Teacher Evaluation Protocol

FY 2014 - 2015

Teacher Evaluation Protocol

Introduction

The KCPS implemented Phase One of the modified Educator Evaluation system modeled after the Missouri's Educators Evaluation system during the 2013-14 school year. Our goal is to fully implement the system during the 2014-15 school year.

Standards & Indicators

The Missouri Teacher Standards convey the expectations of performance for professional teachers in Missouri. These standards recognize that teachers continuously develop knowledge and skills and employ a developmental sequence to define a professional continuum that illustrates how a teacher's knowledge and skills mature and strengthen throughout the career.

Standard #1: Content knowledge aligned with appropriate instruction.
The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students.
- Quality Indicator 1: Content knowledge and academic language
- Quality Indicator 2: Student engagement in subject matter
- Quality Indicator 3: Disciplinary research and inquiry methodologies
- Quality Indicator 4: Interdisciplinary instruction
- Quality Indicator 5: Diverse social and cultural perspectives

Standard #2: Student Learning, Growth and Development
The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
- Quality Indicator 1: Cognitive, social, emotional and physical development
- Quality Indicator 2: Student goals
- Quality Indicator 3: Theory of learning
- Quality Indicator 4: Differentiated lesson design
- Quality Indicator 5: Prior experiences, multiple intelligences, strengths and needs
- Quality Indicator 6: Language, culture, family and knowledge of community values

Standard #3: Curriculum Implementation
The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon student, district and state standards data.
- Quality Indicator 1: Implementation of curriculum standards
- Quality Indicator 2: Lessons for diverse learners
- Quality Indicator 3: Instructional goals and differentiated instructional strategies

Standard #4: Critical Thinking
The teacher uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills.

- Quality Indicator 1: Instructional strategies leading to student engagement in problem-solving and critical thinking
- Quality Indicator 2: Appropriate use of instructional resources to enhance student learning
- Quality Indicator 3: Cooperative, small group and independent learning

Standard #5: Positive Classroom Environment
The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.
- Quality Indicator 1: Classroom management techniques
- Quality Indicator 2: Management of time, space, transitions, and activities
- Quality Indicator 3: Classroom, school and community culture

Standard #6: Effective Communication
The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Quality Indicator 1: Verbal and nonverbal communication
- Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences
- Quality Indicator 3: Learner expression in speaking, writing and other media
- Quality Indicator 4: Technology and media communication tools

Standard #7: Student Assessment and Data Analysis
The teacher understands and uses formative and summative assessment strategies to assess the learner's progress and uses both classroom and standardized assessment data to plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic progress.
- Quality Indicator 1: Effective use of assessments
- Quality Indicator 2: Assessment data to improve learning
- Quality Indicator 3: Student-led assessment strategies
- Quality Indicator 4: Effect of instruction on individual/class learning
- Quality Indicator 5: Communication of student progress and maintaining records
- Quality Indicator 6: Collaborative data analysis

Standard #8: Professionalism
The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
- Quality Indicator 1: Self-assessment and improvement
- Quality Indicator 2: Professional learning
- Quality Indicator 3: Professional rights, responsibilities and ethical practices
- Quality Indicator 4: Follows policies and procedures

Standard #9: Professional Collaboration
The teacher has effective working relationships with students, parents, school colleagues, and community members.
- Quality Indicator 1: Induction and collegial activities
- Quality Indicator 2: Collaborating to meet student needs

- Quality Indicator 3: Cooperative partnerships in support of student learning

The Professional Continuum of the Missouri Teacher (Ratings)

- **Emerging** – This level describes the performance expected of a new teacher as they enter the profession or a practicing teacher in a new assignment unrelated to current competencies. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in their classroom.

- **Developing -** This level describes the performance expected of a teacher early in their assignment with the teaching, content, knowledge, and skills that he/she possesses continually developing as they encounter new experiences and expectations in the classroom, school, district, and community while they continue to advance student growth and achievement.

- **Proficient** - This level describes the performance expected of a career, professional teacher who continues to advance his/her knowledge and skills while consistently advancing student growth and achievement.

- **Proficient Plus** - This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The Proficient Plus Teacher serves as an educational leader in the school, district, and/or the profession.

The Process – All Teachers

- All non-tenured teachers will be evaluated each year.
- Tenured teachers will be evaluated every third year. The initial rotation schedule will be determined by a random alphabetized system established by Human Resources in the fall of 2014.
- Non-tenured teachers will enter the rotation the year they received tenure.
- All tenured teachers will use the Individual Support Plan forms as their Professional Development Plan.
- The ISP during the non-evaluation years is not rated by the principal. It is a self-reflection tool.
- At any time that a tenured teacher's performance becomes unacceptable, the principal may place the tenured teacher back on the current evaluation cycle.
- Once a tenured teacher as completed a successful evaluation, he/she will return to a new three year cycle.

