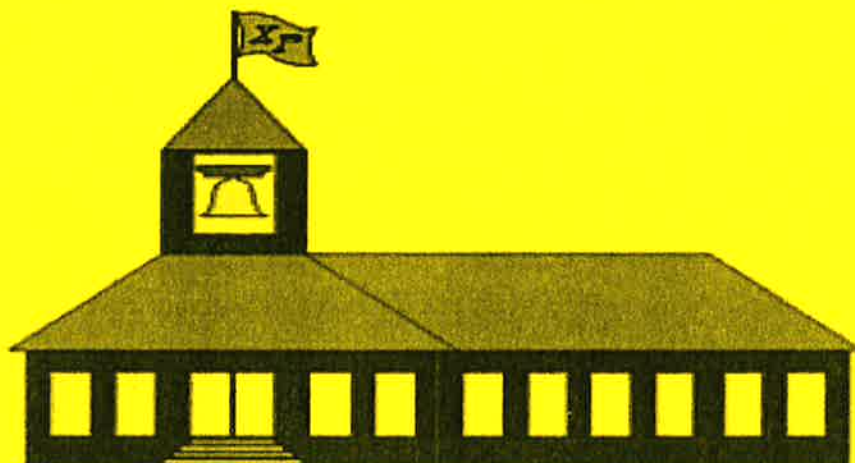




Sweetwater County School
District #1
Performance Evaluation
System
Teacher



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CHAPTER 1 – Evaluation Procedures Manual

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Sweetwater County School District Number One

Performance Evaluation Systems

The Effective Educator Scale Rubrics shall be the evaluation tool utilized. These scales consist of a performance area, four possible levels of performance (unsatisfactory, basic, proficient, or distinguished), behavior statement criteria, and indicators.

Philosophy of Instruction

The primary purpose of instruction in Sweetwater County School District No. One is to engage students in learning, providing opportunities to achieve their highest academic, intellectual and emotional growth within the educational community.

Philosophy of Evaluation

The purpose of evaluation in Sweetwater County School District No. One is to maintain and improve the quality of teaching and learning. The evaluation process is based upon trust and mutual cooperation.

Procedures for Initial and Year Two and Year Three Contract Certified Staff

Components

Orientation

A thorough explanation of the Effective Educator Scale Rubrics, performance areas, criteria, and indicators and how they define expectations is an essential element to ensure a positive attitude toward evaluation.

It is the District's responsibility to ensure certified staff members have the opportunity to fully review the Effective Educator Scale Rubrics, performance areas, criteria, and indicators, forms and reporting formats related to the evaluation.

It is the contract staff member's responsibility to thoroughly understand the responsibilities as defined by the Effective Educator Scale Rubrics and indicator and to ask any questions if in doubt.

A portion of the orientation program shall include the visitation of a variety of school areas and discussion with those performing roles within those areas.

Orientation Colleague Availability

An opportunity will be provided for initial and year two and three contract certified staff members to avail themselves of an orientation colleague at the building site or one specific to area of specialty in order to provide non-evaluative feedback in support of either goals listed on the Professional Development Plan or professional job targets associated with individual staff development. Such an opportunity will be afforded to all initial and year two and three contract certified staff members and notice of the availability of such individuals would be discussed during the orientation conference. These expert orientation colleagues shall not serve as administrators or sources of data collected to substantiate a summative judgment.

The building administrator will confirm the availability and choice made regarding an orientation colleague no later than the first formative feedback conference. It is encouraged that initial, year two and year three contract certified staff members take advantage of an orientation colleague.

Formative/Assessment and Summative/Evaluation

Sweetwater County School District No. One has designed a system of supervision for two purposes - one of evaluation and the other assessment. The first is a summative evaluation purpose, in which evaluation provides information for use in making personnel management decisions, such as dismissal and promotion. The second and primary focus of District One's supervision system is to promote the professional development of certified staff members. Such formative assessment promotes an administrator-certified staff member relationship built on collaboration, trust and mutual respect.

Formative

Pre-Observation Conference

The purpose of a pre-observation conference is to provide a purposeful and meaningful dialogue regarding 1.) the objective of the activity to be observed, 2.) the prior learning of the students, 3.) the learning activities or methods to be used to meet the stated objectives, and/or 4.) any relevant characteristics of the learning environment of the classroom.

Formal Classroom Observation

A formal observation consists of a visitation of a lesson as defined during the pre-conference. Formal observations will be preceded by a pre-observation conference. One formal observation shall take place early in the first semester (no later than October 31 of the 90-day probationary period for initial contract certified staff members) and at least one Informal or Unannounced Observation occurring after December 1 and before January 31. For year two/three staff and continuing contract staff, this required observation shall occur after December 1 but before March 31.

Administrators or Plan A certified staff members may initiate one additional formal observation at their discretion. Such an additional formal observation will be provided upon request of the certified staff member or administrator. A maximum of two formals might be referred to in the Professional Development Plan thus making a formal request unnecessary. In either event, the maximum of two formal observations is permitted before January 31 for initial contract certified staff members and March 31 for year two and three staff and requested continuing contract staff.

Unannounced/Informal Observation

An unannounced observation is a visitation of a certified professional for which there may not be a pre-conference. An unannounced observation may take place for a portion of a class period or lesson or an entire class period or lesson presentation.

Post observation (Feedback) Conference

The post observation conference will occur within five school days following the completion of a formal observation unless mutually agreed upon to change the follow-up time. The purpose of this conference shall be to share pertinent data collected during the observation and will focus on discussion of factors relevant to the Effective Educator Scale Rubrics, performance areas, criteria, and indicators. The administrator will maintain the Summative Evaluation Report of conference dates and matters discussed indicating the conference Summative Evaluation Report.

Supporting Data and Input

Work Samples

A variety of relevant artifacts may be collected by the administrator and contract staff member to include, but not limited to: classroom assessments, writing prompts, student projects, completed homework samples etc.

Informal/Unannounced Observation

A primary purpose of informal observation is to validate and support effective instruction on a continual basis. Informal observation shall occur during the periodic interaction and instructional support of all staff within the educational setting. Such observation shall be a natural process which acknowledges performance beyond the formal observation; e.g., walk-through supervision, casual visits and ongoing observation of certified staff member's interaction with students, parents and other staff. Informal observations may be preceded with or without a pre conference. A decision to conduct an informal observation with or without a pre conference shall rest with the administrator.

If informal/unannounced observations raise concerns regarding a certified staff member's performance the administrator will conduct a post conference within five school days with the certified staff member, unless it is mutually agreed upon to change the follow-up time. A written record of all matters discussed will be maintained.

Information gathered through observations must be documented in the Informal Observation Report and in the Summative Evaluation Report. Hearsay input will not be used as supporting data.

Summative Conference and Report

The first summative report and conference shall be completed by December 1 of each certified staff member's probationary period. The second summative evaluation conference and report will be completed for each initial contract staff member by January 31. Year two, year three, and requested continuing contract staff members shall have their summative conference and report completed no later than March 31. Plan B continuing contract certified staff members will have a summative done yearly.

The conference and report will focus on the certified staff member's overall performance throughout the year and will include information gained through formal and informal observations, unannounced observations, work samples, conferences between the administrator and certified staff member and other data resources cited as appropriate to substantiate performance.

The summative evaluation report will include: 1.) a rating and description of performance for each **Effective Educator Scale Rubric**. The four performance levels are **unsatisfactory, basic, proficient, and distinguished**. The evaluation of the certified staff member's level of performance shall be based upon attaining a majority of the behavior statement criteria listed within each portion of the **Effective Educator Scale Rubric**. However, if the certified staff member is judged to be **unsatisfactory in any behavior statement criterion, the certified staff member will be rated as unsatisfactory for that Effective Educator Scale Rubric**. 2.) a summary of strengths and/or deficiencies, 3.) recommendations, and 4.) an overall evaluation statement for each performance area in which there is variation from district standard. The certified staff member and administrator will complete a status report of the Professional Development Plan.

The summative report will be signed by both parties within seven working days of the summative conference. The certified staff member may attach additional comments to the report, if desired. A copy of the signed Summative Evaluation Report will be provided to the certified staff member. The administrator will retain a copy of the report and any attachments.

The Professional Development Plan Status and Summative Report, including attachments and the certified staff member's comments (if any), will be forwarded, no later than April 15, to the Human Resource Office for inclusion in the certified staff member's personnel file.

Professional Development Plan

Setting professional goals is a central theme and major thrust of Sweetwater County School District No. One evaluation process. It is a task which requires time and thoughtful reflection. The administrator and certified staff member will work together in identifying and completing the Professional Development Plan. The administrator and the certified staff member should discuss Effective Educator Scale Rubrics which offer the greatest potential for professional growth. The professional development plan consists of one to three goals related to the Effective Educator Scale Rubrics performance areas, criteria, and indicators. These goals and the plan for achieving them are mutually developed and approved in final form by the administrator no later than October 1.

