

Performance Based Teacher Evaluation

Hillsboro R-3 School District
Approved June 2010

Performance Based Teacher Evaluation Philosophy

A performance based teacher evaluation system is critical to improving teaching, thus improving student knowledge and performance. Performance based teacher evaluation is intended to assist administrators and teachers in creating a learning environment in which students acquire and apply knowledge and skills.

A performance based teacher evaluation system supplies information and feed back regarding effective practice, offers a pathway for individual professional growth, allows a mechanism to nurture professional growth toward common goals and supports a learning community in which people are encouraged to improve and share insights in the profession.

Professional Development Plan

All teachers should have and keep an annual Professional Development Plan approved by the administrator/ supervisor who will also have a copy. There are two types of professional plans: the Professional Development Plan and the Performance Improvement Plan.

First and Second Year Teachers – All first and second year teachers are required to have a Professional Development File. The file will document teacher performance on all 17 criteria. Some documentation will be provided by the administrator/ supervisor as a result of formal observations. The mentor should assist the teacher in selecting entries for the file. Specific information regarding the mentor/mentee program can be found in the packet of information given to all new staff members during orientation.

Experienced Teachers - Experienced teachers are those teachers that have completed the mentor program. Experienced teachers will complete a Professional Development Plan with their administrator/supervisor's approval. The Professional Development Plan should focus around one or more criteria and specific school improvement goals. The administrator/supervisor may have his/her own suggestions for suitable areas of growth for the experienced teacher. The teacher and administrator/supervisor shall meet at the beginning of the school year to discuss and approve the Professional Development Plan. The conference provides opportunity for the administrator/supervisor and the experienced teacher to compare notes on perceptions of need and then arrive at consensus regarding the Professional Development Plan. While the Professional Development Plan should represent consensus between the experienced teacher and the administrator/supervisor, in cases in which significant disagreement arises, the decision of the administrator/supervisor is final. At the end of the school year, the experienced teacher and the administrator/supervisor will meet and discuss the accomplishments that occurred throughout the school year.

The Professional Development Evaluation Cycle

The Non-Tenured Professional Development Phase

All non-tenured teachers, during their 1st and 2nd year of teaching (except in cases of bringing years of experience into the district) will participate in the Hillsboro R-3 School District Mentor/Mentee program. If a teacher brings in experience, but the principal or the teacher would like an additional year with the mentor program, that extra year will be arranged. The mentor will observe and be observed by the 1st and 2nd year teacher. Time for planning and interacting will be provided for both the mentor and mentee. The district will provide adequate training for mentors in order for this phase to be effective.

The mentor will observe the 1st and 2nd year teacher teaching a lesson and provide for reflective feedback prior to the 1st and 2nd year teacher being observed by the administrator/supervisor. Legally, the mentor shall never take part in any formal evaluative activities of the non-tenured teacher. For a complete list of obligations, please read through the Mentor/Mentee handbook, given at the beginning of the school year.

A non-tenured teacher will follow the State Certification process.

The Experienced Teacher Professional Development Phase *For staff to implement after they have completed the mentee program

The professional development phase for the experienced teacher is facilitated by the administrator/supervisor. The teacher, with the approval of his or her administrator/supervisor, is responsible for the development and completion of the plan. As part of the process, each teacher will conduct a self-assessment, select suitable goals for focus, and then complete the professional development plan form. This will occur on an annual basis; however, PDP's may be of multi-year design and may involve collaboration with colleagues. The plan can be revised or changed by joint agreement of the teacher and the administrator/supervisor at any time. The experienced teacher will conduct the entire process, resulting in documentation of enhanced skill and reflection. The data is collected and maintained by the teacher and is to be used in the year-end conference with the administrator/supervisor. Teachers will retain their PDP's and supportive data and may use that data in documenting criteria during the evaluation phase, if applicable.

The administrator/supervisor and teacher will conference early in the school year or prior to school to discuss the teacher's options for the professional development process. Each teacher must submit a completed PDP form to his/her administrator/supervisor for approval prior to the conference. In some cases, the teacher may wish to determine a plan prior to the end of the previous school year. This would allow the teacher the opportunity to integrate district-provided professional opportunities, graduate work, summer workshops, travel, or other events into the plan.

Professional Development Plan Options

Experienced teachers will be formally evaluated on a 3 year cycle. The administrator/supervisor has the responsibility to observe the teacher on a regular basis and may receive unplanned data. If the administrator/supervisor determines the teacher is not meeting expectations, a PIP will be put into place.

All experienced teachers participate in the professional development phase. Documentation of the PDP may be accomplished through the use of various tools and/or procedures, such as portfolios, videos, reflective journals, or professional dialogue with peers and/or administrator/supervisor. The administrator/supervisor is expected to serve as a resource and monitor the progress of the staff participating in this model.

Some of the options that teachers might consider are outlined on p. 6. Teachers may choose an option to enhance their knowledge in a particular area of interest. At the conclusion of the school year, teachers will conference with the administrator/ supervisor to review their PDP and how it has improved the learning within the classroom.

Samples of Professional Development Options

Option A – Mentor/Supervising Teacher (For tenured teacher, unless otherwise specified by the administrator/supervisor): This option allows the tenured teacher to reflect on what he/she is doing with the 1st/2nd/student teacher and associate this with his/her own practice. The teacher receives mentor training as prescribed in the PDP of the district. The teacher uses a self-reflection log to document the activities and/or work to be done with the 1st/2nd/student teacher in accordance with duties as outlined by the PDP Committee. The teacher assists the 1st/2nd/student teacher by making suggestions and offering advice. The time and dates of observations completed by the teacher for the 1st/2nd/student teacher and the time and dates of the conferences held with the 1st/2nd/student teacher are documented. The teacher uses the documentation to write a reflection of the experiences and how it has affected the teachers own practices. The plan should specifically relate to criteria and school improvement goals.

Option B – Collaborative Professional Plan: This option allows two to five colleagues to work together toward a common goal. Topics should relate to one or more specific criteria and to a school improvement plan goal. The collaboration could tie in with existing district or school programs such as A+, MAP teams, or other areas of study such as peer coaching, study groups, cooperative learning, action research, or building teams. The topic of study should be approved by the administrator/supervisor. Each teacher involved should maintain his/her own data to document the study.

Option C – Professional Review Process: This option allows the teacher to use individual reflection to grow professionally. The teacher, focusing on one or more criteria, should be videotaped during three or more teaching sessions. An outside observer, such as a peer, supervisor, STARR teacher, business partner, Instructional Coach, or representative from an educational agency or university staff development program could also observe the teacher. The teacher should document, by written reflection, the observation and the conference held with the outside observer. The teacher's reflection file documents the process of reviewing his/her own teaching practices with the data received from the observers. The file should also contain a final reflection piece on his/her professional growth during the process. This plan should specifically relate to criteria and school improvement goals.

Option D – Individualized Professional Activity: This option allows the teacher to work individually on specific areas of interest. This will likely be on curriculum development, program development, or use of technology. The plan should establish a connecting relationship with specific criteria and school improvement goals. The teacher involved should maintain his/her own data to document the study.

Evaluation Phase

The non-tenured teacher participates in the evaluation phase every year. The non-tenured teacher should maintain data that reflects each standard and criterion. The teacher should expect frequent drop-in observations from the administrator/supervisor. The non-tenured teacher will have 1 unscheduled observation and 1 scheduled observation. The Observation Form (see appendix) will be used during these observations. The administrator/supervisor will fill out the Formative Evaluation Form (see appendix). The administrator/supervisor and the teacher will meet to discuss the Formative Evaluation Form, which will point out the strengths of the teacher and things he/she needs to work on. After the last scheduled observation, the administrator/supervisor will meet with the non-tenured teacher to review all artifact data collected by both parties. After that conference, a Summative Evaluation Form (see appendix) will be written. The teacher and administrator will meet to discuss the Summative Evaluation Form.

