



# Model for Instructional Improvement

Teacher Evaluation

Implemented 2008-09  
*Revised August 15, 2011*

## Table of Contents

Vision and Mission Statements.....	2
Teacher Evaluation Philosophy.....	2
Purpose.....	3
Objectives.....	3
General Points about Teacher Evaluations.....	4
Frequency of Observations & Evaluations.....	4
Teacher Evaluation Cycle.....	5
Timetable and Sequence of the Teacher Evaluation Process.....	6
Teacher Evaluation Procedures.....	7
Guidelines for the Model of Instructional Improvement.....	8-9
Summary Description of Evaluated Professional Practices.....	9-10
Appendix/Forms.....	11-23
Instructional Objectives & Professional Development Goals (TE 1) .....	11
10-Minute Informal Classroom Observation (TE 2) .....	12
Classroom Observation for Instructional Improvement & Prof Development (TE 3) .....	13-14
Mid-Year Evaluation (TE 4) .....	15-16
Year-End Evaluation (TE 5) .....	17-21
Plan of Assistance Guidelines .....	22-23

## Vision Statement

Motivate, Educate, Celebrate:  
Learning together for a better future.

## Mission Statement

Harrisonburg City Public Schools ... A place where learning has no limits and together we work for the success of all.

## Teacher Evaluation Philosophy

It is the philosophy of Harrisonburg City Schools that the major aim of Model for Instructional Improvement is to improve teaching performance and thereby enhance the quality of instruction for the students in our schools. The prevailing attitude toward evaluation is that we can all improve in some professional aspect. All teachers should want to be aware of any weaknesses in their professional performances and, likewise, have the responsibility to students for self-improvement and continued learning through professional development. The principal, as instructional leader, has responsibility for directing a well-organized, cooperative, continuous, and comprehensive teacher evaluation program. All evaluations of performance are to be based on mutually understood and clearly definable standards and procedures. Evaluations are also appropriate tools in which employment decisions are made.

## Purpose

The primary purpose of the evaluation of instructional staff is to improve the quality of education for students. Therefore, instructional staff should develop annual instructional objectives and professional development goals with strategies to meet them. These goals and strategies should be reviewed with principals and an agreement should be reached. During the course of the year, evidence should be assembled (by both the teacher and the administrator) to verify the completion of this evaluation process as described in this handbook.

## Objectives

The objectives of the teacher evaluation process are to:

1. Ensure that students receive quality instruction by improving teaching performance.
2. Develop or improve planning skills.
3. Develop or improve classroom management skills.
4. Focus upon aspects of current performance wherein strengths may be enhanced and weaknesses converted into strengths.
5. Produce quality teaching through cooperative efforts of teachers, supervisors, and administrators.
6. Stimulate desirable changes in student behavior, learning outcomes and student academic progress.
7. Recognize the worth and dignity of each student.
8. Promote professional growth and development.
9. Enhance communication between teacher and evaluator through cooperative efforts.
10. Promote teacher professionalism.
11. Evaluate teacher effectiveness and maintain staff accountability.
12. Provide an appropriate tool for employment related decisions.

To be an effective evaluator requires performance criteria to be clearly stated and understood, performance objectives explicitly stated, assessment cooperatively carried out, and plans for future action cooperatively developed.

## General Points about Teacher Evaluations

- The process should be:
  - Cooperative, clear and continuous.
  - Directed at improving student learning and achievement.
  - Aimed toward improvement of instruction.
  - Positive, professional, and open.
  - Focused on developing appropriate instructional objectives, classroom observations and post-observation conferences.
  
- Components of a meaningful teacher evaluation process are:
  - A desire for professional development and growth of the teacher.
  - Candid teacher self-assessment and reflection.
  - To establish and achieve relevant instructional objectives focused on improving student achievement.
  - An effective evaluation instrument focused on the best interest of students, while supporting teacher growth and development.