Differentiated Evaluation Methodologies - Plan A

Options exist to permit differentiated evaluation for continuing contract staff members. Plan A consists of formal observations and design of a Professional Development Plan. This option is similar to year two and year three certified staff member evaluation but with only one summative report. Plan B requires the development of a Professional Development Plan and one formal observation at a time mutually agreed upon by the certified staff member and the administrator. In either plan no fewer than a one goal Professional Development Plan shall be jointly set by the administrator and the certified staff member.

Plan A

Plan A for continuing contract staff will contain the number of required observations outlined for year two and three contract evaluation except the formal observations and post conference reporting may take place any time during the first semester. Second semester observations are also flexible regarding time but must call for summative report completion before March 31. **A written statement submitted to formally request Plan A evaluation, by either the certified staff member or the administrator, shall be honored for any continuing contract staff member within 15 working days of the certified staff member school year beginning date or Plan B completion.**

Procedures for Continuing Contract Certified Staff

Orientation

A thorough explanation of the Effective Educator Scale Rubrics, performance areas, criteria, and indicators and how they define expectations is an essential element to ensure a positive attitude toward evaluation.

It is the District's responsibility to ensure continuing contract certified staff members have the opportunity to fully review the Effective Educator Scale Rubrics, performance areas, criteria, and indicators and reporting formats related to the evaluation.

It is the continuing contract staff member's responsibility to thoroughly understand the responsibilities as defined by the Effective Educator Scale Rubrics, performance areas, criteria, and indicators.

Orientation Colleague Availability

An opportunity will be provided for continuing contract certified staff members to avail themselves of an orientation colleague at the building site or one specific to their area of specialty in order to provide non-evaluative feedback in support of either goals listed on the Professional Development Plan or professional job targets associated with individual staff development. Such an opportunity will be afforded to all continuing contract certified staff members and notice of the availability of such individuals will be discussed during the orientation conference. These expert orientation colleagues shall not serve as administrators or sources of data collected to substantiate a summative judgment.

Professional Development Plan

Setting professional goals is a central theme and major focus of Sweetwater County School District No. One evaluation process. It is a task, which requires time and thoughtful reflection. The administrator and certified staff member will work together in identifying and completing the Professional Development Plan. The administrator and the certified staff member should discuss the Effective Educator Scale Rubrics and the Professional Development Plan Evaluation Rubric criteria, which offer the greatest potential for professional growth and impact on student learning. This initial discussion should include assessing the Professional Development Plan and its potential based on the **Professional Development Plan Evaluation Rubric**. The Professional Development Plan consists of one to three goals related to the Effective Educator Scale Rubrics, performance areas, criteria, and indicators. These goals and the plan for achieving them are mutually developed and approved in final form by the administrator.

The Plan B method is a self-directed approach. If choices are not forthcoming from the certified staff member the administrator may suggest areas from the performance areas. Ultimately, a recommendation will need to come from the certified staff member.

The certified staff member initiates goals, plan organization, resources needed, planned activities, methods of plan assessment, impact expected on student performance, and how plan results will be shared with colleagues and if appropriate with students, no later than October 1. After these are listed on the Professional Development Plan, a conference is conducted with the administrator to finalize development. This conference shall be conducted within a reasonable time frame after the certified staff member's initial recommendation and no later than October 15.

Certified staff members meeting objectives on their Professional Development Plan (PDP) and wishing to continue with this level plan will be required to outline performance objectives for Plan B continuation during the yearly summative conference. Such an outline of performance objectives in support of a new PDP will be noted on the summative report. After agreement is reached between administrator and staff member and final authorization is provided by the administrator, the certified staff member will be required to submit a new PDP no later than 15 working days following the summative conference. The Professional Development Plan Status and Summative Report shall be completed and submitted within one school year of the most recent written summative report.

In order to move to and maintain Professional Development Plan level (Plan B) of evaluation a certified continuing contract staff member must be evaluated as basic, proficient, or distinguished in all but two Effective Educator Scale Rubrics. If these criteria are not met, any certified staff member (Plan A or B) will be referred to the attention of the Administrative Assistance Team. **However, a staff member receiving four or more such “basic” ratings must direct PDP goals to these improvement areas.** Due to this assurance requirement the administrator will collect data, which will assist her/him to provide documentation to substantiate required certification. A variety of methods may be used to collect required documentation, to include but not limited to: unannounced observations, formal and informal observations, work samples, etc. An option remains open to the administrator to prepare a narrative for those Plan B staff members evaluated as distinguished. This narrative should be attached to the Professional Development Plan Status and Summative Report.

Description of Professional Development Plan Components

Performance Areas

Professional Development Plans are to reflect one or more of the Effective Educator Scale Rubrics. The certified staff member would designate an indicator, when appropriate, beneath the Effective Educator Scale Rubrics chosen as part of their PDP goal.

Goal Statement

Goal/s are to be completed reflecting the identified area the certified staff wishes to develop.

PDP/Effective Educator Scale Rubric Relationship.

The PDP must have a direct link to an Effective Educator Scale Rubric in order to improve instruction.

Organization

Efforts to segment the Professional Development Plan may be organized by key dates. Such a time line will be presented early in the development of the PDP. The time line benchmark dates are to be included so as to maintain progress checks.

Resources

Staff members will need to list the human, financial, equipment and other material resources necessary to successfully meet the goal listed on the Professional Development Plan.

Activities

The actual day-to-day operational procedures employed on the Professional Development Plan shall be listed. The procedures would include pre-planning activities, research investigations, classroom intervention strategies and evaluations.

Methods of Plan Assessment

In an on-going manner, the professional shall analyze and assess the progress of the plan, by establishing and maintaining methods of data gathering, e.g., log books, journals, portfolios or other collection methods. At a minimum a plan progress check should occur at least quarterly with a yearly summary provided within one school year of the most recent written summative report.

Impact on Student Performance

Improving student performance should always be an important outcome of the PDP.

Results and Documentation

Documentation strategies will be listed in the PDP. The documentation section will prescribe the data to be collected, detail its availability and location.

Sharing Results

Results of the PDP should be shared during collaboration time with peers and, when appropriate, with students. Sharing of knowledge is a powerful tool used by educators.

Progress Checks

Two categories of progress checks are provided for the staff member to track growth. The categories are 'completed', and 'in progress'. **NOTE: IF COMPLETED, AT LEAST A ONE GOAL PDP MUST BE DESIGNED OR RETAINED AND ACTIVE 15 SCHOOL DAYS FROM SUCH A DECISION POINT OR AT THAT TIME WHEN THIS DECISION IS DETERMINED. A GOAL DEEMED IN PROGRESS MUST BE COMPLETED THE FOLLOWING YEAR.** It is expected that administrator and certified staff member will check progress in accordance with the pre-established PDP time line with a yearly summary provided within one school year of the most recent written summative report.

Administrator Comments

This section is used for narratives completed by the administrator which reflect the successes, progress, future direction and/or difficulties experienced by the staff member in the Professional Development Plan.

Staff Member Comments

If necessary, the staff member might wish to respond with supporting comments or rebut remarks made by the administrator. A comments section is listed for this purpose and could be written following the completion of the Administrator Comments section.

Summative

Conference and Report

The written summative report shall be delivered to the continuing contract staff member within seven school days of the summative conference and always within one school year of the most recent written summative report.

The conference and report will focus on the certified staff member's progress on professional development plan objectives, overall performance throughout the year, information gained through formal and informal observations, unannounced observations, work samples, conferences between the administrator and certified staff member and other data resources cited as appropriate to substantiate performance.

For Plan B the summative evaluation report will provide written report of progress on the Professional Development Plan goal as documented through interviews and formal/informal classroom observations. Due to the greater number of continuing contract staff members, there is certain to be the potential of having a greater number of Plan B staff members than Plan A. Therefore, administrators are permitted to stagger Plan B summative conference and reporting times throughout the year.

The summative report will be signed by both parties within seven school days of the summative conference. The certified staff member may attach additional comments to the report, if desired. A copy of the signed Summative Evaluation Report will be provided to the certified staff member. The administrator will retain a copy of the report and any attachments. The Professional Development Plan Status and Summative Report, including attachments and the certified staff member's comments (if any), will be forwarded within 15 school days to the Human Resources Office for inclusion in the certified staff member's personnel file.

Differentiated Evaluation Methodologies - Plan B

Options exist to permit differentiated evaluation for continuing contract staff members. Plan A consists of formal observations and design of a Professional Development Plan. This option is similar to initial year one and year two certified staff member evaluation but with only one summative report. Plan B requires the development of a Professional Development Plan and one formal observation at a time mutually agreed upon by the certified staff member and the administrator. In either plan no fewer than a one goal Professional Development Plan shall be jointly set by the administrator and the certified staff member.

Plan B

The Professional Development Plan is the central core for Plan B evaluation. This plan is available to continuing contract certified staff members and year three contract certified staff members upon the recommendation of the administrator and agreement of the year three contract certified staff member.