The tenured teacher participates in the evaluation phase on a 3-year cycle unless the administrator determines a more frequent schedule is necessary. A tenured teacher will receive written notice if the evaluation will be more frequent. Although the tenured teacher will be formally evaluated over a 1-year period, the teacher may want to maintain data on each criterion during the Professional Development Phase. Therefore, during the Evaluation Phase, it will be less time-consuming to provide documentation. It is recommended that the PDP be retained and the teacher may choose to use them as evidence of meeting acceptable standards on one or more of the criteria.

Data Collection – The evaluation phase involves data collection that documents teaching competence (see criteria and indicators, page 10). Performance data collection is a collaborative process involving both the tenured teacher and the administrator/supervisor. The administrator/supervisor will purposefully collect data from sources such as classroom observations, conferences, viewing videotapes and unplanned data. Artifact data is data that is collected by the teacher that documents competence with the criteria and descriptors. This data may be requested by the administrator/supervisor. The data will be reviewed and recorded.

The following are, but not limited to, examples of what data can be collected: Data from planned and drop in visits, committee sign in sheets, personnel attendance records, PLC sign in sheets, notes from parents, parent phone calls, lesson plans, conference summaries, student work. The administrator/supervisor will review all data and determine significance in documenting specific criteria. If determined significant, the administrator/supervisor will document the data and place it in the teacher's working file. All data included in the teacher's working file will be discussed with the teacher.

Observations – During the formal evaluation year, tenured teachers will have a minimum of 1 scheduled and 1 unscheduled observation. Each observation will be followed by a collaborative conference between the teacher and administrator/supervisor. For the scheduled observation, a pre-observation conference will be held. The appendix provides a variety of forms that may be used by the administrator/supervisor for such conferences. The conference may also involve a review of documents related to specific performance criteria. All data reviewed will be recorded and initialed by the tenured

teacher and the administrator/supervisor. If a tenured teacher is not meeting expectations on a performance criterion, a Performance Improvement Plan will be implemented.

Evaluation Report – The evaluation report consists of administrative review and assessment of all aspects of teaching performance as identified by the PBTE Standards and Criteria (Appendix). The evaluation review for the tenured teacher consists of an Evaluation Report and the evaluation conference. The Evaluation Report will be written to formally summarize the administrator/supervisor's assessment of the tenured teacher's performance based on the data collected. The Evaluation Report will require the administrator/supervisor to recommend the teacher for renewal or non-renewal of employment. The teacher and administrator/supervisor will conference and sign and date the Evaluation Report.

Review and Appeal – Non-tenured and tenured teachers both have the opportunity to dispute information on the Evaluation Report. Written comments can be provided by either party (administrator/supervisor or teacher) and included in the report. Written comments by either party must be shared within 10 working days and appended to the original copy of the Evaluation Report. The teacher, the administrator/supervisor and the Central Office will retain copies of the report.

Specifics of the review process are as follows:

A teacher may request a review of, or an appeal of, a professional judgment. This review/appeal is not to be confused with a grievance.

The grievance procedure may be used by a teacher if there is a question about the application of the evaluation report as defined in this document. The review/appeal procedure as defined will be used in questions of professional judgment. Specifics of the grievance process are clarified in the district policy manual. The evaluation review/appeal process is described in the following paragraphs.

A teacher has the right to request a review of the Professional Development Plan by the building administrator's immediate supervisor. The building administrator's immediate supervisor will review the Professional Development Plan and discuss it with the teacher and administrator/supervisor.

A teacher has the right to appeal the ratings on the Evaluation Report. The appeal must be in writing within seven working days after receipt of the Evaluation Report. The appeal must identify the reason for the request and must include an explanation of the information supporting the appeal. It will be reviewed by the building administrator's immediate supervisor with ten working days of receipt. The building administrator's immediate supervisor will respond in person, then in writing, to the teacher during this ten day period. All materials associated with an appeal shall be appended to the Evaluation Report.

Performance Improvement Plan - The Professional Improvement Plan (see appendix) is used to assist teachers in correcting a documented deficiency of one or more criteria. The administrator/supervisor can assign a PIP any time a deficiency is noted.

The administrator/supervisor will notify the teacher of the deficiency evidenced by an event or document leading to the decision within a set amount of time as determined by the district.

While the PIP should represent consensus between the teacher and the administrator/supervisor, in cases in which significant disagreement arises, the decision of the administrator/supervisor is final. Upon completion of the PIP, the administrator/supervisor may allow the teacher to return to their selected Professional Development Plan.

The Hillsboro R-3 School District will follow the guidelines and timelines established in the Teacher Tenure Act (see Chapter 168 of Missouri's Revised Statutes) regarding required notices to the teacher for remediation and/or termination for incompetencies, inefficiencies, and/or insubordination.

Summative Evaluation Report – The Summative Evaluation Report (see appendix) provides a mean of synthesizing all the information obtained during the data collection phase. Each list provides specific criteria for each standard. Each criterion is rated according to the performance level demonstrated and documented on previous Formative Evaluation Reports.

A rating of 1 or 2 will be preceded by efforts to improve that performance through the use of a PIP. A rating of 1 or 2 means that the teacher is not meeting criterion at an acceptable level. An appropriate plan for improvement will be continued or a decision regarding employment will be determined.

System Review – The superintendent will initiate a periodic review of the evaluation system to promote the maintenance of an effective, fair, and efficient system that is comprehensive and performance based.

Performance Areas, Criterion and Indicators

Performance Area One: Collaboration For Growth

Criteria A: Communicates student emotional, social, physical and academic concerns to parents and necessary school officials in a timely manner.

Indicators –

1. Uses a variety of modes to communicate including, but not limited to, Infinite Campus, web page, phone calls, emails, meetings, conferences, and newsletters.
2. Contacts and responds to parents and school officials promptly regarding concerns related to the student's academic, emotional, social, and physical development.

Criteria B: Communicates learning objectives, data and lesson plans to students and parents.

Indicators –

1. Provide parents with information regarding program background, purpose, and objectives.
2. Designs lessons that are clear and logical in format and communicate those plans to the parents.
3. Clearly communicates and visually posts the expected learning objectives.

Criteria C: Interacts effectively, in a mutually respectful manner, with colleagues, students, parents, board members, and stakeholders of the community.

Indicators –

1. Networks with other schools.
2. Encourages family involvement and attendance at all school functions.
3. Share and demonstrate knowledge gained through professional development activities.
4. Demonstrates knowledge gained through professional collaboration.
5. Takes advantage of opportunities such as workshops and conferences.
6. Actively participates in Professional Learning Communities.

Performance Area Two: Professional Responsibility

Criteria A: Assumes responsibilities outside of the classroom.

Indicator –

1. Serves on district and building committees.
2. Engages in professional growth including reflection, professional development and collaboration.
3. Has knowledge of the use of technical equipment and work related materials that apply to position.
4. Maintains an open mind in regards to new ideas, activities, pedagogical practice.
5. Is visible in all supervisory areas, which include, but are not limited to, hallways, bathrooms, and assemblies.

Criteria B: Demonstrates professional, ethical and moral responsibility in all situations.

Indicators –

1. Maintains confidentiality in all situations.
2. Consistently arrives on time and is ready to begin work at the designed start time.
3. Maintains professional dress.
4. Selects and uses appropriate channels for resolving issues and appropriately reports issues.
5. Understands and fulfills the obligation that school employees are mandated reporters for child abuse and neglect.

Criteria C: Effectively communicates with parents, colleagues, administrators, board members and stakeholders of the community.

Indicators –

1. Vocabulary is appropriate to student age and interest.
2. Teacher's spoken and written language is clear and correct.
3. Communicates with parents regarding student progress in a timely and regular manner.
4. Addresses parent concerns as needed.
5. Communicates in a respectful and professional manner, regardless of mode.

