

Domain 1: Planning and Preparation

LEVEL OF PERFORMANCE

COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
1c: Selecting Instructional Goals	Teacher's goals represent trivial learning, are unsuitable for students, or are stated only as instructional activities, and they do not permit viable methods of assessment.	Teacher's goals are of moderate value or suitability for students in the class, consisting of a combination of goals and activities, some of which permit viable methods of assessment.	Teacher's goals represent valuable learning and are suitable for most students in the class; they reflect opportunities for integration and permit viable methods of assessment.	Teacher's goals reflect high level learning related to curriculum frameworks and standards; they are adapted, where necessary, to the needs of individual students, and permit viable methods of assessment.
1d: Demonstrating Knowledge of Resources	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district, and the larger community.
1e: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1f: Assessing Student Learning	Teacher's approach to assessing student learning contains no clear criteria or standards, and lacks congruence with the instructional goals. Teacher has no plans to use assessment results in designing future instruction.	Teacher's plan for student assessment is partially aligned with the instructional goals and includes criteria and standards that are not entirely clear or understood by students. Teacher uses the assessment to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional goals at least nominally, with clear assessment criteria and standards that have been communicated to students. Teacher uses the assessment to plan for groups of students or individuals.	Teacher's plan for student assessment is fully aligned with the instructional goals, containing clear assessment criteria and standards that are not only understood by students, but also show evidence of student participation in their development. Teacher's students monitor their own progress in achieving the goals.

Domain 2: The Classroom Environment

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a: Creating an Environment of Respect and Rapport	Classroom interactions, both between the teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict.	Classroom interactions are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.
2b: Establishing a Culture for Learning	The classroom does not represent a culture of learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by".	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher demonstrates a passionate commitment to the subject.
2c: Managing Classroom Procedures	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Classroom routines and procedures have been established, but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2d: Managing Student Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student behavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.

2e: Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's classroom is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's classroom is safe, and students contribute to ensuring that the physical environment supports the learning of all students.
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Domain 3: Instruction

LEVEL OF PERFORMANCE				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a: Communicating Clearly and Accurately	Teacher's oral and written communication contains errors or is unclear or inappropriate to students.	Teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion.	Teacher communicates clearly and accurately to students, both orally and in writing.	Teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions.
3b: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
3c: Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually engage throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.
3d: Providing Feedback to Students	Teacher's feedback to students is of poor quality and is not given in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feed to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.

3e: Demonstrating Flexibility and Responsiveness	Teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.	Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.	Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.	Teacher is highly responsive to students' interests and questions, making major lesson adjustments of necessary, and persists in ensuring the success of all students.
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Domain 4: Professional Responsibilities

LEVEL OF PERFORMANCE				
COMPONENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a: Reflecting on Teaching	Teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved.	Teacher's reflection on the lesson is generally accurate, and teacher makes global suggestions as to how it might be improved.	Teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved.	Teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining Accurate Records	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
4c: Communicating with Families	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program.	Teacher communicates frequently with families and successfully engages them in the instructional program.	Teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families.
4d: Contributing to the School and District	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district projects, and maintains positive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues.

4e: Growing and Developing Professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient.	Teacher participates actively in professional development activities and contributes to the profession.	Teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development.
4f: Showing Professionalism	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students based on the best information are genuine, but inconsistent.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

SUPERVISOR'S SUMMATIVE EVALUATION – A4 Form



Name Supervisor Building School Year

Observation Dates

(Double-click to add check in the box)

<p>PLEASE CHECK TYPE OF EVALUATION YEAR:</p>	<input type="checkbox"/> Tenured Teacher Summative Year – February 15 <input type="checkbox"/> Probationary Teacher Year 2 – April 1 <input type="checkbox"/> Probationary Teacher Year 3 – February 15
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Carefully reflect on your teaching performance in all four domains and complete the Self-Assessment. Prepare to discuss your performance in all domains during the initial Summative Conference with your principal or supervisor prior due date.

Key: U....Unsatisfactory B....Basic P....Proficient D....Distinguished

Domain 1: Designing Knowledge Work	U	B	P	D	Comments:
1a. Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1b. Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1c. Selecting Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1d. Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1e. Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1f. Assessing Student Learning Through Student Generated Products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 2: Organizing the Environment for Knowledge Work					Comments
2a. Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2b. Establishing a Culture for Learning by Supporting of Beliefs, Vision, and Mission of USD 259 and School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2c. Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2d. Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2e. Managing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 3: Facilitating Knowledge Work					Comments
3a. Communicating Clearly and Accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3b. Using Questioning and Discussion Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c. Engaging Students in the Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d. Affirming the Performance of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

WICHITA PUBLIC SCHOOLS – USD 259

Domain 4: Professional and Leadership Responsibilities	U	B	P	D	Comments
4a. Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b. Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c. Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e. Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4f. Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Other comments or suggestions:

Teacher’s Signature

Supervisor’s Signature

Date

Date



TEACHER EVALUATION – SELF-ASSESSMENT – T1 Form

Name Building School Year

Observation Dates

(Double-click to add check in the box)

<h3 style="margin: 0;">Please Check Type of Evaluation Year:</h3>	<input type="checkbox"/> Tenured Teacher Formative Year – September 30 and April 1 <input type="checkbox"/> Tenured Teacher Summative Year – September 30 and February 15 <input type="checkbox"/> Probationary Teacher Year 1 and 2 – September 30 and April 1 <input type="checkbox"/> Probationary Teacher Year 3 – September 30 and February 15
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Carefully reflect on your teaching performance in all four domains and complete the Self-Assessment. Prepare to discuss your performance in all domains during the initial Summative Conference with your principal or supervisor prior due date.