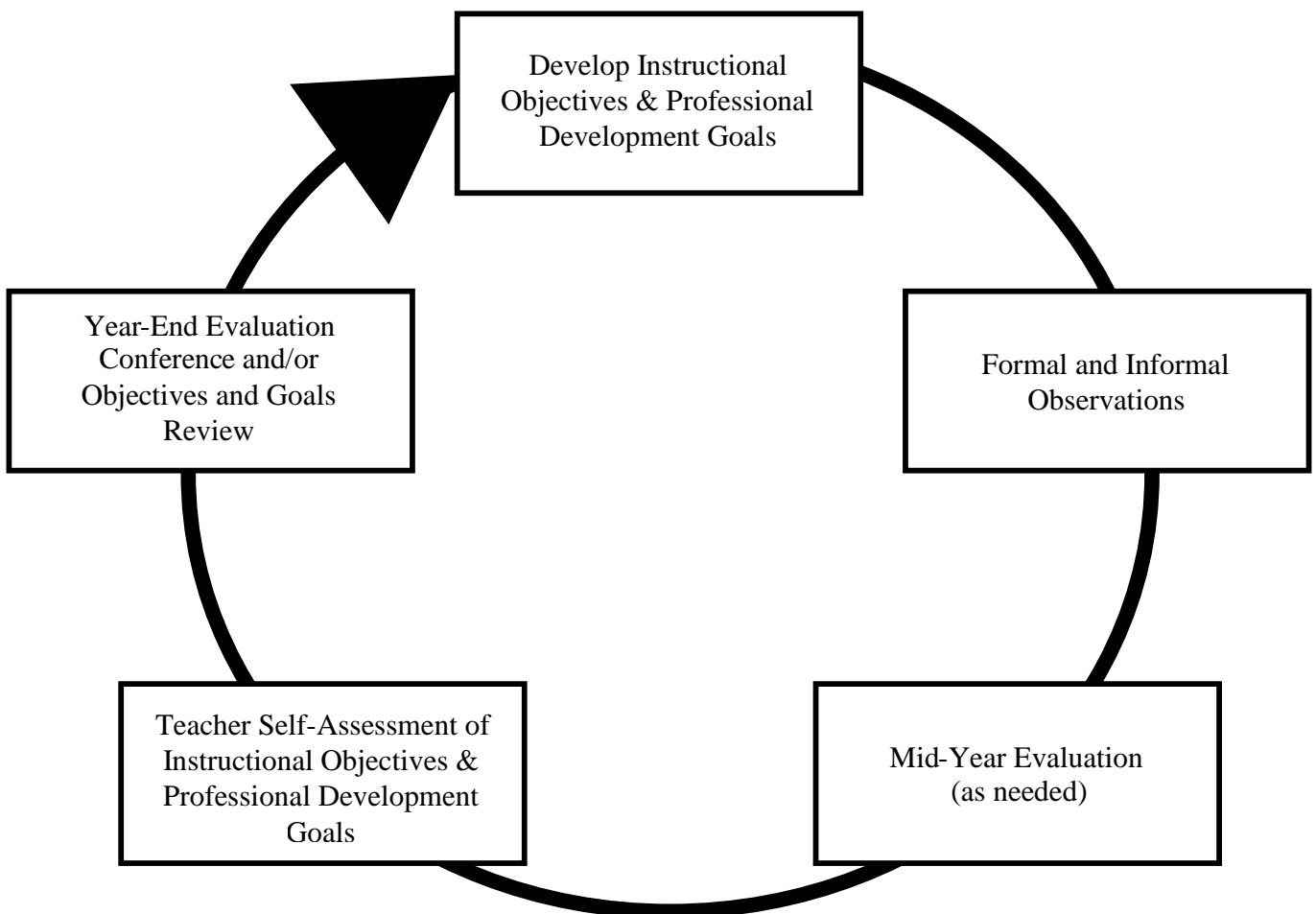
### Frequency of Observations & Evaluations (Minimums)

	<u>10-minute Informal Observations</u>	<u>Formal Classroom Observations</u>	<u>Year-End Evaluations</u>
Probationary Contract Teachers	optional	2-3 per year	every year
Continuing Contract Teachers	optional	at least 1 per year	at least every 3 <sup>rd</sup> year

Additional observations will be required if a teacher is placed on an instructional plan of assistance or is not performing at an acceptable level as determined by the building administration.

## Teacher Evaluation Cycle

Each teacher begins the school year by developing instructional objectives and professional development goals, with the collaboration of school administrators. Throughout the school year, administrators will conduct formal and informal observations of teacher. Formal evaluations will be followed by post-observation conferences. A Mid-Year Evaluation may be conducted as necessary. Near the end of the school year, teachers will submit a self-assessment of their progress towards the instructional objectives and professional development goals established at the beginning of the year. A final Year-End Evaluation will then be conducted by a school administrator, and a conference is held with the teacher to discuss the self-assessment and evaluations. This discussion will influence the teacher's instructional objectives and professional development goals for the next school year, continuing the cycle.



