Teacher Evaluation

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Contents

Teacher Evaluation Protocol

Introduction

Missouri's Educator Evaluation System was created, field-tested and piloted, and refined by hundreds of educators across the state. The system is founded on general beliefs about the purpose of the evaluation process. Central to these beliefs is a theory of action which maintains that improving student performance is predicated on the improvement of educator practice. These beliefs include that evaluation processes are formative in nature and lead to continuous improvement; are aligned to standards that reflect excellence; build a culture of informing practice and promoting learning; and use multiple, balanced measurements that are fair and ethical. Districts are encouraged to collectively establish basic beliefs that serve as the foundation of their local evaluation process. Based on the theory of action and beliefs that are the foundation to the state's model Educator Evaluation System, the primary purpose of the Teacher Evaluation Protocol is to promote growth in effective practice that ultimately increases student performance. This growth in practice occurs based on the following sequence:
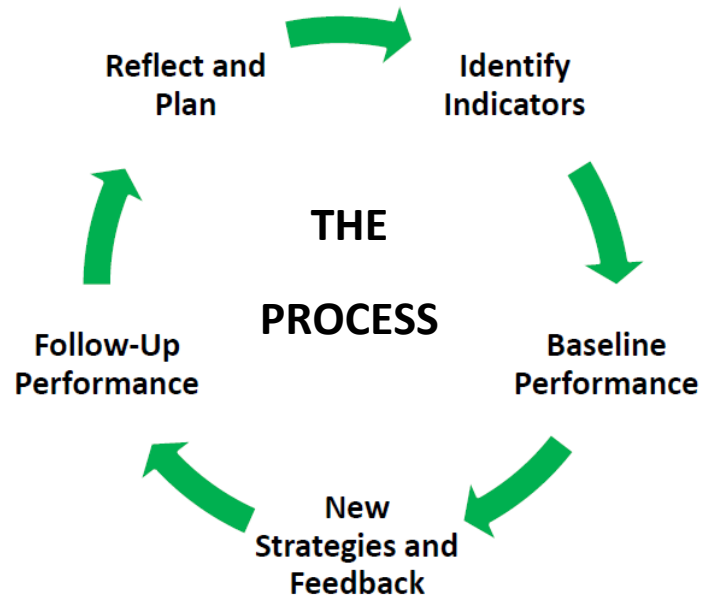
Growth requires focus. The identification of indicators is essential to establishing a particular focus based on performances articulated in the indicators. The baseline data serves as a starting point by establishing a current level of performance. Strategies for improvement are identified and practiced. Meaningful feedback is provided regarding the extent to which the new strategies are addressing the area of focus. A follow-up rating provides indication of the amount of growth in performance that occurred. Reflection on the process and the amount of growth that

occurred or didn't occur informs whether this particular indicator remains an area of focus or whether there is a new area of focus. This sequence is an important component to the growth in educational practice that occurs in the teacher evaluation process described in the following steps:

Step 1: Identify the indicators to be assessed

Rationale
Appropriate indicators are selected that most support increasing student learning through a focus on potential growth opportunities for the teacher. The indicators identified create an alignment between district and school improvement plans and the efforts and primary responsibilities of the teacher in the classroom.

Description
The selection of indicators is very important to the process. These determine the focus and rationale for improving effective practice and are based on what is needed most to improve student learning.

The identified indicators provide a focus area for ongoing learning and growth. Typically these are identified at the end of the year for returning teachers. The determination of which and how many indicators to identify is determined with the following criteria in mind:

1. Driven by student learning needs
2. Derived from the Building and District Improvement Plans (BIP-building level / CSIP-district level)
3. A maximum of three indicators per teacher per year are recommended which are:
   - Based on student needs
   - Represents priorities of the building/district leadership for that teacher
   - Based on a potential growth opportunity for the teacher and are determined in collaboration between the teacher(s) and principal
4. At a minimum two of the indicators must address impact on student learning
5. Other indicators may be identified at any time based on issues and needs that arise. In extreme instances where particular growth or change in practice must be addressed, an Educator Improvement Plan (see Step 3) may be instituted.

Example
Mrs. Johnson is a third year teacher. Based on student data, the third graders in Mrs. Johnson's class struggle with reading comprehension. This is an area of concentration for her class for this year. The principal, who is focusing on the implementation of the Common Core Standards, is directing all teachers to work on Indicator 1.1 "Content knowledge and academic language". In addition, Mrs. Johnson, in consultation with her

principal, has identified Indicator 7.3 "Student-led assessment strategies" in order to better meet the challenging needs of her third grade class. The principal also felt that 8.1 "Self-assessment and improvement" would be helpful to Mrs. Johnson in documenting her efforts to meet the specific needs of her third graders regarding reading comprehension. For this year, Mrs. Johnson's area of focus will be on performances articulated in the following three indicators:

1. Content knowledge and academic language 1.1
2. Student-led assessment strategies 7.3
3. Self assessment and improvement 8.1

Indicator 1.1 includes evidence for commitment, practice and impact; indicator 7.3 has evidence for practice and impact; and indicator 8.1 has commitment and practice evidence.

Step 2: Determine a baseline score for each identified indicator

Rationale
In order to determine growth on an indicator, it is necessary to establish a baseline score and compare it to a follow-up score. This represents a type of pre- and post-test format where growth in practice occurs between two points in time. A numerical rating provides an assessment of both pre- and post-status to determine accurately the growth that occurred in between.

Description
The 0 – 7 scale found on each growth guide provides a numerical rating for each indicator. This numerical rating establishes a baseline score. The baseline score for returning teachers working on the same indicator as the previous year is the follow-up rating they received. This generates continuity of improvement on a particular indicator.

The baseline rating is determined by considering the evidence at each level of the appropriate growth guide. Evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the quality of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the teacher is doing. Evidence in the impact frames focuses on outcomes or what students in the teacher's class are doing.

It is important to think about a teacher's rating by taking these separate categories of evidence into consideration. After all, if a teacher designs what they think is a great lesson and delivers it in what they think is an effective manner and yet students do not grasp the content, then there is

still something less than ideal in the learning experience. Identifying where that growth opportunity exists that limits the learning experience from being ideal is the type of focus that leads to growth in practice.

It is first necessary to determine the appropriate descriptive rating for the teacher's performance. This descriptive rating will be either Emerging, Developing, Proficient or Distinguished. To determine the descriptive rating, it is necessary to establish the highest level for which there is evidence of performance.

For example, in Growth Guide 1.1, a determination about the teacher's performance might be as illustrated below. There is Commitment evidence that the teacher is well prepared, that their lesson design includes current content and there is use of supplementary sources. There is also observable Practice evidence reflecting the accuracy and complexity of content knowledge in instruction as indicated. While evidence at the Impact level reveals that students are generally familiar with academic language, student data does not support that a majority of students are able to use academic language. Although evidence can be gathered by observing student performance and various student products, an additional way to gather evidence at the impact level could be through the use of student surveys. Although this is perceptual in nature, research maintains that it does offer useful data.

Teacher Growth Guide 1.1

<u>Standard 1</u>: Content knowledge aligned with appropriate instruction.
Quality Indicator 1: Content knowledge and academic language

Emerging	Developing	Proficient	Distinguished
1E1) The emerging teacher… Knows and can demonstrate breadth and depth of content knowledge and communicates the meaning of academic language.	1D1) The developing teacher also… Delivers accurate content learning experiences using supplemental resources and incorporates academic language into learning activities.	1P1) The proficient teacher also… Infuses new information into instructional units and lessons displaying solid knowledge of the important concepts of the discipline.	1S1) The distinguished teacher also… Has mastery of taught subjects and continually infuses new research-based content knowledge into instruction.

Professional Frames

Emerging	Developing	Proficient	Distinguished
Evidence of Commitment — *Is well prepared to guide students to a deeper understanding of content*	*Evidence of Commitment* — *Stays current on new content and incorporates it into lessons*	*Evidence of Commitment* — *Use of supplemental primary sources that are aligned to local standards*	*Evidence of Commitment* — *Continually expands knowledge base on content and infuses into content*
Evidence of Practice — *Instruction reflects accuracy of content knowledge*	*Evidence of Practice* — *Instruction indicates an appreciation of the complexity and ever evolving nature of the content*	*Evidence of Practice* — *Instructional focus is on the most important concepts of the content and includes new content as appropriate*	*Evidence of Practice* — *Continually seeks out new information and applies it to learning in their classroom*
Evidence of Impact — *Students are generally familiar with academic language*	*Evidence of Impact* — *Students are able to use academic language*	*Evidence of Impact* — *Students accurately use academic language related to their discipline*	*Evidence of Impact* — *Students communicate effectively using academic language from a variety of sources*

Alignment Of Evidence

Score =	0	1	2	3	4	5	6	7

In this illustration, the highlighted areas reflect the evidence of the teacher's performance. In this illustration, as noted by the highlighted text, there are examples of evidence in three different columns, Emerging, Developing and Proficient. However, it is only in the Emerging column where there is an alignment, or evidence in all three professional frames. This alignment of evidence supports that the teacher is fully rated at the Emerging level. In this particular example, student's ability to use academic language would be the teacher's growth opportunity.