Key: U....Unsatisfactory

B....Basic

P....Proficient

D....Distinguished

	Rating Prior to Sept. 30				Comments	Rating Prior to _____				Comments
Domain 1: Designing Knowledge Work	U	B	P	D		U	B	P	D	
1a. Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1b. Demonstrating Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1c. Selecting Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1d. Demonstrating Knowledge of Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1e. Designing Coherent Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1f. Assessing Student Learning Through Student Generated Products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 2: Organizing the Environment for Knowledge Work										
2a. Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2b. Establishing a Culture for Learning by Supporting of Beliefs, Vision, and Mission of USD 259 and School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2c. Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2d. Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2e. Managing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

WICHITA PUBLIC SCHOOLS – USD 259

	Rating Prior to Sept. 30				Comments	Rating Prior to _____				Comments
Domain 3: Facilitating Knowledge Work	U	B	P	D		U	B	P	D	
3a. Communicating Clearly and Accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3b. Using Questioning and Discussion techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3c. Engaging Students in the Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d. Affirming the Performance of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e. Demonstrating Flexibility and Responsiveness Through Monitoring and Modifying the Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 4: Professional and Leadership Responsibilities										
4a. Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4b. Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4c. Communicating with Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4e. Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4f. Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Other comments or suggestions:

Teacher's Signature _____

Supervisor's Signature _____

Date _____

Date _____

Teacher Evaluation System Implementation Plan

Year 1: 2009-2010	
What	Who
Modified Peer Consultant forms and process	Volunteer schools with voluntary teachers
Professional Growth Plan (PGP)	Volunteers schools with voluntary teachers
Pilot full evaluation system	Volunteer schools with voluntary teachers

Year 2: 2010-2011	
What	Who
Modified Peer Consultant process & self-assessment	All new teachers to the district
Professional Growth Plan (PGP) & self-assessment	All employees
Pilot full evaluation system	All probationary teachers

Year 5: 2013-2014	
What	Who
Modified Peer Consultant forms and process	All new teachers to the district
Professional Growth Plan (PGP) & self-assessment	All employees
Pilot full evaluation system	All probationary teachers, plus up to 34% of tenured teachers
Formative Assessment	Year 4 Pilot Tenured Teachers

Year 3: 2011-2012	
What	Who
Modified Peer Consultant forms & self assessment	All new teachers to the district
Professional Growth Plan (PGP) & self-assessment	All employees
Pilot full evaluation system	All probationary teachers plus up to 33% of tenured teachers

Year 4: 2012-2013	
What	Who
Modified Peer Consultant forms and process	All new teachers to the district
Professional Growth Plan (PGP) & self-assessment	All employees
Pilot full evaluation system	All probationary teachers, plus up to 33% of tenured teachers
Formative Assessment	Year 3 Pilot Tenured Teachers

The Work of Wichita Public Schools is to empower all students with 21st century skills and knowledge necessary for success by providing a coherent, rigorous, safe and nurturing, culturally responsive and *inclusive learning*

Appraisal Cycle*

Summative Year

Formative Year

August - October

November - April

May - June

August - October

November - April

May - June

Individual Goal Form
(completed by
Administrator)

(pgs. 34,35)

Goal Discussion Conference
(Administrator and
Supervisor)

Administrator
sends final draft of
Individual Goal Form to
Supervisor

Data Collection
And
Sources of Evidence
Includes Survey
Staff
Parents
Self-reflection

(Administrator)
(pgs. 36-40)

Informal conference to
discuss progress on stated
goals

Complete Self Evaluation
(Administrator)
(March)

(pgs. 38-40)

Conference on Summative
Evaluation Form
(April)

(pgs. 43-45)

Discuss Goals

Inexperienced
Administrator
for
Summative
Year

Experienced
Administrator
for
Formative
Year

Individual Goal Form
(completed by
Administrator)

(pg. 34,35)

Goal Discussion Conference
(Administrator and
Supervisor)

Administrator
sends final draft of
Individual Goal Form to
Supervisor

Data Collection
And
Sources of Evidence
Includes Survey
Staff
Parents
Self-reflection

(Administrator)
(pgs. 36-40)

Complete Self Evaluation
(Administrator)
(March)

(pgs. 38-40)

Progress on
Individual Goal Form
(completed by Administrator)

(pgs.34,35)

Formative Feedback Form
(completed by Supervisor)

(pgs. 41,42)

Discuss goals
For
Summative Year

*Red denotes
Administrator

*Blue denotes
Supervisor

GUIDE FOR TEACHER EVALUATION PILOT 2010 – 2011

USD 259 Wichita Public Schools



Revised June 2010

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History of the Evaluation Process

With the agreement between UTW and the Board of Education at the conclusion of negotiations for the 2008-2009 Teacher Employment Agreement, a Memo of Understanding was written, which directed the appointment of a committee made up of United Teachers of Wichita (UTW) and administration to develop a teacher evaluation tool based upon Charlotte Danielson's model. A committee of fourteen (14) district employees was established to consider different adaptations of Danielson's model. The committee established a concept statement and defined criteria to be used to develop a model for Wichita Public Schools (WPS) and outlines the tasks and the criteria to be used for the Wichita Model.

Concept Statement

Our task is twofold: first, to develop and recommend an evaluation tool for teachers* that consistently and accurately assesses the quality of a teacher's performance in a manner that encourages significant professional growth, and second, to ensure this consistency and accuracy by providing adequate training in the evaluation process and insisting on high levels of accountability for all stakeholders.

