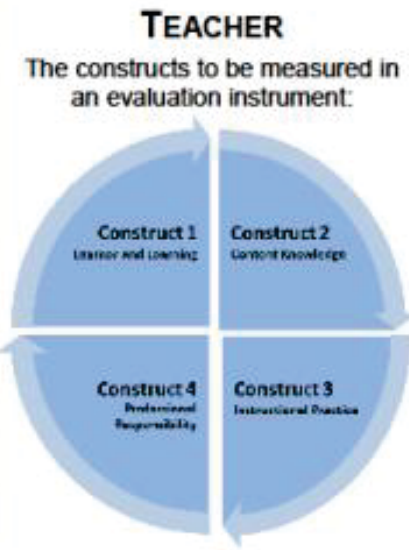


<b>1. Learner and Learning</b>
<b>Components:</b>
1.1 The teacher plans instruction based on learning and developmental levels of all students.
1.2 The teacher recognizes and fosters individual differences to establish a positive classroom culture.
1.3 The teacher establishes a classroom environment conducive to learning.

<b>4. Professional Responsibility</b>
<b>Components:</b>
4.1 The teacher engages in reflection and continuous growth.
4.2 The teacher participates in collaboration and leadership opportunities.



<b>2. Content Knowledge</b>
<b>Components:</b>
2.1 The teacher demonstrates a thorough knowledge of content.
2.2 The teacher provides a variety of innovative applications of knowledge.

<b>3. Instructional Practice</b>
<b>Components:</b>
3.1 The teacher uses methods and techniques that are effective in meeting student needs.
3.2 The teacher uses varied assessments to measure learner progress.
3.3 The teacher delivers comprehensive instruction for students.

# TEACHER EVALUATION

KANSAS EDUCATOR EVALUATION PROTOCOL  
KEEP

**Kansas**  
state department of  
**Education**

## TEACHER EVALUATION PROCESS

*(Teachers in first or second consecutive year in a district)*

REQUIRED STEPS	Implementation Ideas
<b>Set-up</b>	
<b>STEP 1 – ORIENTATION TO EVALUATION PROCESS AND PROCEDURES</b> (required)	<ol style="list-style-type: none"> <li>1. Group overview for all teachers within first 10 duty days.</li> <li>2. Detailed review of the KEEP process for those being evaluated in KEEP, including timelines, rubrics, evidence, artifacts, etc. and mentors, if assigned.</li> <li>3. Detailed KEEP Repository training for those being evaluated.</li> </ol>
<b>STEP 2 – TEACHER DOES SELF-ASSESSMENT AND GOAL SETTING</b> (required)	<ol style="list-style-type: none"> <li>1. Teacher completes self-assessment and selects tentative goals in KEEP Repository.</li> <li>2. Evaluator and Teacher review completed self-assessment and goals.</li> </ol>
<b>Beginning of Cycle</b>	
<b>STEP 3 – FORMAL OBSERVATION IS HELD WITHIN THE FIRST 60 DAYS</b> (required), <b>POST-OBSERVATION CONFERENCE: FACE-TO-FACE IS REQUIRED</b>	<ol style="list-style-type: none"> <li>1. Pre-Observation Conference: Set Formal Observation date and time, expectations, and agenda. Request lesson plan or supporting documentation. Face-to-Face is optional.</li> <li>2. Do Formal Observation at pre-set date and time, with copy of lesson plan.</li> <li>3. Formal observations are 30 minutes – 1 class period.</li> <li>4. Post-Observation Conference: Meet after the Formal Observation and give feedback. Face-to-Face is required.</li> <li>5. Complete the required Beginning of Cycle Conference Form in KEEP Repository.</li> </ol>
<b>Mid-Cycle</b>	
<b>STEP 4 – ONGOING INFORMAL OBSERVATIONS, ARTIFACT AND DATA COLLECTION</b> (required)	<ol style="list-style-type: none"> <li>1. Ongoing informal observations must align with components/rubrics.</li> <li>2. At a minimum, one informal observation per month.</li> <li>3. Informal observations are 5 minutes – 30 minutes and should include post observation feedback. May include feedback in the repository.</li> </ol>
<b>STEP 5 – MID-CYCLE CONFERENCE</b>	<ol style="list-style-type: none"> <li>1. Evaluator and teacher review goals and progress, and make adjustments as needed.</li> <li>2. It is recommended a second formal observation occurs.</li> <li>3. Evaluator completes the required Mid-Cycle Conference Form in KEEP Repository.</li> </ol>
<b>End of Cycle</b>	
<b>STEP 6 – FINAL CONFERENCE, NO LATER THAN THE 60<sup>TH</sup> DAY OF THE SEMESTER</b> (required)	<ol style="list-style-type: none"> <li>1. Evaluator presents draft of Summary Rating Form to teacher.</li> <li>2. Evaluator and teacher discuss goals and progress, and data related to summary rating.</li> <li>3. Evaluator and teacher discuss potential goals for next cycle.</li> <li>4. Evaluator completes the End of Cycle Conference Form in KEEP Repository.</li> <li>5. Summary Rating Form is finalized and completed.</li> </ol>