It is next necessary to establish a baseline score within the Emerging level. This would be calculated and communicated as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a baseline score. A score of 0 indicates there is no evidence present in at least one of the three frames. A score of 1 indicates there is evidence in all frames, but that it is inconsistently present or demonstrated. A score of 2 would indicate it is present and routinely demonstrated. Ideally, this score determination would occur as a collaborative, professional conversation between the teacher and administrator.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	1	2		3	4		5	6		7
Emerging				Developing			Proficient			Distinguished

2. Once a score has been determined, provide specific feedback that includes an explanation and rationale for the given score. Again, this would ideally occur within a collaborative, professional conversation.
3. In the example illustrated above, students' ability to use academic language is the specific area where growth is needed to move performance from the "Emerging" level to the "Developing" level.

Example

Mrs. Johnson received the following ratings on her baseline assessment:

- A score of "2 Emerging" on Quality Indicator 1.1: Content knowledge and academic language
  - The evidence, as presented in the example in the Description section, indicates that Mrs. Johnson routinely and consistently is well prepared and uses current and new content as well as supplementary sources where appropriate and her instruction reflects accuracy and complexity of content; and her students are familiar with academic language but do not consistently use it. This consistent use of academic language by students represents a growth opportunity for Mrs. Johnson.
- A score of "4 Developing" on Quality Indicator 7.3: Student-led assessment strategies
  - The evidence indicates that Mrs. Johnson routinely and consistently orientates students on various formats of assessments and instructs them on how to reflect on their own learning based on data. She also instructs them on setting personal learning goals. Students routinely and consistently are prepared for the demands of different assessments and successfully set personal

learning goals based on their own reflection of their learning. An appropriate growth opportunity would include Mrs. Johnson facilitating student learning on how to report on their own progress.

- A score of "2 Emerging" on Indicator 8.1: Self assessment and improvement
  - This indicates that Mrs. Johnson's professional development or growth plan includes information from self-assessment and reflection strategies and that she also uses this information to improve the overall learning of her students. An appropriate growth opportunity in this area would involve Mrs. Johnson specifically reflecting on the impact of her teaching and using that to guide adjustments to her practices.

Step 3: Develop an Educator Growth Plan (i.e. professional learning/development plan or improvement plan)

Rationale

The primary purpose of the Teacher Evaluation Protocol is to promote growth. Therefore, the acquisition and application of new learning and skills is essential for turning opportunities for growth into outcomes and results.

Description

The description of performance in each indicator and the baseline rating identifies an opportunity for growth. It is important when addressing this opportunity for growth that a very clear plan be developed. The Educator Growth Plan is the document used to articulate the various necessary components of this plan. For instances where very specific growth is required, or where particular areas of concern must be addressed, the Educator Improvement Plan is used to ensure that this growth occurs to the extent necessary and in a timely fashion. For more on the Educator Improvement Protocol, see page 34 of this Teacher Evaluation Protocol.

The Educator Growth Plan addresses specific sources of new learning, the practice of skills related to new learning and timelines for completion. The state model offers two different formats for the Educator Growth Plan. One option uses language from the Data Team Process while the other uses language from the Plan/Do/Study Act process. Regardless of which option is used, the Educator Growth Plan includes the following key general components:

1. It corresponds to the examples of evidence provided in the appropriate growth guide
2. It is a clear articulation of a plan or goal statement to address growth opportunities
3. It includes specific strategies and timelines for application of new learning and skills
4. It is focused on results and outcomes

Educator Growth Plan
(Based on the Data Team Process Model)

☐ Professional Growth Plan for

_____   _____
                        Name   Date

Identify Indicator: _____
                    Standard Number and Name   Quality Indicator Number and Name

Briefly describe why this indicator was selected
(Include whether this indicator aligns to a CSIP
and/or BIP improvement goal)

1. FOCUS	2. GOAL
Based on evidence generated from the growth guide, determine strengths and a key opportunity for growth. This opportunity for growth then becomes the priority – the FOCUS – for your growth plan.	Create a goal statement addressing the FOCUS. This goal statement should include these essential qualities: specific, measureable, achievable, relevant, and timely. What will be the result indicators?
3. STRATEGY	**4. RESULTS**
Describe the specific strategy(ies) to be implemented that will address the goal statement. This strategy should provide the best plan for effectively addressing the FOCUS and include clear action steps and timeline.	What was the outcome of the strategy? Based on progress monitoring, provide the data that supports that the outcome of the strategy has effectively addressed the FOCUS.

_____   _____   [Baseline Score] [Follow-Up Score] [Growth Score]
Signature of Teacher   Signature of Evaluator   Baseline Score   Follow-Up Score   Growth Score

FOCUS – an area that represents an opportunity for growth and is generated from evidence on the growth guide

GOAL – a statement that addresses the focus and is specific, measureable, achievable, relevant and timely

STRATEGY – description of the skill(s) to be demonstrated that will effectively address the focus and include clear action steps and timelines

RESULTS – data and evidence that supports that the outcome of the strategy has effectively addressed the focus

When considering different strategies to address growth opportunities, the state model offers several different sources of research. Research sources are inlcuded in the "Research and Proven Practices" section of this document.

The research provided in this section includes the work of Dr. Robert Marzano, Dr. John Hattie, and Mr. Doug Lemov. These bodies of research were included because of the effect size information provided and their proven record of having impact on student learning. Crosswalks are provided for each to align each body of research with teacher indicators.

This research offers specific strategies that can be included in the teacher's Educator Growth Plan as a demonstration of progression on the specific indicator being addressed.

Possible Sources of Evidence

Standard 1: Content knowledge, including varied perspectives, aligned with appropriate instruction.

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Professional Commitment		
• Lesson/unit plan • Learning activities plan • Student learning expectations • Student learning objectives • Lesson design	• Tiered/differentiated lessons/units • Homework assignments and guiding instructions • Flexible grouping plans • Parent/guardian outreach • Bulletin boards	• Research integration plan • Praxis scores • Agenda/meeting notes from grade level/content area team • IEP Conferences/reports

Professional Practice		
• Builds student background knowledge utilizing a variety of global perspectives • Uses and facilitates academic language acquisition • Incorporates new research-based content information into instruction • Uses instructional and engagement strategies	• Facilitates student enrichment activities • Uses tiered differentiated learning opportunities • Uses flexible grouping • Draws from multiple content sources • Encourages student responsibility and articulates clear student expectations	• Facilitates student directed learning activities • Engages students in inquiry/research experiences • Implements interdisciplinary learning experiences • Facilitates student action to address relevant real-world issues from a global perspective

Professional Impact		
• Observation verification of student mastery • Student work samples • Student portfolios • Student feedback/comments • Student assessment data • Student reflection/journals • IEP Performance/growth reports	• Student discussions/questions • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) • Academic records of individual student progress • Student completion data on homework/projects • Performance assessments	• Data on academic vocabulary use • Structured interviews with students • Student engagement and participation • Student and/or parent survey results • Student products/projects • Parent/community attendance at school functions

Also provided is a document called the Possible Sources of Evidence. There is a single page document provided for each standard. This document provides a list of "possible" sources of evidence that a teacher might include as a component of the Educator Growth Plan.

It is important to note that this is not a comprehensive list of all evidence sources nor is it a checklist of things to do and/or provide. It simply offers some possible examples that might be included.

The evidence provided is categorized by the three professional frames found on each of the teacher's growth guides. In this way, teachers and administrators can use this to clarify exactly what kind of evidence will indicate that growth in performance has occurred.

Example

Mrs. Johnson, in consultation with her administrator and perhaps also peers and/or a mentor, reviews the Possible Sources of Evidence documents and the Research and Proven Practices section of the Educator Evaluation System webpage to determine which new skills and strategies would be most appropriate given the particular growth opportunities of her selected indicators. Mrs. Johnson considers the following information as she works to complete her Educator Growth Plan:

- Quality Indicator 1.1: Content knowledge and academic language
  - Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 23 different Marzano instructional strategies that align to Quality Indicator 1.1. In reviewing these strategies, she and her administrator agree that strategy MDQ 2.12: "The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represents the content in nonlinguistic ways" would be helpful for increasing a students' use of academic language. From the Professional Impact section of the Possible Sources of Evidence for

Standard 1 document, they further determine that student work samples could appropriately provide evidence to this increase in academic language.

