

Performance Based Evaluation



Guidelines for

Springfield Public Schools

2006 Revision

Statutory Authority for Performance-Based Evaluation

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

Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained. - The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of section 168.102 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher personnel file at the office of the board of education. A copy of each evaluation shall be provided to the teacher and appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation. (L. 1969 p.275f168.114,A.L. 1983 H.B. 38& 783)

Executive Summary

The philosophy and procedures of the Department of Elementary and Secondary Education’s Performance-Based Teacher Evaluation Model are contained herein. This evaluation model has been constructed after considering recent research (Danielson, 1996; Glattorn, 1991; Peterson, 1995; & Manatt, 1994; MoSTEP Standards, 1999). It is consistent with state advice to link Performance-Based Teacher Evaluation with the Missouri Show-Me Standards (1994), state assessments, individual professional development, teacher education standards, and ultimately, student success.

The state committee considered the direct testimony of experts, discussing concepts and formulating ideas to develop an evaluation model that respects the roles and responsibilities of both teacher and administrator. It was important to develop a model that could be used to effectively evaluate teacher performance while encouraging professional growth.

The new evaluation system is characterized by:

- Both evaluative and professional development processes
- Self-directed professional development for teachers
- Clear criteria and standards supporting the Show-Me Standards, student performance and assessment
- Clear procedures for the evaluation of performance
- An emphasis on training for both teachers and administrators; and
- A collaborative process which is necessary for the development of a learning community.

These characteristics create a linked system, which permits reliable and valid judgments to be made regarding teacher performance.

This document was aligned with Springfield Public schools evaluation process by a committee of principals, professional school counselors, and teacher representatives.

EDUCATIONAL PHILOSOPHY *

The Springfield Public School District is an integral part of the educational, economic, and social structure of the community. As such, the District's philosophy is embodied in the following beliefs:

- All people have equal inherent worth
- All people have the right to be treated with dignity and respect
- Each person is responsible for self and to others
- Low self-esteem creates problems; high self-esteem is a necessary condition for solutions
- Society is judged by its treatment of those in greatest need
- The support of a family is necessary for the optimal development of the individual
- All individuals have the right to pursue their highest aspirations
- All people have the right to pursue success
- All people can learn
- Quality of learning directly affects the quality of life
- Optimal achievement requires risk-taking
- The degree of satisfaction in personal accomplishment is directly related to the investments made
- There is dignity and value in work
- Communication is the most powerful means of influencing people
- Honesty is the essential factor in all human relationships
- Competition is inevitable, but cooperation produces greater results
- Any compromise in a commitment to excellence is an injustice

The Board of Education, in cooperation with all staff, must strive continually to promote the highest standard of excellence in personnel, academics, and related aspects of student education. The following Mission shall serve to implement the Philosophy of the Springfield Public School District:

Mission Statement

The mission of the Springfield Public Schools is that we exist for the academic excellence of all students.

** Springfield Board of Education Policy AD*

Philosophy of Performance-Based Evaluation

The purpose of performance evaluation in the Springfield Public Schools is to promote student learning through facilitation and improvement of instruction. Performance evaluation enhances professional competence through an atmosphere of mutual trust and respect.

Evaluation will assess performance on predetermined, valid criteria which can be measured with consistency. The appraisal system will include conforming to related expectations, gathering of objective data, communicating information on performance, providing for the selection of activities that contribute to improved performance, and providing positive reinforcement.

Evaluation is best when it is a cooperative and continuous process, while protecting the rights of the individual, and operates within the board policies of the Springfield Public Schools and the Statutes of the State of Missouri. Springfield Public School employees and the Board of Education are committed to providing time, resources, and training as necessary for the successful implementation of performance-based evaluation.

Performance-Based Teacher* Evaluation Procedures

* Teacher is defined as teachers, professional school counselors, and librarians.

The following is an explanation of the procedures for performance-based teacher evaluation. The process begins with orientation for administrators and teachers and continues through the Formative and Summative Phases. This evaluation process is intended to be continuous, constructive, and cooperative.

I. Orientation Phase

Supervisors

Prior to initiating the evaluation process, each supervisor will receive training and demonstrate competence in the essential skills of Performance-Based Teacher Evaluation. Annual in-service sessions will be conducted by the district to improve the consistency and quality of supervisory skills. Supervisors include all personnel responsible for supervising or evaluating teachers.

Teachers

New teachers will receive orientation about Performance-Based Teacher Evaluation at the beginning of their employment. Annual orientation for all teachers will occur at the building level prior to October 1. These sessions include a discussion of things such as:

- criteria and related descriptors
- the evaluation process and procedures specifically including any changes
- the role of teacher and the role of the supervisor

II. Evaluation Cycle

Scheduling for Tenured Teacher

A Summative Evaluation Report will be completed at least once every five years for tenured teachers. The Summative Evaluation Report will be completed by MARCH 15 during the final year of the cycle. Additional Summative Evaluation Reports may be written as deemed necessary by the administration and/or may be requested by the teacher. If a Summative Evaluation Report for a tenured teacher is going to occur more frequently than once every five years, the teacher will be notified as soon as practical. Typical examples of reasons for more frequent Summative Evaluation Reports are reassignments, administrative concerns, and teacher requests. **An evaluation will be scheduled for all intra-district transfers, and that transfer will begin a new summative evaluation cycle.**

Scheduling for Probationary Teacher

A Summative Evaluation Report will be completed for probationary teachers for each year of probationary status. This report shall be completed **PRIOR TO MARCH 15**.

III. Formative Phase

The Formative Phase is the on-going process for professional improvement. **All teachers are in the Formative Phase on a continuous basis.** The Formative Phase is critical to the success of performance evaluation and the improvement of instruction for students. Because this phase is critical, principals and teacher must be provided with the support and resources to complete the required tasks. The support may include assistance from colleagues and district resource personnel. The essential components of the Formative Phase follow.

Data Collection

Effective supervision includes the collection and sharing of objective data about teacher performance for each criterion. The data may be planned or incidental and may include observed data, non-observed data, and artifact data recorded on the Comprehensive Data Collection Form (for teachers) or the Professional School Counselors Comprehensive Data Collection Form. The most typical planned observations are scheduled and unscheduled classroom visits. To secure adequate documentation, data may also be collected by the teacher's completion of the Lesson Reflection Sheet or Guidance Activity Reflection Sheet (for counselors).

1. Scheduled Observation:

Scheduled observations produce focused and diverse data. A minimum of one scheduled observation will occur during each Formative Phase. One to five days prior to a scheduled observation, the teacher and supervisor will establish the time and date of the observation. The teacher and supervisor will complete the Formative Pre-Observation Worksheet, and discuss the lesson to be observed. Each will retain a copy of Formative Pre-Observation Worksheet.

Unexpected events may necessitate a change in the scheduled observation time. If so, the teacher and supervisor will work together to identify an appropriate time for another observation, and the need for another Formative Pre-observation Worksheet and discussion.

The supervisor will take notes during the observation and interpret them on a Formative Data Form for Teachers. The duration of a scheduled observation will generally be an entire lesson/activity.

Unscheduled Observation:

Unscheduled observations produce focused and diverse data. A minimum of one unscheduled observation will occur during each school year. Typically, several unscheduled observations will occur during the Formative Phase.

An observation is not used for evaluation purposes unless notes are taken and transferred to the Formative Data Form for Teachers and/or the Formative Data Short Form, and discussed in a post-observation conference.

2. Non-observed Data:

Non-observed data are those types of information which come to the attention of the supervisor indirectly. These are data which are not observed by the supervisor. Examples include information letters, telephone calls, personal contact, the Lesson Reflection Sheet, etc.

The supervisor should make appropriate notations regarding the information, seek to validate the information, and determine if it is significant. If determined significant, the supervisor will document the information on the Comprehensive Data Collection Form and discuss the issue with the teacher within a realistic time frame usually five working days from the receipt of the data.