## Timetable and Sequence of the Teacher Evaluation Process

August - September	Principal reviews evaluation procedures and forms with all new teachers (brief review during new teacher orientation).
September - May	Administrators perform classroom observations and hold post-observation conferences for instructional improvement throughout the school year. <i>Observations may be unannounced.</i>
September 30	All teachers will submit Instructional Objectives & Professional Development Goals ( <i>TE 1</i> ). The teacher and administrator should develop objectives cooperatively. Principal retains the original of the <i>TE 1</i> form.
December - January	Mid-Year Evaluation ( <i>TE 4</i> ) for probationary contract teachers as needed, teachers considered for non-renewal, teachers on a plan of assistance or those continuing contract teachers whose performance warrants a mid-year evaluation.
December - January	Principal assists Director of Human Resources by distributing and collecting letters of intent and requests for transfer.
February 15	Principals submit a list of teachers recommended for re-employment. Also, principal shall advise the Director of Human Resources and Superintendent if he/she plans to place a teacher on a Plan of Assistance or recommend a teacher for non-renewal. (School Board policy Human Resources #618)
April 1	Teachers complete the self-assessment of Instructional Objectives & Professional Development Goal ( <i>TE 1</i> ) form and submit to principal. Teachers also provide preliminary work on next year's Instructional Objectives & Professional Development Goals ( <i>TE 1</i> ).
April 1 - June 15	<p>Principal and teacher evaluate completion of Instructional Objectives &amp; Professional Development Goals (<i>TE 1</i>). Principal provides a review of the teacher's <i>TE 1</i> goals if the teacher is not scheduled for a Year-End Evaluation (<i>TE 5</i>)</p> <p>Principal holds Year-End Evaluation (<i>TE 5</i>) conferences with probationary contract teachers (each year) and continuing contract teachers (once every 3 years) to review yearly performance and begin work on Instructional Objectives &amp; Professional Development Goals for next year.</p> <p>The teacher's signature indicates that the yearly performance evaluation has been held. The teacher may attach additional professional comments.</p> <p>A copy of the Yearly Performance Evaluation is reviewed by the Director of Human Resources and placed in the teacher's personnel file at the Central Office.</p>

## Teacher Evaluation Procedures

### Probationary Contract Teacher

1. Develop Instructional Objectives & Professional Development Goals (*TE 1*)
2. 10 Minute Informal Classroom Observation (*TE 2*)
  - Optional
  - Announced and unannounced classroom observations
3. Pre-Observation Conference
  - Optional, but recommended for new teachers and new administrators
4. Formal Classroom Observation (*TE 3*)
  - Typically 30 to 60 minutes
  - Observations may be announced and/or unannounced
  - A minimum of two observations required (*more if necessary*)
  - Post-observation conference required for each formal classroom observation, to be held in a timely manner
5. Mid-Year Evaluation (*TE 4*)
  - As defined by Timetable and Sequence of the Teacher Evaluation Process
6. Year-End Evaluation (*TE 5*)
  - Review of TE 1 Goals, observations, performance and professional standards
  - Preliminary work on next school year's instructional objectives and professional development goals (*TE 1*)

### Continuing Contract Teacher

1. Develop Instructional Objectives & Professional Development Goals (*TE 1*)
2. 10 Minute Informal Classroom Observation (*TE 2*)
  - Optional
3. Formal Classroom Observation (*TE 3*)
  - Typically 30 to 60 minutes
  - A minimum of one observation every year (*more if a need arises*)
  - At least 2 formal observations will be held during any one year in which a Year-End Evaluation occurs.
  - Observations may be announced and/or unannounced.
  - Post-observation conference required for each formal classroom observation, to be held in a timely manner
4. Year-End Evaluation (*TE 5*)
  - A formal Year-End Evaluation will be held every 3 years (*more often if deemed necessary by the principal*)
  - Review of TE 1 Goals, observations, performance and professional standards
  - Preliminary work on next school year's instructional objectives & professional development goals (*TE 1*)

### Teacher on a Plan of Assistance

An explanation of and guidelines for the Plan of Assistance can be found on page 22-23 of this handbook.



## Guidelines for the Model of Instructional Improvement

1. Teacher observations will be conducted primarily by the building principals and assistant principals. Instructional supervisors and other administrative or supervisory staff may conduct observations as appropriate. Additional observations by other observers not listed above may be requested. Such additional observations will not be included in the personnel record unless it is mutually agreed upon by the teacher and principal.
2. Teachers who have not attained continuing contract status, teachers new to the system, and probationary teachers will be observed at least two times formally during the evaluation time frame. The formal observation should last at least 30 minutes and will utilize the observation form (*TE 3*).
3. Teachers who have attained continuing contract status will be placed on a cycle which results in formal observations at least every three years.
4. At any time, teachers may be placed on a Plan of Assistance if the principal deems that a significant deficiency in instructional performance or professional conduct exists. (See page 22 – “Plan of Assistance Guidelines”.)
5. Each teacher will engage in the Model for Instructional Improvement, which will include instructional objectives, developed in cooperation with a school administrator. Objectives and strategies will be recorded on the Instructional Objectives & Professional Development Goals form (*TE 1*). The teacher and administrator will meet at the end of each evaluation cycle to assess progress in attainment of stated objectives. The teacher will share evidence of completion of objectives and record this information on the Instructional Objectives & Professional Development Goals form (*TE 1*). Objectives for the new evaluation cycle will also be completed as a part of this process.
6. Formal observations, announced and unannounced, will be conducted followed by post-observation conferences held in a timely manner.
7. Observations, evaluations, and recommendations will be communicated effectively to those persons affected and involved including teacher, appropriate administrators, and the school board when appropriate.
8. At the beginning of the evaluation cycle, a conference will be held to review or revise teacher performance objectives, strategies for implementation of objectives and planned methods for evaluation. Teachers will be notified of the time and date of the Year-End Evaluation. Goals for the following year will be discussed at the Year-End Evaluation conference.