## TEACHER EVALUATION PROCESS

*(Teachers in years 3 and 4 in a district – once each year; beyond year 4 – at least once every three years)*

REQUIRED STEPS	Implementation Ideas
<b>Set-up</b>	
<b>STEP 1 – ORIENTATION TO EVALUATION PROCESS AND PROCEDURES</b> (required)	<ol style="list-style-type: none"> <li>1. Group overview for all teachers within first 10 duty days.</li> <li>2. Detailed review of the KEEP process for those being evaluated in KEEP, including timelines, rubrics, evidence, artifacts, etc. and mentors, if assigned.</li> <li>3. Detailed KEEP Repository training for those being evaluated.</li> </ol>
<b>STEP 2 – TEACHER DOES SELF-ASSESSMENT AND GOAL SETTING</b> (required)	<ol style="list-style-type: none"> <li>1. Teacher completes self-assessment and selects tentative goals in KEEP Repository.</li> <li>2. Evaluator and Teacher review completed self-assessment and goals.</li> </ol>
<b>Beginning of Cycle</b>	
<b>STEP 3 – FORMAL OBSERVATION – FORMAL OBSERVATION IS HELD IN THE FIRST SEMESTER</b> (required), <b>POST-OBSERVATION CONFERENCE: FACE-TO-FACE IS REQUIRED</b>	<ol style="list-style-type: none"> <li>1. Pre-Observation Conference: Set Formal Observation date and time, expectations, and agenda. Request lesson plan or supporting documentation. Face-to-Face is optional.</li> <li>2. Do Formal Observation at pre-set date and time, with copy of lesson plan.</li> <li>3. Formal observations are 30 minutes – 1 class period.</li> <li>4. Post-Observation Conference: Meet after the Formal Observation and give feedback. Face-to-Face is required.</li> <li>5. Complete the required Beginning of Cycle Conference Form in KEEP Repository.</li> </ol>
<b>Mid-Cycle</b>	
<b>STEP 4 – ONGOING INFORMAL OBSERVATIONS, ARTIFACT AND DATA COLLECTION</b> (required)	<ol style="list-style-type: none"> <li>1. Ongoing informal observations must align with components/rubrics.</li> <li>2. At a minimum, one informal observation per month.</li> <li>3. Informal observations are 5 minutes – 30 minutes and should include post observation feedback. May include feedback in the repository.</li> </ol>
<b>STEP 5 – MID-CYCLE CONFERENCE</b>	<ol style="list-style-type: none"> <li>1. Evaluator and teacher review goals and progress, and make adjustments as needed.</li> <li>2. It is recommended a second formal observation occurs.</li> <li>3. Evaluator completes the required Mid-Cycle Conference Form in KEEP Repository.</li> </ol>
<b>End of Cycle</b>	
<b>STEP 6 – FINAL CONFERENCE – NO LATER THAN FEBRUARY 15<sup>TH</sup>.</b> (required)	<ol style="list-style-type: none"> <li>1. Evaluator presents draft of Summary Rating Form to teacher.</li> <li>2. Evaluator and teacher discuss goals and progress, and data related to summary rating.</li> <li>3. Evaluator and teacher discuss potential goals for next cycle.</li> <li>4. Evaluator completes the End of Cycle Conference Form in KEEP Repository.</li> <li>5. Summary Rating Form is finalized and completed.</li> </ol>

# TEACHER EVALUATION RUBRICS

## **Construct 1: Learner and Learning**

To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary individually, that students bring unique individual differences to the learning process, and that students need supportive and safe learning environments to thrive. Demonstration of the teacher's proficiency in Learner and Learning is evidenced by:

### **1.1 Learner Development**

The teacher planned instruction based on the learning and developmental levels of all students. Key indicators include: planning instruction, aligning instruction with student learning needs, using a variety of approaches and resources, providing adaptation of instruction.

