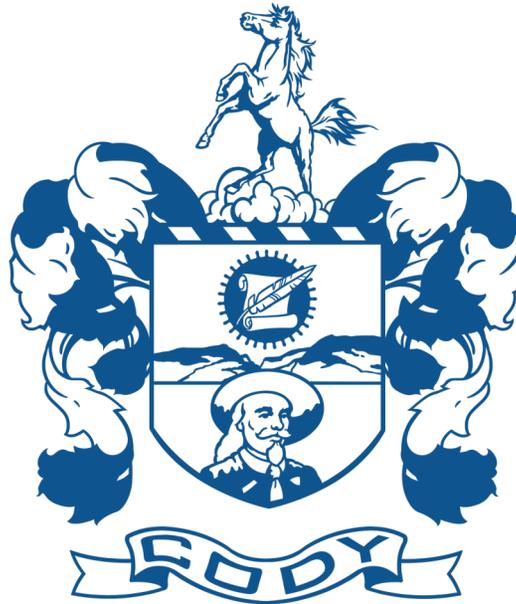


Park County School District No. 6



Title I Teacher Evaluation

Description of the Performance Evaluation Cycle

| Date | Non-Continuing Contract | Continuing Contract | Plan of Assistance* | |
|-------------|--|---|---------------------|---|
| | | | Date | (Timeline determined by administration) |
| November 1 | | Initial Classroom Observations | *TBD | Plan of Assistance goals and activities written by administration for Title I Teacher |
| December 15 | First Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 classroom observations) | | *TBD | First Summative Evaluation Report (including post observation conference) |
| February 15 | | Second Round Classroom Observations | | N/A |
| April 5 | Second Summative Evaluation Report (including self-assessment/reflection conference + a minimum of 3 classroom observations) | | April 5 | Second Summative Evaluation Report (including post observation conference) |
| April 15 | Notification of employment recommendation | Notification of employment recommendation | April 15 | Notification of employment recommendation |
| May 1 | | Third Round Classroom Observations | | N/A |
| June 1 | Submit Completed Summative Evaluation | Submit Completed Summative Evaluation (including self-assessment/reflection conference + a minimum of 3 classroom observations) | | N/A |

Non-Continuing Contract Title I Teachers

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- A minimum of 3 classroom observations per Summative Evaluation Report.
- The deadline for notification of employment recommendation is April 15.

Continuing Contract Title I Teachers

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- A minimum of 3 classroom observations per Summative Evaluation Report.
- A Summative Evaluation Report (including self-assessment/reflection conference) by June 1 annually.

* Plan of Assistance Title I Teachers

- A Title I Teacher may be placed on a **Plan of Assistance** at any time during the evaluation cycle; timeline is determined by administration.
- When a Title I Teacher is placed on a Plan of Assistance, they work on the assigned activities specific to their Plan of Assistance.
- It is required that a Title I Teacher on a Plan of Assistance receives a **minimum** of two summative evaluations each year. These evaluations may or may not be completed according to the timeline in the chart. The deadline for completion of both summative evaluations is April 5.
- The deadline for notification of employment recommendation is April 15.

Description of Performance Evaluation Procedures

| Evaluation Type | Procedures |
|--------------------------------|--|
| Non-Continuing Contract | Title I Teachers new to the district are evaluated using these procedures for three years (or for two years with previous Wyoming continuing contract and uninterrupted service): <ul style="list-style-type: none"> • A minimum of three (3) classroom observations per Summative Evaluation Report. • A minimum of one (1) Self-Assessment/Reflection Conference. • A minimum of one (1) Summative Evaluation Report to include Post Conference. |
| Continuing Contract | Title I Teachers on continuing contract status are evaluated using these procedures: <ul style="list-style-type: none"> • A minimum of three (3) classroom observations per Summative Evaluation Report. • One Self-Assessment/Reflection Conference • A minimum of one (1) Summative Evaluation Report to include Post Conference. |
| Plan of Assistance | A Title I Teacher may be on a Plan of Assistance for not more than two consecutive years . The Title I Teacher must show significant improvement or be recommended for termination of employment. <ul style="list-style-type: none"> • The Plan of Assistance timeline is determined by administration. • The evaluator identifies the required growth needed and suggests improvement activities. • A minimum of two (2) Post-Observation Conferences • A minimum of two (2) Summative Evaluation Reports • In order to be returned to continuing contract status, the Title I Teacher must demonstrate proficiency in all Domains and in the majority of the Components under each Domain. |