- o In the Educator Growth Plan, Mrs. Johnson documents the following:
    - FOCUS – Mrs. Johnson describes the focus for increasing the use of academic language
    - GOAL – Mrs. Johnson describes how much she wants student use of academic language to increase by and when
    - STRATEGY – Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student work samples to demonstrate an increase in academic language
    - RESULTS – (to be completed later in Step 5)

- Quality Indicator 7.3: Student-led assessment strategies
    - o Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 9 different strategies taken from the research of John Hattie that align to Quality Indicator 7.3. In reviewing these strategies, she and her administrator agree that "Self-reported Grades" would assist students in learning to report their own progress in learning. From the Professional Impact section of the Possible Sources of Evidence for Standard 7 document, they further determine that individual student growth/performance could appropriately provide evidence specific to this opportunity for growth.
    - o In the Educator Growth Plan, Mrs. Johnson documents the following:
        - FOCUS – Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
        - GOAL – Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur
        - STRATEGY – Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
        - RESULTS – (to be completed later in Step 5)

- Quality Indicator 8.1: Self-assessment and improvement
    - o Using the Research and Proven Practices section of the Educator Evaluation webpage, Mrs. Johnson observes that there are 10 different techniques taken from the work of Doug Lemov in his book "Teach Like a Champion". In reviewing these 10 techniques, she and her administrator agree that "Technique 10: Double Plan" would be helpful in Mrs. Johnson being more intentional on reflecting on the impact of her teaching. From the Professional Commitment section of the Possible Sources of Evidence for Standard 8 document, they further determine that a reflective journal could appropriately provide evidence specific to this opportunity for growth.
    - o In the Educator Growth Plan, Mrs. Johnson documents the following:
        - FOCUS – Mrs. Johnson describes the focus of using reflection to improve instruction

- GOAL – Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
- STRATEGY – Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
- RESULTS – (to be completed later in Step 5)

Mrs. Johnson can further support these opportunities for growth with appropriate articles and research. Her local Professional Development Committe (PDC), district coaches, the regional professional development center and professional associations can be of assistance as well as other effective teachers in her building and district.

Step 4: Regularly assess progress and provide feedback

Rationale
In keeping with the research on formative development, the esential role of practice and feedback will ensure that the acquisition and application of new learning, skills and strategies will lead to the improvement of effective practice resulting in improved learning for students.

Description
Determine progress made on new skill acquistion and application using a variety of formal and informal strategies. In addition to building and district administrators, the use of peers, mentors, coaches, regional centers, associations and other building and district resources assist with this part of the process.

Feedback on the growth opportunities from the identified indicator is critical. It ensures that new learning takes place, but more importantly that new skills and strategies are applied and practiced and growth documented. The following guidelines assist in this process of regular assessment of progress and feedback:

1. A minimum of three to five opportunities for formal and informal feedback should occur on each identified indicator
2. Informal feedback may be provided by mentors, coaches, peers, external consultants, etc.
3. A formal follow-up assessment should be completed by the administrator
4. Numerical scoring on the appropriate growth guide for each indicator included as a part of the feedback is optional, but is often helpful to accurately determine progress

 The use of feedback forms inlcuded as a part of the state model allows for documentation of feedback and progress. There are several different forms available for use in providing and documenting feedback.

Performance Indicator Feedback Form

Teacher: _____ Grade/Level: _____

Standard #	Select One
Quality Indicator #	Select One

Date of Observation:

Principal Comments:	Overall Performance Rating
	☐ Emerging
	☐ Developing
Teacher Comments:	☐ Proficient
	☐ Distinguished

Date of Observation:

Principal Comments:	Overall Performance Rating
	☐ Emerging
	☐ Developing
Teacher Comments:	☐ Proficient
	☐ Distinguished

Date of Observation:

Principal Comments:	Overall Performance Rating
	☐ Emerging
	☐ Developing
Teacher Comments:	☐ Proficient
	☐ Distinguished

Teacher's Signature/Date _____ Observer's Signature/Date _____
Signatures indicate the document has been reviewed and discussed.

General Observation Feedback Form

Teacher: _____ Date: _____

Indicator #1	
Select Standard	Select Indicator
Indicator #2	
Select Standard	Select Indicator
Indicator #3	
Select Standard	Select Indicator

Comments on Indicators Observed

Teacher Practice Strategies Select those that apply	Student Engagement High Moderate Low Disengaged	Depth of Knowledge Extended Thinking Strategic Thinking Skill Concept Recall	Classroom Structure Evidence of Student Work ☐ Yes ☐ No Room Organized ☐ Yes ☐ No
Lecture			**Curriculum/Instruction** Taught curriculum matches written
Classroom Discussion			
Cooperative Learning			curriculum ☐ Yes ☐ No
Group Work			Objectives & DOK Align ☐ Yes ☐ No
Guided Practice			Accessible Materials ☐ Yes ☐ No
Learning Centers			Clear Learning Targets ☐ Yes ☐ No
Hands On/Active Learning			Technology Integrated ☐ Yes ☐ No
Presentations			
Question/Answer			**Learning Assessments Observations**
Independent Student Work			☐ Question/Answer
Peer Evaluation			☐ Quiz or Test
Advanced/Graphic Organizers			☐ Group Response
Nonlinguistic Representations			☐ Individual Response
Project Based Learning			☐ Conferencing
Similarities/Differences			☐ Observation
Summarizing/Note Taking			☐ None

Comments/Observations on Teacher Practice Strategies

Learning Environment
☐ Conducive to Learning
☐ Somewhat Conducive
☐ Not Conducive
   ☐ Disruptive Behavior
   ☐ Off Task Behavior
   ☐ Lack of Organization

Overall Comments/ Observations

Teacher's Signature/Date _____ Observer's Signature/Date _____
Signatures indicate the document has been reviewed and discussed.

The Performance Indicator Feedback Form (shown on left) provides documentation of the progression of feedback offered on a particular indicator. This single page form can be used to document up to three instances of feedback for a single indicator. Additional forms may be used as needed. There is opportunity for both teacher and observer comments.

The General Observation Feedback Form (shown on right) provides documentation of general information and data gathered from a classroom observation. In addition to the option of providing feedback on specific indicators offered in the top section, the form also allows for a very general overview of other relevant information including particular practice strategies being used by the teacher, student engagement levels, the depth of knowledge observed, structure of the classroom, alignment between curriculum and instruction, type of assessment being used and an overall assessment of the learning environment.

Example

On several occasions, Mrs. Johnson receives a Performance Indicator Feedback Form from the district's instructional coach on her use of linguistic and nonlinguistic demonstrations of student understanding of content in support of Quality Indicator 1.1. She also receives a Performance Indicator Feedback Form on how well she is facilitating students' efforts to self-report their progress in learning. Mrs. Johnson also receives a couple of General Observation Feedback Forms from her administrator and in their discussions they review her reflective journal and discuss how well the strategy for making a double plan is working. This discussion includes looking at evidence of the changes she has made in instruction and how well she feels these have impacted her students' learning.

These forms provide Mrs. Johnson with documented feedback and evidence on the progress she is making on her selected indicators. She has opportunity to continue emphasizing those particular strategies that appear to be working as well as make adjustments in any areas where she feels she could be making more progress.

Step 5: Determine a follow-up score for each identified indicator

Rationale

To determine growth on an indicator, it is necessary to compare the follow-up score to the baseline score. The comparison provides a measure of growth that has occurred on the performance articulated in each quality indicator.

Description

Using the same process to determine the baseline rating, the follow-up rating is determined by considering the evidence at the appropriate level of the growth guide. When making a determination about the follow-up rating, it is necessary to consider the particular professional frame of the teacher's opportunity for growth.

As a reminder, evidence falls into one of three different categories: commitment, practice and impact. Evidence in the commitment frame focuses on the qualtiy of the teacher and includes data and information like preparation, lesson design and credentialing. Evidence in the practice frames focuses on observable behaviors, or the quality of the teaching that the teacher is doing. Evidence in the impact frames focuses on outcomes or what students in the teacher's class are doing. The follow-up score is determined as follows:

1. Using the appropriate growth guide and rating scale (see below), determine a follow-up score. A score of 0 indicates there is no evidence present in at least one of the three frames. Ideally, this follow-up score is collaboratively determined through a professional conversation between the teacher and administrator.

RATING SCALE

Not Present	Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present but Inconsistent	Present Consistent Routine		Present Consistent Routine
0	**1**	**2**		**3**	**4**		**5**	**6**		**7**
	Emerging			Developing			Proficient			Distinguished

2. Once the follow-up score has been determined, provide specific feedback that includes an explanation and rationale for the given score.

The purpose of follow-up rating is to determine the extent to which the plan articulated on the Educator Growth Plan was addressed. In particular, it is used to determine the extent to which the strategies outlined in the plan addressed the goal. If the strategies did address the goal, then the opportunity for growth will have been addressed and satisfied. This is documented in the <u>RESULTS</u> box of the Educator Growth Plan. In addition, the follow-up score and growth score are captured on the Educator Growth Plan as well.