In addition, the Plan B certified staff member will have one formal observation at a time mutually agreed upon by the certified staff member and the administrator. Informal/unannounced observations by the administrator may occur at any time during the year. A written statement submitted to formally request Plan A evaluation, by either the certified staff member or the administrator, shall be honored for any continuing contract staff member within 15 working days of the certified staff member school year beginning date or Plan B completion.

Effective Teaching Scale 8: Classroom Management

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •rarely or never maintains a physical environment conducive to learning •is generally unaware of student behavior and misses the activities of most students •does not respond to misbehavior •is repressive or does not respect student dignity •rarely responds to negative student interactions such as conflict, sarcasm, or put-downs •doesn't teach or promotes positive interactions No standards of conduct appear to have been established or students are confused as to what is expected.	Teacher: •inconsistently maintains a physical environment conducive to learning •is generally aware of student behavior, but misses the activities of some students •responds inconsistently to misbehavior •inconsistently shows respect for student dignity •inconsistently responds to negative student interactions •inconsistently teaches or promotes positive interactions Some standards of conduct appear to have been established for most situations and most students seem to understand expectations.	Teacher: •consistently maintains a physical environment conducive to learning •is aware of all student behavior •responds to misbehavior appropriately and successfully •consistently shows respect for student dignity •consistently responds to any negative student interactions •consistently teaches or promotes ways to positively interact Standards of conduct are clear to students.	Teacher: •works to include students in maintaining a physical environment conducive to learning •monitors student behavior in a subtle and preventative manner •responds to misbehavior in a highly effective and sensitive manner and is responsive to students' individual needs •always shows respect for student dignity •has successfully taught and students demonstrate the ability to monitor their own behavior, respectfully correct each other, and interact positively Standards of conduct are clear to all students and appear to have been taught and practiced with student participation.

SAMPLE INDICATORS:

- Maintains an academic focus and on-task behavior
- Communicates and maintains a classroom management/discipline plan
- Models respect and courtesy in both student and parent interactions
- Creates a physical environment that supports the teaching/learning process
- Communicates verbal references for behavioral expectations
- Delivers positive reinforcers (praise, smiles, recognition, tokens, points, tickets, food, toys, etc.)

- Delivers negative consequences (verbalizations, loss of privilege, detention, removal from class, etc.)
- Provides clear expectations that are consistently applied
- Focuses correction on behavior not the student
- Makes use of Project Reach/PBS at appropriate grade level
- Handles intensity level I and II behaviors in a manner consistent with the building behavior matrix
- Implements building reward system

Effective Teaching Scale 11: Teamwork/Collaboration

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: • does not maintain professional and collegial relationships with colleagues rarely or never attend collaboration meetings • rarely or never demonstrates the norms of collaboration and/or other group norms	Teacher: • generally maintains professional and collegial relationships with colleagues • attends all collaboration meetings • inconsistently demonstrates the norms of collaboration and/or other group norms	Teacher: • maintains professional and collegial relationships with colleagues • attends all collaboration meetings and assumes an active role during these meetings • consistently demonstrates the norms of collaboration and/or other group norms	Teacher: • maintains professional and collegial relationships with colleagues and takes initiative in assuming leadership among the faculty in promoting a professional and collegial environment • assumes a leadership role during collaboration meetings and attends state, regional or national conferences • always demonstrates the norms of collaboration and/or other group norms

SAMPLE INDICATORS:

- Demonstrates effective communication with colleagues
- Participates in required job-related meetings, activities, and performs assigned duties
- Works professionally with administration, staff, parents, and community
- Completes job responsibilities
- Provides assistance to colleagues
- Shares successful ideas
- Teams for classroom projects or teaching
- Shares noteworthy articles
- Supplies materials for others
- Shares individual expertise to assist other classrooms
- Practices the seven norms of collaboration
- Reviews student data/work with colleagues
- Supports consensus decisions

PROFESSIONAL ASSISTANCE REVIEW PROGRAM

PHILOSOPHY OF PROFESSIONAL ASSISTANCE REVIEW PROGRAM

Professional evaluation in Sweetwater County School District Number One exists to maintain and improve the quality of teaching and learning. Such evaluation occurs within a process based on trust and mutual cooperation. The District understands the importance of these conditions and extends necessary assistance to teaching and support professionals who experience difficulties attaining performance standards set forth by the District.

THE PROFESSIONAL ASSISTANCE REVIEW PROGRAM IS BASED UPON THE FOLLOWING:

1. The building principal or supervising administrator is the prime evaluator of the certified professional's performance.
2. The administrative review board functions as the evaluative support team to building principals for certified professionals who have failed to meet standards.
3. Upon agreement between the certified professional and his/her principal, he/she may receive help from an assistance team. The certified professional being evaluated has the final decision as to whether or not he/she receives the benefit of the professional assistance team.
4. The assistance team is designed to provide optimum support for a professional when principal/administrator has determined that the certified staff member's performance is not satisfactory.
5. Assistance Team to assist in an emergency situation.

ADMINISTRATIVE ASSISTANCE TEAM

An Administrative Assistance Team is composed of at least 3 (three) district administrators. This review will, by consensus, determine whether or not an anonymous Professional Review Program recommendation of the supervising administrator is justified. Deliberation and review of data substantiating the recommendation shall be the responsibility of the Administrator Assistance Team. The supervising administrator will present their case to the Team and before a summative judgment is presented to the professional who might need assistance. The referral to the Team shall be made only after the entire evaluation process has been completed and after the School District Number One Effective Educator Scale Rubrics, performance areas, criteria, and indicators have been carefully applied to the certified staff members performance.

PROFESSIONAL ASSISTANCE REVIEW REFERRAL PROCEDURE

Certified staff members must be evaluated as basic, proficient, or distinguished in all but two Effective Educator Scale Rubrics. If these criteria are not met, any certified staff member (Plan A or B) will be referred to the attention of the Administrative Assistance Team. This referral is internal and occurs prior to the final decision to rate. This affords the administrator the opportunity to discuss the data supporting the "unsatisfactory" rating/s with other administrators on the Administrative Assistance Team. If the judgment of the evaluating administrator and the AAT places the professional at a deficiency level, the staff member will be offered the opportunity to become involved in the Professional Review Process.

1. The AAT is comprised of district administrators.
2. The AAT serves as the evaluative support team to building principals for certified professionals who are not yet meeting standards.

3. The initial referral to the AAT shall be made only after the observation process has been completed and the School District No. One Effective Educator Scale Rubrics, performance areas, criteria, and indicators have been carefully applied to the certified staff members performance and before a summative evaluation is presented to the staff member.
4. The AAT, by majority vote, will determine whether or not the standard/s rated below expected level are justified.
5. A vote will be taken after the administrator has presented their case to the AAT and before a summative judgment is presented to the professional who might need assistance.
6. After a summative evaluation (assuming it meets referral criteria) is presented to the staff member, an assistance plan including target dates will be mutually developed between the referred professional and administrator.
7. Upon agreement between the certified staff and her/his administrator, she/he may receive help from the professional assistance team. The certified staff member must decide whether or not she/he receives the benefit of the professional assistance team.

PROFESSIONAL ASSISTANCE TEAM

SELECTION, COMPOSITION AND FUNCTION

The Professional Assistance Team shall be composed of three certified staff members who have been trained in the skills of peer coaching, confidentiality, certified staff member observation, conferencing with peers, and School District #1 Effective Educator Scale Rubrics, performance areas, criteria, and indicators. The Assistance Team is selected to provide help in the area/s listed on the Assistance Plan(s) which shall be mutually developed between the referred professional and administrator. The Professional Assistance Team will collect data and employ the use of a non-evaluative feedback process.

1. The referred certified staff member shall select an assistance team coordinator from a cadre of qualified peer coaches. The coordinator in consultation with the assisted professional will choose the other members from this same team roster. At least one member of the support team (two including the coordinator) must be trained.
2. The Professional Assistance Team works directly with the certified staff member. They do not meet or discuss the plan with the supervising administrator. Upon referred professionals request the coordinator may meet with the supervising administrator along with the referred professional.
3. The Professional Assistance Team is non-evaluative in scope; the team does not evaluate the certified staff members' performance. The team is not involved with the routine evaluation process.
4. The team coordinator will record pertinent coaching suggestions and routine activities of the team. These notes will become the property of the referred certified staff member on the target date which will be listed on the Improvement Plan.

STEPS OF OPERATION FOR THE PROFESSIONAL ASSISTANCE TEAM

1. A meeting with the referred professional and appropriate administrative staff shall be held to explain the seriousness of the situation.
2. When the referred staff member agrees to receive assistance a trained coordinator for the team will be selected by the referred staff member.
3. The Assistance Plan is provided to the staff member. It is shared with the Professional Assistance Team only if the staff member agrees to receive help from the team.
4. The coordinator contacts the referred staff member to attend the Professional Assistance Team meeting to discuss the improvement plan at the building in which this certified staff member is assigned.