Evaluator Checklist

| | Non-Continuing Contract | | Continuing Contract | | Plan of Assistance | | |
|--|-------------------------|--|---------------------|--|--------------------|--|--|
| Classroom observation dates | | | | | | | |
| | | | | | | | |
| Self-Assessment/Reflection Conference(s) | | | | | | | |
| | | | | | | | |
| Summative Evaluation Report date(s) | | | | | | | |
| | | | | | | | |
| Notification of employment recommendation | | | | | | | |
| Summative Report submitted | | | | | | | |

SELF-ASSESSMENT RUBRIC

Title I Teacher:

Date:

Evaluator:

Date:

Domain 1: Planning and Preparation

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

Evidence:

| SELF-ASSESSMENT RUBRIC | | | | |
|---|---|---|---|--|
| Title I Teacher: | Date: | Evaluator: | Date: | |
| Domain 2: The Title I Environment | | | | |
| Component | Unsatisfactory | Developing | Proficient | Distinguished |
| 2a: Creating an Environment of Respect and Rapport | Interactions, both between the Title I teacher and students and among students, are negative or inappropriate and characterized by sarcasm, put-downs, or conflict. | Interactions, both between the Title I teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity. | Interactions, both between the Title I teacher and students and among students, reflect general warmth and caring, and are respectful of the cultural and developmental differences among groups of students. | Interactions, both between the Title I teacher and students and among students, are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility. |
| 2b: Establishing a Culture for Learning | The Title I environment does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work. | The Title I environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both Title I teacher and students are performing at the minimal level to “get by.” | The Title I environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work. | Students assume much of the responsibility for establishing a culture for learning in the Title I environment by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Title I teacher demonstrates a passionate commitment to the subject. |
| 2c: Managing Title I Procedures | Title I routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time. | Title I routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time. | Title I routines and procedures have been established and function smoothly for the most part, with little loss of instruction time. | Title I routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning. |
| 2d: Managing Student Behavior | Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior. | Title I teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful. | Title I teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students. | Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Title I teacher’s monitoring of student behavior is subtle and preventive, and Title I teacher’s response to student misbehavior is sensitive to individual student needs. |
| 2e: Organizing Physical Space | Title I teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities. | Title I environment is safe, and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities. | Title I environment is safe, and learning is accessible to all students; Title I teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities. | Title I environment is safe, and students contribute to ensuring that the physical environment supports the learning of all students. |

Evidence:

SELF-ASSESSMENT RUBRIC

Title I Teacher: _____ **Date:** _____ **Evaluator:** _____ **Date:** _____

Domain 3: Instruction/Delivery of Service

| Component | Unsatisfactory | Developing | Proficient | Distinguished |
|---|--|---|--|---|
| 3a: Communicating Clearly and Accurately | Title I teacher's oral and written communication contains errors or is unclear or inappropriate to students. | Title I teacher's oral and written communication contains no errors, but may not be completely appropriate or may require further explanations to avoid confusion. | Title I teacher communicates clearly and accurately to students, both orally and in writing. | Title I teacher's oral and written communication is clear and expressive, anticipating possible student misconceptions. |
| 3b: Using Questioning and Discussion Techniques | Title I teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion. | Title I teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation. | Title I teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students. | Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion. |
| 3c: Engaging Students in Learning | Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure. | Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing. | Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson. | Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure. |
| 3d: Providing Feedback to Students | Title I teacher's feedback to students is of poor quality and is not given in a timely manner. | Title I teacher's feedback to students is uneven, and its timeliness is inconsistent. | Title I teacher's feedback to students is timely and of consistently high quality. | Title I teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning. |
| 3e: Demonstrating Flexibility and Responsiveness | Title I teacher adheres to the instruction plan in spite of evidence of poor student understanding or of students' lack of interest, and fails to respond to students' questions; teacher assumes no responsibility for student's failure to understand. | Title I teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students. | Title I teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions. | Title I teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students. |
| 3f: Collaborating with teachers in the design of instructional interventions | Title I teacher declines to collaborate with classroom teachers in the design of instructional interventions for targeted students. | Title I teacher collaborates with classroom teachers in the design of instructional interventions for targeted students when specifically asked to do so. | Title I teacher initiates collaboration with classroom teachers in the design of instructional interventions for targeted students. | Title I teacher initiates collaboration with classroom teachers in the design of instructional interventions for targeted students, locating additional resources from sources outside the school. |

Evidence:

SELF-ASSESSMENT RUBRIC

Title I Teacher:

Date:

Evaluator:

Date:

Domain 4: Professional Responsibilities

| Component | Unsatisfactory | Developing | Proficient | Distinguished |
|--|---|---|---|---|
| 4a: Reflecting on Teaching | Title I teacher does not reflect accurately on the lesson or propose ideas as to how it might be improved. | Title I teacher's reflection on the lesson is generally accurate, and Title I teacher makes global suggestions about how it might be improved. | Title I teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved. | Title I teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. Teacher draws on an extensive repertoire to suggest alternative strategies. |
| 4b: Maintaining Accurate Records | Title I teacher has no system for maintaining accurate records, resulting in errors and confusion. | Title I teacher's system for maintaining accurate records is rudimentary and only partially effective. | Title I teacher's system for maintaining accurate records is efficient and effective. | Title I teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance. |
| 4c: Communicating with Families | Title I teacher provides little or no information to families and makes no attempt to engage them in the instructional program. | Title I teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. | Title I teacher communicates frequently with families and successfully engages them in the instructional program. | Title I teacher communicates frequently and sensitively with families and successfully engages them in the instructional program; students participate in communicating with families. |
| 4d: Contributing to the School and District | Title I teacher's relationships with colleagues are negative or self-serving, and Title I teacher avoids being involved in school and district projects. | Title I teacher's relationships with colleagues are cordial, and Title I teacher participates in school and district events and projects when specifically requested. | Title I teacher participates actively in school and district projects, and maintains positive relationships with colleagues. | Title I teacher makes a substantial contribution to school and district events and projects, assuming leadership with colleagues. |
| 4e: Growing and Developing Professionally | Title I teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills. | Title I teacher's participation in professional development activities is limited to those that are convenient. | Title I teacher participates actively in professional development activities and contributes to the profession. | Title I teacher makes a substantial contribution to the profession through such activities as action research and mentoring new teachers, and actively pursues professional development. |
| 4f: Showing Professionalism | Title I teacher's sense of professionalism is low, and Title I teacher contributes to practices that are self-serving or harmful to students. | Title I teacher's attempts to serve students based on the best information are genuine but inconsistent. | Title I teacher makes genuine and successful efforts to ensure that all students are well served by the school. | Title I teacher assumes a leadership position in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. |

Evidence:

Summative Evaluation Report

| | |
|-------------|--|
| School Year | |
|-------------|--|

| | | | | | | | |
|---------------------------|-------------------------|--------------------------|---------------------|--------------------------|--------------------|--------------------------|--|
| Title I Teacher Name | | Date | | Evaluator | | School | |
| Evaluation type this year | Non-Continuing Contract | <input type="checkbox"/> | Continuing Contract | <input type="checkbox"/> | Plan of Assistance | <input type="checkbox"/> | |