9. Harrisonburg City Public Schools maintains high expectations for staff performance. Therefore we expect most staff evaluations to fall within the “Meets Expectations” category. To receive a rating of “Exceeds Expectations” would require an individual to go well beyond the high expectations already in place.
10. When a teacher’s performance is judged to exceed expectations, this will be noted on the Classroom Observation Form (*TE 3*).
11. When a teacher’s performance on an observation is rated as “Area for Improvement,” written corrective measures will be developed by the observer, with teacher input. Corrective measures will be discussed in a post-observation conference and summarized on the Classroom Observation Form (*TE 3*). The corrective measures may be placed on the teacher’s Instructional Objectives & Professional Development Goals Form (*TE 1*).
12. When a Year-End evaluation includes a rating of “Unsatisfactory” the principal or immediate supervisor will develop goals for improvement. The teacher may also be provided with a Plan of Assistance with a specific time period to remediate concerns identified in the evaluations. Unsatisfactory performance on the Plan of Assistance may result in non-renewal of contract or dismissal.

### Summary Description of Evaluated Professional Practices

Multiple professional practices are deemed important for effective classroom instruction and professionalism, and thus will be considered during a teacher evaluation. These aspects fall into several categories, as summarized below.

**Planning and Assessment:** Daily lesson plans are developed and implemented that include objectives, appropriate SOLs, activities, and assessments. Student understanding is assessed in a variety of ways and documented, and instruction is revised to improve understanding. Students are encouraged to think independently and to employ critical thinking and problem-solving skills. Instructional materials are prepared and technology resources used to meet lesson objectives and serve all students, including those with special needs.

**Instruction:** Instruction is differentiated and strategies are utilized to meet lesson objectives and serve students with a variety of needs and abilities. Effective classroom management is in place, including appropriate student behavior and efficient use of instructional time. The teacher demonstrates a strong knowledge of the material being taught, is resourceful and flexible, and displays enthusiasm for teaching. Students are given appropriate expectations and are motivated to learn.

**Safety and Learning Environment:** The learning environment is safe and accommodates individual and group activities; the teacher promotes positive learning experiences and celebrates students’ successes. Physical appearance of the classroom will be maintained in an organized and orderly fashion.

**Communication:** The teacher models strong language skills, communicates effectively with students, and provides appropriate feedback to students.

**Professionalism and Community Relations:** The teacher displays professionalism by using assessment measures to improve instruction, modeling moral and ethical standards, participating in professional development, working collaboratively with colleagues, and contributing to the profession, the school division and the community.



**Teacher Evaluation (TE 1)**  
*Instructional Objectives & Professional Development Goals*

Teacher:		School Year:	
Position/Class:		School/Location:	

**DIRECTIONS:** List below 2-3 personal instructional objectives, plus any school-wide (and/or departmental) objectives with input from the principal and/or supervisor. At least one personal objective must address expectations for improved student achievement, and the remaining personal objectives should address professional development and growth goals of the teacher. Objectives must be measurable and include strategies to meet the objectives.

<b>Instructional Objectives</b> (due by September 30 <sup>th</sup> )	<b>Strategies for Meeting Objectives:</b>	<b>Self-Assessment:</b> (due by April 1 <sup>st</sup> ) – <i>attach evidence of completion</i>
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1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

**Evaluator’s Comments/Recommendation(s):** *(if not scheduled for a TE-5)*

Administrator:		Date:	
Teacher:		Date:	

*Teacher’s signature indicates that the teacher has read and received a copy of this review of goals and objectives.*

*The teacher may attach additional professional comments and evidence of completion of the objectives.*



**Teacher Evaluation (TE 2)**  
*10-Minute Informal Classroom Observation - Optional*

Teacher Observed:		Evaluator:		Observation Date/Time:
Position/Class:		School:		