Step 1: Initial Observation/Conference

Using the Teacher Summative Evaluation form, the evaluator will

- Conduct an initial assessment of 1st & 2nd year teachers and teachers new to the building
    - To establish an overall baseline evaluation of all standards, and
    - As a prelude to discussing the selection of an individual indicator.

- Use in conference as a point of reference for teachers with more than 2 years' experience whose abilities are known to the evaluator to assist in the selection of the individual indicator.

- Identify areas of strength and opportunities for growth.

Kansas City Public Schools – Summative Teacher Evaluation Form

Date: _____ Teacher Name: _____

Probationary Teacher: _____ Years in KCPS: _____ Subject/Grade Level: _____

Permanent Teacher: _____ Total Experience: _____ Evaluator: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Content knowledge and academic language			
☐ Student engagement in subject matter			
☐ Disciplinary research and inquiry methodologies			
☐ Interdisciplinary instruction			
☐ Diverse social and cultural perspectives			
Standard 1 Comments:			

Standard 2: Student Learning Growth and Development	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Cognitive, social, emotional and physical development			
☐ Student goals			
☐ Theory of learning			
☐ Differentiated lesson design			
☐ Prior experiences, multiple intelligences, strengths and needs			
☐ Language, culture, family and knowledge of community values			
Standard 2 Comments:			

Standard 3: Curriculum Implementation	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Implementation of curriculum standards			
☐ Lessons for diverse learners			
☐ Instructional goals and differentiated instructional strategies			
Standard 3 Comments:			

Standard 4: Critical Thinking	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Instructional strategies leading to student engagement in problem-solving and critical thinking			
☐ Appropriate use of instructional resources to enhance student learning			
☐ Cooperative, small group and independent learning			
Standard 4 Comments:			

Standard 5: Positive Classroom Environment	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Classroom management techniques			
☐ Management of time, space, transitions, and activities			
☐ Classroom, school and community culture			
Standard 5 Comments:			

Standard 6: Effective Communication	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Verbal and nonverbal communication			
☐ Sensitivity to culture, gender, intellectual and physical differences			
☐ Learner expression in speaking, writing and other media			
☐ Technology and media communication tools			
Standard 6 Comments:			

August 2014

Kansas City Public Schools – Summative Teacher Evaluation Form

Standard 7: Student Assessment and Data Analysis	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Effective use of assessments			
☐ Assessment data to improve learning			
☐ Student-led assessment strategies			
☐ Effect of instruction on individual/class learning			
☐ Communication of student progress and maintaining records			
☐ Collaborative data analysis			
Standard 7 Comments:			

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Self-assessment and improvement			
☐ Professional learning			
☐ Professional rights, responsibilities and ethical practices			
☐ Follows policies and procedures			
Standard 8 Comments:			

Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Induction and collegial activities			
☐ Collaborating to meet student needs			
☐ Cooperative partnerships in support of student learning			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard results in an Individual Support Plan for that area. **An "Area of Concern" rating on a standard results in a Professional Growth Plan for that area.

Step 2: Identify the Quality Indicators to Be Assessed

Appropriate indicators are selected that most support increasing student learning through a focus on potential growth opportunities for the teacher. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the teacher in the classroom.

- **All teachers will focus on a minimum of three (3) indicators:**
  - **District Indicator** – The district will identify one indicator as a district focus each year. This year, KCPS has selected Standard 4, Quality Indicator 1 (4.1). All teachers will have an *Individual Support Plan/Professional Development Plan* for this indicator.
  - **Building Indicator** – The administrator and faculty advisory committee will select an indicator as a building focus each year. This indicator should be selected in collaboration with all building staff. All teachers will have an *Individual Support Plan/Professional Development Plan* for this indicator.
  - **Individual Indicator -** In collaboration with the building administrator, each teacher will select an indicator that focuses on student learning. The teacher will have an *Individual Support Plan/Professional Development Plan* for this indicator.
  - Tenured teachers not being evaluated in 2014-2015 only need a district and building Individual Support Plan.

- **It is recommended that all 1ˢᵗ and 2ⁿᵈ year teachers and all teachers new to the district will have a fourth indicator selected from Standard 5.** The teacher will have an *Individual Support Plan* for this indicator.