This Summary Evaluation Report is based on the following evidence:

| Types of Evidence | | | |
|--------------------------|---|--------------------------|---|
| X | Formal Title I Teacher Observation and Post-Evaluation Conference | <input type="checkbox"/> | Professional Development Opportunities |
| X | Summative Goals | <input type="checkbox"/> | Title I Teacher Leadership Opportunities |
| <input type="checkbox"/> | Classroom Walk Through/Informal Observation | <input type="checkbox"/> | Title I Teacher Self Assessment/Reflective Conference |
| <input type="checkbox"/> | Title I Teacher Artifacts: i.e. Action Research, Unit Plan, Portfolio, etc. | X | Student Performance Data |

Rating of Title I Teacher on the Components of Professional Practice

| Components of Professional Practice | <i>Directions for completing this form: Click in the box and type. The box will expand as needed. The other evaluation items will scroll further down the page.</i> | | | |
|--|---|--------------------------|--------------------------|-----------------|
| Domain 1: Planning and Preparation | U | D | P | Comments |
| 1a: Demonstrating Knowledge of Content and Pedagogy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1b: Demonstrating Knowledge of Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1c: Selecting Instructional Goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1d: Demonstrating Knowledge of Resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1e: Designing Coherent Instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 1f: Assessing Student Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Domain 2: The Title I Environment | U | D | P | Comments |
| 2a: Creating an Environment of Respect and Rapport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2b: Establishing a Culture for Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2c: Managing Title I Procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2d: Managing Student Behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 2e: Organizing Physical Space | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Domain 3: Instruction | U | D | P | Comments |
| 3a: Communicating Clearly and Accurately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3b: Using Questioning and Discussion Techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3c: Engaging Students in Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3d: Providing Feedback to Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3e: Demonstrating Flexibility and Responsiveness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 3f: Collaborating with teachers in the design of instructional interventions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

| Domain 4: Professional Responsibilities | U | D | P | Comments |
|---|--------------------------|--------------------------|--------------------------|----------|
| 4a: Reflecting on Teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4b: Maintaining Accurate Records | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4c: Communicating With Families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4d: Contributing to the School and District | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4e: Growing and Developing Professionally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| 4f: Showing Professionalism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

Key to ratings: U = Unsatisfactory, D = Developing, P = Proficient, Comments required for ratings of U or D. Comments also used for indicating distinguished performance.

Notable areas of performance:

Goals for the upcoming year:

Student Performance Data:

- Suggested Valid Assessments: WY-TOPP, NWEA MAP, ACT, District Assessments (if validated), DIBELS*
- Suggested Other Assessments: Resource Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
- Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

| | | | | |
|---------------------------|----------------------|--------------------------|-------------------------|--------------------------|
| Employment Recommendation | Retain in Employment | <input type="checkbox"/> | Release from Employment | <input type="checkbox"/> |
|---------------------------|----------------------|--------------------------|-------------------------|--------------------------|

| | | | | | | |
|---------------------------|-------------------------|--------------------------|---------------------|--------------------------|--------------------|--------------------------|
| Evaluation type next year | Non-Continuing Contract | <input type="checkbox"/> | Continuing Contract | <input type="checkbox"/> | Plan of Assistance | <input type="checkbox"/> |
|---------------------------|-------------------------|--------------------------|---------------------|--------------------------|--------------------|--------------------------|

| | | | |
|-------------------|------|---------------------|------|
| Teacher Signature | Date | Evaluator Signature | Date |
|-------------------|------|---------------------|------|

Title I Teacher's Signature denotes receipt of the evaluation and participation in the evaluation conference.

