

Kansas City Missouri School District

Teacher Evaluation

SY2011

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Overview

The 2010-2011 Teacher Evaluation will be based on five Standards:

1. Teachers Know the Content they Teach
2. Teachers Facilitate Learning for the Students
3. Teachers establish a respectful environment for a diverse population
4. Teachers reflect on their own practice
5. Teachers Demonstrate Leadership

Implementation of the Performance-Based Teacher Evaluation (PBTE)

The SY11 school year will be the first year that this PBTE system will be used. Please note that the prior evaluation process will not be used for any future evaluations. All tenured and probationary teachers shall be evaluated every school year.

Non-Tenured Teachers: Non-tenured teachers will be formally and informally evaluated annually.

Scoring Rubric

The evaluator should score each element within a standard separately. The combined individual element scores will determine the overall score for the standard. The Rubric includes six ratings: Ineffective, Needs Improvement, Effective, Highly Effective, Not Demonstrated. If rated "*Not demonstrated*" or "*Ineffective*", evaluator will identify in writing specific reasons for the rating.

Guidelines

The purpose of the evaluation process is for the teacher and administrator to engage in an ongoing interactive process that highlights a teacher's strengths but also identifies areas of needed growth. The process focuses on supporting every teacher in being a highly effective educator and teaching students to levels of deep understanding. The evaluation process is an element of the District's professional development program and is crucial to ensuring that the District provides student's high quality instruction.

- At the end of each school year, every teacher shall have at least seven informal observation reports, two formal observations and one formal evaluation :
 - One formal observation each semester;
 - At least three informal observations each semester; and
 - One evaluation conducted prior to March 15th.
- Informal observations include America's Choice walk through, SBS walk through, SY11 District walk through (at least 2 standards), SIOP or a combination of these tools.
- A Formal Observation requires conducting the full SY11 District observation during one class period and conducting a post observation conference within five (5) days of the formal observation. The teacher may provide additional evidence at the post-observation conference. While not required, post observation conferences are encouraged for informal observations.
 - A pre-observation conference must be conducted prior to the formal observation.
 - Post observation conference must take place within five (5) school days of the observation.
 - The teacher must be provided a five (5) day window as to when the formal observation(s) will be conducted.
- While the evaluation process is designed to be a positive growth experience, there are times when the evaluation (or informal or formal observations) will reveal that a teacher is in need of additional support and/or targeted assistance. In these circumstances it is appropriate that the teacher be provided a Professional Growth Plan (PGP).
- A teacher, tenured or probationary, may be placed on a PGP at any point throughout the school year.
- If a teacher is provided a PGP, the PGP shall include specific language related to the areas where growth is needed and *specific* guidance or direction as to needed improvement and growth that must be shown.
- The Office of the Chief Academic Officer and the Office of the Assistant Superintendent for Human Resources must be notified when a teacher is placed on a PGP.