Criteria D: Performs duties in accordance with the policies and procedures of the district and building.

Indicators –

1. Be knowledgeable of policies and procedures.
2. Makes effective use of planning and preparation time.
3. Performs work in a safe manner according to district policy and procedure.

Performance Area Three: Instruction and Student Learning

Criteria A: Uses researched based instructional strategies that help students meet rigorous standards.

Indicators –

1. Student responses represent higher order thinking skills.
2. Students are continually focused on instruction and learning.
3. Instructional strategies motivate student learning and meet different learning styles.
4. Selects and creates learning experiences and strategies that are highly engaging, appropriate for the curriculum, and relevant to the needs of the learner.

Criteria B: Utilizes a variety of assessment strategies to measure student progress toward meeting standards.

Indicators –

1. Provides students with continual evaluative feedback.
2. Students are able to demonstrate an application of their knowledge to other subject areas and situations outside the school setting.
3. Assessment techniques are differentiated to meet individual student needs.
4. Uses assessments which correlate to the methods of instruction and the district curriculum guide/IEP's.
5. Uses a variety of assessment techniques to evaluate the student's abilities.

Criteria C: The teacher analyzes student data in order to monitor and revise school and classroom intervention strategies.

Indicators –

1. Students move past present achievement levels as a result of teacher interventions.
2. Continuous information is given to students and parents about all aspects of student's work and how it can be improved.
3. Utilizes present student performance levels to plan for new learning activities.

Criteria D: The teacher integrates available technology throughout learning activities.

Indicators:

1. Students demonstrate confidence and creativity in using technology to achieve learning objectives.

Criteria E: Instructional methods and materials enhance and motivate student learning.

Indicators –

1. Continuously brings outside resources into the classroom.
2. Ensures students are actively engaged in learning.
3. Frequently facilitates individual, small group, and large group learning experiences.
4. Directions and procedures are clear and concise.
5. Teacher is engaged with students.

Performance Area Four: Classroom Environment

Criteria A: Establishes and encourages respectful relationships with students and between students and adults.

Indicators –

1. Demonstrates sensitivity to student and encourages student input.
2. Students solicit teacher's opinion and advice and exhibit confidence and trust in teacher.
3. Accepts responsibility and accountability for the welfare, behavior, and academic success of students.

4. Motivates students to model positive behavior.
5. Takes the time to establish and maintain appropriate and positive relationships with students.

Criteria B: Utilizes effective classroom management techniques.

Indicators –

1. Uses clear and established classroom procedures.
2. Evidence of rules and routines is present.
3. Classroom is organized and functional.

Criteria C: Effectively manages student behavior.

Indicators –

1. Learning and behavior expectations clearly defined.
2. Demonstrates a consistent and appropriate response during instruction, transitions and non-instructional duties.
3. Manages discipline incidents in accordance with district policy.
4. Applies classroom discipline consistently, in line with building philosophy.
5. Utilizes a variety of techniques to manage student behavior.

Criteria D: Establishes and maintains an environment conducive for student learning.

Indicators –

1. Student work is displayed in classroom and/or hallway.
2. Arrangement of furniture is conducive to learning.
3. Learning objective is visible and effectively communicated.
4. Teacher is enthusiastic and excited during instruction.
5. Models sensitivity to different cultures and a diverse population.
6. Environment is emotionally and physically safe.

Performance Area Five: Planning and Preparation

Criteria A: Lesson plans include necessary components to ensure rigorous standards will be taught in the classroom.

Indicators –

1. Plans are developmentally appropriate for age group.
2. Learning objective and Grade Level Expectation is clearly listed.

3. Plans include researched-based instructional strategies that allow for different learning styles.
4. Assessment, which correlates to method of instruction and the curriculum, is clear and communicated to students and parents.
5. Using variety of resources, engaging activities are planned for every lesson, which reflects a strong understanding of content.
6. Lessons engage students in a variety of appropriate levels of Depth of Knowledge, with meaningful assignments and homework that is timely and assists the students in understanding.

Evaluation Timeline

| | Non-Tenured Teachers | | | | | Tenured Teachers | | |
|----------------------------------|---|---------|-----|-----|-----|------------------|-----|-----|
| Year | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 |
| Formal Evaluation | Yes | Yes | Yes | Yes | Yes | ** | ** | Yes |
| Scheduled Observation | 1 | 1 | 1 | 1 | 1 | ** | ** | 1 |
| Non-Scheduled Observation | 1 | 1 | 1 | 1 | 1 | ** | ** | 1 |
| Drop-In Observation | Frequent | | | | | | | |
| Professional Development Phase | Yes (A) | Yes (A) | Yes | Yes | Yes | Yes | Yes | Yes |
| Administrator Observes Classroom | Administrator observes classroom instruction with pre- and post- observation conferences as appropriate. | | | | | | | |
| Administrator And Teacher Meet | Administrator meets to review School Improvement Plan, and discuss management of the Professional Development File early in the school year. | | | | | | | |
| Data Collection | Teacher and administrator collect data throughout the year. Teacher implements Professional Development File. Data for evaluation purposes must be available by dates established by the administrator. | | | | | | | |
| Evaluation Report | Administrator holds conference to review data collected, review Professional Development File. Administrator completes Evaluation Report per district deadline. | | | | | | | |

**** Indicates observation, only, if needed, as determined by the administrator/supervisor. Drop-in observations by the administrator/supervisor are encouraged on a frequent basis. A drop-in observation does not necessarily require formal written documentation. However, when the administrator does choose to document specific behaviors or events, he/she will use the Observation Form found in the Appendix.**

Appendix

Professional Development Plan Form

Self-Reflection Form

Lesson Plan Review Form

Professional Improvement Plan

Formative Evaluation Form

Summative Evaluation Form

Observation Form

Performance Based Teacher Evaluation Cycle

Professional Development Plan
 Experienced 1st/2nd Year Teacher

Note: As part of the PDP, it is strongly suggested that teachers remain aware of PCI, PCII, and CPC license renewal processes so that requirements for renewal can become part of the Professional Development Plan.

Teacher _____ School _____

Grade/Subject _____ Date _____

Administrator/Supervisor _____

Choose PDP (circle one): A B C D

1. What is your focus for learning (related building/CSIP goals)?

2. What steps will you take to achieve this goal?

| Action Steps | Timeline | Initial and Date Complete |
|--------------|----------|---------------------------|
| | | |
| | | |
| | | |
| | | |

3. How will this improve your teaching or position?

4. How will you share the information that you have learned?

Initial Conference Date _____

Administrator/Supervisor Signature _____

Teacher Signature _____

Comments:

End of the Year Conference Date _____

Administrator/Supervisor Signature _____

Teacher Signature _____

Comments:

Self-Reflection Form

The Self-Reflection Form is used by the teacher prior to developing a Professional Development Plan. This form should be shared with the administrator/supervisor when conferencing for the Professional Development Plan.

Teacher _____

Date _____

1. What are your strengths as a teacher?
2. If you had to do last year over again, what would you change?
3. What area of instruction gives you the most difficulty/concern?
4. As a teacher what will you do to improve learning for your students?
5. In working with parents/guardians, what skills do you possess that allow for positive and productive outcomes?
6. What would you like to learn more about, whether it is from another teacher, a special training program, or other resource?