Due Dates:

- **Non-Continuing Contract:** The first Post-Observation Conference and Summative Evaluation Report must be completed by December 15 of each year. The second Post-Observation Conference and Summative Evaluation Report must be completed by April 5 of each year. The Summative Evaluation Reports must be submitted to the Personnel Office by June 1 of each year.
- **Continuing Contract:** One Post-Observation and Summative Evaluation Report for Continuing Contract Title I Teachers must be completed and on file in the Personnel Office by June 1 of each year.
- **Plan of Assistance:** At least two Post-Observation Conferences and Summative Evaluation Reports for Title I Teachers on a Plan of Assistance must be completed and on file in the Personnel Office by April 5 of each year.
- **Title I Teacher Comments:** Title I Teacher comments, which are optional, are due no later than June 5.

Attach the following Documents:

- Title I Teacher Comments, if applicable
- Plan of Assistance, if applicable
- Title I Teacher comments (optional)

Plan of Assistance

| | | | |
|-----------------------------|--|-------------------|--|
| <i>Title I Teacher Name</i> | | <i>Date</i> | |
| <i>School</i> | | <i>Assignment</i> | |
| <i>Evaluator</i> | | | |

Please check the domains and components that are Unsatisfactory, Developing or Proficient.

| Components of Professional Practice | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|
| Domain 1: Planning and Preparation | U | D | P | Domain 3: Instruction | U | D | P |
| 1a: Demonstrating Knowledge of Content and Pedagogy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3a: Communicating Clearly and Accurately | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1b: Demonstrating Knowledge of Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3b: Using Questioning and Discussion Techniques | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1c: Selecting Instructional Goals | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3c: Engaging Students in Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1d: Demonstrating Knowledge of Resources | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3d: Providing Feedback to Students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1e: Designing Coherent Instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3e: Demonstrating Flexibility and Responsiveness | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 1f: Assessing Student learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3f: Collaborating with teachers in the design of instructional interventions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Domain 2: The Title I Environment | U | D | P | Domain 4: Professional Responsibilities | U | D | P |
| 2a: Creating an Environment of Respect and Rapport | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4a: Reflecting on Teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2b: Establishing a Culture for Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4b: Maintaining Accurate Records | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2c: Managing Title I Procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4c: Communicating With Families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2d: Managing Student Behavior | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4d: Contributing to the School and District | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2e: Organizing Physical Space | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4e: Growing and Developing Professionally | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | | 4f: Showing Professionalism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Goals for Improvement

Clearly state the goals for improvement. Explain what the Title I Teacher needs to demonstrate and define what the expectations are for improvement.

1.

2.

3.

Recommended resources needed to assist in meeting goals:

| Goal | Activities designed to help Title I Teacher meet the goal | Start Date | End Date | Results |
|------|---|------------|----------|---------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

Plan Review Dates

The Title I Teacher and evaluator must meet at least monthly to review the progress of performance on the goals for improvement.

| Date | Summary of Progress | Title I Teacher signature | Evaluator Signature |
|------|---------------------|---------------------------|---------------------|
| | | | |
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Determination of Employment Status

Title I Teachers may be placed on a Plan of Assistance for no more than two consecutive years. If the Title I Teacher is proficient in all domains and in the majority of the components under each domain, they will be moved to the appropriate evaluation. If the Title I Teacher does not meet the specifications on the Plan of Assistance, the Title I Teacher will be recommended for termination of employment. Title I Teacher must receive a completed copy of this plan when it is written. Attach a copy of the Plan of Assistance to the Summative Evaluation Report.

Teacher Status Completed at the last Summative Evaluation Report conference for the year.

| | | | |
|--------------------------|---|-------------------|-------|
| <input type="checkbox"/> | Place Title I Teacher on Non-Continuing or Continuing contract evaluation | Signatures | |
| <input type="checkbox"/> | Continue Title I Teacher on Plan of Assistance for the following year (up to two years) | Teacher | Date: |
| <input type="checkbox"/> | Title I Teacher is recommended for termination of employment | Evaluator | Date: |