

Overview

Stakeholders

During the 2005-2006 school year, a Teacher Evaluation Team was established to create a new evaluation system, modeled after Charlotte Danielson's work. This team included certified staff and administrators from elementary, middle and high school levels. The team has continued to meet a minimum of two times per year. A survey is administered each spring to all district certified staff to gather input and receive feedback on our evaluation system.

The 2010-11 Teacher Evaluation Team, which included all school administrators and a school board member in addition to certified staff members, utilized the work of Dr. Paula Bevan to thoroughly review and revise the Teacher Evaluation system. The 2011-12 Teacher Evaluation Team continued revising the Teacher Evaluation and created evaluation systems for Counselors, Instructional Facilitators, Library/Media Specialists, Nurses, School Psychologists, Therapeutic Specialists and Title I Teachers. Each group's evaluation system was subsequently reviewed by group members.

2010-11 Teacher Evaluation Team	2011-12 Teacher Evaluation Team
Stefanie Bell, School Board Member	Stefanie Bell, School Board Member
Betsy Sell, Assistant Superintendent and Curriculum Director	Betsy Sell, Assistant Superintendent and Curriculum Director
Dr. Kip Hanich, Special Education Director	Dr. Kip Hanich, Special Education Director
Brandon Jensen, Principal	Brandon Jensen, Principal
Brenda Farmer, Principal	Brenda Farmer, Principal
Tom Cook, Principal	Tom Cook, Principal
Jill Donley, Principal	Jill Donley, Principal
Larry Gerber, Principal	Tim Foley, Principal
Jeremiah Johnston, Assistant Principal	Jeremiah Johnston, Assistant Principal
Sean Murray, Assistant Principal	Sean Murray, Assistant Principal
Kelly Merager, Assistant Principal	Kelly Merager, Assistant Principal
Dorla Herrod, Certified Teacher	Niki Tisthammer, Certified Title I Teacher
Niki Tisthammer, Certified Title I Teacher	Jann Ellsbury, Certified Teacher
Jann Ellsbury, Certified Teacher	Susie Mann, Certified Special Education Teacher
Susie Mann, Certified Special Education Teacher	Teresa Decker, Certified Teacher
Teresa Decker, Certified Teacher	Anissa Bree, Certified Teacher
Anissa Bree, Certified Teacher	Julie Sax, Certified Instructional Facilitator
Dean Olenik, Certified Teacher	
Julie Sax, Certified Instructional Facilitator	

Performance Criteria

The PCSD #6 evaluation system is aligned with the standards of the Wyoming Professional Teaching Standards Board and is research based in accordance with Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching and The Framework for Teaching Evaluation Instrument, 2013 Edition. ETS Pathwise "Components of Professional Practice" was used as an additional resource to further develop the performance description (criteria) of each component of professional practice.

- The primary objective of an evaluation system is to improve performance through professional growth and development and to facilitate a positive learning environment in which both students and certified staff experience success, growth, and achievement.
- Evaluation is a collaborative, continual improvement process based on clear expectations, and objective data, in which competence is verified, areas of needed growth are identified, strengths are assessed, and excellence is acknowledged. The evaluation requires professional growth in which employees are empowered to be reflective and self-directed.
- The supervision and evaluation process supports the belief that each person is a unique individual, whose differences allow him/her to demonstrate proficiency in a variety of ways. Supervisors are encouraged to recognize and support these differences.

Professional Growth

As part of the evaluation process, all PCSD #6 certified staff are required to participate in an annual Summative Evaluation linked to individual and collective professional growth. The targeted area of growth/improvement is identified collaboratively through the evaluation process from the previous year(s), including observations, self-assessment/reflection conferences, and post-observation conferences. Feedback is provided to the certified staff member as outlined in the Description of Performance Evaluation Cycle.

Training of Evaluators

Training of evaluators involves workshops, discussions and/or book studies at the district level. These have included: Enhancing Professional Practice: A Framework for Teaching, 1st and 2nd editions, The Framework for Teaching Evaluation Instrument, 2013 Edition, Pathwise Components of Professional Practice (© 2001), Dr. Paula Bevan's "Tools for Teacher Evaluation" (© 2010), and Charlotte Danielson training. Certified Evaluation Team meetings, held at least three times per year, provide the opportunity for discussion and reflection on evaluation practices. Training for evaluators will occur at a minimum of once every three years.

Data Collection

Examples of the types of data and artifacts that may be collected are listed in the Summative Evaluation Report. The data and artifacts collected are clearly tied to certified evaluation.

Student Performance

The district uses multiple student performance data to review student growth. Certified staff identify and explain the expected impact on student performance through the teacher's Summative Evaluation Report goal(s).

Evaluation Cycles/Contracts

As part of the evaluation process, all PCSD #6 certified staff are required to create goals linked to individual and/or collective professional growth. The targeted area of growth/improvement is identified through the evaluation process from the previous year(s), including observations, and post-observation conferences. Feedback is provided to the certified staff member throughout the evaluation process.

