of 1 informal observation after written authorization to do so is provided by supervisor, unless otherwise directed by supervisor</td>
<td></td>
</tr>
<tr>
<td>• Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td>• Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td>• Maintain sources of evidence of performance, e.g. lesson plans, unit plans, learning team logs, attendance records</td>
<td></td>
</tr>
<tr>
<td>• Review and clarify expectations of evaluation system</td>
<td>• Review and clarify expectations of evaluation system</td>
<td>• Review and clarify expectations of evaluation system</td>
<td></td>
</tr>
<tr>
<td>• Support and monitor IPDP progress with Teacher</td>
<td>• Support and monitor IPDP progress with Teacher</td>
<td>• Support and monitor IPDP progress with Teacher</td>
<td></td>
</tr>
<tr>
<td>• Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td>• Provide written evidence of performance, e.g. informal observations, as requested by supervisor</td>
<td>• Provide written evidence of performance and support as identified in Improvement/Remediation Plan and/or requested by supervisor</td>
<td></td>
</tr>
</tbody>
</table>

*Note: No Teaching Coordinator who is on an improvement plan may be allowed to conduct informal observations unless authorized to do so in writing by supervisor.*
## A-4. Roles and Responsibilities of Regional Education Coordinators (RECs) or Other Designated CES Supervisors

<table>
<thead>
<tr>
<th>EVALUATOR</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regional Education Coordinator or other Designated CES Supervisor</td>
<td>Gen Ed Teacher</td>
<td>Gen Ed Teacher</td>
<td>Gen Ed Teacher</td>
</tr>
<tr>
<td>• Review and clarify expectations of TES</td>
<td>• Review and clarify expectations of TES</td>
<td>• Review and clarify expectations of TES</td>
<td></td>
</tr>
<tr>
<td>• Conduct minimum of 1 informal observation in first 2 months</td>
<td>• Conduct informal observations</td>
<td>• Conduct minimum of one (1) informal observation(s) every month for first three months and ongoing as determined</td>
<td></td>
</tr>
<tr>
<td>• Conduct informal observations</td>
<td>• Conduct classroom walkthroughs as determined</td>
<td>• Conduct classroom walkthroughs as determined</td>
<td></td>
</tr>
<tr>
<td>• Conduct classroom walkthroughs as determined</td>
<td>• Provide direction for IPDP goals and final endorsement</td>
<td>• Develop, support, and monitor Improvement/Remediation Plan</td>
<td></td>
</tr>
<tr>
<td>• Provide direction for IPDP goals and final endorsement</td>
<td>• Complete formal observation as scheduled (bi-annually beginning in 2012-2013 unless tier status change occurs)</td>
<td>• Provide direction for IPDP goals and final endorsement</td>
<td></td>
</tr>
<tr>
<td>• Complete formal observation</td>
<td>• Complete summative evaluation</td>
<td>• Complete formal observation</td>
<td></td>
</tr>
<tr>
<td>• Complete Summative Evaluation</td>
<td>• Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td>• Complete summative evaluation</td>
<td></td>
</tr>
<tr>
<td>• Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td></td>
<td>• Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td></td>
</tr>
</tbody>
</table>
A-5. Roles and Responsibilities of Regional Education Coordinator, SEIS Coordinator, other CES Supervisory Staff

<table>
<thead>
<tr>
<th>EVALUATOR</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
</table>
| Regional Education Coordinator, SEIS Coordinator, other CES Supervisory Staff | • Review and clarify expectations of TES  
• Conduct minimum of 1 informal observation in first two months  
• Conduct informal observation(s)  
• Conduct classroom walkthroughs as determined  
• Provide direction for IPDP goals and final endorsement  
• Complete formal observation  
• Maintain identified sources of evidence of performance  
• Complete summative evaluation  
• Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion | • Review and clarify expectations of TES  
• Conduct informal observation(s)  
• Provide direction for IPDP goals and final endorsement  
• Conduct classroom walkthroughs as determined  
• Complete formal observation as scheduled (bi-annually with first year 2011-12 unless tier status change occurs)  
• Maintain identified sources of evidence of performance  
• Complete summative evaluation  
• Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion | • Review and clarify expectations of TES  
• Minimum of 1 informal observation each month for first 3 months and ongoing as determined  
• Conduct classroom walkthroughs as determined  
• Develop, support, and monitor Improvement/Remediation Plan  
• Provide direction for IPDP goals and final endorsement  
• Complete formal observation  
• Maintain identified sources of evidence of performance  
• Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion |
## A-6. Roles and Responsibilities of SEIS Coordinators

<table>
<thead>
<tr>
<th>EVALUATOR</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
</table>
| SEIS Coordinator | • Review and clarify expectations of TES  
                   • Conduct minimum of 1 informal observation in first 2 months  
                   • Conduct informal observations  
                   • Conduct classroom walkthroughs  
                   • Provide direction for IPDP goals and final endorsement  
                   • Complete formal observation  
                   • Complete summative evaluation  
                   • Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion  
| SEIS Teacher | • Review and clarify expectations of TES  
                   • Conduct informal observations  
                   • Conduct classroom walkthroughs  
                   • Provide direction for IPDP goals and final endorsement  
                   • Complete formal observation  
                   • Complete summative evaluation  
                   • Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion  
| SEIS Teacher | • Review and clarify expectations of TES  
                   • Conduct informal observations  
                   • Conduct classroom walkthroughs  
                   • Provide direction for IPDP goals and final endorsement  
                   • Complete formal observation as scheduled (bi-annually beginning in 2012-2013 unless tier status change occurs)  
                   • Complete summative evaluation  
                   • Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion  
|
### A-7. Roles and Responsibilities of HOPE Supervisor