### **1.2 Learner Differences**

The teacher recognized and fostered individual differences to establish a positive classroom culture. Key indicators include: getting to know all students, using that knowledge of students to create a culture of respect, meeting needs of all students.

### **1.3 Learning Environment**

The teacher established a classroom environment conducive to learning. Key indicators include: collaborating with students, establishing a safe, respectful and academically challenging environment.

**1.1 Learner Development:** The teacher planned instruction based on the learning and developmental levels of all students.  Goal

Ineffective	Developing	Effective	Highly Effective
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently planned instruction that aligns with students' developmental levels and learning needs.	<input type="checkbox"/> The evidence indicates that the teacher planned instruction that partially aligns with students' developmental levels and learning needs. <input type="checkbox"/> The evidence indicates that the teacher incorporated some teaching approaches and resources.	<input type="checkbox"/> The evidence indicates that the teacher planned instruction that aligns with students' developmental levels and learning needs. <input type="checkbox"/> The evidence indicates that the teacher regularly used a variety of teaching approaches and resources.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively planned instruction that closely aligns with students' learning needs and developmental levels. <input type="checkbox"/> The evidence indicates that the teacher consistently and effectively used a variety of appropriate teaching approaches and resources.
<input type="checkbox"/> The evidence indicates that the teacher relied on a single teaching approach and resource.	<input type="checkbox"/> The evidence indicates that the teacher provided some adaptation of plans and instruction that met some of the student's learning needs.	<input type="checkbox"/> The evidence indicates that the teacher adapted plans and instruction, when appropriate, to meet all students' learning needs.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively adapted plans and instruction, when appropriate, to meet all students' learning needs.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently provided adaptation of plans and instruction, and the adaptation that was provided was often not appropriate to the students' learning needs.			

**Sources of Evidence for Planning Instruction Based on the Learning and Developmental Levels of All Students**

- Differentiated lesson plans
- Student work sample
- Assessment data
- Teacher reflection

**1.2 Learner Differences:** The teacher recognized and fostered individual differences to establish a positive classroom culture.  Goal

Ineffective	Developing	Effective	Highly Effective
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently took steps to learn about students as individuals and as learners.	<input type="checkbox"/> The evidence indicates that the teacher took partial steps to learn about students as individuals and as learners.	<input type="checkbox"/> The evidence indicates that the teacher regularly took steps to learn about students as individuals and as learners.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively took steps to learn about students as individuals and as learners.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently incorporated knowledge of individual students to create a classroom culture of respect and rapport that meets the needs of students.	<input type="checkbox"/> The evidence indicates that the teacher began to use knowledge of individual students to create a positive culture that meets the needs of students.	<input type="checkbox"/> The evidence indicates that the teacher regularly incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of most students.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively incorporated knowledge of student diversity to create a positive culture of respect and rapport that meets the needs of all students.

**Sources of Evidence for Recognizing and Fostering Individual Differences to Establish a Positive Classroom Culture**

- School community perception survey
- Attendance data
- Office referral data
- Differentiated instruction

**1.3 Learning Environment:** The teacher established a classroom environment conducive to learning.

Goal

Ineffective	Developing	Effective	Highly Effective
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently collaborated with students to promote student ownership of the learning.	<input type="checkbox"/> The evidence indicates that the teacher began to collaborate with students to promote student ownership of the learning.	<input type="checkbox"/> The evidence indicates that the teacher regularly collaborated with students to promote student ownership of the learning.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively collaborated with students to promote student ownership of the learning.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently established a safe, respectful, and academically engaging environment for students.	<input type="checkbox"/> The evidence indicates that the teacher began to establish a safe, respectful, and academically engaging environment for students.	<input type="checkbox"/> The evidence indicates that the teacher regularly established a safe, respectful, and academically engaging environment for students.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively established a safe, respectful, and academically challenging environment for all students.

**Sources of Evidence for Establishing a Classroom Environment Conducive to Learning**

- Office referrals
- Attendance
- Classroom rules established collaboratively
- Cooperative group work
- Differentiated student work samples

# TEACHER EVALUATION RUBRICS

## **Construct 2: Content Knowledge**

Teachers must have a deep and flexible understanding of their content area(s) and be able to draw upon it as they work with students to access information, apply knowledge in real world settings, and work with meaningful issues. Demonstration of the teacher's proficiency in Content Knowledge is evidenced by:

### **2.1 Content Knowledge**

The teacher demonstrated a thorough knowledge of content. Key indicators include: encouraging use of multiple representations, explanations, and a wide variety of experiences building student understanding.