Description of 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 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 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 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 Teachers

- A Teacher may be placed on a **Plan of Assistance** at any time during the evaluation cycle; timeline is determined by administration.
- When a 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 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	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	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 Teacher may be on a Plan of Assistance for not more than two consecutive years . The 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 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

Teacher _____ Date _____ Evaluator _____ Date _____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Developing	Proficient	Distinguished
1a: Demonstrating Knowledge of Content and Pedagogy	Teacher displays little understanding of the subject or structure of the discipline, or of content-related pedagogy.	Teacher's content and pedagogical knowledge represents basic understanding but does not extend to connections with other disciplines or to possible student misconceptions.	Teacher demonstrates solid understanding of the content and its prerequisite relationships and connections with other disciplines. Teacher's instructional practices reflect current pedagogical knowledge.	Teacher's knowledge of the content and pedagogy is extensive, showing evidence of a continuing search for improved practice. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
1b: Demonstrating Knowledge of Students	Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests, and does not use such information in planning.	Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests, and attempts to use this knowledge in planning for the class as a whole.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for groups of students.	Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests, and uses this knowledge to plan for individual student learning.
1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
1d: Demonstrating Knowledge of Resources	Teacher is unaware of school or district resources available either for teaching or for students who need them.	Teacher displays limited knowledge of school or district resources available either for teaching or for students who need them.	Teacher is fully aware of school and district resources available for teaching, and knows how to gain access to school and district resources for students who need them.	Teacher seeks out resources for teaching in professional organizations and in the community, and is aware of resources available for students who need them, in the school, the district and the larger community.
1e: Designing Coherent Instruction	The various elements of the instructional design do not support the stated instructional goals or engage students in meaningful learning, and the lesson or unit has no defined structure.	Some of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, while others do not. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the instructional design support the stated instructional goals and engage students in meaningful learning, and the lesson or unit has a clearly defined structure.	All of the elements of the instructional design support the stated instructional goals, engage students in meaningful learning, and show evidence of student input. Teacher's lesson or unit is highly coherent and has a clear structure.
1f: Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Evidence:

SELF-ASSESSMENT RUBRIC

Teacher _____ Date _____ Evaluator _____ Date _____

Domain 2: The Classroom Environment

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

Evidence:

SELF-ASSESSMENT RUBRIC

Teacher _____ Date _____ Evaluator _____ Date _____

Domain 3: Instruction

Component	Unsatisfactory	Developing	Proficient	Distinguished
3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
3b: Using Questioning and Discussion Techniques	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	Teacher's use of questioning and discussion techniques is uneven, with some high-level questions, attempts at true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.
3c: Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are intellectually engaged only partially, resulting from activities or materials of uneven quality, inconsistent representations of content, or uneven structure or pacing.	Students are intellectually 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: Using Assessment in Instruction	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.

<p>3e: Demonstrating Flexibility and Responsiveness</p>	<p>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.</p>	<p>Teacher demonstrates moderate flexibility and responsiveness to students' needs and interests during a lesson, and seeks to ensure the success of all students.</p>	<p>Teacher seeks ways to ensure successful learning for all students, making adjustments as needed to instruction plans and responding to student interests and questions.</p>	<p>Teacher is highly responsive to students' interests and questions, making major lesson adjustments if necessary, and persists in ensuring the success of all students.</p>
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Evidence:

SELF-ASSESSMENT RUBRIC

Teacher _____ Date _____ Evaluator _____ Date _____

Domain 4: Professional Responsibilities

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

Evidence:

Summative Evaluation Report

<i>School Year</i>	
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<i>Teacher Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
<i>Evaluation type this year</i>	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:

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

Rating of Teacher on the Components of Professional Practice

Components of Professional Practice	U	D	P	Comments
Domain 1: Planning and Preparation				
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: Setting Instructional Outcomes	<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: Designing Student Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domain 2: The Classroom Environment				
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 Classroom 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				
3a: Communicating with 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"/>	
3c: Engaging Students in Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3d: Using Assessment in Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3e: Demonstrating Flexibility and Responsiveness	<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: Participating in the Professional Community	<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.

Summary of evaluation conference discussion/notes:

Student Performance Data:

- Suggested Valid Assessments: WY-TOPP, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, 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"/>
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Evaluation type next year	Non-continuing contract	<input type="checkbox"/>	Continuing Contract	<input type="checkbox"/>	Plan of Assistance	<input type="checkbox"/>
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Teacher Signature		Date	Evaluator Signature		Date
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Teacher's Signature denotes receipt of the evaluation and participation in the evaluation conference.

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.

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 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 Teachers on a Plan of Assistance must be completed and on file in the Personnel Office by April 5 of each year.
- **Teacher Comments:** Teacher comments, which are optional, are due no later than April 10.

Attach the following Documents:

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

Plan of Assistance

<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 with Students	<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: Setting Instructional Outcomes	<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: Using Assessment in Instruction	<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: Designing Student Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Domain 4: Professional Responsibilities	U	D	P
Domain 2: The Classroom Environment	U	D	P	4a: Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2a: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4b: Maintaining Accurate Records	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b: Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4c: Communicating With Families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4d: Participating in the Professional Community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d: Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4e: Growing and Developing Professionally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e: Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4f: Showing Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goals for Improvement

<i>Clearly state the goals for improvement. Explain what the teacher needs to demonstrate and define what the expectations are for improvement.</i>
1.
2.
3.
<i>Recommended resources needed to assist in meeting goals:</i>

Goal	Activities designed to help teacher meet the goal	Start Date	End Date	Results
1.				
2.				
3.				

Plan Review Dates

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

Date	Summary of Progress	Teacher signature	Evaluator Signature

Determination of Employment Status

Teachers may be placed on a Plan of Assistance for no more than two consecutive years. If the 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 teacher does not meet the specifications on the Plan of Assistance, the teacher will be recommended for termination of employment. 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 teacher on Non-continuing or Continuing contract evaluation	Signatures	
<input type="checkbox"/>	Continue teacher on Plan of Assistance for the following year (up to two years)	Teacher	Date
<input type="checkbox"/>	Teacher is recommended for termination of employment	Evaluator	Date