

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 complete a Professional Growth Plan linked to individual and collective professional growth. The Professional Growth Plan targeted area of growth/improvement is identified collaboratively through the evaluation process from the previous year(s), including observations, self-assessment/reflection conference, post-observation conference and professional growth plan. Feedback is provided to the certified staff member as described in the Track 1, 2 and 3 system of 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

The collection process includes the types of data and how it will be collected. The data and artifacts collected are clearly tied to certified staff and student performance criteria.

Student Performance

The district uses multiple student performance data for each employee to review student growth. The certified staff Professional Growth Plan identifies and explains the expected impact on student performance as expressed through the teacher's established PGP goal(s).

Evaluation Cycles/Contracts

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

Description of Performance Evaluation Cycle

Date	Track 1 Non- Continuing Contract	Track 2 Continuing Contract	Track 3 Continuing Contract Professional Growth	Track 4 Date	Track 4 Plan of Assistance* (Timeline determined by administration)
October 15	Professional Growth Plan written and approved	Professional Growth Plan written and approved	Professional Growth Plan written and approved	*TBD	Plan of Assistance goals and activities written by administration for teacher
December 15	First Summative Evaluation Report (includes self-assessment/reflection conference)	N/A	<i>Optional</i> Review of Professional Growth Plan	*TBD	First Summative Evaluation Report (includes post observation conference)
February 15	<i>Optional</i> Mid Year Growth Plan Review	<i>Optional</i> Mid Year Growth Plan Review	<i>Optional</i> Review of Professional Growth Plan		N/A
April 5	Second Summative Evaluation Report (includes self-assessment/reflection conference)	Summative Evaluation Report (includes self-assessment/reflection conference)	Submission of an updated copy of the Professional Growth Plan	April 5	Second Summative Evaluation Report (includes post observation conference)
April 15	Notification of employment recommendation	(Continuing contract)	(Continuing contract)	April 15	Notification of employment recommendation
June 1	Professional Growth Plan Evaluation Report (includes post conference)	Professional Growth Plan Evaluation Report (includes post conference)	Professional Growth Plan Evaluation Report (includes post conference)		N/A

Track 1 for Non– Continuing Contract Title I Teachers

- Will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- Will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual Teacher’s Professional Growth Plan.
- The deadline for notification of employment recommendation is April 15.

Track 2 and Track 3 for Continuing Contract Title I Teachers

- **Track 2:** In any given year one third of the certified staff (combination of non-continuing contract and continuing contract) will be evaluated using the formal, Summative Evaluation Report based on the Domains and Components of Professional Practice.
- **Track 3:** The other two-thirds of the continuing contract staff will be evaluated using the Professional Growth Plan Evaluation Report, which is based on the individual Teacher’s Professional Growth Plan.

*Track 4 Plan of Assistance Title I Teachers

- A Teacher may be placed on a **Plan of Assistance** at any time during the evaluation cycle and timeline is determined by administration.
- When a Teacher is placed on a Plan of Assistance their current Professional Growth Plan is suspended. 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 Track	Procedures
Track 1 Non-continuing contract	<ul style="list-style-type: none"> Professional Growth Plan required Two Self-Assessment/Reflection Conferences Two Summative Evaluation Reports to include Post Conferences All Title I Teachers new to the district are placed in this track for three years (two years with previous Wyoming continuing contract and uninterrupted service).
Track 2 Continuing contract	<ul style="list-style-type: none"> Professional Growth Plan required One Self-Assessment/Reflection Conference One Summative Evaluation Report to include Post Conference Title I Teachers with three years of experience (two years with previous Wyoming continuing contract and uninterrupted service) <u>and</u> who demonstrate proficiency in all Domains and in the majority of the Components under each Domain may be evaluated using this track Approximately one-third of all certified staff (non-continuing contract and continuing contract) are evaluated using this track, rotating with the Professional Growth Track on the alternate years
Track 3 Continuing contract Professional Growth Plan	<ul style="list-style-type: none"> Title I Teachers are required to identify, write and implement an approved expanded Professional Growth Plan in lieu of participating in the cycle of evidence gathering and formal observations in the classroom A mid-year conference on the Professional Growth Plan is required to monitor progress One Post Conference One Professional Growth Track Summative Evaluation Report Title I Teachers with three years of experience years (two years with previous Wyoming continuing contract and uninterrupted service) <u>and</u> who demonstrate proficiency in all Domains and in the majority of the Components under each Domain may be evaluated using this track Approximately two-thirds of all continuing contract staff are evaluated using this track, rotating with the continuing contract track every third year
Track 4 Plan of Assistance	<ul style="list-style-type: none"> Current evaluation track and Professional Growth Plan are suspended when a Title I Teacher is placed on a Plan of Assistance Timeline is determined by administration Plan of Assistance is given to the Title I Teacher by their evaluator and details the required growth/improvement activities Two Post-Observation Conferences Two Summative Evaluation Reports To be placed on the continuing contract or Professional Growth track, the Teacher must demonstrate proficiency in all Domains and in the majority of the Components under each Domain. 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.