<table>
<thead>
<tr>
<th>EVALUATOR</th>
<th>Tier 1 HOPE Lead Teacher</th>
<th>Tier 2 HOPE Lead Teacher</th>
<th>Tier 3 HOPE Lead Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOPE Supervisor</td>
<td>Review and clarify expectations of TES</td>
<td>Review and clarify expectations of TES</td>
<td>Review and clarify expectations of TES</td>
</tr>
<tr>
<td></td>
<td>Minimum of 1 informal observation each month for first 3 months</td>
<td>Conduct informal observations</td>
<td>Conduct minimum of one (1) informal observation(s) every month for first three months and ongoing as determined</td>
</tr>
<tr>
<td></td>
<td>Conduct informal observations</td>
<td>Conduct classroom walkthroughs as determined</td>
<td>Conduct classroom walkthroughs as determined</td>
</tr>
<tr>
<td></td>
<td>Conduct classroom walkthroughs as determined</td>
<td>Provide direction for IPDP goals and final endorsement</td>
<td>Develop, support, and monitor Improvement/Remediation Plan</td>
</tr>
<tr>
<td></td>
<td>Provide direction for IPDP goals and final endorsement</td>
<td>Complete formal observation as scheduled (bi-annually beginning in 2012-2013 unless tier status change occurs)</td>
<td>Provide direction for IPDP goals and final endorsement</td>
</tr>
<tr>
<td></td>
<td>Complete formal observation</td>
<td>Complete summative evaluation</td>
<td>Complete formal observation</td>
</tr>
<tr>
<td></td>
<td>Complete summative evaluation</td>
<td>Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td>Complete summative evaluation</td>
</tr>
<tr>
<td></td>
<td>Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td>Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td>Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
</tr>
<tr>
<td>HOPETeacher</td>
<td>Review and clarify expectations of TES</td>
<td>Review and clarify expectations of TES</td>
<td>Review and clarify expectations of TES</td>
</tr>
<tr>
<td></td>
<td>Conduct minimum of 1 informal in first 3 months</td>
<td>Conduct informal observations</td>
<td>Conduct minimum of 1 informal observation each month for first three months and ongoing as determined</td>
</tr>
<tr>
<td></td>
<td>Conduct informal observation(s)</td>
<td>Conduct classroom walkthroughs as determined</td>
<td>Conduct ongoing informal</td>
</tr>
<tr>
<td></td>
<td>Conduct classroom walkthroughs as determined</td>
<td>Provide direction for IPDP goals and final endorsement</td>
<td>Conduct classroom walkthroughs as determined</td>
</tr>
<tr>
<td></td>
<td>Provide direction for IPDP goals and final endorsement</td>
<td>Complete formal observation (bi-annually to begin in 2012-2013)</td>
<td>Develop, support, and monitor Improvement/Remediation plan</td>
</tr>
<tr>
<td></td>
<td>Complete formal observation</td>
<td>Summative evaluation</td>
<td>Provide direction for IPDP goals and final endorsement</td>
</tr>
<tr>
<td></td>
<td>Summative evaluation</td>
<td>Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td>Complete formal observation</td>
</tr>
<tr>
<td></td>
<td>Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td>Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td>Summative evaluation</td>
</tr>
<tr>
<td></td>
<td>Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td>Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td>Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
</tr>
</tbody>
</table>
### A-8. Roles and Responsibilities of Title I Supervisor

<table>
<thead>
<tr>
<th>EVALUATOR</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Supervisor</td>
<td>Title I Teacher</td>
<td>Title I Teacher</td>
<td>Title I Teacher</td>
</tr>
<tr>
<td></td>
<td>• Review and clarify expectations of TES</td>
<td>• Review and clarify expectations of TES</td>
<td>• Review and clarify expectations of TES</td>
</tr>
<tr>
<td></td>
<td>• Minimum of 1 informal observation in first two months</td>
<td>• Informal observation(s)</td>
<td>• Minimum of 1 informal observation each month for first three months</td>
</tr>
<tr>
<td></td>
<td>• Informal observation(s)</td>
<td>• Classroom walkthroughs as determined</td>
<td>• Classroom walkthroughs as determined</td>
</tr>
<tr>
<td></td>
<td>• Classroom walkthroughs as determined</td>
<td>• Provide direction for IPDP goals and final endorsement</td>
<td>• Ongoing informal observation(s) as determined by supervisor</td>
</tr>
<tr>
<td></td>
<td>• Provide direction for IPDP goals and final endorsement</td>
<td>• Complete formal observation as scheduled (bi-annually with first year 2012-13)</td>
<td>• Develop, support, and monitor Improvement/Remediation plan</td>
</tr>
<tr>
<td></td>
<td>• Complete formal observation</td>
<td>• Maintain identified sources of evidence of performance</td>
<td>• Provide direction for IPDP goals and final endorsement</td>
</tr>
<tr>
<td></td>
<td>• Maintain identified sources of evidence of performance</td>
<td>• Complete summative evaluation</td>
<td>• Complete formal observation</td>
</tr>
<tr>
<td></td>
<td>• Complete summative evaluation</td>
<td>• Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td>• Complete summative evaluation</td>
</tr>
<tr>
<td></td>
<td>• Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
<td></td>
<td>• Recommend continued employment, tier status changes, promotion, and/or dismissal/demotion</td>
</tr>
</tbody>
</table>
Appendix B

Implications of Evaluative Ratings Flowchart

[Diagram showing the flowchart for appendices B, with three tiers: Tier 1 Status, Tier 2 Status, and Tier 3 Status, each with specific actions and notes related to evaluations and progress.]
Appendix C

Tools

C-1. Informal Observation Tool 2 Pages
This is the informal evaluation tool.

C-2. Classroom Walkthrough Tool 2 Pages
This is the classroom walkthrough tool.

C-3. Formal Observation Tool:
   Standard 1—Curriculum, Planning and Assessment 4 Pages
This is part one of the formal evaluation tool.

C-4. Formal Observation Tool:
   Standard 2—Teaching All Students 4 Pages
This is part two of the formal evaluation tool.

C-5. Professional Culture Performance Feedback Tool:
   Standard 3—Professional Culture 4 Pages
This performance feedback tool is used during the summative evaluation.

C-6. Summative Evaluation Tool 3 Pages
This the tool used to reflect the culmination of evaluative evidence regarding teacher performance throughout the year, including their performance on Standard 3: Professional Culture.

C-7. Teacher Improvement / Remediation Plan 1 Page
An annual plan, comprised of a set of goals and strategies that the educator will address in order to improve performance.

C-8. General Information 1 Page
IPDP Plans, SMART Goals, and timeline details.
# C-1. INFORMAL OBSERVATION TOOL

<table>
<thead>
<tr>
<th>4 = Exemplary:</th>
<th>3 = Proficient:</th>
<th>2 = Emerging:</th>
<th>1 = Beginning:</th>
<th>N/O = Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance significantly exceeds requirements on an indicator.</td>
<td>Performance meets the requirements on an indicator.</td>
<td>Performance is below the requirements on an indicator.</td>
<td>Performance is considered inadequate on an indicator.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher Name:</th>
<th>Program Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator Name:</td>
<td>Subject Observed:</td>
<td>Start/End Time:</td>
</tr>
<tr>
<td>Number of Students:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating Scale:</th>
<th>4 = Exemplary</th>
<th>3 = Proficient</th>
<th>2 = Emerging</th>
<th>1 = Beginning</th>
<th>N/O = Not Observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>N/O</td>
<td></td>
</tr>
</tbody>
</table>

## CONTENT DEVELOPMENT

1. **Indicator**: Plans clearly defined learning objectives (KUDs) aligned to unit goals and makes them clear and accessible to all students throughout the lesson (1.a; 2.a)  

   Evidence:  

2. **Indicator**: Designs Unit/Lesson plans that demonstrate differentiation in instructional planning (1.b)  

   Evidence:  

3. **Indicator**: Checks for understanding and adjusts instruction accordingly (1.d; 2.a; 2.e)  

   Evidence:  

## INSTRUCTIONAL STRATEGIES

4. **Indicator**: Integrates and utilizes technology in instruction to maximize learning opportunities and access for all (2.a)  

   Evidence:  

5. **Indicator**: Demonstrates high expectations through a variety of effective teaching techniques, e.g. higher order questioning strategies (2.e)  

   Evidence:  