Example
Mrs. Johnson's follow-up ratings included:

- A follow-up score of "4 Developing" on Quality Indicator 1.1: Content knowledge and academic language
  - Based on the feedback Mrs. Johnson received on the use of the Marzano strategy she was practicing (MDQ 2.12) and monitoring student work samples, the evidence now suggests that students are using academic language more consistently than they were at the time of the baseline assessment.
  - In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
    - <u>FOCUS</u> – Mrs. Johnson describes the focus for increasing the use of academic language
    - <u>GOAL</u> – Mrs. Johnson describes how much she wants student use of academic language to increase by and when
    - <u>STRATEGY</u> – Mrs. Johnson describes how she will use a Marzano strategy (MDQ 2.12) and student works samples to demonstrate an increase in academic language
    - <u>RESULTS</u> – Mrs. Johnson describes the specific data from student work samples that demonstrates an increase in her students' ability to use academic language
    - Baseline Score – 2

- ▪ Follow-up Score – 4
- ▪ Growth Score – 2

- • A follow-up score of "5 Proficient" on Quality Indicator 7.3: Student-led assessment strategies
    - o Observation of Mrs. Johnson's classroom provides evidence of students using their progress in learning. A review of different ways that students have communicated this progress to their parents also provides additional evidence.
    - o In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
        - ▪ <u>FOCUS</u> – Mrs. Johnson describes the focus for assisting students in reporting their progress in learning
        - ▪ <u>GOAL</u> – Mrs. Johnson describes how she wants students to report their progress and a timeframe for this to occur
        - ▪ <u>STRATEGY</u> – Mrs. Johnson describes how she will use the research of John Hattie and individual student growth/performance to demonstrate students' ability to report their progress in learning
        - ▪ <u>RESULTS</u> – Mrs. Johnson describes examples of students communicating their progress in learning and the impact it appears to have had throughout the year
        - ▪ Baseline Score – 4
        - ▪ Follow-up Score – 5
        - ▪ Growth Score – 1

- • A follow-up score of "3 Developing" on Quality Indicator 8.1 Self-assessment and improvement
    - o Through discussions and review of Mrs. Johnson's lesson plans and reflective journal, there is evidence to suggest that she is more intentional in using reflection to modify instruction. In addition, the T-Chart she developed using "Technique 10: Double Plan" provides further evidence of the impact this has had on learning in her classroom.
    - o In the Educator Growth Plan, Mrs. Johnson adds the additional documentation:
        - ▪ <u>FOCUS</u> – Mrs. Johnson describes the focus of using reflection to improve instruction
        - ▪ <u>GOAL</u> – Mrs. Johnson describes her goal of using reflection and timelines for meeting that goal
        - ▪ <u>STRATEGY</u> – Mrs. Johnson describes how she will use "Technique 10: Double Plan" to organize her reflections and her planning for improved instruction
        - ▪ <u>RESULTS</u> – Mrs. Johnson describes the evidence gathered in her reflective journal, from her T-Chart, and from changes and adaptations made in her lesson plans
        - ▪ Baseline Score – 2
        - ▪ Follow-up Score – 3
        - ▪ Growth Score – 1

Step 6: Complete the final summative evaluation

Rationale

The evaluation process exists for the improvement as a necessary catalyst for improving student performance. The summative evaluation pulls together the data that has been collected and provides a final overall statement of the teacher's effectiveness.

Description

An overall determination on performance uses baseline and follow-up scores, feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevanat to the teacher's performance observed or gathered throughout the year. This information is captured on feedback forms and the Educator Growth Plan or, if applicable, the Educator Improvement Plan. This information and data is used to complete Summative Evaluation Form.

Teacher Evaluation Summative Report — Academic Year _____ -- _____

Teacher: _____ Subject/Grade Level: _____

Probationary Teacher: ☐ Permanent Teacher: ☐ School: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher effectively plans for the delivery of the essential content of the discipline ☐ Subject matter learning activities are meaningful and engaging for students ☐ Students demonstrate mastery and application of content	☐	☐	☐

Standard 1 Comments:

Standard 2: Student Learning Growth and Development	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher uses theories and student information to design meaningful lessons ☐ Teacher's instructional strategies use current theories of growth and development ☐ Students' level of growth and development is the foundation for new learning	☐	☐	☐

Standard 2 Comments:

Standard 3: Curriculum Implementation	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher designs lessons aligned with state (Common Core) and district standards ☐ Teacher facilitates student learning based on state and district standards ☐ Students master essential learning objectives based on state and district standards	☐	☐	☐

Standard 3 Comments:

Standard 4: Critical Thinking	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher lesson design and use of instructional resources promotes critical thinking ☐ Teacher's instructional strategies promote critical thinking and problem-solving ☐ Students demonstrate their ability to think critically and problem-solve	☐	☐	☐

Standard 4 Comments:

Standard 5: Positive Classroom Environment	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ The rules, routines and structures create an environment conducive to learning ☐ Teacher's strategies create a positive classroom environment conducive to learning ☐ Students are self-directed, exhibit positive relationships and are engaged in learning	☐	☐	☐

Standard 5 Comments:

Standard 6: Effective Communication	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Non-verbal communication (written/electronic) is effective, correct and appropriate ☐ Teacher demonstrates correct and appropriate communication ☐ Students exhibit correct and appropriate communication	☐	☐	☐

Standard 6 Comments:

Standard 7: Student Assessment and Data Analysis	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains accurate data on each student's progress based on multiple data points ☐ Teacher effectively collects and uses student data to inform and improve instruction ☐ Students are knowledgeable of their own progress and plan personal learning goals	☐	☐	☐

Standard 7 Comments:

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains a professional growth to document the application of new knowledge and skills ☐ Teacher engages in professional learning to improve practice and increase student learning ☐ Teacher follows district policies and procedures regarding ethical practices & responsibilities ☐ Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			

Standard 8 Comments:

Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher engages with colleagues to promote the district/school vision, mission and goals ☐ Teacher works collaboratively regarding improvements in student learning and well-being			

Standard 9 Comments:

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.
**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Growth Opportunities — Academic Year _____ -- _____

Indicator and Rationale	Baseline Assessment	Goal (Target related to selected indicator)	Results (Outcome of implemented strategies)	Follow-Up Assessment
#1	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7
#2	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7
#3	Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7			Emerging (0-2) ☐ 0 ☐ 1 ☐ 2 Developing (3-4) ☐ 3 ☐ 4 Proficient (5-6) ☐ 5 ☐ 6 Distinguished (7) ☐ 7

The first 1 ½ pages of the summative evaluation form provides both an overview of the effectiveness of the teacher looking across all nine standards as well as a focused view in regards to the specific indicators the teacher has worked on throughout the year.

- Assessing the teacher's performance across all teaching standards
  - Each standard is listed with summary statements. The statements represent a very broad description drawn from the categories of commitment, practice and impact. They are listed as a type of checklist supporting each of 9 standards. For each standard, three options are provided:
    - Area of Concern – checking this box for a standard will likely result in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
    - Growth Opportunity – checking this box for a standard might possibly result in an indicator from this standard being selected in the following year as an opportunity for growth and documented in the next year's Educator Growth Plan
    - Meets Expectation – checking this box for this standard indicates that performance in this area meets the expecation of the administrator/district at the present time
  - Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating as well as to note exemplary performance in this particular area.

- Assessing the teacher's performance on selected indicators
  - This section of the summative evaluation form focuses on the growth opportunities presented through the selected indicators. Summative information is provided in the following areas:
    - Indicator and Rationale – document the specific indicator(s) that were selected and the reason this was a growth opportunity for the teacher
    - Baseline Assessment – indicate the initial rating achieved for each selected indicator
    - Goal – summarize the goal that was created to address the growth opportunity
    - Results – describe the outcomes of implementing the strategy and determine whether the focus was adequately addressed
    - Follow-Up Assessment – indicate the follow-up rating achieved for each selected indicator
  - Note: This information is transferred from the Educator Growth Plan

Overall Teacher Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
☐ 0-2	☐ Multiple Areas of Concern Or Indicator Rating 0	☐ 1 Area of Concern Or Indicator Rating 1	☐ No Areas of Concern And Indicator Ratings 2-3	☐ No Areas of Concern And Indicator Ratings 4-7
☐ 3-5	☐ Multiple Areas of Concern Or Indicator Ratings 0-2	☐ 1 Area of Concern Or Indicator Rating 3	☐ No Areas of Concern And Indicator Ratings 4-5	☐ No Areas of Concern And Indicator Ratings 6-7
☐ 6-10	☐ Multiple Areas of Concern Or Indicator Ratings 0-3	☐ 1 Area of Concern Or Indicator Rating 4	☐ No Areas of Concern And Indicator Ratings 5-6	☐ No Areas of Concern And Indicator Rating 7
☐ Over 10	☐ Multiple Areas of Concern Or Indicator Ratings 0-4	☐ 1 Area of Concern Or Indicator Rating 5	☐ No Areas of Concern And Indicator Rating 6	☐ No Areas of Concern And Indicator Rating 7

_____ is rated as _____ for the _____ - _____ school year.

Teacher's Name   Effectiveness Rating

Overall Comments:

[   ]

☐ Recommend for Re-Employment
   ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same ones
   ☐ Develop an improvement plan linked to indicators, must include specific target dates and timelines that must be met in order for re-employment to continue

☐ Do Not Recommend for Re-Employment

_____   _____   _____   _____
Teacher's Signature   Date   Evaluator's Signature   Date

The final page of the Summative Evaluation Form provides an overall rating for the teacher. This section is completed as follows:

1. Years in Position – determine the number of years the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversely affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
   a. Ineffective Rating
      i. Multiple areas of concern across the 9 standards, OR
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   b. Minimally Effective Rating
      i. 1 area of concern across the 9 standards, OR
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   c. Effective Rating
      i. No areas of concern across the 9 standards, AND
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   d. Highly Effective Rating
      i. No areas of concern across the 9 standards, AND
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   e. Complete the comments section and the recommendation for employment

Example

Mrs. Johnson's administrator completed her summative evaluation form with the following information:

Assessing Mrs. Johnson's performance across all 9 teaching standards

- Standard 1: Content Knowledge Aligned with Appropriate Instruction   Meets Expectation
- Standard 2: Student Learning Growth and Development   Growth Opportunity
- Standard 3: Curriculum Implementation   Meets Expectation
- Standard 4: Critical Thinking   Meets Expectation
- Standard 5: Positive Classroom Environment   Meets Expectation
- Standard 6: Effective Communication   Growth Opportunity
- Standard 7: Student Assessment and Data Analysis   Meets Expectation
- Standard 8: Self-Assessment and Improvement   Meets Expectation
- Standard 9: Professional Collaboration   Meets Expectation

Mrs. Johnson had no areas of concern. She had two areas, Student Learning, Growth and Development and Effective Communication, that were marked by her administrator as growth opportunities. Her selected indicators next year could possibly come from these two standards. In the comments section under Standard 9 Professional Collaboration, her administrator particularly noted that he felt Mrs.Johnson was particularly strong in her collaboration skills and in working with other colleagues.