Rubric for Track 1 – Track 2 – Track 3 Professional Growth Plan

Circle or highlight the descriptors that describe the plan being evaluated. Record findings on the Professional Growth Plan Evaluation Report for Track 3.

Criteria	Unsatisfactory	Developing	Proficient	Distinguished
Plan Approval Process	<ul style="list-style-type: none"> Little to no preparation evident before conference 	<ul style="list-style-type: none"> Some preparation evident before conference 	<ul style="list-style-type: none"> Was prepared with a written draft of PGP Clearly explained ideas, activities and plan. Links plan to established goals in the district. 	<ul style="list-style-type: none"> All of Proficient plus states personal and professional reasons that emphasize the importance of completing the activities in the PGP
Plan Quality	<ul style="list-style-type: none"> Vague or non existent connection to Domains, Components, district, school, grade level, department initiatives and impact student achievement Plan does not have a solid basis. Title I Teacher should start over 	<ul style="list-style-type: none"> Ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement are weak Plan needs rework and revision 	<ul style="list-style-type: none"> Plan clearly ties to Domains, Components, district, school, grade level, department initiatives and impact on student achievement Plan is well thought out and designed Plan includes a timeline for activities 	<ul style="list-style-type: none"> All of Proficient plus Title I Teacher has initiated activities on their own beyond the scope of the plan
Plan Organization	<ul style="list-style-type: none"> Difficult to detect a pattern of logical organization 	<ul style="list-style-type: none"> Sequence and order are questionable or confusing 	<ul style="list-style-type: none"> Plan has a clear direction and logical, sequence 	<ul style="list-style-type: none"> All of Proficient plus plan has a clear order and sequence and explanatory details
Rigor of Plan and Resources	<ul style="list-style-type: none"> Plan is simplistic Resources not considered 	<ul style="list-style-type: none"> Plan is too narrow and simplistic or too grandiose Resources not fully considered or unreasonable 	<ul style="list-style-type: none"> Plan is reasonable and realistic but also important and rigorous Resources are reasonable and attainable 	<ul style="list-style-type: none"> All of Proficient plus Title I Teacher has a method for obtaining the necessary resources
Plan Activities	<ul style="list-style-type: none"> Activities are simplistic or grandiose and are misaligned with district or school initiatives 	<ul style="list-style-type: none"> Activities are too easy or too complex and are somewhat misaligned with district or school initiatives Amount of time for activities not considered 	<ul style="list-style-type: none"> Activities are within the scope of the Title I Teacher to accomplish Activities take an appropriate amount of time to accomplish 	<ul style="list-style-type: none"> All of Proficient plus the activities have the potential to powerfully impact the ongoing improvement of teaching and learning
Plan Results	<ul style="list-style-type: none"> Results are not noted or are incomplete 	<ul style="list-style-type: none"> Plan results are evident but difficult to understand or connect to district or school initiatives 	<ul style="list-style-type: none"> Results are summarized Results are organized Results are clear evidence of impacting district or school initiatives 	<ul style="list-style-type: none"> All of Proficient plus results are displayed in an easy to understand and easy to share format
Impact of Plan on Student Performance	<ul style="list-style-type: none"> Little to no evidence of activities being connected to improving student performance 	<ul style="list-style-type: none"> Connections to improving student performance are unclear 	<ul style="list-style-type: none"> Clear explanation and evidence of the expected impact on student performance is provided Include specified validated assessment to be used 	<ul style="list-style-type: none"> All of Proficient plus a plan to gather follow-up data on student performance is included
Sharing Results	<ul style="list-style-type: none"> Little to no plan for sharing the results 	<ul style="list-style-type: none"> Title I Teacher plan to share results is unformed, sketchy and unclear 	<ul style="list-style-type: none"> Title I Teacher has a plan to share the results of their efforts with colleagues 	<ul style="list-style-type: none"> All of Proficient plus details the materials to be shared with colleagues

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:

Professional Growth Plan

(Required annually for each Teacher. Professional Growth (Track 3) Summative Evaluation plans will be significantly expanded and with more detail.)

<i>Title I Teacher Name</i>		<i>Position</i>	
<i>Date</i>		<i>School</i>	

<i>Briefly Describe Your Professional Growth Plan for This Year</i>

Initial Approval of Plan

<i>Title I Teacher Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

Mid Year Review Conference for Teachers on Professional Growth Track Only

<i>Title I Teacher Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

Summative Evaluation Conference for All Title I Teachers

<i>Title I Teacher Signature</i>	<i>Date</i>	<i>Administrator Signature</i>	<i>Date</i>

All Professional Growth Plans must: Be linked to the Components of Professional Practice, support district, school, grade level or department initiatives, and include the anticipated impact of goal attainment on student achievement. My Professional Growth Plan is focused on the following components of Professional Practice. (Please check all that apply.)