Standard I: Teachers know the content they teach

Observation	<p>a. Teachers align their instruction with the KCMSD Curriculum Frameworks. Teachers investigate the content standards developed by professional organizations in their specialty area along with state, national and international standards They develop and apply strategies to make the curriculum rigorous and relevant for all students to enhance literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.</p>				
	Ineffective	Needs Improvement	Effective	Highly Effective	Not Demonstrated (Comment Required)
	<ul style="list-style-type: none"> ○ Demonstrates an awareness of the District's curriculum Frameworks and references them in preparing lessons and applies strategies to effectively teach the content. ○ Elementary: Begins to integrate literacy instruction in selected lessons ○ Secondary: Recognizes the importance of integrating literacy strategies within the content areas. 	<p>...and</p> <ul style="list-style-type: none"> ○ Understands the District's Curriculum Frameworks and uses them to prepare lessons and applies strategies to make the curriculum rigorous and relevant ○ Elementary: Integrates effective literacy instruction throughout the curriculum ○ Secondary: incorporates a wide variety of literacy skills within content areas to enhance learning. 	<p>...and</p> <ul style="list-style-type: none"> ○ Develops and applies strategies based on the District's curriculum Frameworks and state, national, and international standards to make the curriculum balanced, rigorous and relevant. ○ Elementary: Evaluates and reflects upon the effectiveness of literacy instruction. ○ Secondary: Evaluates and reflects upon the effectiveness of literacy instruction within content areas. 	<p>...and</p> <ul style="list-style-type: none"> ○ Assists colleagues in applying such strategies in their classrooms. ○ Elementary: Makes necessary changes to instructional practice to improve student learning. ○ Secondary: Makes necessary changes to instructional practice to improve student learning. 	
	<p>b. Teachers know the content appropriate to their teaching specialty and recognize the interconnectedness of content areas/disciplines. Teachers bring a richness and depth of understanding to their classrooms by knowing their subjects beyond the content they are expected to teach and by directing students' natural curiosity into an interest in learning. Elementary teachers have broad knowledge across disciplines. Middle school and high school teachers have depth in one or more specific content areas or discipline. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students.</p>				
	<ul style="list-style-type: none"> ○ Demonstrates a basic level of content knowledge in the teaching specialty to which assigned. 	<p>...and</p> <ul style="list-style-type: none"> ○ Demonstrates an appropriate level of content knowledge in the teaching specialty to which assigned. 	<p>...and</p> <ul style="list-style-type: none"> ○ Applies knowledge of subject beyond the content in assigned teaching specialty. Motivates students to investigate the content area to expand their knowledge and satisfy their natural curiosity. ○ Demonstrates knowledge of the links and vertical alignment of the grade or subject area and the KCMSD Curriculum Frameworks. Relates content to other disciplines. 	<p>...and</p> <ul style="list-style-type: none"> ○ Extends knowledge of subject beyond content in their teaching specialty and sparks students' curiosity for learning beyond the required course work. ○ Collaborates with teachers from other grades or subject areas to establish links between disciplines and influence school-wide curriculum and teaching practice. 	

Standard II: Teachers facilitate learning for their students

Observation	<p>a. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.</p>				
	Ineffective	Needs Improvement	Effective	Highly Effective	Not Demonstrated (Comment Required)
	Demonstrate basic awareness or use of appropriate methods and materials necessary to meet the needs of all students.	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Demonstrates awareness or use of appropriate methods and materials necessary to meet the needs of all students. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Ensures the success of all students through the selection and utilization of appropriate methods and materials. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Stays abreast of emerging research areas and new and innovative materials and incorporates them into lesson plans and instructional strategies. 	
	<p>b. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.</p>				
	<ul style="list-style-type: none"> ○ Demonstrates basic knowledge and use of technology in instruction. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Demonstrates knowledge and use of technology in instruction. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Integrates technology with instruction to maximize student learning. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Provides evidence of student engagement in higher level thinking skills through the integration of technology. 	
	<p>d. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop, and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning, understand connections, make complex choices, and frame, analyze, and solve problems.</p>				
	<ul style="list-style-type: none"> ○ Demonstrates basic knowledge of and beginning use of processes needed to support students in acquiring critical-thinking skills and problem-solving skills. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Demonstrates knowledge of and regular use of processes needed to support students in acquiring critical-thinking skills and problem-solving skills. 	<p style="text-align: center;">...and</p> <p>Teaches students the processes needed to:</p> <ul style="list-style-type: none"> ○ Think creatively and critically. ○ Develop and test innovative ideas. ○ Synthesize knowledge. ○ Draw conclusions. ○ Exercise and communicate sound reasoning. ○ Understand connections. ○ Make complex choices, and ○ Frame, analyze and solve problems. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Encourages and assists teachers throughout the school to integrate critical-thinking and problem-solving skills into their instructional practices. 	

d. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills performance, and dispositions.