6. **Indicator**: Differentiates instruction for a diverse group of learners using a positive youth development approach (2.d)  

   Evidence:  

7. **Indicator**: Scaffolds instruction to promote student independence and student voice. (2.d)  

   Evidence:  

8. **Indicator**: Makes learning culturally relevant (2.d)  

   Evidence:  

---

30
## Rating Scale:

4 = Exemplary  
3 = Proficient  
2 = Emerging  
1 = Beginning  
N/O = Not Observed

### INTERACTIONS

9. Indicator: Promotes and monitors student engagement (2.e)

Evidence:

10. Indicator: Provides appropriate and sufficient academic support, feedback, and encouragement (2.e)

Evidence:

11. Indicator: Maintains appropriate standards of behavior, professional boundaries, and mutual respect (2.b)

Evidence:

### ENVIRONMENT

12. Indicator: Maximizes learning time by effectively managing routines, procedures, space, and materials (2.c)

Evidence:

13. Indicator: Creates safe and optimal learning environment (2.b)

Evidence:

### PROFESSIONALISM

14. Indicator: Collaborates effectively with colleagues (3.c)

Evidence:

15. Indicator: Demonstrates responsibility for the learning of all students (3.d)

Evidence:

16. Indicator: Adheres to all program and agency policies, procedures, and guidelines (3.e)

Evidence:

### OVERALL RATING:

(supervisor shall determine the average and provide an overall rating, with discretion left to the supervisor when a rating falls between two ratings)

Evaluator Comments:

Teacher Comments:

Teacher Signature: ____________________________  Date: ____________________________

Supervisor Signature: ____________________________  Date: ____________________________
C-2. CLASSROOM WALKTHROUGH TOOL

<table>
<thead>
<tr>
<th>Educator Name:</th>
<th>Observer Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program:</td>
<td>Date:</td>
</tr>
<tr>
<td>Subject:</td>
<td>Time of Observation: Start_____________ Finish _______________</td>
</tr>
<tr>
<td>Number Present:</td>
<td>Students_____________ Teachers _______________ Staff _______________</td>
</tr>
</tbody>
</table>

CLASSROOM ENVIRONMENT AND TEACHER PREPARATION

Check all that apply:

- __ Well organized
- __ Wide range of student work visible
- __ Learning objectives are posted around the room
- __ Clear classroom transitions observed
- __ Lesson is planned and structured to support student learning
- __ Mini-Unit Plan and/or Lesson Plan available for review
- __ Teacher is present in classroom/greets students
- __ Class is convened in timely manner and adheres to posted school schedule
- __ KUDs are posted, accessible, and reinforced throughout the lesson
- __ KUDs are measurable, clearly stated, and connected/linked to the emphasized standards
- __ Teacher is positive and professional in presentation and interactions with students and staff

Comments on classroom environment and teacher preparation (if any):

STUDENT ENGAGEMENT

Students attending to the instructional activities occurring in class (check ONE):

- __ All     - __ Most     - __ Some     - __ Few     - __ None

What is the teacher doing to ensure that all students are engaged in meaningful learning activities? Check all that apply:

- __ Reviews classroom expectations
- __ Models appropriate levels of engagement for students
- __ Uses wait-time to promote equitable distribution of questions and responses
- __ Uses flexible groupings (whole-group, small group, pairing, one-on-one, etc.)
- __ Circulates throughout the classroom
- __ Manages instructional pacing and interruptions to lesson
- __ Provides constructive feedback to students (written and verbal)
- __ Efficiently addresses challenging behaviors

PYD / CRP (check all that apply)

- __ Asset-based and culturally responsive interactions and strategies observed
- __ Building/reinforcing student-adult relationships
- __ Appropriate use of praise/affirmation/encouragement
- __ Other:

Comments on engagement strategies:
### Differentiated Instructional Practices

**Check all that apply:**
- Activating background knowledge
- Providing constructive and consistent feedback
- Graphic organizer
- Questioning that promotes higher order thinking
- Use of content and examples relevant to students’ lives
- Meaningful practice of skills (content-specific and transferable)
- Skill identification and student goal-setting
- Modeling thinking
- Identifying similarities and differences
- Note-taking strategies
- Nonlinguistic representations. visual cues, manipulatives, thinking maps, graphic organizers, and instructional games
- Cooperative Learning
- Hypothesis/Predictions
- Technology integration
- Academic writing for multiple purposes: journaling, personal narrative, persuasive, informational, expository, creative, etc.
- Use of questions, prompts, and cues to scaffold learning
- Inquiry, role-playing, and experiential learning activities
- Use of pre-assessments (baseline data)
- Use of formative assessments (ongoing assessments)
- Use of summative assessments
- Summarizing/Review of learning objective/KUDs
- Homework (if applicable)
- Other:

**Formative Assessment / Frequency of ‘Checks for Understanding.’ Check ONE:**
- Multiple Checks for Understanding Observed
- Few Checks for Understanding Observed
- No Checks for Understanding Observed

**Student Instructional Mode:**
**How are students engaging in instruction? Check all that apply:**
- Individually
- Partners
- Small group
- As a whole class
- Self-directed with teacher check-ins

**Teacher Instructional Mode:**
**What is the teacher doing to deliver instruction? Check all that apply:**
- Whole Class Direct Instruction
- Small Group Direct Instruction
- Cooperative Learning Group
- Individual Instruction
- Lecture
- Facilitating/Providing Feedback
- Leading Discussion
- At desk/computer
- Both teacher and direct care staff present
- Cooperative Learning Group
- Instructional Video-length
- Other:

**Comments on differentiated instructional practices:**

**General comments for the teacher:**

**Teacher reflection (please enter your comments below):**

**Teacher Signature:** ______________________  Date: ______________________

**Supervisor Signature:** ______________________  Date: ______________________
# FORMAL OBSERVATION TOOL – Standard 1: Curriculum, Planning, and Assessment

**Teacher Name:**

**Date:**

**Time:**

**Evaluator:**

**Class Observed:**

### Description of Standard:
The teacher promotes the learning and growth of all students through designing coherent instruction and authentic and meaningful student assessments, analyzing student performance and growth, and continuously refining learning objectives.

### Teachers will know and be able to:

- a) Backward plan engaging and sequential curriculum units connected to content standards of the relevant curriculum frameworks, develop daily lesson plans that are aligned to unit goals, and create student learning objectives that focus on measurable outcomes and define clearly what students need to Know, Understand and be able to Do;
- b) Plan and design instruction for a diverse group, including students with specialized learning needs through differentiation, Positive Youth Development (PYD), and Culturally Responsive Practices (CRP);
- c) Demonstrate substantial content knowledge and instructional pedagogy related to subject area(s), and an in-depth understanding of adolescent development and how students learn; and
- d) Plan and implement effective teaching strategies that advance student learning by analyzing specific academic data from pre-assessments, formative and summative assessments to link learning for all students, refine learning objectives, and inform a continuous planning cycle.