Assessing Mrs. Johnson's performance on selected indicators

Mrs. Johnson's follow-up ratings on her identified indicators show improved effective practice on specific research-based targets intended to improve the learning of her 3rd grade students. Her ratings on her practice moved from a rating of

- Emerging (2) to Developing (4) on Quality Indicator 1.1: Content knowledge and academic language.
- Developing (4) to Proficient (5) on Quality Indicator 7.3: Student-led assessment strategies.
- Emerging (2) to Developing (3) on Quality Indicator 8.1 Self-assessment and improvement.

Her average rating based on her follow-up assessments is a 4 (12 total / 3 indicators = 4). This average follow-up assessment score provides a general summary on the growth Mrs. Johnson achieved in her three growth opportunities.

Mrs. Johnson is in her third year of teaching third grade. Since she has been in her current, evaluated position for three years, the second row of the Overall Teacher Rating chart is used. Mrs. Johnson had no areas of concern AND her average rating fell in the 4-5 range.

Overall Teacher Rating

Years in Position		Ineffective	Minimally Effective	Effective	Highly Effective
0-2		Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
3-5		Multiple Areas of Concern Or Indicator Ratings 0-2	1 Area of Concern Or Indicator Rating 3	No Areas of Concern And Indicator Ratings 4-5	No Areas of Concern And Indicator Ratings 6-7
6-10		Multiple Areas of Concern Or Indicator Ratings 0-3	1 Area of Concern Or Indicator Rating 4	No Areas of Concern And Indicator Ratings 5-6	No Areas of Concern And Indicator Rating 7
Over 10		Multiple Areas of Concern Or Indicator Ratings 0-4	1 Area of Concern Or Indicator Rating 5	No Areas of Concern And Indicator Rating 6	No Areas of Concern And Indicator Rating 7

Based on the information collected throughout the year and compiled on the Summative Evaluation Form, Mrs.Johnson would receive the following overall rating:

| Mrs. Johnson | is rated as | Effective | for the | 2012 | - | 2013 | school year. |
| *Teacher's Name* | | *Effectiveness Rating* | | | | | |

✓ **Recommend for Re-Employment**

    ✓ **Develop a new or revised growth plan based on new indicators or a continuation of the same indicators**.

    ☐ Develop an improvement plan linked to indicators. This must included specific target dates and timelines that must be met in order for re-employment to continue.

☐ Do Not Recommend for Re-Employment

Step 7: Reflect and Plan

Rationale

The evaluation process exists primarily for the improvement of effective practice in order to improve student performance. Ongoing reflection and planning are used to ensure that student learning needs are continually met.

Description

The improvement of effective practice is a means to an end. The ongoing and continual process of improving professional practice is essential for ensuring that student learning needs remain the focus of the evaluation process. The ultimate result is the improvement of student learning. Monitoring student learning growth caused by a teacher's improved practice satisfies the primary purpose of the evaluation process.

Reflection on personal growth is an important part of feedback. It provides personal insight to areas of strength and potential growth opportunities for future focus. As a part of this reflection, consider the following:

1. Assess whether the particular areas of improvement of effective practice impacted student learning
2. Reflect on personal growth and possible future opportunities for continued growth
3. Plan ahead for future opportunities for growth. In collaboration with the administrator and perhaps teams of teachers and/or colleagues, select indicators for next year (applies to returning teachers).
4. Continue to acquire new knowledge and practice new strategies and skills

Example

Through the end of the year, Mrs. Johnson continues to monitor the learning of her 3rd grade students. She particularly reflects on how new learning, skills and strategies from the evaluation process have contributed to her students improved performance. In consultation with her principal, she begins to plan which particular indicators would be most appropriate for her to focus on next year. In particular, based on her Summative Evaluation Form, they consider and discuss selecting indicators from Standard 2: Student Learning, Growth and Development and Standard 6: Effective Communication. Their professional conversation includes consideration of working on some of the same indicators next year. Mrs. Johnson will use her summer months to continue her learning in ways that will improve her performance on the indicators she will work on next year.

Timeline for completion of the Teacher Evaluation Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Title and Description Of Step	Identify the indicators to be assessed	Determine a baseline score for each identified indicator	Develop an Educator Growth Plan	Reguarly assess progress and provide feedback	Determine a follow-up score for each identified indicator	Complete the final summative evaluation	Reflect and Plan
	Select indicators to be assessed based on student data and aligned to building & district improvement plans.	Conduct an initial assessment of identified indicators and set a baseline score for each identified indicator.	Based on the opportunities for growth and the baseline scores, complete the Educator Growth Plan that includes the practice and application of new knowledge and skills.	Conduct observations on performances in the identified indicators. Provide targeted feedback on areas of strength and opportunities for growth. Note: observations may be conducted by coaches, peers, teacher team members as well as principals and assistant principals.	Conduct a follow-up assessment of identified indicators. Determine overall progress on the Educator Growth Plan.	Complete the Summative Evaluation Form to determine the overall rating on performance by the 15th of March.	Continue to monitor student growth and reflect on the impact of improved effective practice. Reflect on progress of growth opportunities. Indicators for next year may be selected based on local student data and the results of the evaluation process.
Timeline Returning Teacher	April – Summer	August – October		November – February		By March 15	April – May – Summer

New Teacher Protocol

The entry into the teaching profession is too often characterized as times of isolation, stress and fear of failure on the part of the new teacher. Effective districts work to ensure this is not the case. The first two years of teaching should be supported by intentional mechanisms and support structures to ensure the success of the novice educator.

- The overall structure is the district's plan for **professional development** of all teachers. This plan ensures that teachers receive what they need to be successful.

- Within the district's plan for professional development is the **induction process** which ensures that teachers new to the district, including new teachers, are successfully introduced and brought into the expectations, priorities and culture of the system.

- Within the district's induction process is the **mentoring program** where the novice teacher receives two years of one-to-one support.
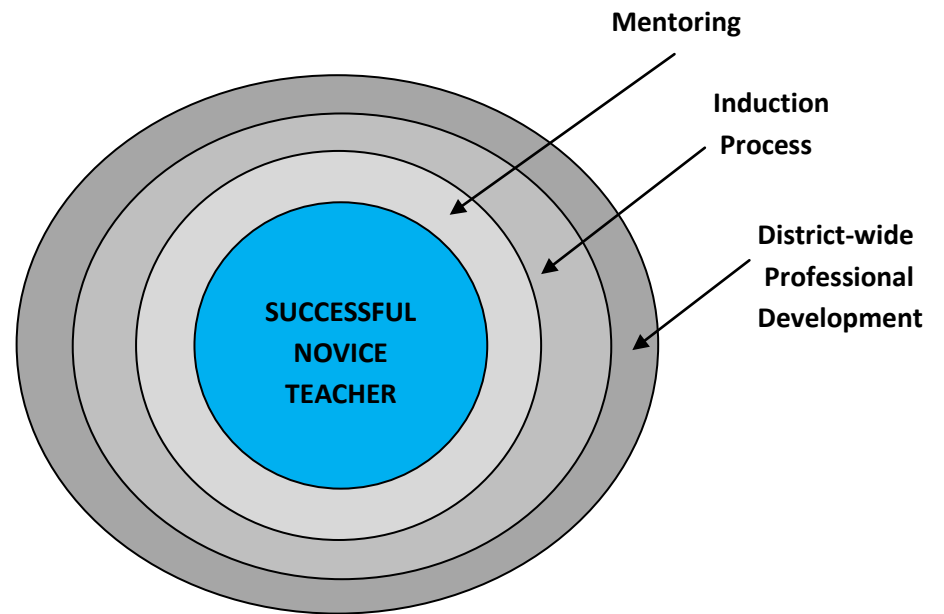
For a more comprehensive description, see the Guidelines for the Probationary Period offered by the Department of Elementary and Secondary Education

A district's successful induction process, which includes an effective mentoring program, focuses on particular performance targets to ensure the effective teacher practice of the new teacher. Improving the effectiveness of the teacher and the achievement of their students occurs through a focus on evidence of the teacher's knowledge and skills. Typical areas of focus include classroom management procedures and routines, effective instructional practices, understanding the school community, engaging in ongoing professional learning, and participating in teamwork among administrators, teachers, support staff and community members. Building on these proven practices, the induction process continues the ongoing development of the educator in ways that promote successful teaching which demonstrates effectiveness. The initial years are particularly important as a time to assess initial baseline performance data and identify personal strengths and opportunities for growth.