<ul style="list-style-type: none"> ○ Uses indicators to monitor and evaluate student progress. ○ Assesses students in the attainment of 21st century knowledge, skills, and dispositions. 	<p>...and</p> <ul style="list-style-type: none"> ○ Uses multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction. ○ Provides evidence that students attain 21st century knowledge, skills and dispositions. 	<p>...and</p> <ul style="list-style-type: none"> ○ Uses the information gained from the assessment activities to improve teaching practice and student learning. ○ Provides opportunities for students to assess themselves and others. 	<p>...and</p> <ul style="list-style-type: none"> ○ Teaches students and encourages them to use peer and self-assessment feedback to assess their own learning. ○ Encourages and guides colleagues to assess 21st century skills, knowledge, and dispositions and to use the assessment information to adjust their instructional practice. 	
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e. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning development, culture, language proficiency, etc., and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

<ul style="list-style-type: none"> ○ Understands developmental levels of students and begins to use some strategies to differentiate instruction. 	<p>...and</p> <ul style="list-style-type: none"> ○ Understands developmental levels of students and appropriately differentiates instruction. ○ Assesses resources needed to address strengths and weakness of students. 	<p>...and</p> <ul style="list-style-type: none"> ○ Identifies appropriate developmental levels of students and consistently and appropriately differentiates instruction. ○ Reviews and uses alternative resources or adapts existing resources to take advantage of student strengths or address weaknesses. 	<p>○ ...and</p> <ul style="list-style-type: none"> ○ Encourages and guides colleagues to adapt instruction to align with students' developmental levels. ○ Stays abreast of current research about student learning and emerging resources and encourages the school to adopt or adapt them for the benefit of all students. 	
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	Standard III: Teachers establish a respectful environment for a diverse population of students.				
Observation	a. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults. Teachers encourage an environment that is inviting, respectful, supportive, inclusive, and flexible.				
	Ineffective	Needs Improvement	Effective	Highly Effective	Not Demonstrated (Comment Required)
	<ul style="list-style-type: none"> Beginning to establish an inviting respectful, inclusive, flexible and supportive learning environment. 	<p>...and</p> <ul style="list-style-type: none"> Clear evidence of an inviting respectful, inclusive, flexible, and supportive learning environment. 	<p>...and</p> <ul style="list-style-type: none"> Maintains a positive and nurturing learning environment. 	<p>...and</p> <ul style="list-style-type: none"> Encourages and advises others to provide a nurturing and positive learning environment for all students. 	
	b. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and aspects of culture on a student's development and personality. Teachers strive to understand how a student's culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.				
	<ul style="list-style-type: none"> Displays awareness of the diversity of students in the classroom. 	<p>...and</p> <ul style="list-style-type: none"> Displays knowledge of diverse cultures histories, and their impact on shaping global issues. Acknowledges the influence of race, ethnicity, gender, religion, socio-economics, and culture on a student's development and attitudes. 	<p>...and</p> <ul style="list-style-type: none"> Uses materials or lessons that counteract stereotypes and acknowledges the contributions of all cultures. Consistently incorporates different points of view in instruction. 	<p>...and</p> <ul style="list-style-type: none"> Promotes a deep understanding of cultures through the integration of culturally sensitive materials and ideas throughout the curriculum. Capitalizes on diversity as an asset in the classroom. 	
	c. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.				
	<ul style="list-style-type: none"> Holds high expectations of students. 	<p>...and</p> <ul style="list-style-type: none"> Communicates high expectations for all students. 	<p>...and</p> <ul style="list-style-type: none"> Encourages and values contributions of students, regardless of background or ability. 	<p>...and</p> <ul style="list-style-type: none"> Helps students hold high expectations for themselves and their peers. 	
	d. Teachers adapt their teaching for the benefit of students with special needs. Teachers collaborate with the range of support specialists to help meet the special needs of all students. Through inclusion and other models of effective practice, teachers engage students to ensure that their needs are met.				

	<ul style="list-style-type: none"> ○ Uses effective practices for students with special needs. 	<p>...and</p> <ul style="list-style-type: none"> ○ Collaborates with specialists who can support the special learning needs of students. ○ Provides unique learning opportunities such as inclusion and research based effective practices for students with special needs. 	<p>...and</p> <ul style="list-style-type: none"> ○ Understands the roles of and collaborates with the full range of support specialists to help meet the special needs of all students. ○ Effectively engages special needs students in learning activities and ensures their unique learning needs are met. 	<p>...and</p> <ul style="list-style-type: none"> ○ Anticipates the unique learning needs of students and solicits assistance from within and outside the school to address those needs. ○ Adapts instruction for the benefit of students with special needs and helps colleagues do the same for their students. 	
<p>e. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural, and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.</p>					
	<ul style="list-style-type: none"> ○ Responds to family concerns. 	<p>...and</p> <ul style="list-style-type: none"> ○ Communicates and collaborates with the home for the benefit of students. 	<p>...and</p> <ul style="list-style-type: none"> ○ Recognizes obstacles to family participation and conscientiously seeks solutions to overcome them. 	<p>...and</p> <ul style="list-style-type: none"> ○ Promotes trust and understanding throughout the school community. 	
<p>Comments</p>					