Specifically, this evaluation tool will:

- Improve/support quality instruction as defined by the Danielson model,
- Efficiently and effectively document performance,
- Establish trust through open, honest, and meaningful communication,
- Encourage self-reflection,
- Provide adequate resources, and
- Be easily adapted to different job descriptions,

So that as a district, we strengthen professional compliance with state statute, improve quality instruction for students, strengthen teaching as a profession, and celebrate student achievement and learning.

*Teachers shall refer to all positions covered under the Teachers Employment Agreement (TEA).

Kansas Statute 72-9003

Policy of Personnel Evaluation

- “Every employee* in the first two consecutive school years of employment shall be evaluated at least one time per semester by not later than the 60th school day of the semester.”

- “During the third and fourth years of employment, every employee shall be evaluated at least one time each school year by not later than February 15. After the fourth year of employment, every employee shall be evaluated at least once in every three years not later than February 15 of the school year in which the employee is evaluated.”

*Employee is defined as all licensed employees of school district and of nonpublic schools and all instructional and administrative employees of area vocations-technical schools.

Probationary Teacher

A probationary teacher is defined as:

- One who is within their first three consecutive years of teaching in Wichita Public Schools; or
- Has achieved tenure in another Kansas school district and is within their first two years of teaching in Wichita Public Schools.

Tenure Teacher

A tenure teacher is defined as:

- One who has completed three consecutive years of teaching in Wichita Public Schools and was offered and accepted a contract for the fourth year of teaching; or
- Has achieved tenure in another Kansas School district, completed two consecutive years of teaching in Wichita Public Schools and officer and accepted a contract for a third year of teaching.
- Teachers who have achieved tenure status in USD259 and have been rehired.

Enhancing Professional Practice
A Framework for Teaching, 2nd Edition
By: Charlotte Danielson

Charlotte Danielson's work, Enhancing Professional Practice: A Framework for Teaching, 2nd Edition, is the conceptual basis of the Wichita Public Schools Evaluation System. This framework:

- Maximizes student learning and clarifies professional responsibilities;
- Provides common language for professional conversation;
- Provides clear expectations;
- Parallels district improvement initiatives based on research;
- Contains four (4) Domains with specific components each of which consists of multiple elements, organizes teacher assessment, self-assessments, and reflection with rubrics that define degrees of proficiency.

***Components of Professional Practice**
Danielson's 4 Domains

- 1. Planning and Preparation**
- 2. The Classroom Environment**
- 3. Instruction/Delivery of Service**
- 4. Professional Responsibilities**

**Source: Danielson, C (1996). Enhancing professional practice: A framework for teaching. Alexandria, VA: Association for Supervision and Curriculum Development.*

Domain 1: Planning and Preparation

Domain 1 (Planning and Preparation) includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are:

- 1a. Demonstrating knowledge of content and pedagogy
- 1b. Demonstrating knowledge of students
- 1c. Selecting instructional goals
- 1d. Demonstrating knowledge of resources
- 1e. Designing coherent instruction
- 1f. Assessing student learning

Sample Sources of Information: Domain 1:

- Sample lessons plans and/or sample unit plans
- Goals for the unit
- Interest surveys
- Learning style or Multiple Intelligence Survey
- Parent surveys
- Examples of resources being used for the unit/lesson
- Description of activities to be used and alignment to instruction
- Description of strategies to be used to construct classroom environment
- Description of strategies to be used to instruct students with diverse needs
- Formative and summative assessments to be used
- Results of using classroom, school wide, or district assessments
- Disaggregating results of student performance on formative or classroom assessments
- Results of curricula-based assessments

Domain 2: The Classroom Environment

Domain 2 (The Classroom Environment) addresses the teacher's skill in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for learning
- 2c. Managing classroom procedures
- 2d. Managing student behavior
- 2e. Organizing physical space

Sample Sources of Information: Domain 2

- Copies of documents used to establish management procedures
- Diagrams/photos/videos of classroom
- Expectations for keeping students safe
- Documents indicating expectations and consequences for behavior
- Documents sent home to parents about expectations or procedures
- Seating charts
- Class schedules
- Data on Office Referrals
- Data on Behavioral Interventions Plans
- Student Climate Survey Results

Domain 3: Instruction

Domain 3 (Instruction) is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:

- 3a. Communicating clearly and accurately
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Providing feedback to students
- 3e. Demonstrating flexibility and responsiveness

Sample Sources of Information: Domain 3

- Examples of materials used during instruction
- Examples of student work
- Examples of written feedback provided to students during instruction
- Copies of assessments used during the instructional period
- Scoring guides used to assess student work
- Examples of homework assignments
- Video and audio of small and large group instruction
- Photographs of student-generated work
- Disaggregating results of student performance on classroom, formative, or summative assessments
- Results of curricula-based assessments
- Examples of high quality teacher questions

Domain 4: Professional Responsibilities

Domain 4 (Professional Responsibilities) addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participating in ongoing professional development, and contributing to the school and district environment. Its components are:

- 4a. Reflecting on teaching
- 4b. Maintaining accurate records
- 4c. Communicating with families
- 4d. Contributing to the school and district
- 4e. Growing and developing professionally
- 4f. Showing professionalism

Sample Sources of Information: Domain 4

- Interviews, reflection forms
- Attendance records, field trip logs
- Phone logs, letters to parents, back to school night handouts, parent survey
- Logs of communication with families
- Documents sent home to families
- Samples of e-mail communication
- Website that provides information about the classroom or homework
- Documents that demonstrate that parents are encouraged to actively assist their child's education
- Logs of Professional Activities, goals for improvement of practice
- Copies of conference programs attended or at which presented

III. Implementation Plan

insert Teacher Evaluation System

Implementation Plan

Year 1 Participants – 2009-2010

- During the first year, volunteer pilot schools will encourage a sample of voluntary teachers to participate in this Teacher Evaluation Pilot Program. If the volunteer teacher is new to the district, the modified peer consultant process would be utilized.
- For this year only, the pilot evaluation document will remain in the building/principal file.