Timeline for New Teacher Evaluation

The first and second year of teaching can be particularly overwhelming for the new teacher. It is simply not realistic to expect the new teacher to demonstrate performance across 36 separate indicators. As such, doing an in-depth assessment of the novice educator's performance on all 36 indicators would not only be overwhelming but likely inaccurate as well. However, events at certain times of the year do allow opportunity to collect baseline data on performance and provide specific meaningful feedback to new teachers on particularly relevant knowledge and skills . This specific feedback should be provided to the mentee by the mentor. The administrator should also regularly interact with the new teacher, providing specific feedback on performance. By maintaining a focus on specific performances at particular times of the year, it's possible to accomplish the following:

- The mentee has a clear sense of expectations connected to certain times/events

- The induction process and mentor can offer very targeted support aligned to particular school events the mentee is experiencing

- The administrator has a very clear goal of providing support and feedback multiple times throughout the year to the novice teacher

- By the conclusion of the second year, the mentee has received support, guidance, collaboration and feedback across a broad set of expectations

 Baseline data, observed and gathered across the initial two years, provides a general overview of the mentee's strengths as well as opportunities for growth. These areas, in particular the opportunities for growth, will inform areas of concentration in the mentee's continued development as a part of the overall system's professional development plan.

1st Year Teacher Practices		
Timeframe	**MO Indicator**	**Evidence of Knowledge and Skills**
Preparation	*All 36 Teacher Quality Indicators*	*Developed/Assessed in coursework & clinical experience*
Prior to the Beginning of School	1.1 Content Knowledge	Plans for essential learning outcomes of content
	2.3 Theory of Learning	Uses theories of learning to plan for instruction
	3.1 Implementing the Curriculum	Aligns lesson design and assessments to curriculum
	4.2 Instructional Resources	Begins student/family communication
	6.1 Verbal and Non-Verbal Communication	Understands District Policy and Code of Conduct
	8.3 Professional Responsibilities	Engages in the induction process with a mentor
	9.1 Induction & Collegial Activities	
First Month	1.2 Engaging in Content	Delivers lessons that engage students in content
	2.1 Student Development (see also 2.6)	Assesses student personalities and abilities
	5.1 Classroom Management	Effective use of basic classroom management techniques
	5.2 Time, Space, Transitions, and Activities	Manages time, space, transitions, activities effectively
	6.2 Sensitivity to student differences (see also 2.6)	Demonstrates sensitivity to students' differences
	7.1 Use of Assessments	Uses a variety of different assessment formats
	9.1 Induction & Collegial Activities	Engages in the induction process with a mentor
2nd-3rd Month Quarter 1	2.2 Student Goals	Helps students establish goals and monitor own progress
	4.1 Critical Thinking Strategies	Teaches students to think critically and problem-solve
	4.3 Cooperative, small group and independent learning	Uses different learning configurations effectively
	5.2 Time, Space, Transitions, and Activities	Adjusts procedures/routines to reinforce expectations
	7.3 Student-led Assessments	Helps students assess their own progress to learning goals
	7.5 Communicates Student Progress	Communicates student progress and maintains records
4th-5th Month Quarter 2	1.5 Diverse Social and Cultural Perspectives	Helps students develop balanced cultural perspectives
	2.4 Differentiated Lesson Design (see also 3.3)	Differentiates instruction to meet student needs
	3.2 Lessons for Diverse Learners	Addresses variations in learner styles and performances
	6.1 Verbal and Non-Verbal Communication	Communicate student progress effectively
	7.2 Assessment Data to Improve Learning	Use student data to plan future instruction
	7.5 Communicating Student Progress	
6th Month Mid-Year	2.5 Use of Student's Prior Experience	Adjust learning activities based on data from 1st semester
	5.2 Time, Space, Transitions, and Activities	Adjusts procedures/routines to reinforce expectations
	7.4 Effects of instruction	Uses relevant information to plan future instruction
	7.6 Collaborative Data Analysis	Collaborate with peers on student data
	8.1 Self-assessment and Improvement	Self-reflect on progress to determine impact of instruction
	9.2 Collaborating to Meet Student Needs	Seeks/Provides services to meet needs of learners
7th-8th Month Quarter 3	1.2 Engaging in Content	Connecting content to classroom design
	2.2 Student Goals	Helps students establish goals and monitor own progress
	4.3 Cooperative, small group and independent learning	Uses different learning configurations effectively
	7.2 Assessment Data to Improve Learning	Communicate progress effectively to students/parents
	7.5 Communicating Student Progress	Use student data to plan future instruction
9th-10th Month Quarter 4	2.5 Use of Student's Prior Experience	Review data of student progression throughout the year
	7.4 Effects of instruction	Collaborate and reflect with colleagues on student data
	7.6 Collaborative Data Analysis	Reflects on impact of instruction
	8.1 Self-assessment and Improvement	Reflects with mentor on strengths & growth opportunities
	9.1 Induction & Collegial Activities	
End of the School Year	8.1 Self-assessment and Improvement	Reflect on impact on student learning
	8.2 Professional Learning	Uses resources available to advance professional learning

Certain performance targets, or specific skills, are of particular importance at certain times of the year. While the context of the community and in particular the teachers' student population will have influence over the timing and the types of knowledge and skills the new teacher will need to possess and demonstrate; there are some generalizations that can be reasonably concluded, regardless of context.

For example, knowledge and skills associated with curriculum and lesson planning are especially relevant in the days just prior to beginning the school year when the teacher is planning for the first few weeks of school. Likewise, skills involving classroom management, procedures and routines are of particular significance in the first few weeks of the school year.

A general summary of indicators of teacher performance and a time of significance is provided for the first and second year of teaching. The timeframes on this table begin with the end of the clinical experience which occurs in the preparation process. The timeframes extend through the summer prior to the first day of school and conclude with the summer following initial year of teaching.

The second year of teaching is organized in similar fashion. The timeframes on this table begin with the summer prior to the second year of teaching and extend through to the summer following the second year of teaching. This encompasses all of the required two years of mentoring that is to be provided to all new teachers.

Each table contains 8 separate timeframes. Each timeframe contains anywhere between 2 to 7 Quality Indicators as the particular focus during the indicated timeframe. In this way, mentees are focusing on a defined set up performances within each specified timeframe. The selected indicators are suggested based on ordinary events that occur in a typical school year. There is flexibility to substitute indicators based on the unique characteristics of a particular district and/or school.

What is most important is ensuring that baseline data on performance is collected on the mentee; that the mentee receives specific feedback on their performance from the mentor on those specific performances and knowledge; that the administrator regularly interacts with the new teacher providing support and specific feedback on performance; and that this occurs without overwhelming the new teacher, but instead provides real time support for the emotions and reactions the new teacher is experiencing based on the issues they are experiencing.

2nd Year Teacher Practices		
Timeframe	**MO Indicator**	**Knowledge and Skills**
Prior to the Beginning of School	1.1 Content Knowledge 1.3 Disciplinary Research and Inquiry Methodologies 3.1 Implementing the Curriculum 4.2 Instructional Resources 9.1 Induction & Collegial Activities	Plans for essential learning outcomes of content Plans for teaching students about inquiry and research Aligns lesson design and assessments to curriculum Uses available resources to support lesson activities Engages in the induction process with a mentor
First Month	1.2 Engaging in Content 1.4 Interdisciplinary Instruction 2.6 Language, Culture, Family, Community Values 5.1 Classroom Management 5.2 Time, Space, Transitions, and Activities 6.4 Technology and Media Communication Tools 7.1 Use of Assessments	Delivers lessons that engage students in content Makes interdisciplinary content connections in instruction Uses data to determine the variety of learning needs Effective use of basic classroom management techniques Manages time, space, transitions, activities Uses technology and media communication tools Uses a variety of different assessment formats
2nd-3rd Month Quarter 1	2.2 Student Goals 4.1 Critical Thinking Strategies 4.3 Cooperative, small group and independent learning 5.2 Time, Space, Transitions, and Activities 7.3 Student-led Assessments 7.5 Communicates Student Progress	Helps students establish goals and monitor own progress Teaches students to think critically and problem-solve Uses different learning configurations effectively Manages time, space, transitions, activities Helps students assess their own progress to learning goals Communicates student progress and maintains records
4th-5th Month Quarter 2	3.2 Lessons for Diverse Learners 3.3 Instructional Goals and DI Strategies 5.3 Classroom, School, Community Culture 7.2 Assessment Data to Improve Learning 7.5 Communicating Student Progress	Differentiates instruction to meet student needs Uses differentiated instructional strategies effectively Uses culture of school/community to impact relationships Addresses variations in learner styles and performances Use student data to plan future instruction
6th Month Mid-Year	2.5 Use of Student's Prior Experience 7.4 Effects of instruction 7.6 Collaborative Data Analysis 8.1 Self-assessment and Improvement 9.3 Cooperative Partnerships Supporting Learning	Adjust learning activities based on data from 1st semester Uses relevant information to plan future instruction Collaborate with peers on student data Reflects on progress to determine impact of instruction Builds partnerships to support student learning
7th-8th Month Quarter 3	1.2 Engaging in Content 6.3 Speaking, Writing and other Media 7.2 Assessment Data to Improve Learning 7.5 Communicating Student Progress	Connects content to classroom design Supports learners in speaking, writing and other media Communicates progress effectively to students/parents Uses student data to plan future instruction
9th-10th Month Quarter 4	7.4 Effects of instruction 7.6 Collaborative Data Analysis 8.1 Self-assessment and Improvement 9.1 Induction & Collegial Activities	Reviews data of student progression throughout the year Collaborates and reflects with colleagues on student data Reflects on impact of instruction Reflects with mentor on strengths & growth opportunities
End of the School Year	8.1 Self-assessment and Improvement 8.2 Professional Learning	Reflects on impact on student learning Uses resources available to advance professional learning