### Rating Scale:

- (4) Exemplary: Performance significantly exceeds requirements on an indicator or overall.
- (3) Proficient: Performance meets the requirements on an indicator or overall.
- (2) Emerging: Performance is below the requirements on an indicator or overall.
- (1) Beginning: Performance is considered inadequate on an indicator or overall.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Backward plan engaging and sequential curriculum units connected to content standards of the relevant curriculum frameworks, develop daily lesson plans that are aligned to unit goals, and create student learning objectives that focus on measurable outcomes and define clearly what students need to Know, Understand and be able to Do</td>
<td>Demonstrates limited understanding and/or use of the approved curriculum (i.e., DYS Instructional Guides) to plan basic curriculum units, daily instruction, and student learning objectives. May understand and/or use the content standards of the approved curriculum (i.e., DYS Instructional Guides) and curriculum frameworks to plan sequential and general curriculum units, daily instruction, and student learning objectives that generally promote student engagement. Sometimes includes options in unit and/or daily lesson plans for the use of instructional technologies and other instructional materials. Has a firm understanding of the content standards of the approved curriculum (i.e., DYS Instructional Guides, DYS curriculum resources, and relevant supplemental curriculum materials) and mostly uses them to backward plan curriculum units. Develops engaging, sequential and complete daily lesson plans aligned to curriculum unit goals. Uses multiple curriculum resources to develop clear, measurable learning objectives that represent the “big” ideas and essential concepts of curriculum units defining clearly what all students need to Know, Understand and be able to Do. Frequently infuses in unit and daily lessons plans instructional technologies and other instructional materials to maximize learning opportunities and create access for all. Has a deep understanding of the content standards of the approved curriculum (i.e., DYS Instructional Guides, DYS curriculum resources, and relevant supplemental curriculum materials); consistently uses the standards to backward-plan comprehensive curriculum units; and shares them with colleagues. Develops engaging, sequential and detailed daily written lesson plans aligned to curriculum unit goals and seeks to integrate with colleagues. Uses multiple curriculum resources to consistently develop clear, measurable learning objectives that represent the “big” ideas and essential concepts of curriculum units defining clearly what all students need to Know, Understand and be able to Do. Consistently infuses in unit and daily lesson plans instructional technologies and other instructional materials to maximize learning opportunities and create access for all. Is able to model this element.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Note:
At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”
<table>
<thead>
<tr>
<th>Indicators</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1b.</strong> Plan and design instruction for a diverse group, including students with specialized learning needs through differentiation, Positive Youth Development (PYD), and Culturally Responsive Practices (CRP)</td>
<td>Includes in unit and/or daily lesson plans instructional strategies for students with specialized learning needs.</td>
<td>Demonstrates awareness in unit and/or daily lesson plans of information in the students’ records (e.g., IEPs, 504 Plans, Title I, ELL designations) pertinent to their learning and reflects efforts to tailor instruction to specialized learning needs and strengths.</td>
<td>Regularly indicates in unit and/or daily lesson plans culturally relevant instruction for the full spectrum of student learning needs and includes specific accommodations for the benefit of students with specialized learning needs based upon specific information in the student’s records (e.g., IEPs, 504 Plans, Title I, ELL designations). Indicates an effort in unit and/or daily lesson plans to carefully modify instruction for students with specialized learning needs through differentiation, PYD and CRP.</td>
<td>Consistently indicates in unit and/or daily lesson plans culturally relevant instruction for the full spectrum of all student learning needs and includes specific accommodations for the benefit of all students, including those with specialized learning needs, in inclusive classroom settings based upon specific information in the students’ records (e.g., IEPs, 504 Plans, Title I, ELL designations). Seeks out and includes the expertise of colleagues in developing unit and/or daily lesson plans that include differentiated instruction and accommodations for students with specialized learning needs through differentiation, PYD and CRP. Is able to model this element.</td>
</tr>
<tr>
<td><strong>1c. Benchmark Rating</strong></td>
<td>(1) Beginning</td>
<td>(2) Emerging</td>
<td>(3) Proficient</td>
<td>(4) Exemplary</td>
</tr>
<tr>
<td><strong>1c. Demonstrate substantial content knowledge and instructional pedagogy related to subject area(s), and an in-depth understanding of adolescent development and how students learn</strong></td>
<td>Demonstrates basic content knowledge in the subject area(s) taught.</td>
<td>Demonstrates fundamental content knowledge of the subject area(s) and a basic awareness of instructional pedagogy, adolescent development and student learning.</td>
<td>Demonstrates appropriate content knowledge, effective instructional pedagogy related to subject area(s), and applies that pedagogy to advance student learning. Based on the pedagogical strategies used, demonstrates an appreciation of student development and how students learn. Assumes responsibility for increasing their knowledge of content, pedagogy, and adolescent learning.</td>
<td>Demonstrates exceptional content knowledge, highly effective instructional pedagogy related to subject area(s), and applies content pedagogy to advance student learning. Based on the pedagogical strategies used, demonstrates a comprehensive grasp of student development and how students learn. Assumes responsibility for increasing their knowledge of content, pedagogy, and adolescent learning and is willing to share with colleagues. Is able to model this element.</td>
</tr>
<tr>
<td><strong>1c. Benchmark Rating</strong></td>
<td>(1) Beginning</td>
<td>(2) Emerging</td>
<td>(3) Proficient</td>
<td>(4) Exemplary</td>
</tr>
</tbody>
</table>

**Note:** At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”
<table>
<thead>
<tr>
<th>1d. Benchmark Rating</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
</table>

| 1d. Plan and implement effective teaching strategies that advance student learning by analyzing specific academic data from pre-assessments, formative and summative assessments when planning instruction. | Inconsistently considers data from pre-assessments and formative academic assessments when planning instruction. | Occasionally demonstrates in unit and/or daily lesson plans the use of pre-assessments, formative and summative assessments. | Plans and implements effective instruction that advances student learning by regularly analyzing specific academic data from a variety of pre-assessments, formative and summative assessments to link student learning with specific teaching strategies; refines learning objectives and informs instructional planning and daily decision-making related to student progress. | Consistently plans and implements effective instruction that advances student learning by continuously analyzing specific academic data from a variety of pre-assessments, formative and summative assessments to link student learning with specific teaching strategies; refines learning objectives and informs instructional planning and daily decision-making related to student progress. Facilitates learning for all students and continuously seeks to learn, share, and use innovative methods to raise student achievement. Is able to model this element. |

**Note:** At the **Exemplary** level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."
FORMAL OBSERVATION TOOL – Standard 1: Curriculum, Planning, and Assessment

<table>
<thead>
<tr>
<th>Evaluator’s Comments</th>
<th>Evidence, Feedback, Reflections…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher’s Comments</th>
<th>Evidence, Feedback, Reflections…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Benchmark Summary</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
</table>

Supervisor shall average the employee’s rating to arrive at the Benchmark Summary rating. If the employee’s rating is split evenly between two ratings, the supervisor shall, based on evidence, use his or her discretion to determine what rating was earned.