5. The coordinator, assistance team and supervising administrator, at the request of the referred staff member, may meet formally to explain the function of the team.
6. The referred staff member has the option to receive or refuse the team's help following the initial meeting with the team.
7. If the team's help is requested, a time line will be formulated to implement the Assistance Plan.

PRECAUTIONARY NOTES

1. Members of the Administrative Assistance Team (AAT) should not be included on a referred staff members' assistance team. The AAT will have made an evaluative decision and thus might prove biased during the data collection.
2. The Professional Assistance Team will not testify against a referred certified staff member.
3. No more than four improvements plans will be written for the certified staff member who is working with a Professional Assistance Team.

CERTIFIED STAFF MEMBER PERFORMANCE EVALUATION

DOCUMENTATION GUIDELINES

A primary purpose of the certified staff member evaluation system is to improve instructional effectiveness. However, if satisfactory performance is not achieved, the evaluation system serves another purpose of identifying those certified staff members who must be released through non-renewal, resignation or termination. The process for dealing with unsatisfactory performance is spelled out in law and district procedure. Careful attention will be paid to these legal and procedural stipulations in order to assure the rights of certified staff members. An essential ingredient in the process is the compilation of written documentation which specifically details the certified staff member's performance.

The following material outlines a practical system of documentation which is based on the concepts of clear communication and fairness. The system involves the use of several forms of documentation as follows:

Memoranda to the File

Memoranda are used to document incidents, and performances.

Memoranda can be kept in a variety of forms. One suggestion is a notebook of anecdotal records (log); a page designated for each individual, to include:

- brief and specific information
- factual material and observations; not conclusions or interpretations.
- the certified staff member's name, date of occurrence, facts, and the administrator's name.

Appropriate information must:

- be shared and open for the certified staff member's review
- be incorporated into evaluation documents and/or a summary memorandum.

Memoranda and appropriate anecdotal notes will become part of the Observation Records and submitted with the Summative Evaluation Report.

Specific Incident Memoranda

Note: While the material contained in this paper stresses documentation of unsatisfactory performance, the guidelines are equally applicable to documentation of effective performance or outstanding recognition!

Specific incident memoranda may be used to document behaviors of a more serious nature, such as complaints from a third party. A memorandum of this nature should be prepared and sent only after the supervisor holds a conference with the certified staff member during which time the incident is discussed and the certified staff member's viewpoint is considered.

A specific incident memorandum may include:

- names of parties involved (when appropriate)
- summary of the supervisor's observation or third party complaint, including dates and certified staff member's response
- supervisor's determinations
- any directives or reprimands to the certified staff member
- any vindication of accusations

A copy of the memorandum must be provided to the certified staff member and receipt should be acknowledged by the signing of the original memo. If the certified staff member refuses to sign the document, an adult witness should be present to sign the document verifying the certified staff member was given a copy of the document but refused to sign in acknowledgment of its receipt. In addition, the certified staff member is encouraged to respond, in writing, to the information contained in the memorandum. All such memoranda will become part of the Observation Reports. Such memoranda shall be shared with the certified staff member no more than three working days following the report of the incident.

Summary Memoranda

Summary memoranda outline the results of conferences with the certified staff member concerning several incidents and observations or general conferences regarding performance. A summary memorandum should:

- incorporate matters reflected in the file memoranda and matters not included in other written documentation
- outline observations from visitations
- clearly state directives given to the certified staff member
- establish standards and expectations regarding performance
- indicate the dates of conferences and subject(s) discussed.

As with the specific incidents memoranda, the certified staff member should be given a copy of the summary memoranda, acknowledge its receipt by signing the original document, and be afforded the opportunity to respond in writing. These memoranda will become part of the Observation Records.

Evaluation Documents

The evaluation documents shall be completed according to district procedures and standards in order to provide a clear description of observed performance, and indication of progress on objectives substantiated by evidence, and a concise summary of overall performance.

All evaluation documents will become part of the permanent personnel file. A complete evaluation includes:

1. Orientation acknowledgment and checklist of materials.
2. Observation Records indicating:
 - a. formal and informal data collection
 - b. attachments of any written memoranda, summary memoranda, and anecdotal notes
3. Professional Assistance Review, if appropriate
4. Summative Evaluation Reports
5. Professional Development Plan

General Guidelines for Documentation

In the preparation of any documentation, the following guidelines should be observed:

1. Rely on facts and observations rather than hearsay, inferences and judgments. Avoid conclusion statements which are not supported by facts.
2. Directives should be worded in a straightforward and precise manner to avoid confusion regarding expectations. Educational jargon should be avoided.
3. All documentation which is provided to the certified staff member should invite a response to clarify disagreements and include a place for signatures acknowledging receipt. Suggested wording at the conclusion of such a document is as follows:

"If you disagree with the facts or conclusions stated in this memorandum, please advise me in writing, no later than (date) so that we can meet and attempt to resolve any differences".

Administrator

I have received a copy of this memorandum.

Certified Staff Member

Date

(Signature does not indicate agreement or disagreement)

Effective Teaching Scale 1: Learning Targets

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Learning target: •does not align with curriculum maps or represents below grade level expectation as identified in curriculum maps •is not clear •is rarely or never measurable and specific •does not consistently reflect important learning types •demonstrates no improvement in student learning	Learning target: •is somewhat aligned with curriculum maps •is only moderately clear •is not always measurable and lacks specificity •reflects several types of learning but no effort is made at coordination or integration •demonstrates little or inconsistent improvement in student learning	Learning target: •is consistently aligned with curriculum maps •is consistently clear •is measurable and specific •reflects several different types of learning and contains opportunities for integration •demonstrates improvement in student learning	Learning target: •is totally aligned with curriculum maps and/or state standards •clearly articulates how the target establishes high expectations in relationship to curriculum maps and/or state standards •demonstrates expertise in identifying learning targets that are measurable and specific •demonstrates significant improvement in student learning

SAMPLE INDICATORS:

- Demonstrates competency in assessing the learner and designing and executing instructional plans based upon assessment
- Documents instructional planning through written lesson plans based on adopted curriculum maps
- Planning reflects knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data
- Provides clear statements of learning targets – skill target, knowledge target, reasoning target, product target
- Provides clear questions to check understanding of targets
- Responds to student questions regarding learning targets
- Ensures that targets are measurable and specific
- Assesses learner targets using the following tools:
 - PAWS (Performance Assessments for Wyoming Students)
 - MAP (Measure of Academic Progress)
 - Assessments for Learning
 - Semester exams
 - Classroom observation/work samples
 - Passport Assessments
 - Common assessments
 - Other assessments included in the district plan

Effective Teaching Scale 2: Utilization of Instructional Media/Materials

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •is unaware of resources available through the school or district •does not utilize materials and resources that support the instructional targets or engage students in meaningful learning •handles materials inefficiently, resulting in significant loss of instructional time •utilizes instructional materials and resources unsuitable to instructional goals or that do not engage students	Teacher: •displays limited awareness of resources available through the school district •inconsistently utilizes materials and resources to support the instructional goals and engage students in meaningful learning •establishes routines for handling materials and supplies which function moderately well, but cause loss of instructional time •selects instructional materials and resources that are partially suitable to the instructional goals and moderately engage students	Teacher: •is aware of most resources available through the school district •utilizes materials and resources to support the instructional goals and engage students in meaningful learning •establishes routines for handling materials and supplies that occur smoothly, with little loss of instructional time •selects instructional materials and resources that are suitable to the targets and engage students	Teacher: •is aware of school and district resources, and actively seeks other material to enhance instruction from professional organizations or through the community •utilizes and fully integrates materials and resources to support the targets and engage students in meaningful learning •includes evidence of student participation in selecting or adapting materials •establishes routines for handling materials and supplies that are seamless, with students assuming some responsibility for efficient operation •selects and fully integrates instructional materials and resources that are suitable to the instructional goals and engage students

SAMPLE INDICATORS:

- Demonstrates competency in the use of instructional media/materials
- Documents instructional planning through written lesson plans based on curriculum maps documents and/or state standards
- Planning reflects knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data
- Ensures clarity of materials, visibility, copy quality/quantity
- Provides evidence that materials are affecting desired learning targets
- Reflects creative and/or logical modifications of materials
- Takes advantage of district technology/media access
- Monitors appropriate use of media/materials
- Utilizes resources both within and outside school or district

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: • is unfamiliar with the different approaches to learning that students exhibit, such as learning styles and modalities • makes content errors or does not correct content errors made by students The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic. Instructional targets and activities, interactions, and the classroom environment convey only modest expectations for student achievement. Representation of content is inappropriate and unclear or uses poor examples and analogies.	Teacher: • displays some understanding of the different approaches to learning that students exhibit, such as learning styles and modalities • displays basic content knowledge, but can not articulate connections with other parts of the discipline The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable. Instructional targets and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement. Representations of content are inconsistent in quality: some is done skillfully, with good examples; other portions are difficult to follow.	Teacher: • displays solid understanding of the different approaches to learning that learning styles and modalities • displays solid content knowledge and makes connections between the content and other parts of the discipline The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable. Instructional targets and activities, interactions, and the classroom environment convey high expectations for student achievement. Representation of content is appropriate and links well with students' knowledge and experience.	Teacher: • uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning • displays extensive content knowledge with evidence of continuing pursuit of such knowledge The lesson or unit has a clearly defined structure that activities are organized around. Time allocations of the lesson's or unit's structure is clear and allows for different pathways to learning according to student needs. Instructional targets and activities, interactions, and the classroom environment consistently convey high expectations for student achievement. Representation of content is appropriate and links well with students' knowledge and experience.