New Teacher Feedback and Evaluation Forms

There is a series of mentee feedback forms. These forms are aligned to the 8 timeframes that occur each year and collectively create the process for gathering baseline data and directing meaningful feedback between the mentee and mentor. Each form specifically lists the quality indicators for the specified timeframe. Each indicator includes a general description referencing the particular knowledge and/or skill to be demonstrated.

There is opportunity provided for reflection on each of the listed indicators. As mentee and mentor talk through the specific indicator and its relevance for what is currently happening in the school year, this area is used to capture potential strengths and areas of confidence as well as potential opportunities for continued growth.

An overall determination on performance uses feedback generated throughout the year on selected indicators, general feedback generated periodically through classroom observations and any other data or information relevant to the new teacher's performance observed or gathered throughout the year.

YEAR 1

First Month of the School Year   Academic Year _____ – _____

Teacher: _____   Subject/Grade Level: _____

Standard 1.2 Engaging in Content
Description: The mentee Identifies and uses engagement strategies to keep students interested and engaged in the content
Reflection:

Standard 2.1 Student Development (see also 2.6)
Description: The mentee assesses student personalities and abilities in order to design and make instructional decisions based on developmental factors
Reflection:

Standard 5.1 Classroom Management
Description: The mentee uses basic classroom management techniques to address misbehavior and avoid disruptions in instruction to keep students generally interested and engaged in their learning
Reflection:

Standard 5.2 Time, Space, Transitions, and Activities
Description: The mentee designs routines that support effective management of time, space, transitions and activities
Reflection:

Standard 6.2 Sensitivity to Student Differences (see also 2.6)
Description: The mentee exhibits understanding, sensitivity and empathy toward student needs and differences
Reflection:

Standard 7.1 Use of Assessments
Description: The mentee demonstrates the use of formal and informal student assessments to address specific learning goals and modifications
Reflection:

Standard 9.1 – Induction and Collegial Activities
Description: The mentee meets regularly with their mentor and fully participates in the district/school induction process, documenting support and growth in mentor logs aligned to the state's mentor standards
Reflection:

_____   _____   _____   _____
Mentee's Signature   Date   Mentor's Signature   Date
Signatures indicate that the mentee and mentor have discussed these areas.

This information and data is used by the administrator to complete the Summative Evaluation Form.

1st & 2nd Year Teacher Evaluation Summative Report

Academic Year _____ -- _____

Teacher: _____ Subject/Grade Level: _____

School: _____

Standard 1: Content Knowledge Aligned with Appropriate Instruction	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher effectively plans for the delivery of the essential content of the discipline			
☐ Subject matter learning activities are meaningful and engaging for students			
☐ Students demonstrate mastery and application of content			
Standard 1 Comments:			

Standard 2: Student Learning Growth and Development	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher uses theories and student information to design meaningful lessons			
☐ Teacher's instructional strategies use current theories of growth and development			
☐ Students' level of growth and development is the foundation for new learning			
Standard 2 Comments:			

Standard 3: Curriculum Implementation	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher designs lessons aligned with state (Common Core) and district standards			
☐ Teacher facilitates student learning based on state and district standards			
☐ Students master essential learning objectives based on state and district standards			
Standard 3 Comments:			

Standard 4: Critical Thinking	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher lesson design and use of instructional resources promotes critical thinking			
☐ Teacher's instructional strategies promote critical thinking and problem-solving			
☐ Students demonstrate their ability to think critically and problem-solve			
Standard 4 Comments:			

Standard 5: Positive Classroom Environment	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ The rules, routines and structures create an environment conducive to learning			
☐ Teacher's strategies create a positive classroom environment conducive to learning			
☐ Students are self-directed, exhibit positive relationships and are engaged in learning			
Standard 5 Comments:			

Standard 6: Effective Communication	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Non-verbal communication (written/electronic) is effective, correct and appropriate			
☐ Teacher demonstrates correct and appropriate communication			
☐ Students exhibit correct and appropriate communication			
Standard 6 Comments:			

Standard 7: Student Assessment and Data Analysis	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains accurate data on each student's progress based on multiple data points			
☐ Teacher effectively collects and uses student data to inform and improve instruction			
☐ Students are knowledgeable of their own progress and plan personal learning goals			
Standard 7 Comments:			

Standard 8: Self-Assessment and Improvement	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Maintains a professional growth to document the application of new knowledge and skills			
☐ Teacher engages in professional learning to improve practice and increase student learning			
☐ Teacher follows district policies and procedures regarding ethical practices & responsibilities			
☐ Teacher maintains positive relationships with students, staff, parents, patrons, administrators, and supervisors.			
Standard 8 Comments:			

Standard 9: Professional Collaboration	**Area of Concern	*Growth Opportunity	Meets Expectation
☐ Teacher engages with colleagues to promote the district/school vision, mission and goals			
☐ Teacher works collaboratively regarding improvements in student learning and well-being			
Standard 9 Comments:			

*A "Growth Opportunity" rating on a standard results in a Growth Plan for that area.
**An "Area of Concern" rating on a standard results in an Improvement Plan for that area.

Overall Teacher Rating

Years in Position	Ineffective	Minimally Effective	Effective	Highly Effective
1	Multiple Areas of Concern Or Indicator Rating 0	1 Area of Concern Or Indicator Rating 1	No Areas of Concern And Indicator Ratings 2-3	No Areas of Concern And Indicator Ratings 4-7
2	Multiple Areas of Concern Or Indicator Ratings 0	1 Area of Concern Or Indicator Rating 1-2	No Areas of Concern And Indicator Ratings 3-4	No Areas of Concern And Indicator Ratings 5-7

_____ is rated as _____ for the _____ - _____ school year.
Teacher's Name   Effectiveness Rating

Overall Comments:

☐ Recommend for Re-Employment   ☐ Do Not Recommend for Re-Employment
  ☐ Develop a new or revised growth plan based on new indicators or a continuation of the same indicators.
  ☐ Develop an improvement plan linked to indicators. This must include specific target dates and timelines that must be met in order for re-employment to continue.

_____ _____ _____ _____
Teacher's Signature   Date   Evaluator's Signature   Date

The first 1 ½ pages of the summative evaluation form provides both an overview of the effectiveness of the new teacher looking across all nine standards.

- Assessing the teacher's performance across all teaching standards
  - Each standard is listed with summary statements. The statements represent a very broad description drawn from the categories of commitment, practice and impact used on the growth guides for the quality indicators. They are listed as a type of checklist supporting each of 9 standards. For each standard, three options are provided:

- Area of Concern – checking this box for a standard resuls in an improvement plan for this standard meaning that growth in this area is both necessary and required for continued employment
- Growth Opportunity – checking this box for a standard might possibly result in an indicator from this standard being selected in the teacher's second year as an opportunity for growth and documented in the next year's Educator Growth Plan
- Meets Expectation – checking this box for a standard indicates that performance in this area meets the expecation of the administrator/district at the present time
  - Note: the comment box provided below each standard provides opportunity to offer the rationale for the rating as well as to note exemplary performance in this particular area.