Standard IV Teachers reflect on their practice.

Observation	<p>a. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.</p>				
	Ineffective	Needs Improvement	Effective	Highly Effective	Not Demonstrated (Comment Required)
	<ul style="list-style-type: none"> ○ Uses data to improve student learning in the classroom. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Uses multiple sources of data to plan and put into place lessons which improve student learning in their classroom. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Uses multiple sources of data and information to Think systematically and critically about learning in their classroom. Uses this data to understand why learning happens and uses it to plan and implement lessons which improve student achievement. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Uses multiple sources of student data to Provide a detailed analysis about what can be done to improve student learning and uses such analyses to adapt instructional practices and materials within the classroom and at the school level. 	
	<p>b. Teachers link professional growth with their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices, includes 21st century skills and knowledge, aligns with the State Board of Education, priorities, and meets the needs of students and their own professional growth.</p>				
	<ul style="list-style-type: none"> ○ Participates in professional development aligned with professional goals. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Participates in professional development activities aligned with goals and student needs. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Applies and implements knowledge and skills attained from professional development consistent with its intent. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Participates and lead with peers. ○ Present at workshops 	
	<p>c. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short and long-range planning based on the Missouri Standards. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.</p>				
	<ul style="list-style-type: none"> ○ Uses classroom data to plan instruction 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Uses a variety of data for short- and long- range planning of instruction. Monitors and modifies instructional plans to enhance student learning. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Monitors student performance and responds to individual learning needs in order to engage students in learning. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> ○ Monitors student performance and responds to cultural diversity and learning needs through the school improvement process. 	

Standard V Teachers demonstrate leadership.

Observation

a. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

	Ineffective	Needs Improvement	Effective	Highly Effective	Not Demonstrated (Comment Required)
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	<ul style="list-style-type: none"> ○ Understands how they contribute to students graduating from high school. ○ Uses data to understand the skills and abilities of students. 	<p>...and</p> <ul style="list-style-type: none"> ○ Takes responsibility for the progress of students to ensure that they graduate from high school. ○ Provides evidence of data driven instruction throughout all class room activities. ○ Establishes a safe and orderly classroom. 	<p>...and</p> <ul style="list-style-type: none"> ○ Communicates to students the vision of being prepared for life in the 21st century. ○ Evaluates student progress using a variety of assessment data. ○ Creates a classroom culture that empowers students to collaborate. 	<p>...and</p> <ul style="list-style-type: none"> ○ Encourages students to take responsibility for their own learning. ○ Uses classroom assessment data to inform program planning. ○ Empowers and encourages students to create and maintain a safe and supportive school and community environment. 	
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b. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators.

<ul style="list-style-type: none"> ○ Attends professional learning community meetings. ○ Displays awareness of the goals of the school improvement plan. ○ Has knowledge of opportunities and the need for professional growth and begins to establish relations with colleagues. 	<p>...and</p> <ul style="list-style-type: none"> ○ Participates in professional learning community. ○ Participates in developing and/or implementing the school improvement plan. ○ Contributes to the Improvement of the profession through professional growth. ○ Establishment of positive working relationships. ○ Schools decision-making processes as required. 	<p>...and</p> <ul style="list-style-type: none"> ○ Assumes a leadership role in professional learning community. ○ Collaborates with school personnel on school improvement activities. ○ Promotes positive working relationships through professional growth activities and collaboration. ○ Provide leadership opportunities for students 	<p>...and</p> <ul style="list-style-type: none"> ○ Collaborates with colleagues to improve the quality of learning in the school. ○ Assumes a leadership role in implementing school improvement plan throughout the building. ○ Seeks opportunities to lead professional growth activities and decision-making processes. 	
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Summary Rating Sheet