Evaluator Signature: ___________________________ Teacher Signature: ___________________________ Date: ___________________________

Note: At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”
**C.4. FORMAL OBSERVATION TOOL (Standard 2)**

**Teacher Name:**  
**Date:**  
**Time:**  
**Evaluator:**  
**Class Observed:**

**Description of Standard:**

The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, creates a safe and effective classroom environment, and demonstrates cultural proficiency.

**Teachers will know and be able to:**

- a) Implement a range of instructional strategies that support the varied learning needs of all students and communicate learning objectives orally and visually that focus on measurable outcomes of what students need to Know, Understand, and be able to Do (KUDs);
- b) Create a positive, nurturing, safe and collaborative learning community that respects individual differences, enhances social relationships, allows students to comfortably take risks, and models appropriate behavioral expectations for all students, staff, and program personnel;
- c) Maximize learning time by effectively managing classroom routines, procedures, space, materials, and instructional resources;
- d) Differentiate instruction for a diverse group, including students with specialized learning needs using specific instructional strategies of Positive Youth Development (PYD) and Culturally Responsive Practice (CRP); and
- e) Maintain high expectations, make information and knowledge accessible for all students, foster student self-efficacy, and implement promising practices that promote student achievement.

**Rating Scale:**

- (4) Exemplary: Performance significantly exceeds requirements on an indicator or overall.
- (3) Proficient: Performance meets the requirements on an indicator or overall.
- (2) Emerging: Performance is below the requirements on an indicator or overall.
- (1) Beginning: Performance is considered inadequate on an indicator or overall.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Implement a range of instructional strategies that support the varied learning needs of all students and communicate learning objectives orally and visually that focus on measurable outcomes of what students need to Know, Understand, and be able to Do (KUDs)</td>
<td>Sometimes posts and/or orally reviews KUDs when introducing the lesson. Occasionally tries new instructional strategies. Rarely tailors instructional strategies to the varied learning needs and strengths of all students.</td>
<td>Frequently posts KUDs for the lesson, orally reviews them with students when introducing the lesson, and implements moderately effective instructional strategies tailored to engage all students in learning.</td>
<td>Regularly incorporates the review of KUDs at the beginning, during, and when evaluating the effectiveness of the lesson. Develops student learning objectives with clear, measurable outcomes that are always accessible for all students to see and reference throughout the lesson. Delivers effective instruction by implementing a range of instructional strategies that support the varied learning needs of all students through engagement, differentiation, and clarity of lesson objectives. Engages students so that they are able to communicate the expectations for learning and are actively engaged in daily learning experiences. Regularly uses instructional technologies and other instructional materials to maximize learning opportunities and create access for all.</td>
<td>Consistently incorporates the review of KUDs at the beginning, during, and when evaluating the effectiveness of the lesson. Develops student learning objectives with clear, measurable outcomes that are consistently accessible for all students to see and reference throughout the lesson. Delivers highly effective instruction by implementing an extensive range of instructional strategies that support the varied learning needs of all students through engagement, differentiation, and clarity of lesson objectives. Engages students so that they are able to communicate the expectations for learning, are actively engaged in daily learning experiences, and are aware of their performance and progress. Consistently uses instructional technologies and other instructional materials to maximize learning opportunities and create access for all. Is able to model this indicator.</td>
</tr>
</tbody>
</table>

**2a. Benchmark Rating**  
- (1) Beginning  
- (2) Emerging  
- (3) Proficient  
- (4) Exemplary

**Note:** At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “is able to model.”
<table>
<thead>
<tr>
<th>Indicators</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b. Create a positive, nurturing, safe and collaborative learning community that respects individual differences, enhances social relationships, allows students to comfortably take risks, and models appropriate behavioral expectations for all students, staff, and program personnel</td>
<td>Sets behavioral expectations for students and implements appropriate procedures for their safety and security.</td>
<td>Creates a positive learning environment, sets behavioral expectations for students, and implements appropriate procedures for safety and security.</td>
<td>Creates a positive, safe, and collaborative learning community that respects individual differences, enhances social relationships, and allows students to comfortably take risks. Shapes the learning environment to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of all students. Models appropriate behavioral expectations for all students, staff, and program personnel.</td>
<td>Creates an optimal safe and collaborative learning community that respects individual differences, enhances social relationships, and allows students to comfortably take risks. Shapes the learning environment to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of all students. Consistently models appropriate behavioral expectations for all students, staff, and program personnel. Is able to model this indicator.</td>
</tr>
<tr>
<td>2b. Benchmark Rating</td>
<td>___ (1) Beginning</td>
<td>___ (2) Emerging</td>
<td>___ (3) Proficient</td>
<td>___ (4) Exemplary</td>
</tr>
<tr>
<td>2c. Maximize learning time by effectively managing classroom routines, procedures, space, materials, and instructional resources</td>
<td>Inconsistently reinforces classroom routines and procedures for effective classroom management and/or routines, norms, expectations are unclear to students.</td>
<td>Occasionally reinforces established classroom routines, procedures, and materials for students. Has a procedure for familiarizing new students with classroom norms, routines, and/or expectations.</td>
<td>Maximizes instructional time by regularly managing daily classroom routines, procedures, space, materials and learning resources, including technology to reduce or eliminate unproductive student time. Executes smooth transitions throughout the lesson. Efficiently parses instruction so that students move from one task to the next with minimal prompting.</td>
<td>Consistently maximizes instructional time by effectively managing daily classroom routines, procedures, space, materials and learning resources, including technology to reduce or eliminate unproductive student time. Uniformly executes smooth transitions throughout the lesson. Efficiently parses instruction so that students independently move from one task to the next. Is able to model this indicator.</td>
</tr>
<tr>
<td>2c. Benchmark Rating</td>
<td>___ (1) Beginning</td>
<td>___ (2) Emerging</td>
<td>___ (3) Proficient</td>
<td>___ (4) Exemplary</td>
</tr>
<tr>
<td>2d. Differentiate instruction for a diverse group, including students with specialized learning needs using specific instructional strategies of Positive Youth Development (PYD) and Culturally Responsive Practice (CRP)</td>
<td>Acknowledges different student learning styles when implementing instruction.</td>
<td>Differentiates instruction based on general information about different student learning styles in the classroom and shows sensitivity to the students’ cultural backgrounds.</td>
<td>Differentiates instruction by content, process, and/or product to allow for multiple entry points, learning tasks and outcomes that are tailored to the students’ interests, abilities and learning styles. Uses PYD/CRP instructional strategies to ensure that all students have equal access to the established curriculum. Employs instructional strategies that promote student independence and student voice.</td>
<td>Consistently differentiates instruction by content, process, and product to allow for multiple entry points, learning tasks and outcomes that are tailored to the students’ interests, abilities and learning styles. Uses and shares specific PYD/CRP instructional strategies to ensure all students have equal access to the established curriculum. Scaffolds and implements instructional strategies that promote student independence, self-advocacy, and student voice. Is able to model this indicator.</td>
</tr>
<tr>
<td>2d. Benchmark Rating</td>
<td>___ (1) Beginning</td>
<td>___ (2) Emerging</td>
<td>___ (3) Proficient</td>
<td>___ (4) Exemplary</td>
</tr>
</tbody>
</table>