The second page of the Summative Evaluation Form provides an overall rating for the new teacher. This section is completed as follows:

1. Years in Position – determine if this is the first or second year the teacher has been in the current evaluated position (Note: the purpose for "in position" is to allow for reassignment of teachers to different grade levels/positions without adversly affecting performance ratings)
2. Select one of the effectiveness ratings based on the following criteria:
   a. Ineffective Rating
      i. Multiple areas of concern across the 9 standards, OR
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   b. Minimally Effective Rating
      i. 1 area of concern across the 9 standards, OR
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   c. Effective Rating
      i. No areas of concern across the 9 standards, AND
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   d. Highly Effective Rating
      i. No areas of concern across the 9 standards, AND
      ii. An average of the follow-up assessment scores on the selected indicators falls into the indicated range
   e. Complete the comments section and the recommendation for employment

Timeline for completion of the New Teacher Evaluation Protocol

1st Year for the New Teacher

Suggested Indicators of Focus For Each Timeframe	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	3rd-4th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	Complete New Teacher Summative Evaluation Form	9th-10th Month Quarter 4	End of the Year
	Suggested Indicators	Suggested Indicators	Suggested Indicators	Suggested Indicators	Suggested Indicators	Suggested Indicators		Suggested Indicators	Suggested Indicators
	1.1	1.2	2.2	1.5	2.5	1.2		2.5	8.1
	2.3	2.1	4.1	2.4	5.2	2.2		7.4	8.2
	3.1	5.1	4.3	3.2	7.4	4.3		7.6	
	4.2	5.2	5.2	6.1	7.6	7.2		8.1	
	6.1	6.2	7.3	7.2	8.1	7.5		9.1	
	8.3	7.1	7.5	7.5	9.2				
	9.1	9.1							
Time Frame	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	3rd-4th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	By March 15	9th-10th Month Quarter 4	End of the Year

2nd Year for the New Teacher

Suggested Indicators of Focus For Each Timeframe	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	3rd-4th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	Complete New Teacher Summative Evaluation Form	9th-10th Month Quarter 4	End of the Year
	Suggested Indicators	Suggested Indicators	Suggested Indicators	Suggested Indicators	Suggested Indicators	Suggested Indicators		Suggested Indicators	Suggested Indicators
	1.1	1.2	2.2	3.2	2.5	1.2		7.4	8.1
	1.3	1.4	4.1	3.3	7.4	6.3		7.6	8.2
	3.1	2.6	4.3	5.3	7.6	7.2		8.1	
	4.2	5.1	5.2	7.2	8.1	7.5		9.1	
	9.1	5.2	7.3	7.5	9.3				
		6.4	7.5						
		7.1							
Time Frame	Prior to School	First Month Year Begins	2nd-3rd Month Quarter 1	3rd-4th Month Quarter 2	6th Month Mid-Year	7th-8th Month Quarter 3	By March 15	9th-10th Month Quarter 4	End of the Year

Educator Improvement Protocol

While the primary purpose of the Educator Growth Plan is to identify and capitalize on growth opportunities, the focus of the Educator Improvement Protocol is on intervention for areas of concern that require immediate attention. Thus, the Educator Improvement Protocol targets very specific standards, indicators, and actions that must be improved within a specific timeline. Accordingly, the Educator Improvement Protocol is not only a collaborative process between teacher and evaluator; it is also one of direction and guidance from the evaluator requiring the achievement of certain outcomes in a timely fashion.

1	• Detect and indicate areas of concern
2	• Discuss concerns with teacher
3	• Complete form *Improvement Plan, Initial Conference* to notify teacher of areas concern
4	• Conduct an appropriate number of formal and informal observations to monitor status
5	• Complete *Teacher Evaluation Summative Report* and determine employment status accordingly

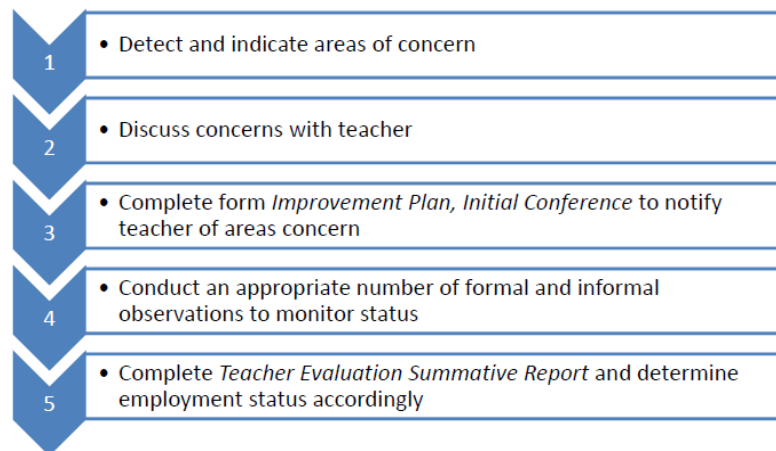It is important to remember that the Educator Improvement Protocol is a single process within a larger process of evaluation and growth. Therefore, the Educator Improvement Protocol should ony be followed after an initial evaluation, either formal or informal, revealing one or more areas of concern. Consequently, the first step of the Educator Improvement Protocol is to detect and indicate any areas of concern. If the evaluator detects any such areas of concern, the next step in the protocol is to complete the form: Educator Improvement Plan, Initial Conference. This form allows the evaluator to note the indicator causing concern as well as the rationale for concern, the improvement target, and the corresponding benchmarks and timelines. The Educator Improvement Plan, Initial Conference form should be completed collaboratively with the teacher and copies should be subsequently shared as documentation of the overall plan and areas of concern.

After collaborative completion of the Educator Improvement Plan, Initial Conference form, the evaluator should conduct the appropriate number of necessary formal and informal observations to monitor the status of the teacher. The Educator Improvement Plan, Follow-up Observation & Conference form should be used to document every formal observation conducted.

Finally, after multiple follow-up observations and conferences, the evaluator should complete the Summative Evaluation Form to determine the respective teacher's employment status accordingly.

NOTE: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as prescribed or permitted by law.

Timeline for completion of the Educator Improvement Protocol

Step #	Step 1	Step 2	Step 3	Step 4	Step 5
Action Title	Detect and indicate areas of concern upon evaluation	See page 34: *Improvement Plan, Initial Conference*	Hold Initial Conference to notify educator of status and plan	Conduct the appropriate number of formal and informal observations to monitor status	Complete Summative Evaluation Form to determine employment status accordingly
Action Description	Formal and/or informal observations should be held throughout the year. If one or more areas of concern are detected, teacher should be placed in the Improvement Protocol	Note standards and indicators causing concern, give rationale, set timeline and improvement target complete with benchmarks and strategies	Explain to teacher rationale for placement in Improvement Protocol, explain improvement target, timeline, benchmarks, and ramifications	Evaluate, observe, and confer with teacher either formally or informally multiple times throughout the Improvement Protocol timeline. Evaluator should document such meetings on the Follow-up Observation & Conference forms to note any improvements, shortcomings, or other general observational data	Use and apply in the same manner described in Step 6 of the general Teacher Evaluation Protocol
Timeline	Detection of areas of concern can occur at **any time** throughout the year or at any point in a teacher's career	The Initial Conferenece form should be completed **immediately after** detection of areas of concern	The Initial Conference should be held **immediately after** completion of the form	Formal and informal observations and/or conferences should be conducted **throughout the remainder of the established timeline** for achievement of the improvement target. Such observations and/or conferences should be held in gaps wide enough for the teacher to show improvement, but consistent to accurately monitor progress	TheSummative Evaluation Form should be completed at the **end of the timeline**

*Note: For incidents involving blatant violations of board policy and state or federal law, immediate employment action may be taken as permitted by law.

Educator Improvement Plan forms

Educator Improvement Plan
Initial Conference

Improvement Plan for: _____
Name   Date   School   Subject   Academic Year

Identify Indicator: _____
Standard number and name   Quality Indicator number and name

Rationale: Describe why improvement on this performance indicator is required

1. IMPROVEMENT TARGET	2. SPECIFIC STRATEGIES
State specifically the improvement required based on the performance indicator referenced above.	Create a goal statement addressing the IMPROVEMENT TARGET. This goal statement should include essential, measureable qualities.
3. BENCHMARKS AND TIMELINES	4. MEASURES
Describe the specific benchmarks and/or relevant timelines that will demonstrate growth or completion of the improvement target.	Describe the measures providing evidence that the improvement target has been accomplished or adequately addressed

Initial Evaluation Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____   _____   _____   _____
Signature of Teacher/Leader   Date   Signature of Evaluator   Date

Educator Improvement Plan
Follow-up Observation & Conference

Date:

NOTES ON PROGRESS
Using the timeline set during the Initial Evaluation, determine progress to date towards achieving each benchmark and accomplishing improvement targets.

Follow-up Meeting Signature (teacher signature indicates knowledge of the report, not necessarily agreement)

_____   _____   _____   _____
Signature of Teacher/Leader   Date   Signature of Evaluator   Date

The Educator Improvement Plan, Initial Conference form (above left) is used to document specific standards and indicators creating areas of concern. After identifying the indicator to be improved upon, the evaluator then expresses a rationale for why improvement is required. Finally, the evaluator sets an improvement target complete with the necessary benchmarks and timeline for achievement of the required outcome.

The Educator Improvement Plan, Follow-up Observation & Conference form (above right) is used for any formal or informal observations or conferences that are conducted throughout the timeline established by the evaluator. At least one formal and one informal evaluation should be held. When using this form, the evaluator can document any meetings to note improvements, shortcomings, or other general observational data.

Collectively, the documents provide the essential framework for improvement, as well as the documentation and protocol necessary to make high-stakes employment decisions. Upon completion of the timeline, evaluators should use the Summative Evaluation Form to note final outcomes and make ultimate employment decisions.