

KALISPELL PUBLIC SCHOOLS TUTOR PERFORMANCE EVALUATION

All evaluations are on a continuous basis

EMPLOYEE:

DATE OF HIRE:

POSITION:

SCHOOL:

EVALUATOR:

PHILOSOPHY:

The purpose of performance evaluation is two-fold: one, to enhance professional skills and development (a formative aim) and two, to assess ability and competence (a summative aim). For both purposes, tutoring practices are recorded, evaluated and discussed and employees' professional growth is documented. Should significant deficiencies be noted, the district is committed to helping tutors improve their practice.

THE FOLLOWING DEFINITIONS ARE USED:

Distinguished:

Recognized for excellence and respected for achievement, skill, knowledge, and talent

Proficient:

Highly competent in the art, skills and field of knowledge

Novice:

Has the foundation expected by standards, but is not able to demonstrate application in every situation.

Unsatisfactory:

Does not meet acceptable standards. Rating in the unsatisfactory category must be supported by comment and/or documentation

Not Applicable:

Unobserved or not applicable during the evaluation period

DOMAIN 1: PLANNING AND PREPARING FOR STUDENT LEARNING UNDER THE DIRECT SUPERVISION OF CERTIFIED STAFF

Standard 1.1: The tutor assesses learner needs, progress and achievements

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
A. Facilitates the administration of school wide, standardized, and individual student assessments.	<ul style="list-style-type: none"> Tutor can administer with fidelity all assessments used at the assigned level Demonstrates leadership ability in assessment Can train others 	<ul style="list-style-type: none"> Tutor can administer with fidelity all assessments used at the assigned level 	<ul style="list-style-type: none"> Tutor can administer some assessments used at the assigned level Tutor is in the process of learning assessments and processes 	<ul style="list-style-type: none"> Tutor does not satisfactorily administer assessments with demonstrated skill or fidelity <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> Evidence not provided 	
B. Participates in the interpretation and evaluation of student assessment data	<ul style="list-style-type: none"> Tutor possesses in depth knowledge, understands, analyzes, and uses types of data collected from assessments Tutor is an expert at interpreting and extrapolating data and actively shares information in a leadership role 	<ul style="list-style-type: none"> Tutor understands types of data collected from assessments Tutor engages in and actively contributes to the process of interpreting data. 	<ul style="list-style-type: none"> Tutor understands some types of data collected from assessments Tutor engages in and contributes to the process of interpreting data. 	<ul style="list-style-type: none"> Tutor does not satisfactorily understand the types of data collected Tutor does not participate in the process of the interpretation and/or evaluation of data <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> Evidence not provided 	

Standard 1.2: The tutor uses acquired knowledge about individual students in preparing lessons

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
A. Participates in the preparation of appropriate materials and lessons based on assessment of student progress and response to interventions used	<ul style="list-style-type: none"> Tutor applying experience and knowledge generates appropriate materials and lessons using detailed information on students 	<ul style="list-style-type: none"> Tutor collaborates with teacher in creating effective lessons based on acquired data 	<ul style="list-style-type: none"> Tutor collaborates with teacher in a limited capacity in creating lessons and materials 	<ul style="list-style-type: none"> Tutor does not satisfactorily participate or collaborate in the preparation of lessons and materials <p style="text-align: center;">-or-</p> <ul style="list-style-type: none"> Evidence not provided 	

	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
B. Modifies learning materials and activities to meet the needs of individual students	<ul style="list-style-type: none"> Tutor uses experience and knowledge to modify learning materials and activities using differentiation strategies with individual students with different ability levels, learning styles or language backgrounds 	<ul style="list-style-type: none"> Tutor collaborates with teacher to modify learning materials and activities using differentiation strategies with individual students with different ability levels, learning styles or language backgrounds 	<ul style="list-style-type: none"> Tutor collaborates with teacher in a limited capacity in modifying lessons and materials 	<ul style="list-style-type: none"> Tutor does not satisfactorily participate in modifying learning materials and activities -or- Evidence not provided 	
C. Prepares and creates supplemental activities and materials supporting classroom lessons and instruction	<ul style="list-style-type: none"> Tutor uses experience and knowledge to prepare and create supplemental classroom activities 	<ul style="list-style-type: none"> Tutor collaborates with teacher to prepare and create supplemental classroom activities 	<ul style="list-style-type: none"> Tutor collaborates with teacher in a limited capacity in preparing and creating supplemental classroom activities 	<ul style="list-style-type: none"> Tutor does not satisfactorily participate in modifying learning materials and activities -or- Evidence not provided 	