**Note:** At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”
### FORMAL OBSERVATION TOOL – Standard 2: Teaching All Students

<table>
<thead>
<tr>
<th>Indicators</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2e.</td>
<td>Sets learning expectations for all students and holds them accountable for meeting the expectations.</td>
<td>Sets high expectations for all students, develops learning goals for them, and holds them accountable for meeting established goals.</td>
<td>Consistently sets high and realistic expectations for all students and works with each student in the classroom to develop specific learning goals. Makes information and knowledge accessible for all students through differentiation, matching strategies with specific students, activating prior knowledge, and re-teaching key concepts and skills. Uses formative assessment to check for understanding and adjust instruction. Uses a variety of effective teaching techniques, such as the use of higher order questioning strategies, that demonstrate a belief in student self-efficacy and that students are capable of high achievement. Provides students with appropriate and sufficient academic support, feedback, and encouragement. Demonstrates classroom instruction that is more student-centered and less teacher-directed.</td>
<td>Consistently sets high and realistic expectations for all students and works with each student in the classroom to develop specific learning goals. Makes information and knowledge accessible for all students through highly effective differentiation, matching strategies with specific students, activating prior knowledge, and re-teaching key concepts and skills. Uses a variety of effective methods to check for understanding and immediately adjusts instruction to address misconceptions and clarifies. Consistently uses a variety of effective teaching techniques, such as the use of higher order questioning strategies, that demonstrate a belief in student self-efficacy and that all students are capable of high achievement. Provides students with appropriate and sufficient academic support, feedback, and encouragement. Demonstrates classroom instruction that is characteristically student-centered and promotes self-directed learning wherein the teacher functions primarily as facilitator of learning. Is able to model this indicator.</td>
</tr>
</tbody>
</table>

#### 2e. Benchmark Rating

<table>
<thead>
<tr>
<th>Rating</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
</table>

**Note:** At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “is able to model.”
FORMAL OBSERVATION TOOL – Standard 2: Teaching All Students

**Evaluator's Comments**
- Evidence, Feedback, Reflections...

**Teacher's Comments**
- Evidence, Feedback, Reflections...

<table>
<thead>
<tr>
<th>Benchmark Summary</th>
<th>Beginning</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
</table>

Supervisor shall average the employee's rating to arrive at the Benchmark Summary rating. If the employee’s rating is split evenly between two ratings, the supervisor shall, based on evidence, use his or her discretion to determine what rating was earned.

Evaluator Signature: ___________________________  Teacher Signature: ___________________________  Date: ______________

*Note:* At the Exemplary level, an educator's level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by "Is able to model."
## PROFESSIONAL CULTURE FEEDBACK TOOL – Standard 3: Professional Culture

<table>
<thead>
<tr>
<th>Teacher Name:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Description of Standard:
The teacher promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.

### Teachers will know and be able to:

- a) Demonstrate the capacity to reflect on and improve their practice, using informal means as well as meetings with teams and work groups to gather information, analyze data, examine issues, set meaningful professional goals, and develop new approaches in order to improve teaching and learning;
- b) Actively pursue and participate in professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional, team, and leadership roles;
- c) Collaborate effectively with colleagues on a wide range of tasks;
- d) Share responsibility for the performance of all students within the program and takes an active role in educational program improvement planning efforts; and
- e) Perform job and routine responsibilities consistently, demonstrate professional behavior and ethics, and adhere to all program and agency policies, procedures, and guidelines.

### Rating Scale:

- (4) Exemplary: Performance significantly exceeds requirements on an indicator or overall.
- (3) Proficient: Performance meets the requirements on an indicator or overall.
- (2) Emerging: Performance is below the requirements on an indicator or overall.
- (1) Beginning: Performance is considered inadequate on an indicator or overall.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Demonstrate the capacity to reflect on and improve their practice to gather information, analyze data, examine issues, set meaningful professional goals, and develop new approaches in order to improve teaching and learning</td>
<td>Demonstrates limited reflection on practice and/or use of insights gained to improve practice. Generally, participates passively in the goal-setting process and/or proposes goals that are vague or easy to reach. May reflect on the effectiveness of lessons/mini-units and interactions with students but not with colleagues and/or rarely uses insights to improve practice. Proposes goals that are sometimes vague or easy to achieve and/or bases goals on limited self-assessment, supervisor input, and/or consideration of the student population.</td>
<td>Consistently reflects on the effectiveness of lessons, mini-units, and interactions with students, both individually and with colleagues, and uses insights gained to improve practice and student learning. Proposes challenging, measurable professional learning goals that are consistent with the priorities of the organization and based on thorough self-assessment, supervisor input, and the strengths and needs of the student population.</td>
<td>Consistently reflects on the effectiveness of lessons, mini-units, and interactions with students, both individually and with colleagues; and uses and shares with colleagues insights gained to improve practice and student learning. Individually and with colleagues proposes and makes demonstrated progress towards attaining challenging, measurable goals based on thorough self-assessment, supervisor and collegial input, the strengths and needs of the student population, and the goals of the organization. Is able to model this element.</td>
<td></td>
</tr>
</tbody>
</table>

### Benchmark Rating

3a. Benchmark Rating

___ (1) Beginning ___ (2) Emerging ___ (3) Proficient ___ (4) Exemplary

### Note:
At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “is able to model.”
## PROFESSIONAL CULTURE FEEDBACK TOOL – Standard 3: Professional Culture

<table>
<thead>
<tr>
<th>Indicators</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3b. Actively pursue and participate in professional development and learning opportunities to improve quality of practice or build the expertise and experience to assume different instructional, team, and leadership roles</td>
<td>Participates only in required professional development and learning opportunities to improve practice and/or applies little new learning to practice.</td>
<td>The teacher occasionally seeks out new learning and/or inconsistently or inappropriately applies new learning to improve practice.</td>
<td>Consistently seeks out and applies, when appropriate, ideas for improving practice from supervisors, colleagues, instructional coaches, professional development activities, and other resources to gain expertise and/or assume different instruction, team, and leadership responsibilities.</td>
<td>Consistently seeks out professional development and learning opportunities above and beyond what the organization provides that improve practice and build expertise of self and other educators in instruction, teamwork, and leadership. Is able to model this element.</td>
</tr>
</tbody>
</table>

### 3b. Benchmark Rating

<table>
<thead>
<tr>
<th></th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3c. Collaborate effectively with colleagues on a wide range of tasks, including, but not limited to learning teams, co-planning, and co-teaching

<table>
<thead>
<tr>
<th></th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 3c. Benchmark Rating

<table>
<thead>
<tr>
<th></th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Note:** At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”
### PROFessional Culture Feedback Tool – Standard 3: Professional Culture