<b>A. PLANNING AND ASSESSMENT</b>	<b>[X] Observed</b>
1. Establishes and implements daily written lesson plans.	<input type="checkbox"/>
2. Evaluates student learning and revises instruction accordingly.	<input type="checkbox"/>
3. Structures teaching to encourage independent thinking by students.	<input type="checkbox"/>
4. Effectively prepares/uses instructional materials and technology resources.	<input type="checkbox"/>
<b>B. INSTRUCTION</b>	
5. Maintains appropriate expectations for all students.	<input type="checkbox"/>
6. Differentiates instruction.	<input type="checkbox"/>
7. Maintains appropriate student classroom behavior.	<input type="checkbox"/>
8. Demonstrates knowledge of subject/grade.	<input type="checkbox"/>
9. Demonstrates resourcefulness and flexibility.	<input type="checkbox"/>
10. Displays enthusiasm for teaching.	<input type="checkbox"/>
11. Utilizes strategies to meet class objectives, student needs and abilities.	<input type="checkbox"/>
12. Effectively motivates students.	<input type="checkbox"/>
13. Manages instructional time wisely.	<input type="checkbox"/>
<b>C. SAFETY AND LEARNING ENVIRONMENT</b>	
14. Provides an appropriate learning environment.	<input type="checkbox"/>
<b>D. COMMUNICATION</b>	
15. Models acceptable written and oral expressions.	<input type="checkbox"/>
16. Effectively communicates with students, parents and the community.	<input type="checkbox"/>
17. Provides appropriate feedback to students.	<input type="checkbox"/>

*Lack of observation in any area does not necessarily indicate a deficiency*

**10-Minute Classroom Observation Summary:**

*Please see principal if you have questions regarding this 10-minute informal classroom observation.*



**Teacher Evaluation (TE 3)**

*Classroom Observation for Instructional Improvement and Professional Development*

Teacher Observed:		Evaluator:		Observation Date/Time:	
Position/Class:		School:			

**Objective(s) of Lesson:**

**Instructional Activities:**

**PROFESSIONAL PRACTICES**

<b><i>E = Exceeds Expectations</i></b>	Performance exceeds evaluation criteria.
<b><i>M = Meets Expectations</i></b>	Performance meets evaluation criteria ( <i>most checks should fall in this category</i> ).
<b><i>I = Area for Improvement</i></b>	Performance does not meet evaluation criteria. There is, however, evidence of this skill set and will be targeted for further development ( <i>may be included on TE 1 goals</i> ).
<b><i>U = Unsatisfactory</i></b>	Performance is inadequate and unacceptable ( <i>must receive immediate attention</i> ).
<b><i>N/A = Not Applicable to Lesson</i></b>	Not applicable to the observed lesson.

<b>A. PLANNING AND ASSESSMENT</b>	<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>	<b>N/A</b>
1. Establishes and implements daily written lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evaluates student learning and revises instruction accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Structures teaching to encourage independent thinking by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Effectively prepares/uses instructional materials and technology resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. INSTRUCTION</b>	<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>	<b>N/A</b>
5. Maintains appropriate expectations for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Differentiates instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Maintains appropriate student classroom behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.	Demonstrates knowledge of subject/grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B.</b>	<b>INSTRUCTION (continued)</b>	<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>	<b>N/A</b>
9.	Demonstrates resourcefulness & flexibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Displays enthusiasm for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Utilizes strategies to meet class objectives, student needs and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Effectively motivates students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Manages instructional time wisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>C.</b>	<b>SAFETY AND LEARNING ENVIRONMENT</b>	<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>	<b>N/A</b>
14.	Provides an appropriate learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D.</b>	<b>COMMUNICATION</b>	<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>	<b>N/A</b>
15.	Models acceptable written and oral expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.	Effectively communicates with students, parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.	Provides appropriate feedback to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Classroom Observation Summary:**

**Evaluator's Comments/Recommendation(s):**

Administrator:		Date:	
Teacher:		Date:	

*Teacher's signature indicates that the teacher has read and received a copy of this classroom observation.  
The teacher may attach additional professional comments.*



**Teacher Evaluation (TE 4)**  
*Mid-Year Evaluation*

Teacher:		Evaluator:	
Position/class:		School:	

**Directions:** The evaluator must complete this form. Mid-Year evaluations should be conducted for teachers who are on a Plan of Assistance or might otherwise benefit from a Mid-Year evaluation. Teacher performance, practices or conduct judged not to meet expectations must be explained in the evaluation summary.

This Mid-Year evaluation is a year-to-date summary of the teacher’s performance and will include forms TE 1, TE 2 (*optional*) & TE 3.

**PROFESSIONAL PRACTICES**

- E = Exceeds Expectations** Performance exceeds evaluation criteria.
- M = Meets Expectations** Performance meets evaluation criteria (*most checks should fall in this category*).
- I = Area for Improvement** Performance does not meet evaluation criteria. There is, however, evidence of this skill set and will be targeted for further development (*may be included on TE 1 goals*).
- U = Unsatisfactory** Performance is inadequate and unacceptable (*must receive immediate attention*).