SAMPLE INDICATORS:

- Demonstrates content knowledge in planning
- Planning reflects knowledge of student achievement, access/equity, students' interests and backgrounds, and other site-specific demographic data
- Provides evidence of pre-planning
- Exhibits knowledge of content
- Provides interventions as needed within the classroom

Effective Teaching Scale 4: Delivery of Instructional Techniques

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: • directions and procedures are confusing to students • questions are generally of poor quality • does not use effective instructional strategies or has no repertoire of instructional strategies • does not accept responsibility for the success of all students Learning activities are not suitable to students or instructional targets. Progression of activities are not organized and do not reflect effective professional practices.	Teacher: • directions and procedures are clarified after initial student confusion or are excessively detailed • questions are a combination of low and high quality, only some invite a response • exhibits ineffective use of instructional strategies and has only a limited repertoire of instructional strategies • accepts responsibility for the success of all students Only some of the activities are suitable to students or to instructional targets. Progression of activities in the lesson or unit is uneven, and only some activities reflect effective professional practices.	Teacher: • directions and procedures are clear to students and contain an appropriate level of detail • questions are of high quality and adequate time is available for students to respond • exhibits effective use of a moderate repertoire of strategies • persists in seeking approaches for students who have difficulty learning Most of the learning activities are suitable to students and instructional targets. Progression of activities in the lesson or unit is fairly even, and most activities reflect effective professional practices.	Teacher: • directions and procedures are clear to students and anticipate possible student misunderstanding • questions are of uniformly high quality, with adequate time for students to respond and formulate many questions • exhibits effective use of many instructional strategies using an extensive repertoire of strategies and solicits additional resources from the educational community • persists in seeking many and varied affective approaches for students who need help Learning activities are highly relevant to students and instructional targets, progressing coherently, in a unified reflective professional practice. Both students and teacher establish and maintain high expectations for the learning of all students.

SAMPLE INDICATORS:

- Uses the components of an effective lesson and the basic principles of learning when providing instruction
- Varies instructional strategies, approaches, and resources, aligned with instructional objectives, to engage students in learning
- Utilizes review techniques
- Utilizes advance organizers
- Demonstrates clarity of presentation
- Demonstrates suitable techniques to promote learning targets
- Elicits student feedback
- Differentiates instruction based on student feedback
- Utilizes motivation techniques
- Implements use of anticipatory set, modeling, guided practice, independent practice, closure, pre-post testing questioning techniques
- Promotes higher thinking skills
- Uses vivid and expressive language
- Connects new content to students' prior learning
- Makes adjustments to instructional techniques, as needed
- Provides for teachable moment
- Communicates instructional targets to students

Effective Teaching Scale 5: Instructional Style

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •demonstrates little or no enthusiasm for subject matter •elicits student interactions that are generally inappropriate, and may reflect occasional inconsistencies or favoritism •provides no evidence of a respectful learning community	Teacher: •demonstrates limited enthusiasm for subject matter •elicits student interactions that are generally appropriate, but may reflect occasional inconsistencies or favoritism •provides minimal evidence of a respectful learning community	Teacher: •maintains a high level of enthusiasm for subject matter •elicits student interactions that are in a consistently friendly manner and demonstrates genuine warmth, caring and respect •provides substantial evidence of a respectful learning community	Teacher: •maintains a high level of enthusiasm and motivates student enthusiasm for subject matter •elicits student interactions that are in a consistently friendly manner and demonstrates genuine warmth, caring and respect and is successful in creating an atmosphere where students demonstrate genuine caring for one another as individuals and as students •provides a high level of evidence of a respectful learning community

SAMPLE INDICATORS;

- Provides constructive positive interactions which enhance student self-esteem
- Initiates effective communication and consultation with students and parents
- Utilizes behavioral management plan (Project Reach/PBS)
- Communicates high expectations
- Incorporates a variety of modalities (pace, liveliness, expression, tone, verbal and nonverbal cues)
- Teacher and student interactions and student to student interactions are positive
- Cultural norms of the classroom are clearly evident

Effective Teaching Scale 6: Instructional Efficiency/Student Involvement

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •has no clearly defined lesson structure •has inappropriate pacing of the lesson, too slow or rushed, or both •loses large amounts of time during transitions •rarely makes accommodations and/or modifications based on evidence of student need and/or lack of participation •rarely uses flexible instructional groups •engages few students in the discussion, activities and assignments Instructional groups: •do not support the instructional targets and offer no variety •are not organized, do not work with the teacher and/or are not productively engaged in learning •participate in activities and assignments that are inappropriate for students in terms of their age or backgrounds	Teacher: •has a recognizable lesson structure, although it is not uniformly maintained •has inconsistent pacing of the lesson •loses some instructional time during transitions •demonstrates some flexibility in making accommodations and/or modifications and moderate responsiveness to students' needs and participation •utilizes flexible instructional groups inconsistently and with limited success •engages some students in the discussion, activities, and assignments, but with only limited success Instructional groups: •are inconsistent in suitability to the instructional targets and offer minimal variety •are partially organized, resulting in some uncorrected off-task behavior when teacher is involved with one group •participate in activities and assignments that are appropriate to some students	Teacher: •has a clearly defined lesson structure around which the activities are organized •has generally consistent pacing of the lesson •transitions smoothly, losing little instructional time •demonstrates flexibility in making accommodations and/or modifications based on students' needs, interest, questions, and participation •utilizes flexible instructional groups that are productive, varied and with appropriate success •engages successfully most students in the discussion, activities, and assignments Instructional groups: •are varied consistently to reach different instructional targets. •are organized according to task and groups are managed so that most students are engaged at all times •participate in activities and assignments that are appropriate to all students	Teacher: •has a highly coherent lesson structure allowing for reflection and closure as appropriate •always has consistent pacing of the lesson for all students •transitions seamlessly, with students assuming some responsibility for efficient operation •is highly successful in making all accommodations and/or modifications based on students' needs, interest, questions, and participation •utilizes flexible instructional groups that are productive, varied and with appropriate success and students to demonstrate leadership within the group •engages successfully all students in the discussion, activities, assignments and ensure that all voices are heard Instructional groups: •are highly varied, and provide evidence of student choice in selecting different groups as appropriate to reach all instructional targets •are organized according to task and groups are managed so that all students are engaged at all times •work independently and productively at all times, with students assuming responsibility for productivity by initiating or adapting activities to enhance learning

SAMPLE INDICATORS:

- Demonstrates competency designing and executing instructional plans
- Displays knowledge and understanding of teaching and learning practices
- Designs lessons that have a clearly defined sequence, structure and appropriate pacing
- Aligns accommodations and/or modifications with instructional objectives to meet the needs of students
- Develops procedures, routines, and transitions to effectively limit distraction, and off task behavior
- Demonstrates competency designing and executing instructional plans
- Utilizes flexible instructional groupings
- Designs higher order thought questions to cognitively engage students (Thinking Strategies and/or Assessment for Learning)

- Provides interventions and enrichments to enhance learning
- Incorporates a variety of flexible instructional grouping techniques, as needed

- Teaches thinking strategies

1.18

Effective Teaching Scale 7: Responses and Feedback to Students

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •provides little or no positive reinforcement •interaction with at least some students is characterized as negative, demeaning, or sarcastic Descriptive Feedback: •on all student work, oral and written, is either not provided or is of uniformly poor quality •is not provided in a timely manner PowerGrade/Passport Assessment entries are rarely done.	Teacher: •provides some specific positive reinforcement based on student needs •interactions with students is generally appropriate but may reflect occasional inconsistencies or demonstrate favoritism Descriptive Feedback: •on all student work, oral and written, is inconsistent in quality •is inconsistently provided in a timely manner PowerGrade/Passport Assessment entries are done inconsistently.	Teacher: •consistently provides specific positive reinforcement based upon student needs •interactions with students is friendly and demonstrate general warmth, caring, and respect Descriptive Feedback: •on all student work, oral and written, is consistently of high quality •is consistently provided in a timely manner PowerGrade/Passport Assessment entries are done consistently as required by building administrator and collaboratively, when appropriate.	Teacher: •consistently provides a variety of specific positive reinforcement based upon student needs Descriptive Feedback: •on all student work, oral and written, is always of high quality •is always provided in a timely manner PowerGrade/Passport Assessment entries are done more frequently than required by the building administrator and collaboratively, when appropriate.