Year 2 Participants – 2010-2011

- All new teachers to the district who are not assigned a peer consultant will utilize the modified peer consultant process
- All probationary teachers in their 2nd and/or 3rd year in the district will participate in the full evaluation system
- All employees will complete the Professional Growth Plan based on Danielson's Framework for Teaching and the self assessment component (pre-post)
- The teacher evaluation document will be placed in the employees' official personnel file in Human Resources

Year 3 Participants – 2011-2012

- All new teachers to the district who are not assigned a peer consultant will utilize the modified peer consultant process
- Random selection of approximately 33% of tenured staff from each building plus those teachers new to the district in 2009-2010, 2010-2011
- All employees will complete the Professional Growth Plan based on Danielson's Framework for Teaching and the self assessment component (pre-post)
- The teacher evaluation document will be placed in the employees' official personnel file in Human Resources.

Year 4 Participants – 2012-2013

- All new teachers to the district who are not assigned a peer consultant will utilize the modified peer consultant process
- Random selection of approximately 33% of tenured staff from each building plus those teachers new to the district in 2009-2010, 2010-2011, 2011-2012 will participate in the full evaluation system
- Tenured teachers who participated in Year 3 pilot (excluding probationary teachers) will move to the Formative Assessment
- All employees will complete the Professional Growth Plan based on Danielson's Framework for Teaching and the self assessment component (pre-post)
- The teacher evaluation document will be placed in the employees' official personnel file in Human Resources

Year 5 Participants – 2013-2014

- All new teachers to the district who are not assigned a peer consultant will utilize the modified peer consultant process
- All teachers who have not previously participated in the pilot from each building plus those teachers new to the district in 2010-2011, 2011-2012, and 2012-2013 will participate in the full evaluation system
- Tenured teachers who participated in Year 4 will move to the Formative Assessment
- All employees will complete the Professional Growth Plan based on Danielson's Framework for Teaching and the self assessment component (pre-post)
- The teacher evaluation document will be placed in the employees' official personnel file in Human Resources

Teacher Evaluation System

Professional Development Plan

Year 1: 2009-2010	
What	Who
Overview of Teacher Evaluation Model	Building Principals
Danielson's book: <i>Enhancing Professional Practice: A Framework for Teaching, 2nd Edition</i>	Ordered copies for school libraries and UTW library
Receive Danielson and McGreal's book, <i>Teacher Evaluation: Tools to enhance Professional Practice</i>	Ordered copies for school libraries and UTW library
Intense, Specialized Professional Development on the Model	Volunteer Administrators and Teachers



Year 2: 2010-2011	
What	Who
Professional Development on the following components of the Model: Goal Setting, Self-Reflection, and Professional Growth	All Teachers and Building Administrators (Teacher Report Week)
Overview of Teacher Evaluation Model as a part of New Staff Orientation Overview of Teacher Evaluation	All New Teachers to the District All Administrators and Teachers
Intense, Specialized Professional Development on the Model	Building Administrators and Probationary Teachers



Years 3, 4, & 5: 2011-2014	
What	Who
Differentiated Professional Development based on the "phase in" of the model within each building	All Teachers and Building Administrators
Overview of Teacher Evaluation Model as a part of New Staff Orientation	All New Teachers to the District
Intense, Specialized Professional Development on the Model	Newly Identified Pilot Leadership and Staff



Professional Development Plan Year 1

- Building Principals will receive an overview of the teacher evaluation model.
- Volunteer teachers and administrators will receive an overview of the teacher evaluation model, which will include forms, procedures, timeline, and self-evaluation form. This information will also be posted on the Portal.
- Copies of Enhancing Professional Practice: A Framework For Teaching, 2nd Edition, by Charlotte Danielson will be ordered for school libraries and UTW library.
- Copies of Teacher Evaluation: To Enhance Professional Practice by Charlotte Danielson and Thomas L. McGreal will be ordered for school libraries and UTW library.
- Intense and specialized training for volunteered leadership and staff (It should be noted that staff receive the same intense support as administration). (Emphasis has been placed on the importance of administration and staff participating in these sessions together.)

Professional Development Plan Years 2-5

Year 2

- All teachers and administrators will receive professional development which will include goal setting, self reflection and professional growth components of the teacher evaluation model
- New teachers to the district will receive an overview as a component of New Teacher Orientation
- Intense and specialized training for building administrators and probationary teacher participants.

Year 3, 4, and 5

- All teachers and administrators will receive professional development which will vary by the “phase-in” of staff within each building
- New teachers to the district will receive an overview as a component of New Teacher Orientation

**PROBATIONARY TEACHER – YEAR 1
NEW TO THE DISTRICT
Without a Peer Consultant**

- The teacher will complete and submit to their principal the *Teacher Self Assessment Evaluation* Summative form (T1) along with the *Professional Growth Plan (PGP)* (T2) per date established by district administration (traditionally this date has been September 30).
- The principal will make at least 2 formal classroom observations. A formal observation is defined as at least 30 minutes in length.
 - The first observation will be announced and the second observation will be unannounced.
 - At least 24 hours prior to the scheduled announced observation, the teacher will submit to the principal the Pre-Observation Form (T3).
 - The principal will utilize Form (A1) *Classroom Observation Record* during the formal observation.
 - The teacher is required to complete and submit *Observation Reflection Form* (T4) no later than each Post-Observation Conference.
 - The first observation must be conducted prior to the 60th school day of the first semester. The *New Teacher Mid-Term Report* (T5) must be completed by the teacher prior to the Post Observation Conference. The *Principal's New Teacher Mid-Term Report* (A2) must be completed by the principal. Both reports will be discussed at the Post Observation Conference.
 - The Post-Observation Conference will be held no later than one week after the formal observation.
 - The second observation is unannounced and must be conducted prior to the 60th day of the second semester.