<table>
<thead>
<tr>
<th>Indicators</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3d. Share responsibility for the performance of all students within the</td>
<td>Participates in planning and decision making at the school, but only when</td>
<td>May participate in planning and decision making at the school, but rarely</td>
<td>Consistently contributes relevant ideas and expertise to planning and decision</td>
<td>Consistently participates in planning and decision-making at the school.</td>
</tr>
<tr>
<td>program and take an active role in educational program improvement</td>
<td>asked and rarely contributes relevant ideas or expertise. Rarely reinforces</td>
<td>contributes relevant ideas or expertise. Within and beyond the classroom,</td>
<td>making at the school. Consistently contributes ideas and expertise that are</td>
<td>Consistently contributes ideas and expertise that are critical to school</td>
</tr>
<tr>
<td>planning efforts</td>
<td>school-wide behavior and learning expectations for all students and/or makes</td>
<td>inconsistently reinforces schoolwide behavior and learning expectations for</td>
<td>critical to school improvement efforts. Individually and with colleagues</td>
<td>improvement efforts.</td>
</tr>
<tr>
<td></td>
<td>a limited contribution to their learning by rarely sharing responsibility for</td>
<td>all students, and/or makes a limited contribution to their learning by</td>
<td>develops strategies and actions that contribute to the learning and productive</td>
<td>The teacher always contributes ideas and expertise in program based meetings</td>
</tr>
<tr>
<td></td>
<td>meeting their needs. The teacher demonstrates minimal responsibility for</td>
<td>inconsistently sharing responsibility for meeting their needs. The teacher</td>
<td>behavior of all students at the school. The teacher always takes</td>
<td>for the purpose of educational program improvement planning. The teacher</td>
</tr>
<tr>
<td></td>
<td>ensuring learning growth for all students, including those identified with</td>
<td>sometimes takes responsibility for the learning growth of all students,</td>
<td>takes responsibility for all students, including those identified with</td>
<td>is committed to building the program as a place where performance</td>
</tr>
<tr>
<td></td>
<td>IEPs, ELLs, or those with behavior challenges.</td>
<td>including those identified with IEPs, ELLs, or those with behavior</td>
<td>IEPs, ELLs, or those with behavior challenges, and collaborates effectively</td>
<td>expectations are rigorous for all students. The teacher always takes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>challenges, and collaborates with supervisors and coaches to plan, design,</td>
<td>with supervisors and coaches to plan, design, implement, and assess teaching</td>
<td>responsibility for all students, including those identified with IEPs,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>implement, and assess teaching and learning.</td>
<td>and learning. Is able to model this element.</td>
<td>ELLs, or those with behavior challenges, and collaborates effectively with</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3d. Benchmark Rating</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>3e. Perform job and routine responsibilities consistently, demonstrate</td>
<td>Demonstrates poor judgment and/or discloses confidential student information</td>
<td>Sometimes demonstrates questionable judgment and/or inadvertently shares</td>
<td>Demonstrates sound judgment reflecting honesty, fairness, and trustworthiness</td>
<td>Demonstrates sound judgment reflecting honesty, fairness, and trustworthiness</td>
</tr>
<tr>
<td>professional behavior and ethics, and adhere to all program and agency</td>
<td>inappropriately. Frequently misses or is late to work, classes, meetings,</td>
<td>confidential information. Occasionally misses or is late to work, classes,</td>
<td>Appropriately protects student confidentiality. Consistently fulfills all</td>
<td>and acts appropriately to protect student confidentiality, rights and safety.</td>
</tr>
<tr>
<td>policies, procedures, and guidelines</td>
<td>makes errors in records, and/or misses paperwork deadlines; frequently late</td>
<td>meetings, completes work late, and/or makes errors in records. Is</td>
<td>professional responsibilities to high standards. Consistently adheres to</td>
<td>Consistently fulfills all professional responsibilities to high standards:</td>
</tr>
<tr>
<td></td>
<td>or absent. Is frequently cited for not adhering to program and/or agency</td>
<td>occasionally cited for not adhering to program and/or agency policies,</td>
<td>program and/or agency policies, procedures, and guidelines. Consistently</td>
<td>consistently adheres to program and/or agency policies, procedures, and</td>
</tr>
<tr>
<td></td>
<td>policies, procedures, and guidelines.</td>
<td>procedures, and guidelines.</td>
<td>maintains a positive attitude, professional discourse among colleagues, and</td>
<td>guidelines. Consistently maintains a positive attitude, professional discourse</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>professional attitude. Effectively redirects discourse that is counterproductive.</td>
<td>among colleagues, and professional attitude. Effectively redirects discourse</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3e. Benchmark Rating</th>
<th>(1) Beginning</th>
<th>(2) Emerging</th>
<th>(3) Proficient</th>
<th>(4) Exemplary</th>
</tr>
</thead>
</table>

**Note:** At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “is able to model.”
**PROFESSIONAL CULTURE FEEDBACK TOOL – Standard 3: Professional Culture**

<table>
<thead>
<tr>
<th>Evaluator’s Comments</th>
<th>Evidence, Feedback, Reflections...</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Teacher’s Comments</th>
<th>Evidence, Feedback, Reflections...</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Benchmark Summary</strong></th>
<th><strong>Beginning</strong></th>
<th><strong>Emerging</strong></th>
<th><strong>Proficient</strong></th>
<th><strong>Exemplary</strong></th>
</tr>
</thead>
</table>

Supervisor shall average the employee’s rating to arrive at the Benchmark Summary rating. If the employee’s rating is split evenly between two ratings, the supervisor shall, based on evidence, use his or her discretion to determine what rating was earned.

Evaluator Signature: ___________________ Teacher Signature: ___________________ Date: ___________________

*Note: At the Exemplary level, an educator’s level of expertise is such that he or she is able to model this element through training, teaching, coaching, assisting, and/or demonstrating. In this rubric, this level of expertise is denoted by “Is able to model.”*
C-6. SUMMATIVE EVALUATION TOOL

PURPOSE:
This tool is designed to aid in clarifying job responsibilities; identifying and reinforcing strengths; remediating weaknesses; and determining staff assignments.

CURRENT TIER: ___ Tier 1 ___ Tier 2 ___ Tier 3

EMPLOYEE INFORMATION:
Name _______________________________ Job Title _______________________________
Name of Program(s) _______________________________ Location of Program(s) _______________________________
Period covered ________________ to ________________
Date(s) of Informal Observation Visits ________________________________
Date of Formal Post-Observation Conference ________________________________
Date of Summative Evaluation Conference ________________________________
Date(s) of IPDP Progress Review ________________________________
Name of Immediate Supervisor Review ________________________________
Name of Regional Education Coordinator/Host Agency Coordinator Review ________________________________

OVERALL INFORMAL OBSERVATION RATINGS AVERAGE
___ (1) Beginning ___ (2) Emerging ___ (3) Proficient ___ (4) Exemplary

OVERALL FORMAL OBSERVATION RATINGS AVERAGE
Standard 1 ___ (1) Beginning ___ (2) Emerging ___ (3) Proficient ___ (4) Exemplary
Standard 2 ___ (1) Beginning ___ (2) Emerging ___ (3) Proficient ___ (4) Exemplary

OVERALL PROFESSIONAL CULTURE RATING
Standard 3 ___ (1) Beginning ___ (2) Emerging ___ (3) Proficient ___ (4) Exemplary

INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) GOAL PROGRESS
Goal 1 ___ (0) Did Not Meet ___ (1) Partially Met ___ (2) Met
Evidence:
Goal 2 ___ (0) Did Not Meet ___ (1) Partially Met ___ (2) Met
Evidence:
Goal 3 ___ (0) Did Not Meet ___ (1) Partially Met ___ (2) Met
Evidence:

OVERALL INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN PROGRESS AVERAGE ________
Calculation of the Overall Performance Rating:

The overall rating will be comprised of 4 or 3 components depending on whether or not the teacher is scheduled for a formal observation. The formula for determining an overall performance rating is described below.