### **2.2 Innovative Applications of Content Knowledge**

The teacher provided a variety of innovative applications of knowledge. Key indicators include: using problem solving, critical thinking skills and technology, exploring and delivering content through real world application of knowledge, collaborating with colleagues to provide cross-curricular opportunities.

## 2.1 Content Knowledge: The teacher demonstrated a thorough knowledge of content.

☐ Goal

Ineffective	Developing	Effective	Highly Effective
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently displayed knowledge of the important content in the discipline and identification of possible student misconceptions.	<input type="checkbox"/> The evidence indicates that the teacher displayed limited knowledge of the important content in the discipline and identification of possible student misconceptions.	<input type="checkbox"/> The evidence indicates that the teacher displayed knowledge of the important content in the discipline, used multiple representation and explanations, understood how these relate to each other, and identified student misconceptions.	<input type="checkbox"/> The evidence indicates that the teacher displayed extensive knowledge of the important concepts in the discipline by consistently and effectively using multiple representations, explanations, and a wide variety of experiences and opportunities.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently used strategies to build understanding of content for all students.	<input type="checkbox"/> The evidence indicates that the teacher began to use strategies to build understanding of content for all students.	<input type="checkbox"/> The evidence indicates that the teacher regularly used strategies to build a deep understanding of content for all students.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively used strategies to build a deep understanding of content for all students.

### Sources of Evidence for Showing Knowledge of Content

- Subject specific formative assessment data
- Varied student products
- Student self-assessment of work
- Student video

## 2.2 Innovative Applications of Content Knowledge: The teacher provided a variety of innovative applications of knowledge.

☐ Goal

Ineffective	Developing	Effective	Highly Effective
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently provided opportunities to students for authentic application of content.	<input type="checkbox"/> The evidence indicates that the teacher provided limited opportunities to students for authentic application of content.	<input type="checkbox"/> The evidence indicates that the teacher regularly provided opportunities to students for authentic application of content.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively provided opportunities to students for authentic application of content.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently collaborated with colleagues to provide purposeful cross-curricular learning opportunities.	<input type="checkbox"/> The evidence indicates that the teacher began to collaborate with colleagues to provide purposeful cross-curricular learning opportunities.	<input type="checkbox"/> The evidence indicates that the teacher regularly collaborated with colleagues to provide purposeful cross-curricular learning opportunities.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively collaborated with colleagues to provide purposeful cross-curricular learning opportunities.

### Sources of Evidence for Providing a Variety of Innovative Applications of Knowledge

- Team meeting minutes
- Student performance data
- Formative assessment data
- Co-teaching plans



# TEACHER EVALUATION RUBRICS

## **Construct 3: Instructional Practice**

Effective instructional practice requires that teachers understand and integrate planning, instructional strategies, and assessment in coordinated and engaging ways. Demonstration of the teacher's proficiency in Instructional Practice is evidenced by:

### **3.1 Planning for Instruction**

The teacher used methods and techniques that are effective in meeting student needs. Key indicators include: planning rigorous activities, using objectives that align with standards, meeting needs of students.

### **3.2 Assessment**

The teacher used varied assessments to measure learner progress. Key indicators include: providing opportunities for students to demonstrate learning, using assessment data to inform instruction, providing feedback that encourages students to take responsibility for the learning.

**3.3 Instructional Strategies:** The teacher delivered comprehensive instruction for students.

Key indicators include: Using a variety of strategies to engage and challenge students, incorporating strategies to differentiate and scaffold instruction, engaging student in higher order thinking skills.

**3.1 Planning for Instruction:** The teacher used methods and techniques that are effective in meeting student needs.

Goal

Ineffective	Developing	Effective	Highly Effective
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently planned activities that connect with district, state, and/or national standards to meet the needs of students.	<input type="checkbox"/> The evidence indicates that the teacher planned activities that partially connect with district, state and/or national standards to meet the needs of students.	<input type="checkbox"/> The evidence indicates that the teacher regularly planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively planned rigorous and challenging activities using objectives that align with district, state and/or national standards to meet the needs of all students.