- **At a minimum, two of the indicators must address impact on student learning.**

- **A fourth indicator may be identified at any time for teachers with more than two (2) years of experience based on issues and needs that arise.**

Step 3: Determine a Baseline Score for Each Identified Indicator

In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a follow-up score. This represents a type of pre- and post-test format where growth in practice occurs between two points in time. Evidence for determining this baseline score can be gathered in a variety of ways. It can be gathered by observing student performance and various student products, student surveys, peer observations and others. Evidence for each indicator can be found in the state model. Similar evidence will need to be gathered to determine the summative score for the summative evaluation. A numerical rating provides an assessment of both pre- and post-status to determine accurately the growth that occurred in between.

1. **Use the appropriate Growth Guide** (see next page for an example) for the identified indicator to consider evidence at the Emerging, Developing, Proficient and Proficient Plus levels.

2. **The consideration of evidence and the determination of the level of performance should occur in a**

professional dialogue between the administrator and the teacher.

3. **Based on the evidence, determine whether the performance is at the Emerging, Developing, Proficient, or Proficient Plus level**.
   - Identify the highest level for which there is evidence of performance.
   - The highest level is the level at which **all three evidences have been demonstrated by the teacher** either at the "present but inconsistent level" or the "present consistent routine."

4. **Once a descriptive rating (Emerging, Developing, Proficient or Proficient Plus) has been identified, the evaluator uses the rating scale (see below) to provide a numerical rating.**
   - A score of 0 indicates there is no evidence present in at least one of the three frames.
   - A score of 1 indicates there is evidence in all frames, but that it is inconsistently present or demonstrated. A score of 2 would indicate it is present and routinely demonstrated.
   - This score determination should occur as a collaborative, professional conversation between the teacher and administrator.

5. **Once a score has been determined, provide specific feedback that includes an explanation and rationale for the given score.** Again, should occur within a collaborative, professional conversation.

6. **Once the evidence has determined the level and baseline score, the growth target is now identified.**

The Rating Scale

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	1	2		3	4		5	6		7
Emerging				Developing			Proficient			Proficient Plus

ESTABLISH BASE-LINE PERFORMANCE

Teacher Growth Guide 1.1

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.

Quality Indicator: Content knowledge and academic language.

Emerging	Developing	Proficient	Proficient Plus
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The proficient plus teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.
Professional Frames			
Evidence of Commitment *Is well prepared to guide students to a deeper understanding of content*	*Evidence of Commitment* *Stays current on new content and incorporates it into lessons*	*Evidence of Commitment* *Use of supplemental primary sources that are aligned to local standards*	*Evidence of Commitment* *Continually expands knowledge base on content and infuses into content*
Evidence of Practice *Instruction reflects accuracy of content knowledge*	*Evidence of Practice* *Instruction indicates an appreciation of the complexity and ever evolving nature of the content*	*Evidence of Practice* *Instructional focus is on the most important concepts of the content and includes new content as appropriate*	*Evidence of Practice* *Continually seeks out new information and applies it to learning in their classroom*
Evidence of Impact *Students are generally familiar with academic language*	*Evidence of Impact* *Students are able to use academic language*	*Evidence of Impact* *Students accurately use academic language related to their discipline*	*Evidence of Impact* *Students communicate effectively using academic language from a variety of sources*
Score = 0	1	2	3	4	5	6	7

Not Present	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present but Inconsistent	Present Consistent Routine	Present Consistent Routine
0	1	2	3	4	5	6	7
Emerging			Developing		Proficient		Proficient Plus

In the illustration above, as noted by the highlighted text, there are examples of evidence in three different columns,

3 Categories of Evidences (see illustration above)
- **Commitment** - Evidence in the commitment frame focuses on the quality of the teacher and includes data and information like preparation, lesson design and credentialing.
- **Practice** - Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the teacher is doing.
- **Impact** - Evidence in the impact frames focuses on outcomes or what students in the teacher's class are doing.

Sources of evidence for each standard are included in the **Possible Sources of Evidence** section of this document.