3. Artifact Data:

Artifact data are information which should enhance the supervisor's understanding of the skill of the teachers as related to specific criteria. Artifact data are typically identified at the beginning of the school year and are collected during the formative phase. Examples might include grade books, lesson plans, copies of classroom materials, attendance records, discipline referrals, workshop handouts, surveys, etc.

Formative Data Forms

The Formative Data Forms provide the format for documenting all data collected in the Formative Phase. The role of the supervisor is to record pertinent data on a Formative Data Form. The data on Formative Data Forms should stimulate discussion between the teacher and supervisor relating to job performance. The teacher and supervisor will each retain a copy of these forms.

Conferencing

After the supervisor records pertinent data on a Formative Data Form, the teacher and supervisor will discuss the data related to the criteria. This conference should occur, when practical, within three school days after any scheduled or unscheduled observation.

If more than five (5) school days when the supervisor and teacher are both in attendance transpire between the observation and conference, either party has the option to reject the observation and request another. For non-observed data, the conference will occur in reasonable proximity to the time data have been determined significant.

The teacher and supervisor sign the Formative Data Form, indicating the criteria have been discussed. Either party will have the opportunity to make written comments on the Formative Data Form at that time. Additional written comments by either party should be shared within five (5) working days, appended to the Formative Data Form, and discussed as soon as practical. The teacher and supervisor will each retain a copy of the Formative Data Form and notes obtained during classroom observations.

Professional Plans

There are two types of professional plans: the Professional Learning Plan and the Professional Improvement Plan.

Professional Learning Plan

Each teacher will have a Learning Plan. The purpose of the Learning Plan will be to improve and/or enrich professional skills. A Summative Report may be completed prior to the completion of a Professional Learning Plan.

A Professional Learning Plan will be constructed by the teacher and supervisor during a conference. The plan may provide for short or long-range goals designed to enrich the skill(s) of the teacher related to criteria from the performance evaluation, and support the school improvement plan.

Professional Improvement Plan

The Professional Improvement Plan (PIP) is used to assist teachers in correcting a documented deficiency of one or more criteria (one to three would be considered a typical number to address at one time, additional deficiencies may be addressed after the others are mastered). The administrator/supervisor can assign a Professional Improvement Plan at any time a deficiency is noted. The administrator/ supervisor should notify the teacher of the deficiency evidenced by an event or document leading to the decision. While the Professional Improvement Plan should represent consensus between the teacher and the administrator/supervisor, in cases where disagreement arises, the decision of the administrator/supervisor is final. Upon completion of the PIP, the administrator/supervisor may allow the teacher to return to his/her selected PLP.

1. All PIP's must be written on the appropriate form.
2. Administrators/supervisors will assist the teacher to identify related resources and personnel to assist the teacher.
3. Teachers who have Professional Improvement Plans will be given adequate time to improve on those criteria prior to being identified as needs improvement or does not meet Performance Expectations on the Summative Report.
4. The supervisor and teacher will meet at agreed upon times during the period covered by the PIP for improvement purposes to assess progress toward the achievement of established goals. Upon review of the goals the supervisor may extend the time to accomplish the goals.

IV. Summative Evaluation Phase

The Summative Evaluation Report provides the review and synthesis of formative data pertaining to the performance of the teacher.

Summative Evaluation Report Form

The Summative Evaluation Report Form is the document used to summarize the supervisor's rating of performance for each criterion. The teacher may also be asked or choose to complete a self-evaluation using the Summative Evaluation Report Form. Sharing of the self-evaluation results with the supervisor is optional for the teachers.

Summative Conference

After the supervisor has completed the Summative Evaluation Report, a conference between the teacher and supervisor will be conducted to review the reported information. The Summative Evaluation Report form and the conference will be completed **prior to March 15**. The teacher will be informed of the upcoming conference at least one day prior to the conference.

The teacher and evaluator will sign the Summative Evaluation Report form indicating the document has been read and discussed. Either party will have the opportunity to make written comments on the Form at that time. Supportive statements for each performance criterion shall be written in the comments section. Ratings of “Needs Improvement” or “Does Not Meet Standards” require specific, explanatory comments. Ratings of “Needs Improvement” or “Does Not Meet Standards” shall not be made on the Summative Evaluation Report form unless identified on a PIP for improvement purposes. When the supervisor/administrator is unable to characterize a criterion as “Meets” but no prior PIP addressed that criterion, the supervisor may leave the rating blank with an explanation. Additional written comments by either party may be shared within five (5) working days and appended to the original copy of the Summative Evaluation Report Form. Copies of the Summative Evaluation Report Form will be retained by the teacher, the supervisor, and the Human Resources office.

V. Assistance Teams

Teachers who are rated in the “Does Not Meet Standards” section on three or more of the criteria listed on the Summative Evaluation Report will be offered the opportunity to work with an Assistance Team. Such teams will be made up of professionals trained to provide assistance to teachers. Teachers working with Assistance Teams may elect to have a three member Assistance Team.

The Assistance Team provides a helping routine to encourage improvement in the areas of performance deemed to need improvement. The Assistance Team process is under the coordination of Associate Superintendents.

VI. PBTE Progress Review

A review of the evaluation system will be conducted periodically to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance-based. This review will be completed by teachers as well as administrators.

VII. Due Process

The Springfield Public Schools’ system of teacher performance evaluation has the following provisions to guarantee due process protection for personnel involved.

- A. The evaluation handbook is distributed to all teachers to promote awareness and understanding of the evaluation process.
- B. Significant modifications of the evaluation process are communicated to all staff.
- C. Each teacher is provided an opportunity for familiarization and training related to the evaluation system, its procedures, and its use.
- D. Teachers are provided the opportunity to express in writing any concern about judgments rendered in the Summative Evaluation Report. Those concerns are appended to the Summative Evaluation Report.

E. All Summative Evaluation reports of unsatisfactory performance are written and enumerate shortcomings in a specific manner.

F. Teachers are provided access to the files of their evaluation reports located at the school site or the central office.

G. In addition, it is understood that everyone involved in the Springfield Public Schools' performance-based evaluation system is provided with substantive due process, i.e. what is done in the evaluation process is fair, rational, and reasonable. This means that the teacher who is not presently meeting performance expectations is to be given the time, the support, and the chance to improve. Also, it is understood that established grievance procedures made available by policies of the Board of Education exist to protect the substantive due process of everyone involved in the Springfield Public Schools' performance evaluation system.

VIII. TIMELINE	<u>Probationary Teachers</u>	<u>Tenured Teachers</u>
Orientation		
Building Level Orientation	Prior to Oct. 1	Prior to Oct. 1
Formative Phase		
Construction of PLP and PIP	Prior to Jan. 1	During year one
Observations	Prior to Summative	Prior to Summative
Scheduled	Prior to Summative	Prior to Summative
Unscheduled	Prior to Summative	At least 1 annually and prior to Summative
Conferences	Prior to Summative	Prior to Summative
Alteration of Professional Learning Plan (if needed)	Prior to Summative	Prior to Summative
Summative Evaluation Report	Prior to March 15	During Year Five (Prior to Mar. 15 of Year Five)
Formative Phase		
Observation(s)	Throughout remainder of year until next Summative	On-going until next Summative
Conferences(s)		

**Any teacher may be evaluated on a more frequent basis than is noted above.*

IX. PERFORMANCE-BASED TEACHER EVALUATION PROCEDURAL CHECKLIST

This checklist is provided as an aid in following procedures for performance-based teacher evaluation as previously mentioned in this handbook. This checklist is not to be construed as replacing any portion of the Performance-Based Teacher Evaluation Handbook. Rather, this checklist should be regarded as amplifying information mentioned in this handbook.

The following items represent the normal ordering of procedures in the evaluation of teachers as noted in the Performance-Based Teacher Evaluation Handbook. With each item that follows, particular page numbers are noted in parenthesis. These pages can provide further explanation and or specific details about the checklist item.

(Formative Phase, Items 1-11)

_____1. All teachers are in the Formative Phase at all times EXCEPT when the Summative Report is being completed and discussed.