<b>A. PLANNING AND ASSESSMENT</b>	<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
1. Establishes and implements daily written lesson plans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Evaluates student learning and revises instruction accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Structures teaching to encourage independent thinking by students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Effectively prepares/uses instructional materials and technology resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>B. INSTRUCTION</b>	<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
5. Maintains appropriate expectations for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Differentiates instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Maintains appropriate student classroom behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Demonstrates knowledge of subject/grade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Demonstrates resourcefulness & flexibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Displays enthusiasm for teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Utilizes strategies to meet class objectives, student needs and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Effectively motivates students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Manages instructional time wisely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>C. SAFETY AND LEARNING ENVIRONMENT</b>	<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
14. Provides an appropriate learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>D. COMMUNICATION</b>	<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
15. Models acceptable written and oral expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Effectively communicates with students, parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



17.	Provides appropriate feedback to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>E.</b>	<b>PROFESSIONALISM AND COMMUNITY RELATIONS</b>	<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
18.	Uses measures of student learning to improve teaching and instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19.	Models professional, moral and ethical standards and personal integrity in all interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20.	Participates in a meaningful and continuous process of professional development that enhances student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21.	Works in a collegial and collaborative manner with peers, staff, parents and community resources to support the success of a diverse student population.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.	Provides services to the profession, the division and/or the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23.	Displays professionalism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>F.</b>	<b>PLAN OF ASSISTANCE GOALS OR OTHER OBJECTIVES</b> <i>(if applicable)</i>	<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
24.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**MID-YEAR EVALUATION SUMMARY:**

Administrator:		Date:	
Teacher:		Date:	

*Teacher's signature indicates that the teacher has read and received a copy of this mid-year evaluation.*

The teacher may attach additional professional comments.



**Teacher Evaluation (TE 5)**  
Year-End Evaluation

Teacher:		Evaluator:			
Position/Class:		School:		School Year:	

**Directions:** The evaluator must complete this form and review the teacher’s self-assessment of their current year’s Instructional Objectives and Professional Development Goals (*TE 1*). Teacher performance, practices or conduct judged not to meet expectations must be explained in the evaluation summary section and included on the following year’s Instructional Objectives and Professional Development Goals (*TE 1*).

This Year-End evaluation is a cumulative summary of the teacher’s performance and will include forms *TE 1*, *TE 2 (optional)*, *TE 3* & possibly *TE 4 (if appropriate)*.

**PROFESSIONAL PRACTICES**

- E = Exceeds Expectations** Performance exceeds evaluation criteria.
- M = Meets Expectations** Performance meets evaluation criteria (*most checks should fall in this category*).
- I = Area for Improvement** Performance does not meet evaluation criteria. There is, however, evidence of this skill set and will be targeted for further development (*may be included on TE 1 goals*).
- U = Unsatisfactory** Performance is inadequate and unacceptable (*must receive immediate attention*).

**A. PLANNING AND ASSESSMENT**

		<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
<b>1.</b>	<b>Establishes and Implements Daily Written Lesson Plans</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Coordinates curriculum objectives/concepts with pacing guides for instructional activities.				
	b. Displays lesson plans, which include written objectives, activities and assessments for students.				
	c. Incorporates appropriate SOL and other division learning objectives into the lesson.				
<b>2.</b>	<b>Evaluates Student Learning and Revises Instruction Accordingly</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Uses informal as well as formal assessments of student’s progress to monitor effectiveness of instruction/learning that are appropriate to the class and SOL objectives.				
	b. Uses results of student evaluations as a basis for re-teaching, enriching, pacing or continuing to the next lesson.				
	c. Assesses prerequisite skills for successful learning prior to the introduction of new material.				
	d. Uses a variety of assessment strategies (essay, multiple choice, matching, anecdotal, short answer, portfolios).				
	e. Regularly documents student achievement.				
	f. Implements sequencing and pacing of instruction.				
<b>3.</b>	<b>Structures Teaching to Encourage Independent Thinking by Students</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Encourages and provides support for student participation in the learning process.				
	b. Structures learning activities to encourage students to employ critical thinking and problem solving skills.				
	c. Solicits student opinions and logical conclusions from those opinions.				
	d. Encourages and promotes creative thinking.				

<b>A. PLANNING AND ASSESSMENT (continued)</b>		<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
<b>4.</b>	<b>Effectively Prepares/Uses Instructional Materials and Technology Resources</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Selects materials & technology resources appropriate to student's instructional level and the specific lesson objective(s).				
	b. Organizes instructional materials prior to instruction.				
	c. Demonstrates knowledge of resources and methods appropriate to serving students with special learning needs.				