SAMPLE INDICATORS:

- Demonstrates effective communication with students
 - Communicates evidence that interactions enhance pupil self-esteem
 - Models respect and courtesy in student and parent interactions
 - Monitors frequency, timeliness, and student reaction to positive responses
 - Encourages specificity of positive responses
 - Utilizes Project Reach/PBS to appropriate grade level
 - Maintains established atmosphere of a respectful learning community
 - Demonstrates competency in using assessment for learning
- Provides descriptive feedback achievement that is clear, accurate and understandable
 - Discusses corrections with student in a timely manner
 - Models correct responses
 - Performs direct monitoring during guided practice
 - Gives equitable feedback
 - Inputs PowerGrade entries and Passport Assessment data

Effective Teaching Scale 8: Classroom Management

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •rarely or never maintains a physical environment conducive to learning •is generally unaware of student behavior and misses the activities of most students •does not respond to misbehavior •is repressive or does not respect student dignity •rarely responds to negative student interactions such as conflict, sarcasm, or put-downs •doesn't teach or promotes positive interactions No standards of conduct appear to have been established or students are confused as to what is expected.	Teacher: •inconsistently maintains a physical environment conducive to learning •is generally aware of student behavior, but misses the activities of some students •responds inconsistently to misbehavior •inconsistently shows respect for student dignity •inconsistently responds to negative student interactions •inconsistently teaches or promotes positive interactions Some standards of conduct appear to have been established for most situations and most students seem to understand expectations.	Teacher: •consistently maintains a physical environment conducive to learning •is aware of all student behavior and successfully responds to misbehavior appropriately •consistently shows respect for student dignity •consistently responds to any negative student interactions •consistently teaches or promotes ways to positively interact Standards of conduct are clear to students.	Teacher: •works to include students in maintaining a physical environment conducive to learning •monitors student behavior in a subtle and preventative manner •responds to misbehavior in a highly effective and sensitive manner and is responsive to students' individual needs •always shows respect for student dignity •has successfully taught and students demonstrate the ability to monitor their own behavior, respectfully correct each other, and interact positively Standards of conduct are clear to all students and appear to have been taught and practiced with student participation.

SAMPLE INDICATORS:

- Maintains an academic focus and on-task behavior
- Communicates and maintains a classroom management/discipline plan
- Models respect and courtesy in both student and parent interactions
- Creates a physical environment that supports the teaching/learning process
- Communicates verbal references for behavioral expectations
- Delivers positive reinforcers (praise, smiles, recognition, tokens, points, tickets, food, toys, etc.)
- Delivers negative consequences (verbalizations, loss of privilege, detention, removal from class, etc.)
- Provides clear expectations that are consistently applied
- Focuses correction on behavior not the student
- Makes use of Project Reach/PBS at appropriate grade level
- Handles intensity level I and II behaviors in a manner consistent with the building behavior matrix
- Implements building reward system

Effective Teaching Scale 9: Monitoring of Student Progress

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: - maintains limited or no information system on student completion of assignments, tests and other student progress in achieving standards - rarely or never maintains instructional or noninstructional records accurately or completely, and does not submit records in a timely manner - makes little or no effort to use student achievement data to determine and monitor student progress and to improve learning for students Procedures related to checking for understanding are of poor quality.	Teacher: - maintains a rudimentary or inconsistent information system on student completion of assignments, tests and other student progress in achieving standards - maintains inconsistent instructional and non-instructional records that are sometimes inaccurate, incomplete, and not submitted in a timely manner - uses student achievement data in an inconsistent manner to determine and monitor student progress and to improve learning for students Procedures related to checking for understanding are of variable quality.	Teacher: - maintains an effective information system on student completion of assignments, tests and other student progress in achieving standards - maintains consistent instructional and noninstructional records that are accurate, thorough and submitted in a timely manner - uses student achievement data to determine and monitor student progress and to improve learning for students Procedures related to checking for understanding are high quality.	Teacher: - maintains a highly effective information system on student completion of assignments, tests and other student progress in achieving standards - maintains instructional and noninstructional records that are accurate, thorough, and submitted in a timely manner - demonstrates expertise in using student achievement data to determine student progress to improve learning for students Procedures related to checking for understanding are of uniformly high quality with student formulating some questions. Students participate in the maintenance of records and assessment process.

SAMPLE INDICATORS;

- Demonstrates competency in the analysis of assessment and how it improves student learning
- Communicates effectively with students, other educators, and parents
- Analyzes student achievement, access/equity, and other site specific demographic data
- Identifies desired results for student learning/achievement that are measurable, and used for instructional planning to determine and monitor student progress
- Follows assessment regulations and guidelines
- Collects progress data frequently (screening and/or diagnostic tools, classroom assessments, progress monitoring)
- Records/charts data (phone logs, student attendance, behavior charts)
- Correlates data to learning targets
- Directly observes student accomplishments of learning target during lesson
- Checks assignments for completion

- Provides examples of reteaching for mastery
- Maintains PowerGrade records
- Monitors student progress through formative and summative assessments
- Checks for understanding during lesson

1.21

Effective Teaching Scale 10: Communication with Parents/Guardians

LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •does not respond or responds insensitively to parent concerns about students •makes no attempt to engage parents/guardians in the instructional program	Teacher: •responds minimally to parent concerns •makes modest and inconsistent attempts to engage parents/guardians in the instructional program	Teacher: •responds to parent concerns professionally •communicates with parents about student's progress on a regular basis and is available to respond to parent concerns •efforts to engage parents/guardians in the instructional program are frequent and successful	Teacher: •responds to parent concerns professionally and in a timely manner •provides information to parents frequently on aspects of student progress •engages parents/guardians frequently and successfully in the instructional program •engages parents/guardians as partners in their child's education

SAMPLE INDICATORS:

- Provides communication to parents/guardians and students related to behavior and achievement
- Works professionally with administration, staff, and parents/guardians
- Initiates specific incidents of constructive relationships with parents/guardians
- Documents attempts to improve relationships with parents/guardians
- Provides for additional parent conferences
- Keeps record of telephone calls and results
- Keeps examples of letters and prepares progress reports for communication purposes
- Records specific example of positive/negative interactions with parents/guardians and students
- Maintains PowerGrade records
- Involves parents/guardians in instructional program
- Conducts effective parent/guardian/teacher conferences
- Shows empathy and respect in communication processes
- Takes advantage of district technology/media access
- Students participate in preparing informative materials for their parents/guardians.

Effective Teaching Scale 11: Teamwork/Collaboration

LEVEL OF PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •does not maintain professional and collegial relationships with colleagues •rarely or never attend collaboration meetings •rarely or never demonstrates the norms of collaboration and/or other group norms	Teacher: •generally maintains professional and collegial relationships with colleagues •attends all collaboration meetings •inconsistently demonstrates the norms of collaboration and/or other group norms	Teacher: •maintains professional and collegial relationships with colleagues •attends all collaboration meetings and assumes an active role during these meetings •consistently demonstrates the norms of collaboration and/or other group norms	Teacher: •maintains professional and collegial relationships with colleagues and takes initiative in assuming leadership among the faculty in promoting a professional and collegial environment •assumes a leadership role during collaboration meetings and attends state, regional or national conferences •always demonstrates the norms of collaboration and/or other group norms

SAMPLE INDICATORS:

- Demonstrates effective communication with colleagues
- Participates in required job-related meetings, activities, and performs assigned duties
- Works professionally with administration, staff, parents, and community
- Completes job responsibilities
- Provides assistance to colleagues
- Shares successful ideas
- Teams for classroom projects or teaching
- Shares noteworthy articles
- Supplies materials for others
- Shares individual expertise to assist other classrooms
- Practices the seven norms of collaboration
- Reviews student data/work with colleagues
- Supports consensus decisions

Effective Teaching Scale 12: Organizational Commitment

LEVEL OR PERFORMANCE			
UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •avoids becoming involved in required school and district projects and events. •does not comply with school, district, state, or federal policies and regulations. •does not participate in district initiatives •does not teach core curriculum	Teacher: •occasionally participates in required school and district events and projects •inconsistently complies with school procedures and district policies and regulations, as well as state and federal laws applicable to teachers •inconsistently participates in district initiatives •inconsistently teaches core curriculum	Teacher: •participates in required school and district events and projects, making a substantial contribution •consistently complies with school procedures and district policies and regulations, as well as state and federal laws applicable to teachers •participates in and assumes an active role concerning a few district initiatives •consistently teaches core curriculum	Teacher: •volunteers to participate and assumes a leadership role in school and district events and projects making a substantial contribution •always complies with school procedures and district policies and regulations, as well as state and federal laws applicable to teachers •participates in and assumes a leadership role concerning most district initiatives •consistently teaches core curriculum and supplements when appropriate