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

Describe the district, school, grade level or department initiative(s) that are linked to your plan.

Describe the anticipated impact of plan attainment on student achievement.

Professional Growth Action Plan

Activity	Domain	Date		Resources	Results	Evidence
		Start	End			

Attach a copy of the Professional Growth Plan to the Summative Evaluation Report or to the Track 3 Professional Growth Plan Evaluation Report.

**Track 3
Professional Growth Plan Evaluation Report**

<i>School Year</i>	
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<i>Title I Teacher Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
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A Title I Teacher evaluated on the Professional Growth Track is a continuing contract Teacher and has consistently demonstrated proficiency in all of the domains and components of professional practice. Attach a copy of the Professional Growth Plan to this document. Circle the rubric descriptor that most nearly matches the plan.

Criteria	U	D	P	Comments
Plan Approval Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Rigor of Plan and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Plan Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Impact on Student Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sharing Results	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Summary of Professional Growth Plan conference discussion/notes:

Student Performance Data:

1. *Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS*
2. *Suggested Other Assessments: Textbook Assessments, Teacher-made Assessments, District Assessments (not yet validated)*
3. *Suggested Other Performance Measures: Student Attendance, Graduation Rates, Parent Involvement Rates, Discipline Rates*

<i>Evaluation Track for next year</i>	<i>Track 2</i>	<input type="checkbox"/>	<i>Track 3 – Professional Growth Plan</i>	<input type="checkbox"/>	<i>Track 4 – Plan of Assistance</i>	<input type="checkbox"/>
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<i>Employment Recommendation</i>	<i>Retain in Position</i>	<input type="checkbox"/>	<i>Release from Employment</i>	<input type="checkbox"/>
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<i>Teacher Signature</i>		<i>Date</i>		<i>Evaluator Signature</i>		<i>Date</i>
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Title I Teacher's signature denotes receipt of the evaluation and participation in the evaluation conference.

Summative Evaluation Report for Track 1, Track 2 and Track 4

<i>School Year</i>	
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<i>Title I Teacher Name</i>		<i>Date</i>		<i>Evaluator</i>		<i>School</i>	
<i>Evaluation Track this year</i>	Track 1 (Non-continuing contract)	<input type="checkbox"/>	Track 2 (Continuing contract)	<input type="checkbox"/>	Track 4: (Plan of Assistance)	<input type="checkbox"/>	

This Summary Evaluation Report is based on the following evidence:

<i>Types of Evidence</i>			
X	Formal Title I Teacher Observation and Post-Evaluation Conference	<input type="checkbox"/>	Professional Development Opportunities
X	Professional Growth Plan	<input type="checkbox"/>	Title I Teacher Leadership Opportunities
<input type="checkbox"/>	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				
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/Delivery of Service	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.

Summary of evaluation conference discussion/notes:

Student Performance Data:

- Suggested Valid Assessments: WY PAWS, NWEA MAP, Terra Nova, ACT EXPLORE, ACT PLAN, ACT, District Assessments (if validated), DIBELS
- Suggested Other Assessments: Textbook 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 Track for next year	Track 1 Non-continuing Contract	<input type="checkbox"/>	Track 2 Continuing Contract	<input type="checkbox"/>	Track 3 Continuing Contract Prof. Growth	<input type="checkbox"/>	Track 4 Plan of Assistance	<input type="checkbox"/>
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Teacher Signature		Date	Evaluator Signature		Date
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Title I 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:

- **Track 1:** The first Post-Observation Conference and Summative Evaluation Report must be completed and on file in the Personnel Office by December 15 of each year and the second Post-Observation Conference and Summative Evaluation Report completed and on file in the Personnel Office by April 5 of each year.
- **Track 2:** One Post-Observation and Summative Evaluation Report for Continuing Contract Title I Teachers must be completed and on file in the Personnel Office by April 5 of each year.
- **Track 4:** 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 April 10.

Attach the following Documents:

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

Track 4 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/Delivery of Service	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			
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

<i>Clearly state the goals for improvement. Explain what the Title I 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 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	Teacher signature	Evaluator Signature

Determination of Employment Status

Title I Teachers may be placed in Track 4 (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 track. If the Title I Teacher does not meet the specifications on the Plan of Assistance, the 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.

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

<input type="checkbox"/>	Place Title I Teacher on Track 1 or Track 2 of evaluation	Signatures	
<input type="checkbox"/>	Continue Title I Teacher on Track 4 for the following year (up to two years)	Teacher	Date
<input type="checkbox"/>	Title I Teacher is recommended for termination of employment	Evaluator	Date