**Sources of Evidence for Using Methods and Techniques that are Effective in Meeting Student Needs**

- Standards-based lesson plans
- Summative assessment history
- Students reading level

**3.2 Assessment:** The teacher used varied assessments to measure learner progress.

Goal

Ineffective	Developing	Effective	Highly Effective
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently provided basic opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.	<input type="checkbox"/> The evidence indicates that the teacher provided limited opportunities for students to demonstrate learning by using formative, summative, informal and/or formal assessments.	<input type="checkbox"/> The evidence indicates that the teacher regularly provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively provided multiple opportunities for students to demonstrate learning by using formative, summative, informal, and/or formal assessments.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently used student data to inform future instruction.	<input type="checkbox"/> The evidence indicates that the teacher began to use student data to inform future instruction.	<input type="checkbox"/> The evidence indicates that the teacher regularly used student data to inform future instruction.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively used student data to inform future instruction.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently provided feedback to students.	<input type="checkbox"/> The evidence indicates that the teacher provided some feedback to encourage students.	<input type="checkbox"/> The evidence indicates that the teacher regularly provided timely feedback to encourage students to take responsibility for their own learning.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively provided timely feedback to encourage students to take responsibility for their own learning.

**Sources of Evidence for Using Varied Assessments to Measure Learner Progress**

- Formative (written feedback)
- Summative
- Interim assessment
- Multiple representations of assessments
- Multiple and varied assessment data

### 3.3 Instructional Strategies: The teacher delivered comprehensive instruction for students.

Goal

Ineffective	Developing	Effective	Highly Effective
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently use strategies and available technologies to engage students in the learning process.	<input type="checkbox"/> The evidence indicates that the teacher used some strategies and available technology to engage and challenge students.	<input type="checkbox"/> The evidence indicates that the teacher regularly used a variety of strategies including available technology to engage and challenge students in a variety of learning situations.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively used a variety of strategies including available technology to engage and challenge students in a variety of learning situations.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently use strategies for differentiating instruction.	<input type="checkbox"/> The evidence indicates that the teacher incorporated limited strategies to differentiate instruction.	<input type="checkbox"/> The evidence indicates that the teacher regularly used strategies to differentiate and scaffold information so it is accessible to all students.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively incorporated strategies to differentiate and scaffold information so it is accessible to all students.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently engage students in the learning process.	<input type="checkbox"/> The evidence indicates that the teacher began to engage students in higher order thinking skills.	<input type="checkbox"/> The evidence indicates that the teacher regularly engaged students in higher order thinking skills.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively engaged students in higher order thinking skills.

#### Sources of Evidence for Delivering Comprehensive Instruction for Students

- Multiple effective strategies
- Differentiated plan
- Student work sample

# TEACHER EVALUATION RUBRICS

## **Construct 4: Professional Responsibility**

Creating and supporting learning environments that result in students achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in professional self-renewal, which means they regularly examine their own and each other's practice through self-reflection and collaboration, providing collegial support and feedback that assures a continuous cycle of self-improvement. Demonstration of the teacher's proficiency in Professional Responsibility is evidenced by:

### **4.1 Reflection and Continuous Growth**

The teacher engaged in reflection and continuous growth. Key indicators include: engaging in ongoing, purposeful professional learning, reflecting on practice and seeking professional learning, and analyzing and reflecting on student data to guide instruction.

### **4.2 Collaboration and Leadership**

The teacher participated in collaboration and leadership opportunities. Key indicators include: collaborating with multiple stakeholders, communicating in a variety of ways, and demonstrating leadership skills.

#### 4.1 Reflection and Continuous Growth: The teacher engaged in reflection and continuous growth.

Goal

Ineffective	Developing	Effective	Highly Effective
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently participated in professional development.	<input type="checkbox"/> The evidence indicates that the teacher began to participate in ongoing professional development relevant to student learning.	<input type="checkbox"/> The evidence indicates that the teacher engaged in ongoing, purposeful professional development relevant to student learning.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively engaged in ongoing, purposeful professional development relevant to student learning.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently reflected on his/her practices.	<input type="checkbox"/> The evidence indicates that the teacher began to reflect on practices and is aware of opportunities for improvement.	<input type="checkbox"/> The evidence indicates that the teacher regularly reflected on his/her practice and sees opportunities for improvement.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively reflected on his/her practice and actively seeks opportunities for improvement.