Step 4: Develop an Individual Support Plan

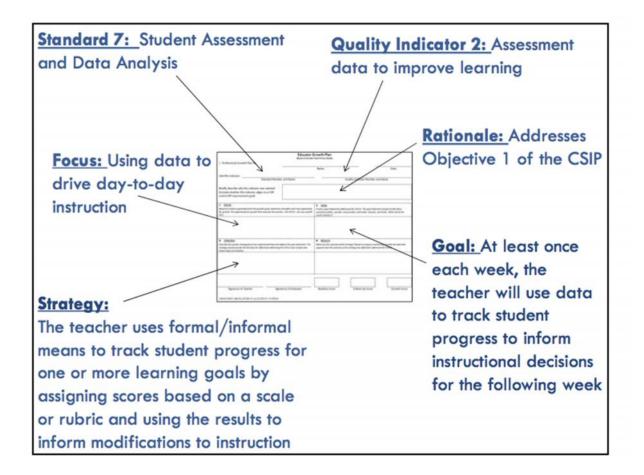The primary purpose of the Teacher Evaluation Protocol is to promote growth.

The Individual Support Plan is the document used to articulate the various necessary components of this plan. **One Individual Support Plan will be developed for each indicator**. The District will provide the Individual Support Plan for Standard 4, Indicator 2: Appropriate use of instructional resources to enhance student learning. In instances where very specific growth is required, the Professional Growth Plan is used to ensure that this growth occurs, to the extent necessary and in a timely fashion.

The Individual Support Plan documents the following:
- Focus - an area that represents an opportunity for growth and is generated from evidence on the growth guide
- Goal – a statement that addresses the focus and is specific, measureable, achievable, relevant and timely
- Strategy – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines
- Results – data and evidence that supports that the outcome of the strategy has effectively addressed the focus

---

Individual Support Plan / Professional Growth Plan

☐ Individual Support Plan for _____ _____ _____ _____ _____
Name   Date   School   Subject   Academic Year

Identify Indicator: [Select Standard] _____ [Select Indicator] _____
Standard Number and Name   Quality Indicator Number and Name

Briefly describe why this indicator was selected (Include whether this indicator aligns to a CSIP and/or building improvement goal)

1. FOCUS
Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.

2. GOAL
Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?

3. STRATEGY
Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.

4. RESULTS
What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.

_____   _____
Signature of Teacher   Signature of Evaluator

Baseline Score   Follow-Up Score   Growth Score

Tenure teacher not on cycle will use this form as a self-evaluation tool.
The tenured teacher may complete the growth score if he/she selects to do so.
The principal will not use it as a rating tool.

August 2014

When considering different strategies to address growth opportunities, sources are included in the "Research and Proven Practices" found in the state model.

Selecting an Improvement Strategy

1. Align to and support objectives and strategies in the CSIP & BSIP.
2. Using the Growth Guide, determine the extent of the current performance and what growth would move this performance to the next level
3. Use the research provided in the state model to identify a strategy.
4. Limit your focus to one strategy at a time

Step 5: Regularly Assess Progress and Provide Feedback

The essential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective practice resulting in improved learning for students.

Description

Determine progress made on new skill acquisition and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical for improvement. It ensures that

new learning takes place, but more importantly that new skills and strategies are applied and practiced and growth documented.

The purpose of feedback is to
- Improve instruction,
- Inform professional development needs, and
- Enhance individual professional growth plans.

Meaningful Feedback
1. Based on evidence and data
2. Keep the event and the feedback tightly connected; it should occur as immediate as possible
3. Although documentation is important, feedback is not about forms; it's a conversation.
4. Feedback is actionable information that motivates; it leads to something next.
5. Principals must provide feedback in a timely manner.

The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five opportunities for formal and informal feedback should occur on each identified indicator.
2. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc. This information feedback is not to be shared with evaluator unless teacher agrees.
3. A formal follow-up assessment should be completed by the administrator.
4. Numerical scoring on the appropriate growth guide for each indicator included as a part of the feedback.

Feedback Form provided on Observation 360.

Step 6: Determine a follow-up score for each identified indicator

To determine growth on an indicator, it is necessary to compare the follow-up score to the baseline score. The comparison provides a measure of growth that has occurred on the performance articulated in each quality indicator.

The follow-up score is determined using the same process used to determine the baseline rating. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the teacher's opportunity for growth.

Step 7: Complete the Final Summative Evaluation

An overall determination on performance uses baseline and follow-up scores, feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevant to the teacher's performance observed or gathered throughout the year. This information is captured on feedback forms and the Individual Support Plan or, if applicable, the Professional Growth Plan.

Part 1 – Performance Assessment across All Teaching Standards

Fifty percent of the Final Summative Evaluation will be based on an overall assessment of all nine teaching standards using the Summative Evaluation Form.

- Each standard is listed with summary statements. For each standard, options are provided
    - **Area of Concern** – checking this box for a standard will result in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
    - **Growth Opportunity** – checking this box for a standard might possibly result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's Educator Growth Plan
    - **Meets Expectation** – checking this box for this standard indicates that performance in this area meets the expectation of the administrator/district at the present
- Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating as well as to note exemplary performance in this particular area.