<b>B. INSTRUCTION</b>		<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
<b>5.</b>	<b>Maintains Appropriate Expectations for All Students</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Communicates the belief that all students will succeed.				
	b. Praises students, both individual and as a group.				
	c. Uses appropriate questioning techniques (question redirects, etc.).				
	d. Effectively utilizes wait time.				
<b>6.</b>	<b>Differentiates Instruction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Provides learning choices, leveled assignments & teaches to all learning styles.				
	b. Demonstrates various teaching strategies during instruction (interactive student participation).				
	c. Demonstrates effective use of a variety of instructional materials and technology resources to enhance student learning/engagement.				
<b>7.</b>	<b>Maintains Appropriate Student Classroom Behavior</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Provides verbal and nonverbal feedback for appropriate behavior.				
	b. Manages/redirects inappropriate behavior effectively to minimize instruction interruption.				
	c. Manages student problems fairly and consistently through established classroom rules, procedures and routines.				
	d. Frequently surveys class during instruction for student engagement.				
<b>8.</b>	<b>Demonstrates Knowledge of Subject/Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Provides subject area information that is accurate and current.				
	b. Includes specific written objectives for students that incorporate SOL objectives.				
	c. Explains the purpose for the activity or topic presented.				
	d. Relates subject matter to students' everyday lives and interests.				
	e. Makes use of appropriate examples, illustrations and/or demonstrations.				
<b>9.</b>	<b>Demonstrates Resourcefulness &amp; Flexibility</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Adopts appropriate measures to overcome temporary obstructions.				
	b. Meets the demand of unexpected events by channeling demands into positive actions.				
	c. Monitors learning experiences and adjusts pace according to students' progress.				
	d. Effectively utilizes instructional assistants and resource teachers.				
<b>10.</b>	<b>Displays Enthusiasm for Teaching</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Presents tasks as positive challenges.				
	b. Presents materials in a stimulating, energetic and inspired manner.				
	c. Motivates students to learn by using varying techniques.				
	d. Conveys a sincere interest in the subject/material being taught.				

<b>B. INSTRUCTION (continued)</b>		<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
11.	Utilizes Strategies to Meet Class Objectives, Student Needs and Abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Effectively communicates learning objectives to students.				
	b. Provides a focused introduction to new lessons.				
	c. Recalls prior knowledge as appropriate for the current lesson.				
	d. Calls attention to main ideas and presents information clearly.				
	e. Uses appropriate levels of questioning.				
	f. Provides an explicit closure to each lesson.				
12.	Effectively Motivates Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Circulates among students, inviting participation and addressing task avoidance.				
	b. Provides positive feedback and reinforcement to students.				
	c. Employs teaching methods or materials to stimulate creative expression.				
	d. Promotes self-esteem and encourages students to respect themselves and others.				
13.	Manages Instructional Time Wisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Efficiently manages in-class interruption of instructional time.				
	b. Minimizes non-instructional and transitional time.				
	c. Begins lessons promptly and uses the full period for instruction following pacing guides.				
	d. Organizes and makes instructional material easily accessible for students.				

<b>C. SAFETY AND LEARNING ENVIRONMENT</b>		<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
14.	Provides an Appropriate Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Promotes learning by providing a classroom that is organized and free from the threat of physical harm.				
	b. Recognizes and celebrates the achievements of students and staff.				
	c. Provides a classroom arrangement that accommodates various individual & group activities.				
	d. Conveys a pleasant, friendly atmosphere between teacher and student.				
	e. Provides an organized and orderly classroom atmosphere that promotes positive learning experiences.				

<b>D. COMMUNICATION</b>		<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
15.	Models Acceptable Written and Oral Expressions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written expression.				
	b. Writes legibly and uses correct spelling and correct usage of grammar in all written work.				
16.	Effectively Communicates With Students, Parents and the Community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Sets expectations for all students by providing clear, explicit and logical directions.				
	b. Praises, elicits and/or responds to student inquiries before proceeding.				
	c. Is sensitive and responsive to the diversity of individuals and groups and demonstrates cultural understanding.				
17.	Provides Appropriate Feedback to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Provides sustaining feedback after an incorrect answer or no response by probing, repeating the question and/or providing clues.				
	b. Affirms correct responses in a timely manner (verbally or nonverbally).				
	c. Solicits student input during instruction and then responds to it.				