- The *Pre-Observation Form* (T3) is not required for the second observation as this observation is unannounced. However the *Observation Reflection Form* (T4) is due no later than the Post-Observation Conference.
 - The Post-Observation Conference will be held no later than one week after the formal observation.
 - The *New Teacher Final Report* (T6) must be completed by the teacher prior to the Post Observation Conference. This report along with the completed Teacher Self Assessment Evaluation form (T1) will be discussed at the Post Observation Conference.
 - The *Principal's New Teacher Final Report* (A3) must be completed by the principal and will be discussed at the Post Observation Conference.
- A copy of the Principal's New Teacher Final Report will be sent to HR prior to June 1 of each year. (Optional: Teacher may request to submit their self assessment along with the Principal's final report.

PROBATIONARY TEACHER – YEAR 2 - 3

- The teacher will complete and submit to their principal the *Teacher Self Assessment Evaluation* Summative form (T1) along with the *Professional Growth Plan (PGP)* (T2) per date established by district administration (traditionally this date has been September 30).
- The principal will make at least 2 formal classroom observations. A formal observation is defined as at least 30 minutes in length.
 - The first observation will be announced and the second observation will be unannounced.
 - At least 24 hours prior to the scheduled observation, the teacher will submit to the principal the Pre-Observation Form (T3).
 - The principal will utilize Form (A1) *Classroom Observation Record* during the formal observation.
 - The teacher is required to complete and submit *Observation Reflection Form* (T4) no later than each Post-Observation Conference.
 - The Post-Observation Conference will be held no later than one week after the formal observation.
 - The second observation is unannounced and must be conducted prior to the 60th day of the second semester.
 - The *Pre-Observation Form* (T3) is not required for the second observation as this observation is unannounced. However the *Observation Reflection Form* (T4) is due no later than the Post-Observation Conference.
 - The Post-Observation Conference will be held no later than one week after the formal observation.
 - The teacher will complete and bring the *Observation Reflection Form* (T4) to the Post Observation Conference.

- At the Summative Evaluation Conference, the *Supervisor's Summative Assessment of Employee* (Form A4), which covers all Domains, is discussed with the teacher. The teacher will bring the *Teacher Self Assessment Evaluation* (T1) form to this conference.
- The Summative Assessment of Employee form is submitted to HR prior to April 1 for Year 2 Teachers, and by February 15 for Year 3 Teachers.
- The Teacher has the option to submit the *Teacher Self Assessment Evaluation* form along with the *Supervisor's Summative Assessment*.
- During this evaluation process, it is the option of the Teacher to use forms T7, T8, T9, T10, and/or T11.

Tenured Teacher

- Each year, the teacher will complete and submit to their principal the *Teacher Self Assessment Evaluation* form (either Summative or Formative dependent upon their evaluation schedule) (T1) along with the *Professional Growth Plan (PGP)* (T2) per date established by district administration (traditionally this date has been September 30).

- The principal will make at least one (1) formal announced classroom observation in year 4. A formal observation is defined as at least 30 minutes in length.

- Thereafter, the principal will make at least 1 formal announced classroom observation every third year. A formal observation is defined as at least 30 minutes in length.
 - At least 24 hours prior to the scheduled observation, the teacher will submit to the principal the *Pre-Observation Form* (T3).
 - The principal will utilize Form (A1) *Classroom Observation Record* during the formal observation.
 - The teacher is required to complete and submit *Observation Reflection Form* (T4) no later than each Post-Observation Conference.
 - The Post-Observation Conference will be held no later than one week after the formal observation.
 - At the Formal Observation Conference, the teacher will complete and bring to this conference the *Observation Reflection Form* (T4) along with the *Teacher Self Assessment Evaluation* (T1) form.
 - A *Supervisor's Summative Assessment of Employee* (Form A4) for is due covering all Domains and is submitted to HR prior to February 15.

- The Teacher has the option to submit the *Teacher Self Assessment Evaluation* form along with the *Supervisor's Summative Assessment*.
- During this evaluation process, it is the option of the Teacher to use forms T7, T8, T9, T10, and/or T11.
- If the tenured teacher is not within the Summative Evaluation year, the year is considered a Formative Year. During these two years, the teacher will complete and submit to their principal the *Teacher Self Assessment Evaluation* form - Formative (T1) along with the *Professional Growth Plan (PGP)* (T2) per date established by district administration (traditionally this date has been September 30).
- Additionally, the teacher and principal will meet prior to April 1, to discuss the completed Teacher Evaluation - Self-Assessment form (T1) results.

Summative Evaluation Ratings

➤ **Distinguished**

Evidence of high levels of knowledge, implementation and integration of performance standards along with evidence of leadership initiative and willingness to model and serve as a mentor for colleagues.

➤ **Proficient**

Evidence of increased knowledge, implementation and integration of performance standards. Evidence of a clear proficiency and skill in the performance area.

➤ **Basic**

Evidence of basic knowledge and implementation of performance standards. Integration of performance standards are not evident. Teacher is making progress towards proficiency.