_____2. By October 1, all teachers will receive orientation on Performance-Based Teacher Evaluation.

_____3. Probationary teachers will have a Professional Learning Plan by January 1. All teachers will have a Professional Learning Plan by the end of the school year of year one of the cycle. These plans are written with the involvement of the supervisor and teacher. Reference the Professional Learning Plan in Appendices.

_____4. A date is determined for the scheduled observation of the teacher by the supervisor.

_____5. At least one to five working days before the scheduled observation of the teacher, the teacher completes the Formative Pre-Observation Worksheet and submits this information to the supervisor.

_____6. At least one day prior to the scheduled observation of the teacher, the supervisor and the teacher have a pre-observation conference.

_____7. The scheduled observation of the teacher is held.

_____8. Within five working days after the scheduled observation, a formative conference is held. The supervisor shares data collected during the scheduled observation and the supervisor has completed a Formative Data Form to discuss with the teacher.

_____9. The supervisor conducts scheduled observations and schedules pre-observation conferences, observations of the teacher and formative conferences as deemed appropriate to gather additional input for the formative data collection process. The supervisor may collect input from other supervisors and consultants indirectly involved with the teacher's work and subject area.

_____10. The supervisor conducts scheduled and unscheduled observations and formative conferences as deemed appropriate for the formative data collection process. The supervisor may collect input from supervisors directly involved with the teacher's work and subject area.

_____11. Additional information may be collected from artifact and non-observed data and will be discussed in a formative conference.

(Summative Evaluation Report, Items 12-17)

_____12. The Formative Phase includes all data gathering between summative evaluations with steps 2-8 formally scheduled and conducted the year of the summative evaluation report.

_____13. The teacher may be asked to or may choose to complete the Summative Evaluation Report as a self-evaluation of the teacher's teaching performance. Sharing the completed Summative Evaluation Report with the supervisor is optional for the teacher.

_____14. The supervisor completes the Summative Evaluation Report based upon data collected during the Formative Phase.

_____15. The supervisor schedules a Summative Evaluation Report conference with the teacher.

_____16. The teacher and the supervisor sign the Summative Evaluation Report completed by the supervisor to indicate that it has been read and discussed. The teacher has five working days in which to file rebuttal statements to the Summative Evaluation Report.

_____17. For teachers who have three or more evaluation criteria marked "Does Not Meet" on the Summative Evaluation Report, an Assistance Team will be offered for the teacher.

Evaluation Guideline

* Indicates administrator/supervisor has the option to initiate an improvement plan

** Indicates observation, only if needed, as determined by administrator/supervisor.

AL = At least

	Probationary					Tenured				
Years	1	2	3	4	5	1	2	3	4	5
Formal Evaluation	Yes	Yes	Yes	Yes	Yes	**	**	**	**	Yes
Scheduled Observation	AL	AL	AL	AL	AL	*	*	*	*	AL
Unscheduled observation	AL	AL	AL	AL	AL	*	*	*	*	AL
Drop-In Observation	F R E Q U E N T					F R E Q U E N T				
PLP	Yes*	Yes*	Yes*	Yes*	Yes*	Yes*	Yes*	Yes*	Yes*	Yes*
Administrator and Teacher Meet	Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate.					Administrator observes classroom instruction with pre- and post-observation conferencing as appropriate				
Administrator Observes Teacher	Administrator meets to discuss PLP early in the school year, prior to January 1.					Administrator meets to overview School Improvement Plan and explain PLP early in school year.				
Data Collection	Teacher and administrator collect data throughout the year; data for evaluation purposes must be available by dates established by administrator.					Teacher implements PLP early in school year; data for evaluation purposes must be available by dates established by administrator.				
Summative Evaluation Report	Administrator holds conference to review data collected and completes evaluation report before March 15.					Administrator holds conference to review PLP or, if on evaluation, all data collected and completed. Summative Evaluation Report before March 15 of summative year.				

Drop-in observations by the administrator/supervisor are encouraged on a frequent basis. A drop-in observation does not necessarily require formal written documentation. However, the administrator/supervisor may choose to document specific behaviors or an event.

Administrators/Principals should be cautious of drop-in observations of counselors when the visit might be intrusive on testing situations or sensitive conversations.

X. Definition Of Terms

1. Artifact Data - Documents or tangible items of information related to performance. Artifacts are typically supplied by the teacher but may be collected from other related sources.
2. Comprehensive Data Collection Form: The form used to document all planned and unplanned data collected during a teacher evaluation cycle.
3. Confidential Guidance Activities - Guidance activities which are confidential in nature and could be compromised by an outside observer. Individual intelligence testing is another instance in which an observer would compromise the situation or cause results to be considered invalid.
4. Descriptors - Descriptors are phrases that aid in defining and outlining the expected behavior for a particular criterion. The descriptors are not an all-inclusive listing of behaviors that might be associated with a criterion.
5. Drop-In Observation - An unscheduled informal visit to the classroom or non-confidential guidance setting by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
6. Evaluation: A cooperative and continuous process used to assess performance on predetermined, valid criteria. The purpose is to promote student learning through facilitation and improvement of instruction.
7. Evaluation Cycle or Phase: An evaluation process incorporating a Formative Phase of pre-observation conferences, observations, collection data, post-observation conferences, and a Summative Phase.
8. Formative Data Form: Post-observation forms used for recording documented data.
9. Formative Phase: The on-going process of objective data collection for professional improvement that includes scheduled observation, unscheduled observation, non-observed data, artifact data, completion of Formative Data Forms, conferencing, and constructing Professional Plans.
10. Formative Pre-observation Worksheet: Form used to plan scheduled observation.
11. Lesson Plans: A guide for the lesson to be taught. Details are dependent on the purpose for the plan. A teacher's daily working plans will not be as comprehensive as the plans a supervisor requests for evaluation purposes.
12. Meets: The teacher is performing that criterion at an acceptable level.
13. Missouri Comprehensive Guidance Program - A program to help school districts plan, design, implement, and evaluate comprehensive and systematic guidance programs in kindergarten through grade twelve.

14. Non-Confidential Guidance Activities -Any guidance related activity in which confidentiality is not compromised by the presence of an outside observer. Non-confidential guidance activities are situations that do not violate the ethical standard of confidentiality of professional school counselors. These activities include, but are not limited to, classroom guidance activities, small group activities of an instructional nature (e.g., study skills), parent education activities, instructional groups, staff development, interpretation of group data, child study team meetings (IDEA), educational advisement, and parent conferences.
15. Orientation Phase: An evaluation process review for all personnel will be conducted annually with orientation to the process provided to new employees. (Page 7)
16. Performance Criteria - The items used to evaluate the teacher's performance. The criteria describe the behavior of the students and teacher or the skill of the teacher related to effective performance.
17. Post-observation Conference: A discussion between teacher and supervisor after the observation to objectively review data collected from the observation. (Page 9)
18. Principal/Supervisor - The personnel trained and authorized to implement the evaluation process.
19. Pre-Observation Conference – A meeting between the principal/supervisor and the teacher during which the lesson or activity is previewed, and the purpose, time, length, and location of the observation are confirmed. A formative pre-observation worksheet will be completed by the teacher prior to the conference. (Page 8)
20. Probationary Teacher: As identified by RSMO 168.104.5.
21. Professional Improvement Plan (PIP): A plan that assists professional school teachers in attaining a satisfactory level of performance on a criterion.
22. Professional Learning Plan (PLP): An outcome-based plan of action to promote developmental competencies related to performance criteria, professional improvement, school improvement objectives, and district objectives.
23. Scheduled Observation - A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect information in the evaluation phase.
24. Summative Evaluation Report: The document used to summarize the evaluator's rating for each criterion.
25. Summative Phase: The review and synthesis of formative data pertaining to the performance of the teachers and includes the completion of the Summative Evaluation Report Form and the Summative Conference.
26. Supervisor: The administrator who is assigned to supervise and evaluate the teachers' performance.