Lesson Plan Review

Teacher _____ Date _____

School _____ Subject Area _____

Grade/Level _____ Observation Time _____

| | |
|---|---|
| 1. What are the Grade Level Expectations that will be covered? | 2. What is the lesson objective? |
| 3. What instructional strategy will be used? What teaching/learning activity will be used? | 4. How will you going to assess student understanding and mastery of objectives? |
| 5. What is the Depth of Knowledge of this lesson? | 6. Are there any teaching behaviors that you want monitored? |
| 7. Are there special circumstances of which the supervisor should be made aware of? | NOTES: |

Teacher Signature and Date

Administrator Signature and Date

**HILLSBORO R-3 SCHOOL DISTRICT
PROFESSIONAL IMPROVEMENT PLAN**

DATE: _____

STAFF: _____

SUBJECT/AREA: _____

CRITERION:

BUILDING: _____

GRADE/LEVEL: _____

TYPE OF PLAN

GROWTH/ENRICHMENT

IMPROVEMENT

ENRICHMENT/IMPROVEMENT OBJECTIVES:

PROCEDURES FOR ACHIEVING OBJECTIVES:

ASSESSMENT METHODS AND DATE(S):

COMMENTS:

PLAN DEVELOPED: _____
STAFF SIGNATURE & DATE

PRINCIPAL SIGNATURE & DATE

IF PLAN REVISED (DATE/INITIALS): _____

IF ALTERNATIVE PLAN DEVELOPED (DATE/INITIALS): _____

PLAN ACHIEVED: _____
STAFF SIGNATURE & DATE

PRINCIPAL SIGNATURE & DATE

Signatures indicate the data has been read and discussed. Copies are given to the staff and the principal.

Hillsboro R-3 School District Formative Evaluation Report

The evaluation report is used to rate the performance for each criterion of the teacher evaluation process. If the teacher is rated to be detrimental to students or have a neutral impact on students, a PIP and/or supportive documentation should be attached as appropriate.

Teacher _____

School _____

Grade/Subject _____ Date _____

Classification: Non-Tenured Tenured

Performance Area 1: Collaboration For Growth

Level of Teacher Performance-Ratings of 1 or 2 on any criterion indicate unacceptable performance which must be improved. Such ratings require a Professional Improvement Plan to be developed by the teacher and evaluator to aid in raising teacher performance to the desired level.

| | | | | |
|--|--|--|---|--|
| 1—Detrimental to students; no indicators are met | 2—Neutral impact on students; few indicators are met | 3—Positive contribution to Students; some indicators are met | 4—Substantial contribution to Students; most indicators are met | 5—Exceptional contribution to students; all indicators are met |
|--|--|--|---|--|

Criteria A. Communicates student's emotional, social, physical, and academic concerns to parents and necessary school officials in a timely manner.

| | | | | |
|--|---|--|--|--|
| 1—No parent contact <input type="checkbox"/> | 2—Minimal contact with parents <input type="checkbox"/> | 3—Contacts Parents, as measured by the building principal <input type="checkbox"/> | 4—Contacts parents on a regular basis, as measured by the building principal, using a variety of methods including, but not limited to: Infinite Campus, web page, phone calls, emails, meetings, conferences and newsletters <input type="checkbox"/> | 5—Frequently contacts all parents, as measured by the building principal, using a variety of methods including, but not limited to: Infinite Campus, web page, phone calls, emails, meetings, conferences and newsletters <input type="checkbox"/> |
|--|---|--|--|--|

Criteria B. Communicates learning objectives, data and lesson plans to students and parents.

| | | | | |
|---------------------------------------|---|---|---|---|
| 1—No contact <input type="checkbox"/> | 2—Minimally contacts students and parents regarding learning objectives, data, or lesson plans <input type="checkbox"/> | 3—Occasionally contacts students and parents regarding learning objectives, data, and lesson plans <input type="checkbox"/> | 4—Regularly contacts parents and students regarding learning objectives, data and lesson plans <input type="checkbox"/> | 5—Frequently contacts parents and students regarding learning objectives, data, and lesson plans <input type="checkbox"/> |
|---------------------------------------|---|---|---|---|

Criteria C. Interacts effectively, in a mutually respectful manner, with colleagues, students, parents, board members, and stakeholders of the community.

| | | | | |
|---|--|---|---|--|
| 1—Is reluctant to cooperate and infrequently assists others; is not respectful to others <input type="checkbox"/> | 2—Cooperates with others after being asked to assist; is not respectful to others <input type="checkbox"/> | 3—Cooperates with others on a voluntary basis; is respectful to others <input type="checkbox"/> | 4— Works well with other and provides some leadership; is respectful to others <input type="checkbox"/> | 5—Inspires confidence by actively participating as a team member, provides leadership and serves as an example to others; is respectful to others <input type="checkbox"/> |
|---|--|---|---|--|

Comments:

Performance Area 2: Professional Responsibility

Level of Teacher Performance-Ratings of 1 or 2 on any criterion indicate unacceptable performance which must be improved. Such ratings require a Professional Improvement Plan to be developed by the teacher and evaluator to aid in raising teacher performance to the desired level.

| | | | | |
|--|--|--|---|--|
| 1—Detrimental to students; no indicators are met | 2—Neutral impact on students; few indicators are met | 3—Positive contribution to students; some indicators are met | 4—Substantial contribution to students; most indicators are met | 5—Exceptional contribution to students; all indicators are met |
|--|--|--|---|--|

Criteria A. Assumes responsibilities outside of the classroom.

| | | | | |
|--|---|---|--|--|
| 1—Assumes no responsibility outside of the classroom; attends mandatory activities, but does not willingly participate; does not use professional development to enhance growth <input type="checkbox"/> | 2—Attends mandatory activities, but does not do anything extra, as determined by the building principal; does not use professional development to enhance growth; inadequate supervision <input type="checkbox"/> | 3—Regularly participates in activities when asked; regularly uses professional development to enhance growth; adequate supervision <input type="checkbox"/> | 4— Voluntarily serves and seeks opportunities to participate in activities; uses professional development to enhance growth; adequate supervision <input type="checkbox"/> | 5—Plays a leadership role in encouraging others to participate in activities; uses professional development to enhance growth; adequate supervision <input type="checkbox"/> |
|--|---|---|--|--|

Criteria B. Demonstrates professional, ethical and moral responsibility in all situations.

| | | | | |
|---|---|---|--|--|
| 1—Does not display adherence to district policies regarding ethical practices. <input type="checkbox"/> | 2—Displays questionable decision making skills pertaining to district policies on ethical practices. <input type="checkbox"/> | 3—Follows and adheres to district policies and procedures regarding ethical, professional, and moral responsibilities. <input type="checkbox"/> | 4— Is professionally, ethically, and morally responsible and is a positive role model for students and peers. <input type="checkbox"/> | 5—Takes an active leadership role in mentoring others on demonstrating professional, ethical, and moral responsibilities. <input type="checkbox"/> |
|---|---|---|--|--|

Criteria C. Effectively communicates with parents, colleagues, administrators, board members, and stakeholders of the community.

| | | | | |
|--|---|---|---|---|
| 1—Does not appropriately communicate; verbal and written skills are not grammatically correct <input type="checkbox"/> | 2—Occasionally communicates appropriately; verbal and written skills are not grammatically correct <input type="checkbox"/> | 3—Appropriately communicates on a regular basis; verbal and written skills are grammatically correct <input type="checkbox"/> | 4—Appropriately communicates using a variety of methods; verbal and written skills are grammatically correct <input type="checkbox"/> | 5—Appropriately communicates using a variety of methods, provides continual feedback, seeks input and has excellent verbal and written skills. <input type="checkbox"/> |
|--|---|---|---|---|

Criteria D. Performs duties in accordance with the policies and procedures of the district and building.

| | | | | |
|---|--|--|--|--|
| 1—Does not adhere to district and building policies and procedures <input type="checkbox"/> | 2—Reluctantly follows policies and procedures, but verbalizes criticism of them to peers and students <input type="checkbox"/> | 3—Follows policies and procedures <input type="checkbox"/> | 4—Proactively seeks information regarding policies and procedures to make decisions <input type="checkbox"/> | 5—Knowledge of policies and procedures are used to positively impact the learning environment <input type="checkbox"/> |
|---|--|--|--|--|