<b>E. PROFESSIONALISM AND COMMUNITY RELATIONS</b>		<b>E</b>	<b>M</b>	<b>I</b>	<b>U</b>
<b>18.</b>	<b>Uses Measures of Student Learning to Improve Instruction</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Correctly utilizes approved valid measures of student learning.				
	b. Compares learning gains from one point in time to another for the same students.				
<b>19.</b>	<b>Models Professional, Moral and Ethical Standards and Personal Integrity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Relates to colleagues, parents and others in an ethical, moral and professional manner.				
	b. Represents the school and program(s) favorably in the school division/community.				
	c. Uses acceptable written and oral language.				
	d. Takes responsibility for resolving concerns and problems in a constructive manner.				
	e. Maintains confidentiality appropriate to teaching assignment.				
	f. Maintains a professional demeanor and appearance.				
	g. Works in the best interest of students, colleagues, the school and the community.				
<b>20.</b>	<b>Participates in a Meaningful and Continuous Process of Professional Development</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Participates and shows evidence of professional growth activities (conferences, workshops, coursework, etc.)				
	b. Evaluates and identifies areas of personal strength and weakness related to professional skills and their effect on student learning and sets goals for improvement of skills and professional performance.				
	c. Comprehends and applies current practices that enhance knowledge of education issues, trends and practices.				
	d. Shares knowledge from professional activities with colleagues to improve and enhance instruction.				
	e. Maintains and takes a proactive approach to ensuring proper licensure and certification.				
<b>21.</b>	<b>Works in a Collegial and Collaborative Manner with Peers, Staff, Parents and Community Resources to Support the Success of a Diverse Student Population</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Demonstrates flexibility and a collaborative attitude in supporting co-workers/grade level team/administration.				
	b. Maintains effective working relationships with other teachers and staff.				
	c. Works collaboratively with other staff members to plan for individual student learning and alignment of goals and standards across classroom and grade levels.				
	d. Makes a positive contribution to the overall climate of the school and division.				
	e. Supports school/division-wide programs and activities.				
	f. Considers the interests & needs of colleagues & parents in promoting/supporting school & division goals.				
	g. Effectively shares ideas and information with parents.				
	h. Effectively follows the school's crisis management plan.				
<b>22.</b>	<b>Provides Services to the Profession, the Division and/or the Community</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Serves on school, division, state and/or national committees.				
	b. Contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, sponsor, advisor, researcher and/or supervisor.				
	c. Supports and participates in efforts to align school and division goals and activities with community endeavors.				
	d. Other:				
<b>23.</b>	<b>Displays Professionalism</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	a. Practices punctual attendance.				
	b. Submits required reports on time and meets other deadlines.				
	c. Maintains accurate records.				

	d. Follows proper channels of communication.	
	e. Appropriately maintains confidentiality.	
	f. Is familiar with and abides by School Board policies, regulations and school procedures.	

**YEAR-END EVALUATION SUMMARY:**

Administrator:		Date:	
Teacher:		Date:	

*Teacher's signature indicates that the teacher has read and received a copy of this year-end evaluation.  
The teacher may attach additional professional comments.*



*Plan of Assistance Guidelines*

**1. What is a Plan of Assistance?**

- a. A plan of assistance, per School Board Policy #619, is a written design which provides an outline of the areas of deficiency in instructional performance and/or professional conduct for a continuing contract teacher.
- b. A plan of assistance includes specific objectives, strategies intended to meet those objectives and the means for assessment within a reasonable time frame.
- c. During a plan of assistance student teachers and/or practicum students will not be assigned.

**2. Who determines if a teacher will be placed on a Plan of Assistance?**

- a. The building administrator, with concurrence of the Assistant Superintendent, places a teacher on a plan of assistance.
- b. This decision is based on instructional deficiencies or repeated or significant professional conduct deficiencies.

**3. What is the time frame of a Plan of Assistance?**

- a. The plan of assistance may go into effect at any point during a school year or at the beginning of a school year.
- b. There are three options:
  - i. The teacher has made satisfactory improvement and will not be on a plan of assistance for the following school year.
  - ii. The teacher has made progress but has not met all objectives of the plan and will be placed on an additional plan of assistance for the following school year.
  - iii. The teacher has not made acceptable progress and is informed of the recommendation for termination of employment.

**4. How will a Plan of Assistance be monitored?**

- a. The building administrator will review relevant data specified in the plan of assistance on a regular basis.
- b. For an individual on a plan of assistance for the school year:
  - i. A minimum of two observers will complete a total of six (6) formal observations and follow-up conferences. Four observations will be completed prior to February 15<sup>th</sup>.
  - ii. The building administrator will conduct a mid-year review of the teacher's performance before February 15<sup>th</sup>.
- c. For an individual placed on a plan of assistance for less than a school year, the administrator will define in the plan the number of observations and the time frame to be followed.
- d. The Director of Human Resources will periodically review progress of those individuals on a plan of assistance.

**5. What are the salary implications of a Plan of Assistance?**

- a. Any continuing contract teacher who is placed on a Plan of Assistance for the upcoming year will not receive a salary increase for that year (see School Board Regulation #619-R).
- b. After a teacher has successfully completed a Plan of Assistance, the teacher will receive the same percentage or dollar amount increase as other teachers and be reassigned to the nearest step on the teacher salary scale.
- c. Future salary increases are then computed based on the teacher's reassigned step on the teacher salary scale. Salary steps lost due to placement on a plan of assistance are not regained. However, the year of experience while on a plan of assistance counts for retirement purposes.