➤ **Unsatisfactory**

Little or no knowledge and minimal implementation of performance standards. Does not meet minimal performance standards and needs substantial improvement.

Insert Domain 1

Insert Domain 2

Insert Domain 3

Insert Domain 4

Insert Teacher Evaluation
Formative year Form T1

Form T1
Pg 2

Wichita Public Schools

Professional Growth Plan Description (Form T2)

School _____

Staff Member _____ I.D. _____ Building _____

Subject/Grade Level _____ Evaluation Year: _____

Starting Date of Plan _____ Today's Date _____

Format (working with administrator, peers, independent, grade teams, combination) _____

Specify 2 Goals based on the Charlotte Danielson Model: List the Domain and the components.

Beside each goal, describe how each of these will improve student learning

1.

2.

List the Methods/Strategies that will be used to reach each goal: (Action research, coaching, video, self-assessment, clinical supervision, mentoring, college courses, classroom observations, conference, visitations, etc.)

List 3 Indicators of Progress: (Student work, videotaping of class, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment, reflective journals, case study analysis, benchmarks, state assessments, MAP scores, Dibels, etc.)

Resources/Support Needed: (Classroom materials, student materials, journals, workshops, resources, books, collegial time, appropriate technology, mentoring, collegial support, administrative support, etc.)

Staff Member Signature _____ Administrator Signature _____

Review Dates: _____

Wichita Public Schools

Pre-observation Form (T3)

Completed by the teacher and submitted to the principal at least 24 hours prior to the scheduled observation.

Wichita School District 259
Probationary Teacher

Name _____ School/Administrator _____

Date of Preconference _____ Date/Time of Observation _____

Grade Level/Curriculum Area Observed _____

1. Briefly describe the students in this class, including those with special needs. (Component 1b)	6. How do you plan to engage students in the content? What will you do? What will the students do?
2. What are the content/literacy objectives for the lesson? What do you want the students to learn? (Component 1c)	7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a)
3. Why are these content/literacy objectives suitable for this group of students? (Component 1c)	8. What instructional materials or other resources, if any will you use? (Attach sample materials you will be using in the lesson.) (Component 1d)
4. How do these content/literacy objectives support the district's curriculum, state frameworks, and the content standards?	9. How do you plan to assess student achievement of the content/literacy objectives? What procedures will you use? (Attach any tests or performance tasks, with rubrics of scoring guides.) (Component 1f)
5. How do these content/literacy objectives relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component 1c)	10. How do you plan to use the results of the assessment?

Teacher comments pertaining to observation setting. List any items you might want to call to the attention of the Administrator.

Observational Foc

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Observation Reflection Form (T4)

Completed by the teacher and submitted to the principal no later than the Post Observation Conference

Wichita School District 259

Name _____ School _____

Grade/Subject _____

Observation Date _____ Time _____

Post Conference Date _____ Time _____

1. As I reflect on the lesson, to what extent were students productively engaged? (Component 4a, 1e, 3c)

2. Did the students learn what I intended? Were my instructional goals met? How do I know?
(Components 1f and 4a)

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why? (Components 1e and 3e)

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?
(Component 4a)

5. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers.

Teacher's signature/date _____

Administrator's signature/date _____

This form will be filed at the school level.

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New Teacher Mid-Term Report- Form T5

Teacher: _____ School: _____

Grade or Subject: _____

Principal: _____

Code for Use with Report

D-Distinguished – Consistent high performance; exceeds expectations
P-Proficient – Displays thorough understanding of components
B-Basic – Inconsistent performance; minimal competence
U-Unsatisfactory – Deficient; immediate growth must occur

Additional space provided for comments on page two (not required)
Please do not use +, - or double codes, ie: B+...P/B...P-

Domain 1: Planning and Preparation

- **Knowledge of Content and Students (1a./1b.):** Teacher displays solid understanding of subject area and demonstrates enthusiasm for material. Teacher develops lesson plans based on knowledge of students' backgrounds, skills, and interests and uses current best practices.

Code: _____

Comments:

- **Instructional Goals and Strategies (1c.):** The teacher's goals are aligned with state standards and instruction represents engaged and relevant learning.

Code: _____

Comments:

- **Designing Coherent Instruction (1d/1e/1f):** Materials and resources support the instructional goals and are organized and readily available. Teacher designs structured lessons using assessment data to plan meaningful instruction.

Code: _____

Comments:

Domain 2: Classroom Environment

- **Establishing an Environment of Respect and Rapport (2a.):** Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students. Classroom interactions are mutually respectful.

Code: _____

Comments:

- **Establishing a Culture for Learning (2b.):** Teacher has high expectations for mastery of content and student achievement. Activities are meaningful, significant, and age-appropriate.

Code: _____

Comments:

- **Managing Classroom Procedures (2c./2e.):** Teacher establishes routines and procedures, promotes a safe environment to support learning activities, and maximizes instructional time.

Code: _____

Comments:

- **Managing Student Behavior (2d.):** Teacher establishes standards of conduct for students, monitors student behavior, and responds appropriately to student misbehavior.

Code: _____

Comments:

- **Managing Student Behavior (2d.):** Teacher establishes standards of conduct for students, monitors student behavior, and responds appropriately to student misbehavior.

Code: _____

Comments:

Domain 3: Instruction

- **Communication (3a.):** Teacher communicates clearly and accurately to students both orally and in writing.

Code: _____

Comments:

- **Questioning and Discussion Techniques (3b.):** Various questioning and discussion techniques are used to involve **ALL** students.

Code: _____

Comments:

- **Student Engagement (3c.):** Teacher seeks to ensure success for **ALL** students by intellectually engaging them throughout the lesson. Standards-based activities and materials are meaningful, significant and age-appropriate and reflect the needs of the student population.