27. Teacher: The term “teacher” includes teachers, professional school counselors, or library media specialists and refers to the one who is being supervised and evaluated through the Performance-Based Teacher Evaluation process.

28. Tenured /Permanent Teacher: As identified by RSMO 168.104.4.

29. Unscheduled Observation - An unannounced observation used to collect data during the evaluation phase.

TEACHERS

Appendix A

Standards and Criteria for Performance-Based Teacher Evaluation

Teacher Evaluation Criteria with Descriptors

Formative Pre-observation Worksheet for Teachers

Formative Data Form for Teachers

Formative Data - Short Form

Lesson Reflection Sheet

Standards and Criteria for Performance-Based Teacher Evaluation

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

- Criterion 1. The teacher causes students to acquire the knowledge and skills to gather, analyze and apply information and ideas.
- Criterion 2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Criterion 3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
- Criterion 4. The teacher causes the students to acquire the knowledge and skills to make decisions and act as responsible members of society.

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

- Criterion 5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.
- Criterion 6. The teacher provides continuous feedback to students and family.
- Criterion 7. The teacher assists students in the development of self-assessment skills.
- Criterion 8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
- Criterion 9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

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

- Criterion 10. The teacher demonstrates appropriate preparation for instruction.
- Criterion 11. The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.
- Criterion 12. The teacher creates a positive learning environment.
- Criterion 13. The teacher effectively manages student behaviors.

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

- Criterion 14. The teacher communicates appropriately with students, parents, community, and staff.
- Criterion 15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.

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

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

Criterion 17. The teacher engages in professional growth.

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

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

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

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

Teacher Evaluation Criteria with Descriptors

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

* Items represent descriptors that may be more pertinent to special services teachers.

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

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

The students will:

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

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

The students will:

- A. Plan and make written, oral, and visual presentations for a variety of purposes and audiences.
- B. Review and revise communications to improve accuracy and clarity of information.
- C. Exchange information, questions, and ideas while recognizing the perspectives of others.
- D. Present perceptions and ideas regarding works of the arts, humanities, and sciences
- E. Perform or produce works in the fine and practical arts.
- F. Apply communication techniques to the job search and the workplace.
- G. Use technological tools to exchange information and ideas.

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

The students will:

- A. Identify problems and define their scope and elements.
- B. Develop and apply strategies based on ways others have prevented or solved problems.
- C. Develop and apply strategies based on one's own experience in preventing and solving problems.
- D. Evaluate the processes used in recognizing and solving problems.

- E. Reason inductively from a set of specific facts and deductively from general premises.
- F. Evaluate the extent to which a strategy addresses the problem.
- G. Assess costs, benefits, and other consequences of proposed solutions.

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

The students will:

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

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

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

The teacher:

- A. Applies a variety of formal and informal assessment techniques (e.g. observations, portfolios of students' work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his or her knowledge of learning, to evaluate student progress and performances and to modify instructional approaches and learning strategies.
- B. Collects information through observation of classroom interaction, and questions and analyzes student work.
- C. Designs and uses assessments that support the transfer of learning to real life. Makes appropriate modifications in assessments in accordance with students' IEPs.
- D. Employs district adopted assessment techniques and utilizes data to adjust instruction.

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

The teacher:

- A. Maintains clear and satisfactory records of student work and performance, and shares the information with the student and/or family.
- B. Provides feedback to students regarding the quality of performance. Contacts parents promptly regarding concerns related to the students' academic or behavioral performance.
- C. Makes regular contacts with parents regarding students' IEP progress.* Provides parents with information regarding program background and purpose.* Provides feedback that is timely and relevant.

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

The teacher:

- A. Uses assessment strategies to involve learners in self-assessment activities, assist them in becoming aware of their learning behaviors, strengths, needs and progress, and encourage them to set personal goals for learning.
- B. Develops scoring guides for students to use in assessing the quality of their work.
- C. Incorporates strategies for student self-reflection (i.e. journal, scoring guides, checklists, examples of student products).

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

The teacher:

- A. Uses assessments which correlate to the method of instruction and the district curriculum guide/IEPs.
- B. Assigns meaningful activities or homework that corresponds with instruction and assists the student in understanding content and process.

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

The teacher:

- A. Uses assessment data to adjust instructional strategies appropriately for desired learner outcomes.
- B. Allows students to demonstrate learning in a variety of ways (e.g. multiple intelligences, learning styles, multi-sensory approaches).
- C. Uses student portfolios to assess students' work in a developmental manner. Uses a variety of communication tools to report student progress. Provides scoring guides. as appropriate, to students prior to assessing work. Makes modifications of assessment procedures, as appropriate.
- D. Checks for understanding during the learning process.

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

Criterion 10. The teacher demonstrates appropriate preparation for instruction.

The teacher:

- A. Prepares lessons which reflect a strong understanding of the content. Implements lessons which link students' prior knowledge with new ideas and/or provides effective anticipatory set.
- B. Designs lessons in clear and logical formats
- C. Selects and creates learning experiences that are appropriate for curriculum goals/IEPs, relevant to learner, and based upon principles of effective instruction. Evaluates plans relative to long and short-term goals, and adjusts them to meet students' individual needs/IEP and to enhance learning.
- D. Clearly states the expected learning objectives to the students, utilizes community resources to implement instruction.
- E. Provides Special Education teachers with advance knowledge of lessons, tests, dates of project deadlines, and scoring guides.
- F. Conferences with classroom teacher prior to lessons to make appropriate modifications for special service students.*
- G. Prepares lessons which are aligned with IEP objectives.*
- H. Provides adequate plans and procedures for substitute teachers.
- I. Utilizes district resources to implement instruction (e.g. content and instructional specialists).

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

The teacher:

- A. Identifies students' prior experiences, learning styles, strengths and needs when designing and implementing a lesson plan.
- B. Demonstrates the ability to access specialized services to meet students' needs. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and then meets student needs. (e.g. cooperative learning, differentiated instruction, compare/contrast, note taking, modeling, questioning, role playing, project based learning. etc).
- C. Provides opportunity for guided and independent practice.
- D. Provides effective closure of the lesson.
- E. Creates lessons and activities that recognize individual needs of diverse learners and variation in learning styles and performance.
- F. Implements IEP goals for identified students.*
- G. Modifies students participation in learning activities based on ability and need.* Identifies students with possible special needs and refers them to appropriate resources.
- H. Presents subject matter which is accurate and appropriate for the objective. Provides opportunity for higher order thinking skill development.
- I. Provides a variety of activities to promote maximum learner engagement.

Criterion 12. The teacher creates a positive learning environment.

The teacher:

- A. Establishes and promotes high learning expectations.
- B. Arranges and maintains a safe and functional classroom or workspace.
- C. Interacts with students in a professional courteous manner and responds in a positive, constructive manner to students' request for help.
- D. Connects learning to real life experiences.
- E. Creates an environment which promotes mutual respect.
- F. Provides for well-structured learning activities that encourage students to pay attention and participate.
- G. Manages space transitions, materials, and activities effectively.
- H. Contributes to maintaining the positive classroom environment (class within a class environment).*
- I. Creates a positive learning environment where students feel comfortable and willing to engage in learning.

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

The teacher:

- A. Encourages student responsibility in the classroom.
- B. Avoids using emotionally charged language in dealing with behavioral disruptions, and maintains a positive attitude toward student management.
- C. Makes effective use of preventive strategies (proximity, eye contact, non-verbal cues, position and movement).
- D. Manages discipline infractions in accordance with school policy.
- E. Applies classroom discipline appropriately.
- F. Intervenes during inappropriate behavior.
- G. Recognizes and reinforces appropriate student behavior.
- H. Communicates expectations and parameters for student classroom behavior.
- I. Reinforces the classroom teacher's rules (class within a class environment).*
- J. Monitors and maintains student time on task.