#### Sources of Evidence for Engaging in Reflection and Continuous Growth

- Action research
- Job embedded professional learning
- Reflective journals
- Professional learning plan

#### 4.2 Collaboration and Leadership: The teacher participated in collaboration and leadership opportunities.

Goal

Ineffective	Developing	Effective	Highly Effective
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently communicated with colleagues about school issues.	<input type="checkbox"/> The evidence indicates that the teacher began to meet with and discuss school issues with colleagues and other stakeholders.	<input type="checkbox"/> The evidence indicates that the teacher regularly collaborated with colleagues and stakeholders in leadership, school, and professional activities using multiple communications.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively collaborated with multiple stakeholders in school and professional activities using a variety of methods of communication.
<input type="checkbox"/> The evidence indicates that the teacher did not or infrequently demonstrated leadership skills by initiating, advocating, and/or leading activities.	<input type="checkbox"/> The evidence indicates that the teacher began to demonstrate some leadership skills by initiating, advocating, or leading activities.	<input type="checkbox"/> The evidence indicates that the teacher regularly demonstrated leadership skills by initiating, advocating, and/or leading activities to improve and support student learning.	<input type="checkbox"/> The evidence indicates that the teacher consistently and effectively demonstrated leadership skills by initiating, advocating, and/or leading activities to improve and support student learning.

#### Sources of Evidence for Participation in Collaboration and Leadership Opportunities

- Family engagement
- Meeting/minutes supporting leadership roles
- Meeting minutes documenting collaboration with colleagues and families
- Evidence of communication

## RECORD OF TEACHER EVALUATION ACTIVITIES (OPTIONAL)

Teacher Name: \_\_\_\_\_ ID#: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Position/Assignment: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Title: \_\_\_\_\_

Activity Checklist	Implementation	Date
Review of Evaluation Process and Procedures	Within first 10 duty days	
Self Assessment and Goal Setting		
Beginning of Cycle Planning Conference	Within first 60 duty days	
Observations, Artifact and Data Collection	At minimum - one observation per month	
Mid-Cycle Conference		
Observation, Artifact and Data Collection		
End of Cycle Conference (for first and second consecutive years in district)	No later than 60 <sup>th</sup> day of semester	
End of Cycle Conference (for third and additional consecutive years in district)	No later than February 15	

In addition to observations, other relevant sources of performance evidence, such as the artifacts suggested on the rubric, may be considered when determining the teacher's overall level of performance. Sources of evidence discussed in completing this evaluation include the following:


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# Matrix Used to Determine Summative Evaluation Rating

1 <sup>st</sup> Student Growth Measure Rating	+	2 <sup>nd</sup> Student Growth Measure Rating	+	3 <sup>rd</sup> Student Growth Measure Rating	=	Student Growth Summary	+	Student Learning	+	Content Knowledge	+	Instructional Practice	+	Professional Responsibility	=	Summative Evaluation Rating
Met		Met		Met		Highly Effective		Highly Effective		Highly Effective		Highly Effective		Highly Effective		Highly Effective
Met		Met		Met		Highly Effective		Effective		Effective		Effective		Effective		Highly Effective or Effective
Met		Met		Met		Highly Effective		Developing		Developing		Developing		Developing		Effective or Developing
Met		Met		Not Met		Effective		Highly Effective		Highly Effective		Highly Effective		Highly Effective		Effective
Met		Met		Not Met		Effective		Effective		Effective		Effective		Effective		Effective
Met		Met		Not Met		Effective		Developing		Developing		Developing		Developing		Developing
Met		Not Met		Not Met		Developing		Effective		Effective		Effective		Effective		Developing
Met		Not Met		Not Met		Developing		Developing		Developing		Developing		Developing		Developing
Met		Not Met		Not Met		Developing		Ineffective		Ineffective		Ineffective		Ineffective		Ineffective
Not Met		Not Met		Not Met		Ineffective		Developing		Developing		Developing		Developing		Developing or Ineffective
Not Met		Not Met		Not Met		Ineffective		Ineffective		Ineffective		Ineffective		Ineffective		Ineffective

## Matrix Used to Determine Summative Evaluation Rating Rules

1. Must meet all three student growth measures to be considered highly effective.
2. Must meet at least two student growth measures to be considered effective.
3. Can only be considered developing if meeting only one student growth measure
4. Can only be rated one performance level higher than the lowest summary rating.
5. When all summary ratings are the same, that rating becomes the performance level.