Ineffective
Needs Improvement
Effective
Highly Effective
Not Demonstrated

Standard I. Teachers know the content they teach

Aligns instruction with the Curriculum Frameworks					
Knows the content appropriate to the subject/course they are teaching					
Overall Rating for Standard I					

Standard II. Teachers facilitate learning for the students

Plans instruction appropriate for students					
Uses a variety of instructional methods					
Integrates and utilizes technology in instruction					
Helps students develop critical-thinking and problem-solving skills					
Uses a variety of methods to assess what each student has learned.					
Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students					
Overall Rating for Standard II					

Standard III. Teachers establish a respectful environment for a diverse population

Provides an environment that is inviting, respectful, supportive, inclusive and flexible					
Embraces diversity in the school community and in the world					
Treats students as individuals					
Adapts teaching for the benefit of students with special needs.					
Works collaboratively with families and significant adults in the lives of their students.					
Overall Rating for Standard III					

Standard IV. Teachers reflect on their own practice

Analyzes student learning.					
Links professional growth to professional goals					
Overall Rating for Standard IV					

Standard V: Teachers demonstrate Leadership

Leads in the classroom					
Leads in the school and teaching profession					
Overall Rating for Standard V					

Standard II. Teachers Facilitate Learning for the Students

Elements	Ineffective	Needs Improvement	Effective	Highly Effective	Not Demonstrated
Plans instruction appropriate for students					
Uses a variety of instructional methods					
Integrates and utilizes technology in instruction					
Helps students develop critical-thinking and problem-solving skills					
Uses a variety of methods to assess what each student has learned.					
Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students.					

Overall Rating for Standard II

Comments:

Evidence or documentation to support rating:

Recommended actions for improvement:

Resources needed to complete these actions:

Lesson Plans
Documentation of Differentiated Instruction
Display of technology Used
Materials Used to Promote Critical Thinking and Problem Solving
Professional Development
Collaborative Lesson Planning
Use of student learning teams

Standard III. Teachers establish a respectful environment for a diverse population					
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Elements	Ineffective	Needs Improvement	Effective	Highly Effective	Not Demonstrated
Provides an environment that is inviting, respectful, supportive, inclusive and flexible					
Embraces diversity in the school community and in the world					
Treats students as individuals					
Adapts teaching for the benefit of students with special needs.					
Works collaboratively with families and significant adults in the lives of their students.					
Knows the ways in which learning takes place, and the appropriate levels of intellectual, physical, social, and emotional development of students.					

Overall Rating for Standard III					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

Student Profiles
Documentation of Referral Data and Use of IEPs
Student Surveys
Communications with Parents/Community
Cooperation with ESL Teachers
Prof. Development on Cultural Attitudes and Awareness
Lessons that Integrate International Content
Use of Technology to incorporate cultural awareness into Lessons

Standard IV. Teachers Reflect on their own Practice

Elements	Ineffective	Needs Improvement	Effective	Highly Effective	Not Demonstrated
Analyzes student learning.					
Links professional growth to professional goals					
Overall Rating for Standard IV					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

Lesson Plans for non-core subjects
Completion of Professional Development
Formative Assessments
Participation in PLCs
Student Work
Formative and Summative Assessment Data
Professional Growth Plan
PD360
Journal
Coursework
Workshops
Study Groups

Standard V. Teachers Demonstrate Leadership

Elements	Ineffective	Needs Improvement	Effective	Highly Effective	Not Demonstrated
Leads in the classroom					
Leads in the school and teaching profession					
Overall Rating for Standard V					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

Lesson Plans
School Improvement Planning
Curriculum Writing
Surveys
Journals
Service on committees
Professional Learning Communities
National Board Certification
Student Handbooks
Relevant Data
Membership in Professional organizations
Student Work
Class Rules and Procedures
Formal and Informal Mentoring
PBIS
Study Groups
Workshop Facilitation

Teacher Signature

Date

Principal/Evaluator Signature

Date

Comments Attached: ____ Yes ____ No