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

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

The teacher:

- A. Models effective verbal/non-verbal communication skills.
- B. Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in a classroom communication and in response to students communications.
- C. Uses a variety of media communication tools (e.g. video, multimedia, laserdisc, and internet).
- D. Writes documents in a professional manner.
- E. Provides clear and concise oral and written directions.
- F. Uses effective active listening skills (e.g. affirmation of understanding, eye contact, attentiveness, restating, and paraphrasing).
- G. Reviews IEP's with all stakeholders to convey all special needs of each student with an IEP.*
- H. Talks, listens, and is responsive to students.

- I. Seeks appropriate assistance as needed to support students with intellectual, emotional, or physical problems.
- J. Provides information regarding individual students IEP to classroom teacher as appropriate.*

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

The teacher:

- A. Offers appropriate encouragement to all students.
- B. Expresses views and ideas to others in a professional manner.
- C. Handles confidential information and difficult situations ethically and with discretion.
- D. Seeks opportunities to develop cooperative partnerships with the parents/guardians of students in support of student learning and well-being. Conveys expectations to parents/guardians of shared responsibilities in the learning process.
- E. Identifies and uses the appropriate school personnel and community resources to help students reach their full potential.
- F. Supports parent/staff activities.
- G. Is responsive to parents desiring a conference during regular school hours. Provides pertinent information during parent/teacher conferences.
- H. Collaborates with special education teachers regarding students with IEPs. Collaborates with classroom teacher regarding the IEP needs of special services students.*
- I. Works cooperatively and professionally with all staff.

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

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

The teacher:

- A. Uses varied building, district, state, or national resources available for professional development.
- B. Participates in school and district professional learning activities as appropriate. Maintains appropriate knowledge of current state and federal laws regarding special services students.*
- C. Participates in activities that encourage collaboration regarding teaching and learning.

Criterion 17 The teacher engages in professional growth.

The teacher:

- A. The teacher reflects on his/her practice and resulting student work to determine the impact on student learning.
- B. Increases knowledge of curriculum, instructional strategies, and classroom management.
- C. Implements new understanding of curriculum, instructional strategies, and classroom management.
- D. Works cooperatively to develop and implement a professional learning/improvement plan.

- E. Disseminates information obtained from professional learning opportunities with faculty/staff as appropriate.
- F. Documents continuing education units required for state certification.

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

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

The teacher:

- A. Stays informed regarding policies and regulations applicable to his/her position, and uphold the professional code of ethics of Springfield Public Schools.
- B. Follows the identified channels for resolving concerns/problems.
- C. Complies with school policy on attendance and punctuality.
- D. Completes duties promptly and accurately when given adequate notice.
- E. Complies with school policy and guidelines on copyright.
- F. Complies with school policy and guidelines regarding student confidentiality. Maintains IEP records according to district policy.

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

The teacher:

- A. Performs school supervisory tasks (e.g. hall duty, bus duty. etc.), and exercises responsibility for student management on school property and at school activities during school days.
- B. Regularly communicates safety issues for individual students to classroom teachers and administrators.

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

The teacher:

- A. Participates in professional activities designed to make the entire school a productive learning environment.
- B. Participates as appropriate, in Missouri School Improvement Plan, Comprehensive School Improvement Plan, School Improvement Plan and committee work.
- C. Participates in all phases of the evaluation process to effect ongoing professional growth.

FORMATIVE PRE-OBSERVATION

WORKSHEET FOR TEACHERS



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

<i>Teacher:</i>	<i>Employee ID #:</i>	<i>Date:</i>
<i>School/Site:</i>	<i>Grade/Subject:</i>	<i>Supervisor:</i>

1. What is the primary learning objective(s) for this lesson? (i.e. the student will...) To what part of the district's curriculum does this pertain? (attach the curriculum guide page) How does this support the SIP plan?

2. According to Bloom's Taxonomy, what is the highest level of thinking in which students will engage? How will you achieve that? How will this be observed? (Bloom's Categories: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation)

3. How does the lesson provide for high levels of student engagement?

4. What instructional strategies and related materials will you use? What problems do you anticipate? What did you have or not have for a back up?

5. What teaching behavior/student responses do you want monitored?

6. How do you plan to assess student achievement (primary learning objective)? What procedure will you use? What products will the students produce? (Attach tests or performance tasks and include scoring guides.)

7. What are the most important classroom routines, procedures, rules and expectations for student behavior that will be in operation during the observed lessons?

8. Are there any special circumstances of which the observer should be aware?

Teacher's Signature

Date

Administrator's/Supervisor's Signature

Date

***Signature indicates the above has been reviewed and discussed.
The teacher and administrator/supervisor should both keep a copy.***

FORMATIVE DATA FORM

FOR TEACHERS



Teacher:

Employee ID #:

Date:

School/Site:

Grade/Subject:

Supervisor:

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

Scheduled Observation

Unscheduled Observation

Artifact Data

Non-Observed Data

<i>Criteria</i>	<i>Comments</i>
Standard I	The teacher causes students to actively participate and be successful in the learning process.
1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.	
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.	
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.	
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.	
Standard II	The teacher uses various forms of assessment to monitor and manage student learning
5. The teacher uses various on-going assessment to monitor the effectiveness of instruction.	
6. The teacher provides continuous feedback to students and family.	
7. The teacher assists students in the development of self-assessment skills.	
8. The teacher aligns the assessments with the goals, objectives and instructional strategies of the district curriculum guides.	

9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of the students.	
Standard III	The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.
10. The teacher demonstrates appropriate preparation for instruction.	
11. The teacher chooses and implements appropriate methodology and varied instructional strategies that address the diversity of learners.	
12. The teacher creates a positive learning environment.	
13. The teacher effectively manages student behavior.	
Standard IV	The teacher communicates and interacts in an professional manner with the school community.
14. The teacher communicates appropriately with students, parents, community and staff.	
15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.	
Standard V	The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.
16. The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and staff	
17. The teacher engages in professional growth.	
Standard VI	The teacher acts as a responsible professional in addressing the overall mission of the school district
18. The teacher adheres to all the policies, procedures and regulations of the building and district.	
19. The teacher assists in maintaining a safe and orderly environment within the school setting.	
20. The teacher collaborates in the development and/or implementation of the district/site mission, vision, and goals.	

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

Teacher's comments:

Teacher's Signature

Date

Administrator's/Supervisor's Signature

Date

**Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within five (5) working days and that my comments will be attached to the evaluation form in my personnel file.*

1 copy Teacher

1 copy - Administrator Supervisor

FORMATIVE DATA – SHORT FORM
FOR TEACHERS



The Formative Data Short Form is used when documenting only one or two criteria.

Teacher:

Employee ID #:

Date:

School/Site:

Grade/Subject:

Supervisor:

- Scheduled Observation Unscheduled Observation Artifact Data
 Non-Observed Data Drop-In Observation

Criterion:

Data:

Criterion:

Data:

Administrator's/Supervisor's comments:

Teacher's comments:

Teacher's Signature
Date

Date

Administrator's/Supervisor's Signature

Signature indicates the above has been reviewed and discussed .

Copies to teacher and administrator/supervisor.

LESSON REFLECTION SHEET

FOR TEACHERS



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

Teacher:

*Employee
ID #:*

Date:

School/Site:

Grade/Subject:

Supervisor:

1. As I reflect on the lesson, to what extent were the students productively engaged in the work?
How do I know?
2. Did the lesson allow for students to engage in activities and learning situations which were consistent with the district's curriculum guide?
3. What feedback did I receive from students indicating they achieved understanding and that the goal(s)/objective(s) were met for this lesson?
4. Did I adjust my goals or my work as I taught the lesson? Why? How?
5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently?
6. If there was one thing from this lesson that I could share with a colleague, what would it be?

Teachers
Appendix B

Comprehensive Data Collection Form

COMPREHENSIVE DATA COLLECTION FORM



The Comprehensive Data Collection form is used by both the administrator/supervisor and teacher to summarize the documentation of each criterion over the course of the evaluation cycle. It should be maintained in the administrator's/supervisor's office and reviewed periodically to determine the teacher's progress. This document will provide an overview of the teacher's performance to be used during the summative evaluation. It serves as a composite of all the data collected. All data should be copied and shared with the teacher prior to entering it into the file.