Code: _____

Comments:

- **Feedback and Flexibility (3d./3e.):** Teacher makes instructional adjustments as needed and provides timely feedback. Structure and pacing of instructions are suitable.

Code: _____

Comments:

Domain 4: Professional Responsibilities

- **Reflecting, Growing, and Developing (4a./4d./4e.):** Teacher displays a positive, cooperative, and responsive attitude. Teacher reflects on lessons to promote improvement, pursues professional development, and participates in school and district events and projects.

Code: _____

Comments:

- **Communicating/Record Keeping (4b./4c.):** Teacher communicates frequently with families and students seeking to engage them in the instructional program. Teacher maintains effective and efficient records.

Code: _____

Comments:

Additional Comments: (Use additional sheet if required)

Teacher's Signature

Date

New Teacher Final Report- Form T6

Teacher: _____ School: _____

Grade or Subject: _____ Principal: _____

<p>Code for Use with Report</p> <p>D-Distinguished – Consistent high performance; exceeds expectations</p> <p>P-Proficient – Displays thorough understanding of components</p> <p>B-Basic – Inconsistent performance; minimal competence</p> <p>U-Unsatisfactory – Deficient; immediate growth must occur</p>

Additional space provided for comments on page two (not required)
Please do not use +, - or double codes, ie: B+....P/B....P-

Domain 1: Planning and Preparation

- **Knowledge of Content and Students (1a./1b.):** Teacher displays solid understanding of subject area and demonstrates enthusiasm for material. Teacher develops lesson plans based on knowledge of students' backgrounds, skills, and interests and uses current best practices.

Code: _____

Comments:

- **Instructional Goals and Strategies (1c.):** The teacher's goals are aligned with state standards and instruction represents engaged and relevant learning.

Code: _____

Comments:

- **Designing Coherent Instruction (1d/1e/1f):** Materials and resources support the instructional goals and are organized and readily available. Teacher designs structured lessons using assessment data to plan meaningful instruction.

Code: _____

Comments:

Domain 2: Classroom Environment

- **Establishing an Environment of Respect and Rapport (2a.):** Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students. Classroom interactions are mutually respectful.

Code: _____

Comments:

- **Establishing a Culture for Learning (2b.):** Teacher has high expectations for mastery of content and student achievement. Activities are meaningful, significant, and age-appropriate.

Code: _____

Comments:

- **Managing Classroom Procedures (2c./2e.):** Teacher establishes routines and procedures, promotes a safe environment to support learning activities, and maximizes instructional time.

Code: _____

Comments:

- **Managing Student Behavior (2d.):** Teacher establishes standards of conduct for students, monitors student behavior, and responds appropriately to student misbehavior.

Code: _____

Comments:

Domain 3: Instruction

- **Communication (3a.):** Teacher communicates clearly and accurately to students both orally and in writing.

Code: _____

Comments:

- **Questioning and Discussion Techniques (3b.):** Various questioning and discussion techniques are used to involve **ALL** students.

Code: _____

Comments:

- **Student Engagement (3c.):** Teacher seeks to ensure success for **ALL** students by intellectually engaging them throughout the lesson. Standards-based activities and materials are meaningful, significant and age-appropriate and reflect the needs of the student population.

Code: _____

Comments:

- **Feedback and Flexibility (3d./3e.):** Teacher makes instructional adjustments as needed and provides timely feedback. Structure and pacing of instructions are suitable.

Code: _____

Comments:

Domain 4: Professional Responsibilities

- **Reflecting, Growing, and Developing (4a./4d./4e.):** Teacher displays a positive, cooperative, and responsive attitude. Teacher reflects on lessons to promote improvement, pursues professional development, and participates in school and district events and projects.

Code: _____

Comments:

- **Communicating/Record Keeping (4b./4c.):** Teacher communicates frequently with families and students seeking to engage them in the instructional program. Teacher maintains effective and efficient records.

Code: _____

Comments:

Additional Comments: (Use additional sheet if required)

Goals for next Year:

Proposed Professional Growth Activities:

Teacher's Signature

Date

Wichita Public Schools

Optional Form T7
Self Assessment Worksheet for Teachers

Noted Areas of Strength	Possible Areas for Growth	Suggested Growth Goals

Optional Form T8
Self-Directed Professional Growth Plan for Teachers

Name _____ School Year _____

Support Team Members _____

Growth Goal(s)

The goal(s) addresses components in (check all that apply)

- Domain 1 Domain 2 Domain 3 Domain 4

Activities and Steps to Be Taken	Persons/Resources Needed	Documentation	Time Line and Deadlines

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Wichita Public Schools

Optional Form T9
Support Team Meeting Log for Teachers

Complete one form per support team for each meeting held. Submit a copy to the administrator/designee.

Meeting Date _____ Time _____ Place _____

Members Present _____

Topics Discussed

Administrative Support, Feedback, Resources, and Staff Development Needed

Next Meeting Date _____ Time _____ Place _____

Submitted by _____ Date _____

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Optional Form T 10
Support Team Summary

To be completed by the teacher and shared with Support Team before the last contract day. A copy should also be filed with the administrator/designee before the last contract day.

Name _____ School Year _____

Support Team Members _____

Type of Support Team Coach Advisee Collegial Friends School Division Cohort

Describe the professional growth activities in which you participated this year to achieve your growth goal. (Attach additional pages if necessary.)

What results were achieved through these activities?

How did you use your support team to achieve these results?

How did you contribute to your support team members' professional growth?