Comments:

Performance Area 3: Instruction and Student Learning

Level of Teacher Performance-Ratings of 1 or 2 on any criterion indicate unacceptable performance which must be improved. Such ratings require a Professional Improvement Plan to be developed by the teacher and evaluator to aid in raising teacher performance to the desired level.

| | | | | |
|--|--|--|---|--|
| 1—Detrimental to students; no indicators are met | 2—Neutral impact on students; few indicators are met | 3—Positive contribution to students; some indicators are met | 4—Substantial contribution to students; most indicators are met | 5—Exceptional contribution to students; all indicators are met |
|--|--|--|---|--|

Criteria A. Uses researched based instructional strategies that help students meet rigorous standards.

| | | | | |
|--|--|---|--|---|
| 1—No evidence of researched-based strategies; most activities are on DOK 1; activities planned do not meet the individual needs of students <input type="checkbox"/> | 2—Little evidence of researched-based strategies; most activities are on DOK 1 and 2; activities planned do not meet the individual needs of students <input type="checkbox"/> | 3—Some evidence of researched-based strategies; plans activities with DOK 1 and 2 with a few DOK 3; plans some activities that meet the needs of different learning styles <input type="checkbox"/> | 4—Substantial evidence of using researched-based instruction that help students meet rigorous standards; plans activities that use DOK 1-4; instruction is relevant to the needs of the learners which includes meeting different learning styles <input type="checkbox"/> | 5—Exceptional evidence of researched-based instruction that use higher order thinking skills (DOK 1-4); instruction is relevant to the needs of the learner which includes meeting different learning styles <input type="checkbox"/> |
|--|--|---|--|---|

Criteria B. Utilizes a variety of assessment strategies to measure student progress toward meeting standards.

| | | | | |
|--|---|--|--|--|
| <p>1—No evidence of <input type="checkbox"/> assessments that evaluate students' abilities and needs; assessments are not aligned to district curriculum</p> | <p>2— Minimal evidence of <input type="checkbox"/> assessments that evaluate students' abilities and needs; assessments are rarely aligned to district curriculum</p> | <p>3—Some evidence of <input type="checkbox"/> differentiated assessment techniques and provides feedback to students; assessments correlate to methods of instruction and district curriculum</p> | <p>4— Substantial evidence of <input type="checkbox"/> differentiated assessment techniques, provides feedback to students, and demonstrates application of knowledge; assessments correlate to methods of instruction and the district curriculum</p> | <p>5—Exceptional evidence of <input type="checkbox"/> differentiated assessment techniques that provide feedback, demonstrate an application of knowledge, and correlate to methods of instruction and the district curriculum</p> |
|--|---|--|--|--|

Criteria C. The teacher analyzes student data in order to monitor and revise school and classroom intervention strategies.

| | | | | |
|---|--|---|---|---|
| <p>1— No evidence of <input type="checkbox"/> data analysis</p> | <p>2— Minimal evidence of <input type="checkbox"/> data analysis</p> | <p>3—Some evidence of <input type="checkbox"/> analyzing data in order to monitor and revise school and classroom intervention strategies; provides some feedback to parents and students; is aware of present performance levels</p> | <p>4— Substantial evidence of <input type="checkbox"/> analyzing data in order to monitor and revise school and classroom intervention strategies; provides substantial feedback to parents and students; is aware of present performance levels and attempts use information to plan</p> | <p>5—Exceptional evidence of <input type="checkbox"/> analyzing data and utilizing interventions in order to ensure that students excel; provides continuous feedback to parents and students; utilizes present performance levels to plan new learning activities.</p> |
|---|--|---|---|---|

Criteria D. The teacher integrates available technology throughout learning activities.

| | | | | |
|--|---|--|--|---|
| <p>1— No evidence of <input type="checkbox"/> students demonstrating confidence and creativity in using technology to achieve learning objectives.</p> | <p>2—Minimal evidence of <input type="checkbox"/> students demonstrating confidence and creativity in using technology to achieve learning objectives</p> | <p>3—Some evidence of <input type="checkbox"/> students demonstrating confidence and creativity in using technology to achieve learning objectives</p> | <p>4— Substantial evidence of <input type="checkbox"/> students demonstrating confidence and creativity in using technology to achieve learning objectives</p> | <p>5—Exceptional evidence of <input type="checkbox"/> students demonstrating confidence and creativity in using technology to achieve learning objectives</p> |
|--|---|--|--|---|

Criteria E. Instructional methods and materials enhance and motivate student learning.

| | | | | |
|--|---|--|--|--|
| <p>1— Instructional <input type="checkbox"/> methods and materials do not motivate or enhance student learning</p> | <p>2—Minimal evidence of <input type="checkbox"/> instructional methods and materials which enhance and motivate student learning</p> | <p>3—Some evidence of <input type="checkbox"/> instructional methods and materials which enhance and motivate student learning</p> | <p>4— Substantial evidence of <input type="checkbox"/> using outside resources in the classroom, actively engaging learners, providing a variety of learning experiences, and providing clear directions</p> | <p>5—Exceptional evidence of <input type="checkbox"/> students continually utilizing outside resources in the classroom, actively engaging learners, providing a variety of learning experiences, and clear directions</p> |
|--|---|--|--|--|

Comments:

Performance Area 4: Classroom Environment

Level of Teacher Performance—Ratings of 1 or 2 on any criterion indicate unacceptable performance which must be improved. Such ratings require a Professional Improvement Plan to be developed by the teacher and evaluator to aid in raising teacher performance to the desired level.

| | | | | |
|--|--|--|---|--|
| 1—Detrimental to students; no indicators are met | 2—Neutral impact on students; few indicators are met | 3—Positive contribution to students; some indicators are met | 4—Substantial contribution to students; most indicators are met | 5—Exceptional contribution to students; all indicators are met |
|--|--|--|---|--|

Criteria A. Establishes and encourages respectful relationships with students and between students and adults.

| | | | | |
|---|---|---|--|--|
| 1—No evidence of positive relationships with students and/or between students and adults; is not respectful in relationships <input type="checkbox"/> | 2—Minimal time spent in establishing a positive relationship with students; is not respectful in relationships <input type="checkbox"/> | 3—Most students feel comfortable to ask and answer questions, parents are contacted for social and academic concerns; teacher models Code of Conduct <input type="checkbox"/> | 4—All students feel comfortable to ask and answer questions; parents are contacted for social and academic concerns; teacher integrates Code of Conduct <input type="checkbox"/> | 5—Teacher builds a community with all students feeling accepted; parents are contacted for social and academic concerns; teacher applies Code of Conduct outside of school; teacher relates all aspects of positive behavior in and outside of school <input type="checkbox"/> |
|---|---|---|--|--|

Criteria B. Utilizes effective classroom management techniques.

| | | | | |
|--|---|---|---|---|
| 1—Classroom rules and/or procedures are not established <input type="checkbox"/> | 2—Classroom rules and procedures are unclear and/or inconsistent <input type="checkbox"/> | 3—Classroom rules and procedures are clearly established and practiced <input type="checkbox"/> | 4—Classroom rules and procedures are evident with minimal prompting by teacher <input type="checkbox"/> | 5—Classroom rules and routines are evident by students when functioning in the classroom <input type="checkbox"/> |
|--|---|---|---|---|

Criteria C. Effectively manages student behavior.

| | | | | |
|--|--|---|---|--|
| 1—Students are treated with a lack of respect, i.e. bullying students <input type="checkbox"/> | 2—Responds to student misconduct with demeaning words, and/or sarcasm <input type="checkbox"/> | 3—Effectively controls classroom behavior; communication is respectful <input type="checkbox"/> | 4—Models positive interpersonal relationships with students; communication is respectful <input type="checkbox"/> | 5—Students using modeled behavior to self-discipline; communication is respectful <input type="checkbox"/> |
|--|--|---|---|--|