SAMPLE INDICATORS:

- Demonstrates knowledge of legal and ethical considerations of school personnel, parents/guardians and students
- Participates in the school improvement process and implemented school improvement goals
- Participates in required job-related meetings and activities and performs assigned duties
- Teaches to curriculum maps
- Teaches core curriculum aligned with district and state standards
- Shows commitment to district initiatives
- Assists with school discipline and other school policies
- Creates daily, weekly, and long range lesson plans
- Assumes leadership in at least some aspect of school life
- Dresses appropriately for job or duties
- Accepts professional and ethical responsibilities as determined by district policy
- Demonstrates collaboration involvement
- Provides documentation for PTSB certification, when applicable.
- Provides documentation for NCLB highly qualified status in teaching assignment
- Understands school improvement goals
- Participates in school and district events and projects (PTO, school carnivals, parent involvement nights, field-trips)

Effective Teaching Scale 13: Professional Development

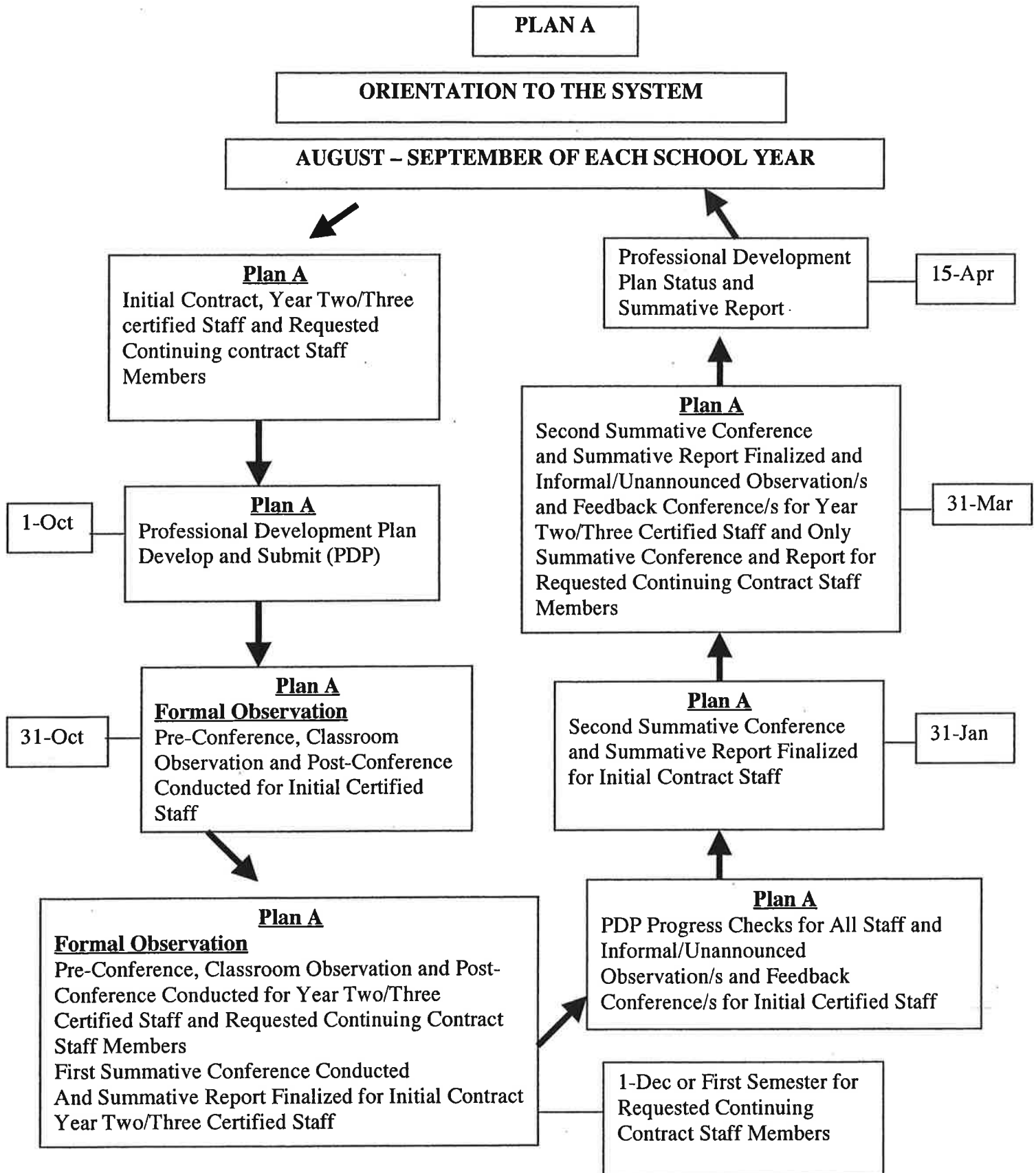
LEVEL OF PERFORMANCE

UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher: •does not engage in school and district professional development activities to enhance knowledge or skill and/or makes no effort to share knowledge with others or to assume professional responsibilities	Teacher: •participates in school and district professional development activities to a limited extent and/or finds limited ways to contribute to the profession	Teacher: •assumes an active role during school and district professional development activities •seeks out opportunities for school and professional development to enhance content knowledge and teaching skill •participates actively in assisting other educators	Teacher: •assumes a leadership role during professional development activities at school and district level and extends that leadership role by participating in state, regional, or national level professional development. •initiates important activities to contribute to the profession, such as mentoring new teachers, being a lab classroom, writing articles for publication and making presentations •seeks out and acquires opportunities for professional development activities at school and district level, and makes a systematic attempt to conduct action research in and out of the classroom.

SAMPLE INDICATORS:

- Participates in the school improvement process and implements school improvement goals
- Addresses identified individual professional development goals/improvement plans
- Participates in on-going professional development to improve content knowledge and pedagogical skills
- Attends classes, workshops, or activities intended to facilitate professional development
- Successfully implements new teaching skills or strategies
- Implements school and district initiatives
- Demonstrates a willingness to attempt new approaches to instruction
- Demonstrates a willingness to facilitate or present building/district initiatives
- Initiates personal advancement that benefits the district