<i>Teacher:</i>	<i>Employee ID #:</i>
<i>School/Site:</i>	<i>Supervisor:</i>
<i>Grade/Subject:</i>	

<i>DATE</i>	<i>STANDARD</i>	<i>DESCRIPTION</i>	<i>DATA SOURCE</i>	<i>ACTION TAKEN*</i>

***ACTION TAKEN**

OB - Observation AR - Artifact Data NO - Non-Observed Data

Teachers initials indicate the above has been reviewed and discussed. Copies to teacher and administrator/supervisor.

TEACHERS

Appendix C

Professional Learning Plan

Professional Improvement Plan

PROFESSIONAL LEARNING PLAN

FOR TEACHERS



Tenured Probationary Beginning Teacher/STEP UP Whole Faculty Study Group

NOTE: As a part of the Professional Learning Plan, it is strongly suggested that teachers remain aware of their license renewal (re-certification) processes so that requirements for renewal can become part of the Professional Learning Plan.

<i>Teacher:</i>	<i>Employee ID</i>	<i>Date:</i>
	<i>#:</i>	
<i>School/Site:</i>	<i>Grade/Subject:</i>	<i>Supervisor:</i>

REFER TO ATTACHED LIST.

Related Building/SIP Goal(s):

Objectives (applicable descriptors):

Strategies for achieving objectives(s) – (Teacher and Administrator/Supervisor responsibilities)

Teacher will:

Administrator/supervisor will:

Assessment methods and timelines:

Teacher's comments:

Administrator's/Supervisor's comments:

Plan developed:

Teacher's Signature

Date

Administrator's/Supervisor's Signature

Date

Plan completed:

Plan revised:

Plan continued:

Date plan reviewed:

Teacher's Signature

Date

Administrator's/Supervisor's Signature

Date

***Signature indicates the above has been received and discussed.
Copies to teacher and administrator/supervisor.***

Standards/Criteria

Standard I. The teacher causes students to actively participate and be successful in learning process.

1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.
2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.
3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems.
4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.

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

5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.
6. The teacher provides continuous feedback to students and families.
7. The teacher assists students in the development of self-assessment skills.
8. The teacher aligns the assessments with the goals, objectives, and instructional strategies of the district curriculum guides.
9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of students.

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

10. The teacher demonstrates appropriate preparation for instruction.
11. The teacher chooses and implements appropriate methodology and varied instructional strategies which address the diversity of learners.
12. The teacher creates a positive learning environment.
13. The teacher effectively manages student behaviors.

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

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

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

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

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

18. The teacher adheres to all the policies, procedures, and regulations of the building and district.
19. The teacher assists in maintaining a safe and orderly environment.
20. The teacher collaborates in the development and/or implementation of the district site, mission, vision, and goals.

SUMMATIVE TEACHER EVALUATION



(3 point rating scale)

Teacher:

Employee ID #:

Date:

School/Site

Grade/Subject:

Supervisor:

Standard I	<i>The teacher causes students to actively participate and be successful in the learning process.</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
1. The teacher causes students to acquire the knowledge and skills to gather, analyze, and apply information and ideas.	The teacher causes students to actively participate and engage in activities/ learning to gather, analyze, and apply information and ideas in an authentic setting/context. The teacher organizes and manages activities/learning to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

2. The teacher causes students to acquire the knowledge and skills to communicate effectively within and beyond the classroom.	The teacher causes students to actively participate and engage in activities/ learning to communicate effectively within and beyond the classroom in an authentic setting/context. The teacher organizes and manages activities/teaming to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
--	--	--

Comments:

3. The teacher causes students to acquire the knowledge and skills to recognize and solve problems	The teacher causes students to actively participate and engage in activities/ learning to recognize and solve problems in an authentic setting/context. The teacher organizes and manages activities/teaming to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
--	---	--

Comments:

4. The teacher causes students to acquire the knowledge and skills to make decisions and act as responsible members of society.	The teacher causes students to actively participate and engage in activities/ learning to make decisions and act as a responsible member of society in an authentic setting/context. The teacher organizes and manages activities/teaming to ensure students participate and are successful in the learning process. Instructional artifacts demonstrate the development of learning experiences that are appropriate to the goal.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

Standard II	<i>The teacher uses various forms of assessment to monitor and manage student learning</i>	
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<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
5. The teacher uses various ongoing assessments to monitor the effectiveness of instruction.	The teacher uses and maintains various or multiple ongoing informal and formal (traditional and performance-based) assessments. The teacher maintains and uses data from his/her assessments to modify instruction.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

6. The teacher provides continuous feedback to students and family.	The teacher provides frequent information to student and family, as appropriate, about the instructional program. The teacher communicates with student and family about student progress, using instructional and behavioral artifacts, on a regular basis and is available as needed to respond to parent concerns. The teacher's efforts to engage families in the instructional program are frequent and ongoing.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

7. The teacher assists students in the development of self-assessment skills.	The teacher consciously encourages and supports student self-assessment and metacognition as a means to enhancing the student's learning and achievement. Instructional artifacts (scoring guides, checklists, examples of student products, etc.) demonstrate clear/understandable and high expectations for student performance or product.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

8. The teacher aligns the assessments with the goals, objectives and instructional strategies of the district curriculum guides.	The types of assessments used are aligned with the district's curriculum guide. The teacher selects instructional strategies and content based on group need. Connection of instructional strategies to assessment is evident and planned.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

9. The teacher uses assessment techniques that are appropriate to the varied characteristics and developmental needs of the students.	The teacher collects summative data and some informal data prior to instruction. The teacher assessment plan provides a body of evidence that is sufficient for all the decisions being made.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

<i>Standard III</i>	<i>The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
10. The teacher demonstrates appropriate preparation for instruction.	The teacher demonstrates a substantial command of relevant subject matter, its structures and tools of inquiry, and its applicable connections to other areas of the curriculum. Instructional artifacts demonstrate an understanding of common misunderstandings held by the learners. Lessons are designed with an understanding of the developmental level of the students.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

11. The teacher chooses and implements appropriate methodology and varied instructional strategies that	The teacher uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs. Although artifacts demonstrate the use of a variety of strategies, reflections may not clearly establish the teach-	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement
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address the diversity of learners.	er's ability to match specific strategies with the content and/or skills to be taught. Instructional groups are varied, as appropriate to different instructional goals	<input type="checkbox"/> Does Not Meet
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Comments:

12. The teacher creates a positive learning environment.	The teacher shows evidence that standards of conduct are clear to all students. Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Student interactions are generally polite and respectful. Students accept teacher insistence on work of high quality and demonstrate pride in their work.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
--	--	--

Comments:

13. The teacher effectively manages student behavior.	The teacher is alert to student behavior at all times. The teacher's response to behavior is appropriate and respects the student's dignity, or student behavior is generally appropriate. The teacher takes appropriate actions as needed, consistent with district and building rules and policies.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

Standard IV	<i>The teacher communicates and interacts in a professional manner with the school community.</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
14. The teacher communicates appropriately with students, parents, community and staff.	The teacher is professionally appropriate when communicating with students, parents, community, and staff. The teacher frequently communicates with students, parents, community, and staff in order to support instructional school issues. The teacher models clear and articulate verbal, nonverbal, and media communication tools and techniques in all communication with the students, parents, community, and staff.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

15. The teacher engages in appropriate interpersonal relationships with students, parents, community, and staff.	The teacher is professionally appropriate when interfacing with students, parents, community, and staff. The teacher frequently interacts with students, parents, community, and staff in order to support instructional issues and is appropriately available to respond to concerns.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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Comments:

Standard V	<i>The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
16. The teacher engages in professional development activities consistent with the goals and objectives of the building, district, and staff.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skills. Professional development is aligned to district and building goals and objectives.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

17. The teacher engages in professional growth.	The teacher has a Professional Learning Plan that defines and documents a new behavior of professional practice and the impact of such practice on student learning. The PLP is clearly linked to building and district goals and specific criteria. The teacher partici-	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
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PROFESSIONAL SCHOOL COUNSELORS
Appendix D

Standards and Criteria for Performance Based Professional School Counselor
Evaluation

Formative Pre-Observation Worksheet for Professional School Counselors

Formative Data Form for Professional School Counselors

Formative Data Short Form for Professional School Counselors

Guidance Activity Reflection Sheet

Professional School Counselors Comprehensive Data Collection Form

Standards and Criteria for Performance-Based Professional School Counselor Evaluation

Standard I. The professional school counselor implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students.