Other comments or reflections:

Teacher's Signature _____ Date _____

Note: When you use this form, allow plenty of space for responses, preferably on two pages

Form T11
Summative Assessment: Self-Assessment Summary – Optional for Teachers

This form may be used to make notes in preparation for the initial Summative Conference with the assessor.

DOMAIN 1:

DOMAIN 2:

DOMAIN 3:

DOMAIN 4:

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Wichita Public Schools

Classroom Observation Record (A1)
 Completed by the principal during the formal observation

Name _____ School _____

Grade Level _____ Subject _____ School Year _____

Observer Name _____ Position _____

Component 2a: Creating an Environment of Respect and Rapport	Component 3a: Communicating Clearly and Accurately
Component 2b: Establishing a Culture for Learning	Component 3b: Using Questioning and Discussion Techniques
Component 2c: Managing Classroom Procedures	Component 3c: Engaging Students in Learning
Component 2d: Managing Student Behavior	Component 3d: Providing Feedback to Students
Component 2e: Organizing Physical Space	Component 3e: Demonstrating Flexibility and Responsiveness

Source: Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Principal's New Teacher Mid-Term Report- Form A2

Teacher: _____ School: _____

Grade or Subject: _____ Principal: _____

<p>Code for Use with Report D-Distinguished – Consistent high performance; exceeds expectations P-Proficient – Displays thorough understanding of components B-Basic – Inconsistent performance; minimal competence U-Unsatisfactory – Deficient; immediate growth must occur</p>

Additional space provided for comments on page two (not required)

Please do not use +, -or double codes, ie: B+...P/B...P-

Domain 1: Planning and Preparation

Knowledge of Content and Students: Teacher displays solid understanding of subject area and demonstrates enthusiasm for material. Teacher develops lesson plans based on knowledge of students' backgrounds, skills, and interests.

Code: _____

Evidence to support rating:

Instructional Goals, Strategies and Assessments: Teacher designs structured lessons aligned with standards and uses current best practices. Assessment criteria and standards have been communicated to students. Materials are organized and readily available

Code: _____

Evidence to support rating:

Domain 2: Classroom Environment

Establishing an Environment of Respect and Rapport: Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.

Code: _____

Evidence to support rating:

Establishing a Culture for Learning: Teacher has high expectations for mastery of content and student achievement. Activities are meaningful, significant, and age-appropriate. Classroom interactions are mutually respectful.

Code: _____

Evidence to support rating:

Managing Classroom Procedures: Teacher establishes routines and procedures, promotes a safe environment to support learning activities, and maximizes instructional time.

Code: _____

Evidence to support rating:

Managing Student Behavior: Teacher establishes standards of conduct for students, monitors student behavior, and responds appropriately to student misbehavior.

Code: _____

Evidence to support rating:

Domain 3: Instruction

Instructional Technique: Teacher communicates clearly and accurately. Various questioning and discussion techniques are used to involve **ALL** students.

Code: _____

Evidence to support rating:

Student Engagement: Teacher seeks to ensure success for **ALL** students by intellectually engaging them throughout the lesson. Standards-based activities and materials are appropriate and reflect the needs of the student population.

Code: _____

Evidence to support rating::

Feedback: Teacher maintains accurate records and provides timely feedback that encourages progress.

Code: _____

Evidence to support rating::

Domain 4: Professional Responsibilities

Reflecting, Growing, and Developing: Teacher displays a positive, cooperative, and responsive attitude. Teacher reflects on lessons to promote improvement, pursues professional development, and participates in school and district events and projects.

Code: _____

Evidence to support rating:

Communicating: Teacher communicates frequently with families and students seeking to engage them in the instructional program.

Code: _____

Evidence to support rating:

COMMENTS: (use additional sheet if required)

Teacher's Signature

Date

Principal's Signature

Date

Principal's New Teacher Final Report- Form A3

Teacher: _____ School: _____

Grade or Subject: _____ Principal: _____

Code for Use with Report

D-Distinguished – Consistent high performance; exceeds expectations
P-Proficient – Displays thorough understanding of components
B-Basic – Inconsistent performance; minimal competence
U-Unsatisfactory – Deficient; immediate growth must occur

Additional space provided for comments on page two (not required)
Please do not use +, - or double codes, ie: B+...P/B...P-

Domain 1: Planning and Preparation

Knowledge of Content and Students: Teacher displays solid understanding of subject area, pedagogy, and school and district resources. Teacher develops lesson plans based on knowledge of students' backgrounds, skills, language proficiency and special needs.

Code: _____

Evidence to support rating:

Instructional Outcomes, Strategies and Assessments: Teacher designs structured lessons aligned with standards and uses current best practices. Elements of instructional design engage students in meaningful learning. Assessment criteria and standards have been communicated to students and assessments are used in planning for student learning.

Code: _____

Evidence to support rating;

Domain 2: Classroom Environment

Creating an Environment of Respect and Rapport: Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students. Classroom interactions are mutually respectful.

Code: _____

Evidence to support rating:

Establishing a Culture for Learning: Teacher has high expectations for mastery of content and student achievement. Activities are meaningful, significant, and age-appropriate.

Code: _____

Evidence to support rating:

Managing Classroom Procedures: Teacher establishes routines and procedures, promotes a safe environment to support learning activities, maximizes instructional time, and ensures productive work of volunteers and paraprofessionals.

Code: _____

Evidence to support rating:

Managing Student Behavior: Teacher establishes standards of conduct for students, monitors student behavior, and responds appropriately to student misbehavior.

Code: _____

Evidence to support rating:

Form A4

Insert Supervisor's Summative Evaluation pg 2
Form A4