Criteria D. Establishes and maintains an environment conducive for student learning.

| | | | | |
|---|---|--|--|--|
| <p>1—Room arrangement <input type="checkbox"/> is unsafe, hinders learning and is not accessible to all students; teacher uses materials and equipment in an unsafe manner; teacher's demeanor is dull and boring</p> | <p>2— Teacher uses materials and equipment safely and adequately; room arrangement is safe, but environment is not conducive to learning; teacher's demeanor is dull and boring</p> | <p>3—Teacher maintains classroom resources appropriately, skillfully and safely; teacher's demeanor can be motivating and exciting</p> | <p>4—Both teachers and students maintain an environment conducive to learning, and use resources optimally, creatively and safely; the teacher ensures learning is equally accessible to all students; teacher's demeanor is motivating and exciting</p> | <p>5—Both teacher and students maintain and actively pursue additional resources that aid student learning; the teacher ensures all learning is safe and equally accessible to all students; teacher's demeanor is motivating and exciting</p> |
|---|---|--|--|--|

Comments:

Performance Area 5: Planning and Preparation

Level of Teacher Performance—Ratings of 1 or 2 on any criterion indicate unacceptable performance which must be improved. Such ratings require a Professional Improvement Plan to be developed by the teacher and evaluator to aid in raising teacher performance to the desired level.

| | | | | |
|---|---|---|--|---|
| <p>1—Detrimental to students; no indicators are met</p> | <p>2—Neutral impact on students; few indicators are met</p> | <p>3—Positive contribution to students; some indicators are met</p> | <p>4—Substantial contribution to students; most indicators are met</p> | <p>5—Exceptional contribution to students; all indicators are met</p> |
|---|---|---|--|---|

Criteria A. Lesson plans include necessary components to ensure rigorous standards will be taught in the classroom.

| | | | | |
|---|--|--|--|--|
| <p>1-Lesson plans and/or lessons do not correlate to district curriculum <input type="checkbox"/></p> | <p>2— Incomplete lesson plans; Plans do not include necessary components and/or rigorous standards; lessons do not correlate to district curriculum <input type="checkbox"/></p> | <p>3— Plans are complete, clear and include necessary components; standards are mostly rigorous; lessons correlate to district curriculum <input type="checkbox"/></p> | <p>4-Plans are complete, clear and include necessary components; standards are substantially rigorous; lessons correlate to district curriculum <input type="checkbox"/></p> | <p>5-Plans are complete, clear and include necessary components; standards are exceptionally rigorous; lessons correlate to district curriculum <input type="checkbox"/></p> |
|---|--|--|--|--|

Comments:

Formative Evaluation Report—Teacher Comments

Formative Evaluation Report—Evaluator Comments:

Date Discussed _____

Teacher Signature* _____ **Date** _____

Evaluator Signature _____ **Date** _____

***Signature of employee is only to verify that the evaluation was discussed, but not necessarily that the employee agrees with the evaluation.**

Hillsboro R-3 School District Summative Evaluation Report

The evaluation report is used to rate the performance for each criterion of the teacher evaluation process. If the teacher is rated to be detrimental to students or have a neutral impact on students, a PIP and/or supportive documentation should be attached as appropriate.

Teacher _____

School _____

Grade/Subject _____ Date _____

Classification: Non-Tenured Tenured

Performance Area 1: Collaboration For Growth

Level of Teacher Performance-Ratings of 1 or 2 on any criterion indicate unacceptable performance which must be improved. Such ratings require a Professional Improvement Plan to be developed by the teacher and evaluator to aid in raising teacher performance to the desired level.

| | | | | |
|--|--|--|---|--|
| 1—Detrimental to students; no indicators are met | 2—Neutral impact on students; few indicators are met | 3—Positive contribution to Students; some indicators are met | 4—Substantial contribution to Students; most indicators are met | 5—Exceptional contribution to students; all indicators are met |
|--|--|--|---|--|

Criteria A. Communicates student's emotional, social, physical, and academic concerns to parents and necessary school officials in a timely manner.

| | | | | |
|--|---|--|--|--|
| 1—No parent contact <input type="checkbox"/> | 2—Minimal contact with parents <input type="checkbox"/> | 3—Contacts Parents, as measured by the building principal <input type="checkbox"/> | 4—Contacts parents on a regular basis, as measured by the building principal, using a variety of methods including, but not limited to: Infinite Campus, web page, phone calls, emails, meetings, conferences and newsletters <input type="checkbox"/> | 5—Frequently contacts all parents, as measured by the building principal, using a variety of methods including, but not limited to: Infinite Campus, web page, phone calls, emails, meetings, conferences and newsletters <input type="checkbox"/> |
|--|---|--|--|--|

Criteria B. Communicates learning objectives, data and lesson plans to students and parents.

| | | | | |
|---------------------------------------|---|---|---|---|
| 1—No contact <input type="checkbox"/> | 2—Minimally contacts students and parents regarding learning objectives, data, or lesson plans <input type="checkbox"/> | 3—Occasionally contacts students and parents regarding learning objectives, data, and lesson plans <input type="checkbox"/> | 4—Regularly contacts parents and students regarding learning objectives, data and lesson plans <input type="checkbox"/> | 5—Frequently contacts parents and students regarding learning objectives, data, and lesson plans <input type="checkbox"/> |
|---------------------------------------|---|---|---|---|

Criteria C. Interacts effectively, in a mutually respectful manner, with colleagues, students, parents, board members, and stakeholders of the community.

| | | | | |
|---|--|---|---|--|
| 1—Is reluctant to cooperate and infrequently assists others; is not respectful to others <input type="checkbox"/> | 2—Cooperates with others after being asked to assist; is not respectful to others <input type="checkbox"/> | 3—Cooperates with others on a voluntary basis; is respectful to others <input type="checkbox"/> | 4— Works well with other and provides some leadership; is respectful to others <input type="checkbox"/> | 5—Inspires confidence by actively participating as a team member, provides leadership and serves as an example to others; is respectful to others <input type="checkbox"/> |
|---|--|---|---|--|

Comments:

Performance Area 2: Professional Responsibility

Level of Teacher Performance—Ratings of 1 or 2 on any criterion indicate unacceptable performance which must be improved. Such ratings require a Professional Improvement Plan to be developed by the teacher and evaluator to aid in raising teacher performance to the desired level.

| | | | | |
|--|--|--|---|--|
| 1—Detrimental to students; no indicators are met | 2—Neutral impact on students; few indicators are met | 3—Positive contribution to students; some indicators are met | 4—Substantial contribution to students; most indicators are met | 5—Exceptional contribution to students; all indicators are met |
|--|--|--|---|--|

Criteria A. Assumes responsibilities outside of the classroom.

| | | | | |
|--|---|---|--|--|
| 1—Assumes no responsibility outside of the classroom; attends mandatory activities, but does not willingly participate; does not use professional development to enhance growth <input type="checkbox"/> | 2—Attends mandatory activities, but does not do anything extra, as determined by the building principal; does not use professional development to enhance growth; inadequate supervision <input type="checkbox"/> | 3—Regularly participates in activities when asked; regularly uses professional development to enhance growth; adequate supervision <input type="checkbox"/> | 4— Voluntarily serves and seeks opportunities to participate in activities; uses professional development to enhance growth; adequate supervision <input type="checkbox"/> | 5—Plays a leadership role in encouraging others to participate in activities; uses professional development to enhance growth; adequate supervision <input type="checkbox"/> |
|--|---|---|--|--|

Criteria B. Demonstrates professional, ethical and moral responsibility in all situations.