- Criterion 1: The professional school counselor teaches guidance units effectively.
Criterion 2: The professional school counselor works with staff to ensure the effective implementation of the guidance curriculum.

Standard II. The professional school counselor implements the Individual Planning Component by guiding individuals and groups of students and their parents/guardians through the development of educational and career plans.

- Criterion 3: The professional school counselor, in collaboration with parents/guardians, helps students establish goals and develop and use planning skills.
Criterion 4: The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard III. The professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.

- Criterion 5: The professional school counselor counsels individual students and small groups of students with identified needs/concerns.
Criterion 6: The professional school counselor consults effectively with parents/guardians, teachers, administrators and other relevant individuals.
Criterion 7: The professional school counselor implements an effective referral process in collaboration with parents/guardians, administrators, teachers, and other school personnel.

Standard IV. The professional school counselor implements the System Support Component through effective guidance program management and support for other educational programs.

- Criterion 8: The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.
Criterion 9: The professional school counselor provides support for other school programs.

Standard V. The professional school counselor uses professional communication and interaction with the school community.

- Criterion 10. The professional school counselor demonstrates positive interpersonal relations with students.
- Criterion 11. The professional school counselor demonstrates positive interpersonal relations with educational staff.
- Criterion 12. The professional school counselor demonstrates positive interpersonal relations with parents/guardians/patrons.

Standard VI: The professional school counselor fulfills professional responsibilities.

- Criterion 13: The professional school counselor demonstrates a commitment to ongoing professional growth.
- Criterion 14: The professional school counselor possesses professional and responsible work habits.
- Criterion 15: The professional school counselor follows the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships.

FORMATIVE PRE-OBSERVATION

WORKSHEET FOR COUNSELORS



The Pre-Observation Worksheet for PSCs is to be completed by the professional school counselor and given to the administrator/supervisor at/or before a pre-observation conference. This information is used by the administrator/supervisor to gain insight not only into the comprehensive guidance program but also into the professional school counselor's reflective understanding regarding planning and may be used to document performance criteria relating to planning.

Professional School Counselor

School

Grade Level

Date - -

Performance Criterion Addressed

1. Which of the district's Comprehensive Guidance Program Components (guidance curriculum, individual planning, responsive services, system support) will be addressed?
2. Briefly describe the guidance activity and the audience. How will the audience be engaged?
3. What materials will be used?
4. Do you anticipate audience members having difficulties or concerns with the activity? If so, what? How will you address the concerns?
5. What are the routines, procedures, rules and/or expectations for the audience?
6. Are there any special circumstances of which the observer should be aware?
7. On what specifics (topics/behaviors/processes/techniques) do you want observer to note and provide feedback?
8. What will the audience have gained through the Comprehensive Guidance Program Activity? How will you assess the audience's new learning/skill/understanding?

FORMATIVE DATA FORM
FOR PROFESSIONAL SCHOOL COUNSELORS



Teacher:

Employee ID #:

Date:

School/Site:

Grade Level:

Supervisor:

- Scheduled Observation Unscheduled Observation
 Artifact Data Non-Observed Data

The Formative Data Form for Professional School Counselors is used by the administrator/supervisor during observation and shared at the post-observation conference. During observation, the administrator/supervisor is to take notes regarding audience and PSC behavior. It is not necessary to script the entire oral discourse of the PSC; however, the administrator/supervisor should record specific audience behaviors and comments as well as specific PSC behaviors and comments. These notes can be taken separately and then transferred to the Formative Data Form for Professional School Counselors or recorded directly on the Formative Data Form for Professional School Counselors. (Standards correlate with Standards and Criteria- pg. 22)

Performance Criterion Addressed _____

Standard I. The professional school counselor implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students.

1. The professional school counselor teaches guidance units effectively.
2. The professional school counselor works with staff involvement to ensure the effective implementation of the guidance curriculum.

Standard II. The professional school counselor implements the Individual Planning Component by guiding individuals and groups of students and their parents/guardians through the development of educational and career plans.

3. The professional school counselor, in collaboration with parents/guardians, helps students establish goals and develop and use planning skills.
4. The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard III. The professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.

5. The professional school counselor counsels individual students and small groups of students with identified needs/concerns.
6. The professional school counselor consults effectively with parents/guardians, teachers, administrators and other relevant individuals.
7. The professional school counselor implements an effective referral process in collaboration with parents/guardians, administrators, teachers, and other school personnel.

Standard IV. The professional school counselor implements the System Support Component through effective guidance program management and support for other educational programs.

8. The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.
9. The professional school counselor provides support for other school programs.

Standard V. The professional school counselor uses professional communication and interaction with the school community.

10. The professional school counselor demonstrates positive interpersonal relations with students.
11. The professional school counselor demonstrates positive interpersonal relations with educational staff.
12. The professional school counselor demonstrates positive interpersonal relations with parents/guardians/patrons.

Standard VI. The professional school counselor fulfills professional responsibilities.

13. The professional school counselor demonstrates a commitment to ongoing professional growth.

14. The professional school counselor possesses professional and responsible work habits.

15. The professional school counselor follows the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and interpersonal relationships.

PSC's Comments:

PSC's Signature _____ Date _____

Administrator's/Supervisor's Comments:

Administrator's/Supervisor's Signature _____ Date _____

*Signature only indicates the above has been reviewed and discussed.
Copies are provided to professional school counselor and administrator/supervisor.*

FORMATIVE DATA – SHORT FORM

FOR PROFESSIONAL SCHOOL COUNSELORS



(This short form is used when observing one or two performance criteria.)

- Scheduled Observation Unscheduled Observation
 Artifact Data Non-Observed Data

Professional School Counselor

School Grade Level

Administrator/Supervisor Date / /

Criterion:

Data:

Criterion:

Data:

PSC's Comments:

Administrator's/Supervisor's Comments

PSC's Signature

Date

Administrator's/Supervisor's Signature

Date

*Signature only indicates the above has been reviewed and discussed.
Copies are provided to professional school counselor and administrator/supervisor.*

LESSON REFLECTION SHEET

FOR PROFESSIONAL SCHOOL COUNSELORS



The Guidance Activity Reflection Sheet could be completed by the professional school counselor following each formal observation and taken to the post-observation conference. This form may be used by the administrator/supervisor to discuss and document standards/criteria.

Professional School Counselor

School

Grade Level

Administrator/Supervisor

Date / /

1. Did the audience become engaged in the activity? What indications did I have that the audience understood what to do during the activity?
2. What feedback did I receive from the audience indicating they achieved understanding and that the goal(s)/objective(s) were met for this activity?
3. Did audience members have difficulties or concerns with the activity? If so, what? How were the concerns addressed?
4. Knowing what I know now, if I had the opportunity to do this activity again with the same audience, what would I do differently?
5. If there were one thing from this activity that I could share with a colleague, what would it be?

PROFESSIONAL SCHOOL COUNSELORS

Appendix E

Comprehensive Data Collection Form

PROFESSIONAL SCHOOL COUNSELORS

Appendix F

Professional Learning Plan

Professional Improvement Plan

Summative Evaluation Report for Professional School Counselors

PROFESSIONAL LEARNING PLAN

FOR PROFESSIONAL SCHOOL COUNSELORS



NOTE: As a part of the Professional Learning Plan, it is strongly suggested that professional school counselors remain aware of certification renewal processes so that requirements for renewal can become part of the Professional Learning Plan.