### The 4-Component Weighting Formula

Use this formula as follows to calculate the Overall Rating:

\[
\text{Overall Rating} = (\text{Average of Informal Observations} \times 0.40) + (\text{Professional Culture Rating} \times 0.20) + (\text{Formal Observation} \times 0.20) + (\text{Average of IPDP Progress} \times 0.20)
\]

**EXAMPLE:** Teacher has Informal Observation Rating of 2; Professional Culture Rating of 3; Formal Observation Rating of 3; and IPDP Progress Rating of 4

Calculate: \((2 \times 0.40) + (3 \times 0.20) + (3 \times 0.20) + (4 \times 0.20) = 2.8\) rounded up to 3 Proficient

### The 3-Component Weighting Formula

Use this formula as follows to calculate the Overall Rating:

\[
\text{Overall Rating} = (\text{Average of Informal Observations} \times 0.50) + (\text{Average of IPDP Progress} \times 0.25) + (\text{Professional Responsibilities Rating} \times 0.25)
\]

**EXAMPLE:** Teacher has Informal Observation Rating of 2; IPDP Progress Rating of 3; and Professional Culture Rating of 2.

Calculate: \((2 \times 0.50) + (3 \times 0.25) + (2 \times 0.25) = 2.25\) rounded down to 2 Needs Improvement

**OVERALL PERFORMANCE RATING:**

___ (1) Unsatisfactory ___ (2) Needs Improvement ___ (3) Proficient ___ (4) Exemplary

(4) **Exemplary:** Performance consistently and significantly exceeds the requirements of the standards or overall.

(3) **Proficient:** Performance fully and consistently meets the requirements of the standards or overall.

(2) **Needs Improvement:** Performance on a standard or overall is below the requirements of a standard or overall, but is not considered to be unsatisfactory at this time. Improvement is necessary and expected.

(1) **Unsatisfactory:** Performance on a standard or overall has not significantly improved following the rating of needs improvement or unsatisfactory, or the educator’s performance is consistently below the requirements of a standard or overall is considered inadequate, or both.

**TIER RECOMMENDATION FOR NEXT YEAR***:

___ Tier 1 ___ Tier 2 ___ Tier 3

*Teachers/Teaching Coordinators may not be recommended to remain on tier 3 for more than one academic year.*
COMMENTS:

Reflections/Questions/Specific Concerns (please use dates to record notes over time) and include summative written statement. Supervisors are specifically asked to address the teacher’s performance with regards to meeting professional responsibilities, including their reliability, fulfillment of routine responsibilities, and adherence to ethical standards.

Please attach separate sheet(s) or use the form for Supervisor and Employee comments provided.

SUPERVISOR

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

EMPLOYEE

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

____________________________________________________________________________

Signature of Administrator ______________________________________________ Date _______________________

Signature of Teacher ________________________________________________ Date _______________________
C-7. TEACHER IMPROVEMENT / REMEDIATION PLAN

Teacher Name __________________________ Date __________________________
Assignments __________________________ Subject(s) ______________________
Evaluator ______________________________ ____________________________

The following plan is based on formal and informal observation, documentation, attendance records, staff and individual meetings and discussion.

Areas of Improvement:
Supervisor is to select and complete the area(s) required for performance improvement.

1. Curriculum, Planning, and Assessment
• Evidence:
• Recommendation for Improvement:
• Support / Assistance offered:
• Timeline:
• Follow-up:

2. Teaching All Students
• Evidence:
• Recommendation for Improvement:
• Support / Assistance offered:
• Timeline:
• Follow-up:

3. Fulfillment of Professional Responsibilities
• Evidence:
• Recommendation for Improvement:
• Support / Assistance offered:
• Timeline:
• Follow-up:

4. Other
• Evidence:
• Recommendation for Improvement:
• Support / Assistance offered:
• Timeline:
• Follow-up:

Signature of Administrator __________________________ Date __________________________
Signature of Teacher __________________________ Date __________________________

Personnel File
C-8. GENERAL INFORMATION: IPDP Plans, SMART Goals, Timeline

Possession of an Individual Professional Development Plan is a requirement of the Departments of Youth Services and Elementary and Secondary Education, including SEIS. These plans define the growth or the improvement actions an educator seeks to accomplish in accordance with the priorities of an organization, district, or school. In our system, they also serve as a tool for focusing conversations between educators, coaches, and/or supervisors.

During the 2012-2013 academic year educators are expected to craft a goal for each of the following three areas:

Standard 1: Curriculum, Planning, and Instruction and focused on student learning and
Standard 2: Teaching all students and
Standard 3: Professional Culture focused on licensure attainment, maintenance, and/or advancement

As in previous years, goals must be submitted to and endorsed by the educator’s supervisor and be available for review by the Department of Youth Services or Special Education in Institutional Settings administration upon request. We use the SMART goal acronym to support the development and assessment of quality professional goals. The criterion for crafting a SMART goal is as follows:

- **S** = Specific and Strategic
- **M** = Measurable and Monitored
- **A** = Attainable and Agreed Upon
- **R** = Results-oriented
- **T** = Time-bound

Crafting a SMART goal is a deliberate and sequential process that includes educator self-reflection, supervisor and, if requested, instructional coach input, and supervisor endorsement. This year we begin the self-reflection process during regional professional development days. Subsequent to this professional development day, educators are expected to craft SMART goals that address the three areas identified above and submit these goals to their supervisor for final endorsement no later than November 2nd.

While we encourage you to include your supervisor in your goal development process, we also encourage you to access your instructional coach for this purpose. However, please observe the following timeline when soliciting this support.

**Friday, October 5:**
First draft of goals submitted to coach. Feedback will be provided by Friday October 12th.

**Friday, October 19:**
If changes are suggested, the second draft of goals submitted to coach. Feedback will be provided by Friday, October 26th.

**Friday, November 2:**
Submission of final goals to supervisor for review and final endorsement. Upon final endorsement by supervisor, goals should be forwarded to your instructional coach.

Should you want additional guidance in crafting your SMART goals, sample goals, or a template for use in submitting your SMART goals, please contact your Instructional Coach who will provide you with this material.