| | | | | |
|---|---|---|--|--|
| 1—Does not display adherence to district policies regarding ethical practices. <input type="checkbox"/> | 2—Displays questionable decision making skills pertaining to district policies on ethical practices. <input type="checkbox"/> | 3—Follows and adheres to district policies and procedures regarding ethical, professional, and moral responsibilities. <input type="checkbox"/> | 4— Is professionally, ethically, and morally responsible and is a positive role model for students and peers. <input type="checkbox"/> | 5—Takes an active leadership role in mentoring others on demonstrating professional, ethical, and moral responsibilities. <input type="checkbox"/> |
|---|---|---|--|--|

Criteria C. Effectively communicates with parents, colleagues, administrators, board members, and stakeholders of the community.

| | | | | |
|--|---|---|---|---|
| 1—Does not appropriately communicate; verbal and written skills are not grammatically correct <input type="checkbox"/> | 2—Occasionally communicates appropriately; verbal and written skills are not grammatically correct <input type="checkbox"/> | 3—Appropriately communicates on a regular basis; verbal and written skills are grammatically correct <input type="checkbox"/> | 4—Appropriately communicates using a variety of methods; verbal and written skills are grammatically correct <input type="checkbox"/> | 5—Appropriately communicates using a variety of methods, provides continual feedback, seeks input and has excellent verbal and written skills. <input type="checkbox"/> |
|--|---|---|---|---|

Criteria D. Performs duties in accordance with the policies and procedures of the district and building.

| | | | | |
|---|--|--|--|--|
| 1-Does not adhere to district and building policies and procedures <input type="checkbox"/> | 2-Reluctantly follows policies and procedures, but verbalizes criticism of them to peers and students <input type="checkbox"/> | 3-Follows policies and procedures <input type="checkbox"/> | 4-Proactively seeks information regarding policies and procedures to make decisions <input type="checkbox"/> | 5-Knowledge of policies and procedures are used to positively impact the learning environment <input type="checkbox"/> |
|---|--|--|--|--|

Comments:

Performance Area 3: Instruction and Student Learning

Level of Teacher Performance-Ratings of 1 or 2 on any criterion indicate unacceptable performance which must be improved. Such ratings require a Professional Improvement Plan to be developed by the teacher and evaluator to aid in raising teacher performance to the desired level.

| | | | | |
|--|--|--|---|--|
| 1—Detrimental to students; no indicators are met | 2—Neutral impact on students; few indicators are met | 3—Positive contribution to students; some indicators are met | 4—Substantial contribution to students; most indicators are met | 5—Exceptional contribution to students; all indicators are met |
|--|--|--|---|--|

Criteria A. Uses researched based instructional strategies that help students meet rigorous standards.

| | | | | |
|--|---|---|---|---|
| 1—No evidence of researched-based strategies; most activities are on DOK 1; activities planned do not meet the individual needs of students <input type="checkbox"/> | 2— Little evidence of researched-based strategies; most activities are on DOK 1 and 2; activities planned do not meet the individual needs of students <input type="checkbox"/> | 3—Some evidence of researched-based strategies; plans activities with DOK 1 and 2 with a few DOK 3; plans some activities that meet the needs of different learning styles <input type="checkbox"/> | 4— Substantial evidence of using researched-based instruction that help students meet rigorous standards; plans activities that use DOK 1-4; instruction is relevant to the needs of the learners which includes meeting different learning styles <input type="checkbox"/> | 5—Exceptional evidence of researched-based instruction that use higher order thinking skills (DOK 1-4); instruction is relevant to the needs of the learner which includes meeting different learning styles <input type="checkbox"/> |
|--|---|---|---|---|

Criteria B. Utilizes a variety of assessment strategies to measure student progress toward meeting standards.

| | | | | |
|--|---|--|--|--|
| <p>1—No evidence of assessments that evaluate students' abilities and needs; assessments are not aligned to district curriculum <input type="checkbox"/></p> | <p>2— Minimal evidence of assessments that evaluate students' abilities and needs; assessments are rarely aligned to district curriculum <input type="checkbox"/></p> | <p>3—Some evidence of differentiated assessment techniques and provides feedback to students; assessments correlate to methods of instruction and district curriculum <input type="checkbox"/></p> | <p>4— Substantial evidence of differentiated assessment techniques, provides feedback to students, and demonstrates application of knowledge; assessments correlate to methods of instruction and the district curriculum <input type="checkbox"/></p> | <p>5—Exceptional evidence of differentiated assessment techniques that provide feedback, demonstrate an application of knowledge, and correlate to methods of instruction and the district curriculum <input type="checkbox"/></p> |
|--|---|--|--|--|

Criteria C. The teacher analyzes student data in order to monitor and revise school and classroom intervention strategies.

| | | | | |
|---|--|---|---|---|
| <p>1— No evidence of data analysis <input type="checkbox"/></p> | <p>2— Minimal evidence of data analysis <input type="checkbox"/></p> | <p>3—Some evidence of analyzing data in order to monitor and revise school and classroom intervention strategies; provides some feedback to parents and students; is aware of present performance levels <input type="checkbox"/></p> | <p>4— Substantial evidence of analyzing data in order to monitor and revise school and classroom intervention strategies; provides substantial feedback to parents and students; is aware of present performance levels and attempts use information to plan <input type="checkbox"/></p> | <p>5—Exceptional evidence of analyzing data and utilizing interventions in order to ensure that students excel; provides continuous feedback to parents and students; utilizes present performance levels to plan new learning activities. <input type="checkbox"/></p> |
|---|--|---|---|---|

Criteria D. The teacher integrates available technology throughout learning activities.

| | | | | |
|--|--|--|--|---|
| <p>1— No evidence of students demonstrating confidence and creativity in using technology to achieve learning objectives. <input type="checkbox"/></p> | <p>2— Minimal evidence of students demonstrating confidence and creativity in using technology to achieve learning objectives <input type="checkbox"/></p> | <p>3—Some evidence of students demonstrating confidence and creativity in using technology to achieve learning objectives <input type="checkbox"/></p> | <p>4— Substantial evidence of students demonstrating confidence and creativity in using technology to achieve learning objectives <input type="checkbox"/></p> | <p>5—Exceptional evidence of students demonstrating confidence and creativity in using technology to achieve learning objectives <input type="checkbox"/></p> |
|--|--|--|--|---|

Criteria E. Instructional methods and materials enhance and motivate student learning.

| | | | | |
|--|--|--|--|--|
| <p>1— Instructional methods and materials do not motivate or enhance student learning <input type="checkbox"/></p> | <p>2— Minimal evidence of instructional methods and materials which enhance and motivate student learning <input type="checkbox"/></p> | <p>3—Some evidence of instructional methods and materials which enhance and motivate student learning <input type="checkbox"/></p> | <p>4— Substantial evidence of using outside resources in the classroom, actively engaging learners, providing a variety of learning experiences, and providing clear directions <input type="checkbox"/></p> | <p>5—Exceptional evidence of students continually utilizing outside resources in the classroom, actively engaging learners, providing a variety of learning experiences, and clear directions <input type="checkbox"/></p> |
|--|--|--|--|--|

Comments:

Performance Area 4: Classroom Environment

Level of Teacher Performance-Ratings of 1 or 2 on any criterion indicate unacceptable performance which must be improved. Such ratings require a Professional Improvement Plan to be developed by the teacher and evaluator to aid in raising teacher performance to the desired level.

| | | | | |
|--|--|--|---|--|
| 1—Detrimental to students; no indicators are met | 2—Neutral impact on students; few indicators are met | 3—Positive contribution to students; some indicators are met | 4—Substantial contribution to students; most indicators are met | 5—Exceptional contribution to students; all indicators are met |
|--|--|--|---|--|

Criteria A. Establishes and encourages respectful relationships with students and between students and adults.