1st and 2nd year professional school counselors will complete District approved mentoring program.

Completed

Beginning Counselor with no teaching experience

In Progress

Whole Faculty Groups

Professional School Counselor

School

Grade Level

Administrator/Supervisor

Date / /

Criteria:

Related Building/CSIP Goal(s):

Objectives (applicable descriptors):

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

PSC will:

Administrator will:

Assessment methods and timelines:

PSC's comments:

Administrator's/Supervisor's comments:

Plan developed:

PSC's signature

Date

Administrator's/Supervisor's signature

Date

Plan completed _____ Plan revised _____ Plan continued _____

Date plan reviewed

PSC's signature

Date

Administrator's/Supervisor's signature

Date

*Signatures indicate that the above has been reviewed and discussed.
Copies to PSC and administrator/supervisor.*

Professional School Counselors Standards/Criteria

- Standard I.** The professional school counselor implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students.
1. The professional school counselor teaches guidance units effectively.
 2. The professional school counselor works with staff to ensure the effective implementation of the guidance curriculum.
- Standard II.** The professional school counselor implements the Individual Planning Component by guiding individuals and groups of students and their parents/guardians through the development of educational and career plans.
3. The professional school counselor, in collaboration with parents/guardians, helps students establish goals and develop and use planning skills.
 4. The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.
- Standard III.** The professional school counselor implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.
5. The professional school counselor counsels individual students and small groups of students with identified needs/concerns.
 6. The professional school counselor consults effectively with parents/guardians, teachers, administrators and other relevant individuals.
 7. The professional school counselor implements an effective referral process in collaboration with parents/guardians, administrators, teachers, and other school personnel
- Standard IV.** The professional school counselor implements the System Support Component through effective guidance program management and support for other educational programs.
8. The professional school counselor provides a comprehensive and balanced guidance program in collaboration with school staff.
 9. The professional school counselor provides support for other school programs.
- Standard V.** The professional school counselor uses professional communication and interaction with the school community.
10. The professional school counselor demonstrates positive interpersonal relations with students.
 11. The professional school counselor demonstrates positive interpersonal relations with educational staff.
 12. The professional school counselor demonstrates positive interpersonal relations with parents/guardians/community.
- Standard VI.** The professional school counselor fulfills professional responsibilities.
13. The professional school counselor demonstrates a commitment to ongoing professional learning
 14. The professional school counselor possesses professional and responsible work habits.
 15. The professional school counselor follows the profession's ethical and legal standards and guidelines as well as promotes cultural diversity and inclusivity in school policy and inter-personal relationships.

PROFESSIONAL IMPROVEMENT PLAN

FOR PROFESSIONAL SCHOOL COUNSELORS



The Professional Improvement Plan is used to assist PSC's not meeting district expectations in one or more criteria. The administrator/supervisor can assign a Professional Improvement Plan at any time a deficiency is noted.

PSC _____ Date / / _____ School _____ PSC Status: Probationary Tenured
 Criterion:

Performance Indicators:

Activities/ Steps to be Taken	Resources/ Persons Needed	Data to be Collected	Timelines/ Deadlines	Initial Appr.

Professional School Counselor's signature *Date*

Administrator's/supervisor's signature *Date*

Plans completed Plans revised Plans continued

Date Plan Reviewed _____

Professional School Counselor's signature *Date*

Administrator's/supervisor's signature *Date*

Signatures indicate that the above has been reviewed and discussed. Copies to PSC's and administrator/supervisor.

SUMMATIVE P S COUNSELOR EVALUATION

(3 point rating scale)



PS Counselor:

Emp. ID #:

Date:

School/Site:

Grade/Subject:

Supervisor:

Standard I	<i>The PSC implements the Guidance Curriculum Component through the use of effective instructional skills and the careful planning of structured group sessions for all students.</i>	
Criteria	Descriptors	Ratings
1. The PSC teaches guidance units effectively.	The PSC organizes guidance units based on student needs. The PSC establishes a classroom environment that encourages learning and uses effective instructional strategies that ensure student mastery of guidance competencies.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

2. The PSC works with staff to ensure the effective implementation of the guidance curriculum.	The PSC collaborates with or assists teachers to develop and/or teach guidance units effectively. The PSC provides teachers with guidance materials.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
--	--	--

Comments:

Standard II	<i>The PSC implements the Individual Planning Component by guiding individuals and groups of students and their parents/guardians through the development of educational and career plans.</i>	
Criteria	Descriptors	Ratings
3. The PSC, in collaboration with parents/guardians, helps students establish goals and develop and use planning skills.	The PSC assists students in determining their abilities, achievements, interests, and goals. The PSC involves teachers, other professionals, and parents/guardians in student educational and career planning.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

4. The PSC demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.	The PSC interprets data and presents information accurately and appropriately. Assessment data are used in an ethical and confidential manner.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
--	--	--

Comments:

Standard III	<i>The PSC implements the Responsive Services Component through the effective use of individual and small group counseling, consultation, and referral skills.</i>	
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<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
5. The PSC counsels individual students and small groups of students with identified needs and concerns.	The PSC counsels individuals and small groups of students based on identified needs, using appropriate theories and techniques.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

6. The PSC consults effectively with parents/ guardians, teachers, administrators, and other relevant individuals.	The PSC consults on a regular basis with parents/guardians, teachers, administrators, and other relevant individuals.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
--	---	--

Comments:

7. The PSC implements an effective referral process in collaboration with parents/guardians, administrators, teachers, and other school personnel.	The PSC consistently implements a referral process in collaboration with parents/guardians, administrators, teachers, and other school personnel.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
--	---	--

Comments:

Standard IV	The PSC implements the System Support Component through effective guidance program management and support for other educational programs.	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
8. The PSC provides a comprehensive and balanced guidance program in collaboration with school staff.	The PSC consistently and effectively provides a comprehensive and balanced program to all students and maintains all appropriate documentation.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

9. The PSC provides support for other school programs	The PSC contributes effectively and on a regular basis to support other school programs	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
---	---	--

Comments:

Standard V	<i>The PSC uses professional communication and interaction with the school community.</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
10. The PSC demonstrates positive interpersonal relations with students	The PSC has effective interpersonal relations with students that open the lines of communication.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

11. The PSC demonstrates positive interpersonal relations with educational staff.	The PSC uses professionally appropriate interpersonal skills when interacting with staff.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
---	---	--

Comments:

12. The PSC demonstrates positive interpersonal relations with parents/guardians and community.	The PSC has effective interpersonal relations with parents/guardians/community that open up the lines of communication.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
---	---	--

Comments:

Standard VI	<i>The PSC fulfills professional responsibilities.</i>	
<u>Criteria</u>	<u>Descriptors</u>	<u>Ratings</u>
13. The PSC demonstrates a commitment to ongoing professional learning.	The PSC consistently participates in professional learning activities.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet

Comments:

14. The PSC demonstrates professional and responsible work habits.	The PSC regularly demonstrates professional and responsible work habits in carrying out guidance program responsibilities.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
--	--	--

Comments:

15. The professional school counselor follows the profession's ethical and legal standards and guidelines, as well as promotes cultural diversity and inclusivity in school policy and inter-personal relationships.	The PSC regularly adheres to the profession's ethical and legal standards and guidelines. The PSC maintains appropriate confidentiality. 1 st and 2 nd year professional school counselor's mentoring completed.	<input type="checkbox"/> Meets <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Does Not Meet
--	--	--

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

Recommendation for employment:

Renewal of Employment Yes No No Recommendation At This Time
 Tenured Non-Tenured

PSC's Comments:

P S Counselor's Signature

Date

Administrator's/Supervisor's Signature

Date

***Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within five (5) working days and that my comments will be attached to the evaluation form in my personnel file.**

1 copy PSC

1 copy - Administrator Supervisor

1 copy Personnel File