Part 2 – Quality Indicators

Fifty percent of the Final Summative Evaluation will be based on growth of the three selected quality indicators.

Process
- Indicate the follow-up rating achieved for each selected indicator.
- Average the three indicators to determine a final rating.

Part 3 – Overall Teacher Rating Teacher Summative Evaluation:

- Using the Overall Teacher Rating rubric, determine which box the teacher' scores fit into to get a final effectiveness rating.

- Include overall comments in the comment box provided.

- Check whether or not the teacher is recommended for re-employment

Kansas City Public Schools – Summative Teacher Evaluation Form

Date: _____ Teacher Name: _____

Probationary Teacher: _____ Years in KCPS: _____ Subject/Grade Level: _____

Permanent Teacher: _____ Total Experience: _____ Evaluator: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Content knowledge and academic language			
☐ Student engagement in subject matter			
☐ Disciplinary research and inquiry methodologies			
☐ Interdisciplinary instruction			
☐ Diverse social and cultural perspectives			
Standard 1 Comments:			

Standard 2: Student Learning Growth and Development	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Cognitive, social, emotional and physical development			
☐ Student goals			
☐ Theory of learning			
☐ Differentiated lesson design			
☐ Prior experiences, multiple intelligences, strengths and needs			
☐ Language, culture, family and knowledge of community values			
Standard 2 Comments:			

Standard 3: Curriculum Implementation	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Implementation of curriculum standards			
☐ Lessons for diverse learners			
☐ Instructional goals and differentiated instructional strategies			
Standard 3 Comments:			

Standard 4: Critical Thinking	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Instructional strategies leading to student engagement in problem-solving and critical thinking			
☐ Appropriate use of instructional resources to enhance student learning			
☐ Cooperative, small group and independent learning			
Standard 4 Comments:			

Standard 5: Positive Classroom Environment	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Classroom management techniques			
☐ Management of time, space, transitions, and activities			
☐ Classroom, school and community culture			
Standard 5 Comments:			

Standard 6: Effective Communication	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Verbal and nonverbal communication			
☐ Sensitivity to culture, gender, intellectual and physical differences			
☐ Learner expression in speaking, writing and other media			
☐ Technology and media communication tools			
Standard 6 Comments:			

Kansas City Public Schools – Summative Teacher Evaluation Form

Standard 7: Student Assessment and Data Analysis	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Effective use of assessments ☐ Assessment data to improve learning ☐ Student-led assessment strategies ☐ Effect of instruction on individual/class learning ☐ Communication of student progress and maintaining records ☐ Collaborative data analysis			
Standard 7 Comments:			

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Self-assessment and improvement ☐ Professional learning ☐ Professional rights, responsibilities and ethical practices ☐ Follows policies and procedures			
Standard 8 Comments:			

Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Induction and collegial activities ☐ Collaborating to meet student needs ☐ Cooperative partnerships in support of student learning			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard results in an Individual Support Plan for that area. **An "Area of Concern" rating on a standard results in a Professional Growth Plan for that area.

Growth Opportunities   Academic Year: _____

Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Summative Assessment
#1	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Proficient Plus (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Proficient Plus (7) ☐ 7
#2	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Proficient Plus (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Proficient Plus (7) ☐ 7
#3	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Proficient Plus (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Proficient Plus (7) ☐ 7

August 2014

Kansas City Public Schools – Summative Teacher Evaluation Form

Overall Teacher Rating

Years in Position		Emerging	Developing	Proficient	Proficient Plus
0-2		Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1-2	No Areas of Concern And Indicator Ratings 2-4	No Areas of Concern And Indicator Ratings 5-7
3-5		Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10		Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10		Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

_____ is rated as_____ for the_____ school year.

     Teacher's Name   *Effectiveness Rating*

Overall Comments:

☐ **Recommend for Re-Employment**

    ☐ Develop a new or revised individual support plan based on new indicators or a continuation of the same indicators.

    ☐ Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

☐ **Do Not Recommend for Re-Employment**

_____   _____   _____   _____

    Teacher's Signature   **Date**   **Evaluator's Signature**   **Date**

Step 8: Reflect and Plan

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Reflect on personal growth and possible future opportunities for continued growth
3. Plan ahead for future opportunities for growth. In collaboration with the administrator and perhaps teams of teachers and/or colleagues, select indicators for next year (applies to returning teachers)
4. Continue to acquire new knowledge and practice new strategies and skills