| | | | | |
|---|---|---|--|--|
| 1—No evidence of positive relationships with students and/or between students and adults; is not respectful in relationships <input type="checkbox"/> | 2—Minimal time spent in establishing a positive relationship with students; is not respectful in relationships <input type="checkbox"/> | 3—Most students feel comfortable to ask and answer questions, parents are contacted for social and academic concerns; teacher models Code of Conduct <input type="checkbox"/> | 4—All students feel comfortable to ask and answer questions; parents are contacted for social and academic concerns; teacher integrates Code of Conduct <input type="checkbox"/> | 5—Teacher builds a community with all students feeling accepted; parents are contacted for social and academic concerns; teacher applies Code of Conduct outside of school; teacher relates all aspects of positive behavior in and outside of school <input type="checkbox"/> |
|---|---|---|--|--|

Criteria B. Utilizes effective classroom management techniques.

| | | | | |
|--|---|---|---|---|
| 1—Classroom rules and/or procedures are not established <input type="checkbox"/> | 2—Classroom rules and procedures are unclear and/or inconsistent <input type="checkbox"/> | 3—Classroom rules and procedures are clearly established and practiced <input type="checkbox"/> | 4—Classroom rules and procedures are evident with minimal prompting by teacher <input type="checkbox"/> | 5—Classroom rules and routines are evident by students when functioning in the classroom <input type="checkbox"/> |
|--|---|---|---|---|

Criteria C. Effectively manages student behavior.

| | | | | |
|--|--|---|---|--|
| 1—Students are treated with a lack of respect, i.e. bullying students <input type="checkbox"/> | 2—Responds to student misconduct with demeaning words, and/or sarcasm <input type="checkbox"/> | 3—Effectively controls classroom behavior; communication is respectful <input type="checkbox"/> | 4—Models positive interpersonal relationships with students; communication is respectful <input type="checkbox"/> | 5—Students using modeled behavior to self-discipline; communication is respectful <input type="checkbox"/> |
|--|--|---|---|--|

Criteria D. Establishes and maintains an environment conducive for student learning.

| | | | | |
|---|--|---|---|---|
| <p>1—Room arrangement is unsafe, hinders learning and is not accessible to all students; teacher uses materials and equipment in an unsafe manner; teacher's demeanor is dull and boring <input type="checkbox"/></p> | <p>2— Teacher uses materials and equipment safely and adequately; room arrangement is safe, but environment is not conducive to learning; teacher's demeanor is dull and boring <input type="checkbox"/></p> | <p>3—Teacher maintains classroom resources appropriately, skillfully and safely; teacher's demeanor can be motivating and exciting <input type="checkbox"/></p> | <p>4—Both teachers and students maintain an environment conducive to learning, and use resources optimally, creatively and safely; the teacher ensures learning is equally accessible to all students; teacher's demeanor is motivating and exciting <input type="checkbox"/></p> | <p>5-Both teacher and students maintain and actively pursue additional resources that aid student learning; the teacher ensures all learning is safe and equally accessible to all students; teacher's demeanor is motivating and exciting <input type="checkbox"/></p> |
|---|--|---|---|---|

Comments:

Performance Area 5: Planning and Preparation

Level of Teacher Performance-Ratings of 1 or 2 on any criterion indicate unacceptable performance which must be improved. Such ratings require a Professional Improvement Plan to be developed by the teacher and evaluator to aid in raising teacher performance to the desired level.

| | | | | |
|---|---|---|--|---|
| <p>1—Detrimental to students; no indicators are met</p> | <p>2—Neutral impact on students; few indicators are met</p> | <p>3—Positive contribution to students; some indicators are met</p> | <p>4—Substantial contribution to students; most indicators are met</p> | <p>5—Exceptional contribution to students; all indicators are met</p> |
|---|---|---|--|---|

Criteria A. Lesson plans include necessary components to ensure rigorous standards will be taught in the classroom.

| | | | | |
|---|--|---|--|--|
| <p>1-Lesson plans and/or lessons do not correlate to district curriculum <input type="checkbox"/></p> | <p>2- Incomplete lesson plans; Plans do not include necessary components and/or rigorous standards; lessons do not correlate to district curriculum <input type="checkbox"/></p> | <p>3-Plans are complete, clear and include necessary components; standards are mostly rigorous; lessons correlate to district curriculum <input type="checkbox"/></p> | <p>4-Plans are complete, clear and include necessary components; standards are substantially rigorous; lessons correlate to district curriculum <input type="checkbox"/></p> | <p>5-Plans are complete, clear and include necessary components; standards are exceptionally rigorous; lessons correlate to district curriculum <input type="checkbox"/></p> |
|---|--|---|--|--|

Comments:

Summative Evaluation Report—Teacher Comments

Summative Evaluation Report—Evaluator Comments:

Probationary Teacher

Tenured Teacher

_____ Recommended for re-employment

_____ Recommended for re-employment

_____ Recommended, with reservation

_____ Recommended, with reservation

_____ Not recommended

_____ Not recommended

Date Discussed _____

Teacher Signature* _____ Date _____

Evaluator Signature _____ Date _____

***Signature of employee is only to verify that the evaluation was discussed, but not necessarily that the employee agrees with the evaluation.**



Hillsboro School District

Observation Form: Focus on Learning



Teacher Name: _____

Date: _____

Time: _____ to _____

Subject: _____

Activity: _____

INSTRUCTIONAL DELIVERY METHOD

- LECTURE
- INDEPENDENT WORK (worksheet, text reading)
- HANDS-ON ACTIVITY
- DEMONSTRATION: STUDENT / TEACHER
- COOPERATIVE LEARNING
- CLASSROOM DISCUSSIONS
- DIFFERENTIATED INSTRUCTION
- PEER EVALUATION
- LEARNING CENTERS
- GUIDED PRACTICE
- QUESTIONS & ANSWERS
- OTHER _____

D.O.K. LEVELS

- Level 1 - Recall
- Level 2 - Skill/Concept
- Level 3 - Strategic Thinking
- Level 4 - Extended Thinking

STUDENT ENGAGEMENT LEVELS

- High (Above 90%)
- Moderate (75-89%)
- Low (50-74%)
- Disengaged (Below 50%)

LESSON OBJECTIVE CLEARLY DEFINED/VISIBLE

Yes or No

TEACHER CHECKED FOR UNDERSTANDING/ PROVIDED FEEDBACK

Yes or No

TECHNOLOGY

Was Technology Used? Y or N

- Teacher Workstation
- Student Computers
- Digital Camera
- Graphic Calculator
- Internet
- Projector
- SmartBoard
- Other _____

TECHNOLOGY USE LEVEL

Literacy-technology is viewed as extra practice when other work is done, learning how to use hardware/software

Adaptive-games, drill and practice software, typing reports, research

Transforming- technology used to produce project, share higher order learning, create a product

INSTRUCTIONAL STRATEGIES

- IDENTIFY SIMILARITIES & DIFFERENCES
- NONLINGUISTIC REPRESENTATION
 - Creating graphic presentations
 - Drawing pictures and pictographs
 - Generating mental pictures
 - Engaging in physical activity
- SUMMARIZING/ NOTE TAKING
- USING ADVANCE ORGANIZERS
 - Expository- simply describes the new content
 - Narrative- presents new information in a story format
 - Graphical Organizer (type) _____
- RESEARCH-GENERATING & TESTING HYPOTHESIS
- PROBLEM/ PROJECT BASED LEARNING
- REINFORCING EFFORT & PROVIDING RECOGNITION
- HOMEWORK AND PRACTICE
- SETTING OBJECTIVES & PROVIDING FEEDBACK
- OTHER _____

Comments:

SIGNATURE OF EVALUATOR _____

STUDENT WORK DISPLAYED WITH FEEDBACK

Yes or No

Performance Based Teacher Evaluation