**SWEETWATER SCHOOL DISTRICT NUMBER ONE
CERTIFIED EVALUATION CYCLE**

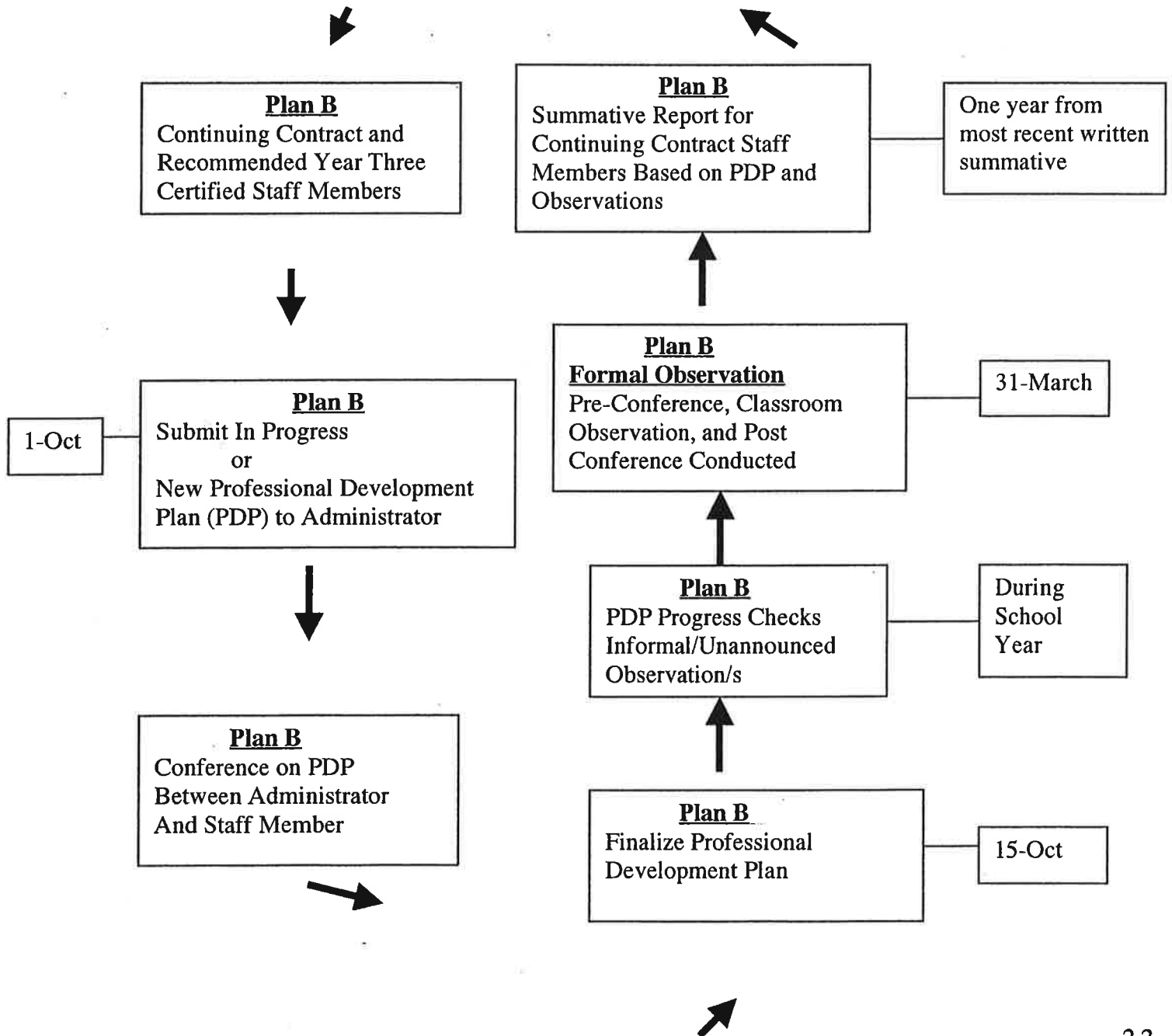


SWEETWATER SCHOOL DISTRICT NUMBER ONE
CERTIFIED EVALUATION CYCLE

PLAN B

ORIENTATION TO THE SYSTEM

AUGUST - SEPTEMBER OF EACH SCHOOL



Professional Development Plan Evaluation Rubric

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
Plan Approval Process	• Little to no preparation evident before conference	• Some preparation evident before conference	• Was prepared with a written draft of PDP • Clearly explained ideas, activities and plan • Links plan to established goals in the district	• All of Proficient plus states personal and professional reasons that emphasize the importance of completing the activities in the PDP
Plan Quality	• Vague or non-existent connection to Effective Educator Scales, district, school, grade level, department initiatives and does not impact student achievement • Plan does not have a solid basis • Plan is not acceptable • Difficult to detect a pattern of logical organization	• Ties to Effective Educator Scales, district, school, grade level, department initiatives and impact on student achievement is weak • Plan needs rework and revision	• Plan clearly ties to Effective Educator Scales, district, school, grade level, department initiatives and has impact on student achievement • Plan is well thought out and designed • Plan includes timeline for activities	• All of Proficient plus teacher has initiated activities on their own beyond the scope of the plan
Plan Organization		• Sequence and order are questionable or confusing	• Plan has a clear direction and logical sequence	• All of Proficient plus plan has a clear order, sequence and explanatory details
Rigor of Plan and Resources	• Plan is simplistic • Resources not considered	• Plan is too narrow and simplistic or too grandiose • Resources not fully considered or unreasonable	• Plan is reasonable, realistic, important and rigorous • Resources are reasonable and attainable	• All of Proficient plus educator has a method for obtaining the necessary resources
Plan Activities	• Activities are simplistic or grandiose and are misaligned with district or school initiatives	• Activities are too easy or too complex and are somewhat misaligned with district or school initiatives • Amount of time for activities not considered	• Activities are within the scope of the educator to accomplish • Activities take an appropriate amount of time to accomplish	• All of Proficient plus the activities have the potential to powerfully impact the ongoing improvement of teaching and learning
Plan Results	• Results are not noted or are incomplete	• Plan results are evident but difficult to understand or connect to district or school initiatives	• Results are summarized • Results are organized • Results show clear evidence of impacting district or school initiatives	• All of Proficient plus results are displayed in an easy to understand and easy to share format
Impact of Plan on Student Performance	• Little to no evident of activities being connected to improving student performance	• Connections to improving student performance are unclear	• Clear explanation and evidence of the expected impact on student performance is provided	• All of Proficient plus a plan to gather follow-up data on student performance is included
Sharing Results	• Little to no plan for sharing	• Educator plans to share results	• Educator shares plan results	• All of Proficient plus details

SWEETWATER COUNTY SCHOOL DISTRICT NO. ONE
PROFESSIONAL DEVELOPMENT PLAN
INITIAL CONFERENCE FORM

The Professional Development Conference has been completed and the Professional Development Plan has been approved.

Staff Member: _____

Position: _____

Signature: _____ Date: _____

Site/s: _____

Administrator: _____

Signature: _____ Date: _____

List Effective Educator Scale Rubrics and Indicators from which your plan has been developed.

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PDP Initial Plan Approval Evaluation

Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Comments
Plan approval Process	☐ Little to no preparation evident before conference.	☐ Some preparation evident before conference.	☐ Was prepared with a written draft of PDP. Clearly explained ideas, activities and plan. Links plan to established goals in the district.	☐ All of Proficient plus states personal and professional reasons that emphasize the importance of completing the activities in the PDP.	
Plan Quality	☐ Vague or non-existent connection to Effective Educator Scales Rubrics, district, school, grade level, department initiatives and does not impact student achievement. Plan does not have a solid basis. Plan is not acceptable.	☐ Ties to Effective Educator Scales Rubrics district, school, grade level, department initiatives and impact on student achievement is weak. Plan needs rework and revision.	☐ Plan clearly ties to Effective Educator Scales Rubrics, district, school, grade level, department initiatives and has impact on student achievement. Plan is well thought out and designed. Plan includes timeline for activities.	☐ All of Proficient plus teacher has initiated activities on their own beyond the scope of the plan.	
Plan Organization	☐ Difficult to detect a pattern of logical organization.	☐ Sequence and order are questionable or confusing.	☐ Plan has a clear direction and logical sequence.	☐ All of Proficient plus plan has a clear order, sequence and explanatory details	
Rigor of Plan and Resources	☐ Plan is simplistic. Resources not considered.	☐ Plan is too narrow and simplistic or too grandiose. Resources not fully considered or unreasonable.	☐ Plan is reasonable, realistic, important and rigorous. Resources are reasonable and attainable.	☐ All of Proficient plus teacher has a method for obtaining the necessary resources.	
Plan Activities	☐ Activities are simplistic or grandiose and are misaligned with district or school initiatives.	☐ Activities are too easy or too complex and are somewhat misaligned with district or school initiatives. Amount of time for activities not considered.	☐ Activities are within the scope of the educator to accomplish. Activities take an appropriate amount of time to accomplish.	☐ All of Proficient plus the activities have the potential to powerfully impact the ongoing improvement of teaching and learning.	

A. Goal Statement

B. PDP/Effective Educator Scale Rubric Relationship

How does your PDP tie into the Effective Educator Scale Rubric that you identified as an area of concentration?

C. Organization

How will you organize your plan to accomplish your PDP?

D. Resources

What resources will you need to accomplish your PDP?

E. Activities

What activities are planned to accomplish your PDP?

F. Methods of Plan Assessment

How will you assess the effectiveness of your PDP?

G. Impact on Student Performance

How might your PDP impact student achievement?

H. Sharing of Plan Results with students and/or staff

How will you accomplish this?

SWEETWATER COUNTY SCHOOL DISTRICT NUMBER ONE
PROFESSIONAL DEVELOPMENT PLAN
FOLLOW-UP/FINAL CONFERENCE FORM

Staff Member: _____

Date: _____

A. Goal Statement

B. Activities Accomplished

C. Results and Documentation

D. Impact on Student Performance

E. Explain Plan Successes

F. Explain Plan Shortcomings

G. Sharing of Plan Results with Students and/or Staff

H. Progress Status

Date

a. Completed ☐

b. In Progress ☐

Secondary Professional Development Plan Examples

I will use Professional Learning Community strategies to develop recommendations for the Career Academies at Rock Springs High School.

I will develop and implement strategies that will increase student engagement during instruction and assessment processes.

Elementary Professional Development Plan Examples

I will implement brain-based instructional strategies to increase student learning and time on task as well as decrease behavior issues.

I will develop and implement Project Reach and PBS in my classroom to improve student behavior.

Sweetwater County School District No. 1
Administrator's Instructional Formal Observation Report

Teacher _____ Subject _____ Grade Level _____ Date _____ Period _____ Time _____

School _____ Observation# _____

Learning Target

Observation Considerations

How was the learning target communicated to the students?	What types of effective questioning techniques were used?
What materials and resources were used in the lesson?	What mid-course corrections or modifications were necessary during the lesson?
What activities supported the learning goal?	How did the teacher assess student understanding as the lesson progressed?
Describe how the activities in the lesson progressed or unfolded.	Describe the closure activities utilized.
What types of reinforcement were used by the educator?	Was the learning target accomplished and aligned to standards?

Learning activities that were observed

Evidence from Effective Educator Scale Rubrics

Reflective feedback

I have received a copy of this form. I understand that my signature does not necessarily constitute agreement with its contents and that I have an opportunity to respond if I disagree.

Signature _____ Signature _____

Administrator _____ Teacher _____

Date _____ Date _____

Staff Member comments (if desired):

3.8A