Comments:

DOMAIN 2: CREATING AN ENVIRONMENT FOR LEARNING UNDER THE DIRECT SUPERVISION OF CERTIFIED STAFF

Standard 2.1: The tutor creates an inclusive caring and learning environment in which each individual is respected and valued

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
A. Tutor Interaction with Students	<ul style="list-style-type: none"> Tutor interactions with all students demonstrate a positive, caring rapport and mutual respect. Interactions are inclusive and appropriate. An inclusive and caring classroom environment is maintained 	<ul style="list-style-type: none"> Tutor interactions with all students demonstrate respect. Interactions are inclusive and appropriate 	<ul style="list-style-type: none"> Tutor interactions with students are generally appropriate. 	<ul style="list-style-type: none"> Tutor interactions with students are negative, demeaning, and/or inappropriate 	
	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
B. Tutor Interactions with Others	<ul style="list-style-type: none"> Tutor routinely encourages and models respectful interactions among individuals and appropriately addresses any disrespectful interactions 	<ul style="list-style-type: none"> Tutor has respectful interactions among individuals and appropriately addresses any disrespectful interactions among individuals 	<ul style="list-style-type: none"> Tutor may demonstrate respectful interactions but occasionally tolerates inappropriate and/or disrespectful interactions among individuals 	<ul style="list-style-type: none"> Tutor tolerates and/or displays inappropriate and/or disrespectful interactions among individuals 	

Standard 2.2: The tutor supports established routines and procedures and maintains a safe and orderly environment.

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
A. Classroom Routines/ Procedures	<ul style="list-style-type: none"> Tutor actively supports and participates in establishing routines and procedures for managing student groups, seamless transitions, supplies, and/or equipment that result in minimal loss of instructional time Tutor promotes and acts to maintain a safe environment 	<ul style="list-style-type: none"> Tutor supports and uses established routines and procedures for managing student groups, transitions, supplies, and/or equipment that result in minimal loss of instructional time Tutor acts to maintain a safe environment 	<ul style="list-style-type: none"> Tutor uses routines and/or procedures for managing student groups, seamless transitions, supplies, and/or equipment that result in a loss of instructional time Tutor acts to maintain a safe environment 	<ul style="list-style-type: none"> Tutor uses ineffective procedures for managing student groups, seamless transitions, supplies, and equipment that result in a considerable loss of instructional time Tutor maintains an environment where hazards exist 	

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
B. Supports and participates in school wide initiatives, events and programs as directed	<ul style="list-style-type: none"> Tutor actively supports and participates in school wide initiatives, events and programs. 	<ul style="list-style-type: none"> Tutor participates in school wide initiatives, events and programs 	<ul style="list-style-type: none"> Tutor follows school wide initiatives, events and programs 	<ul style="list-style-type: none"> Tutor does not support or follow school wide initiatives, events and programs 	<input type="checkbox"/> N/A

Standard 2.3: The tutor maintains and/or assists with student discipline and the maintenance of positive student behavior

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
<p>A. Monitoring of Student Behavior and Response to Misbehavior</p>	<ul style="list-style-type: none"> • Tutor monitors behavior in a manner that anticipates and prevents student misbehavior, and that allows for students to monitor their own and/or their peers' behavior, which maximizes individual, group, and/or whole class time on task. • Tutor response to misbehavior is appropriate, consistent, and sensitive to students' individual needs. The desired behavior is attained. • Communicates effectively and consistently with teacher regarding behavior 	<ul style="list-style-type: none"> • Tutor monitors student behavior at all times which promotes individual, group, and/or whole class time on task. • Tutor response to misbehavior is appropriate and consistent. • Communicates effectively with teacher regarding behavior 	<ul style="list-style-type: none"> • Tutor monitors student behavior in a manner which results in a loss of individual, group, and/or whole class time on task. • Tutor does not respond or does not respond appropriately to some off-task or disruptive behavior. • Communicates with teacher regarding behavior 	<ul style="list-style-type: none"> • Tutor does not consistently monitor student behavior and/or is unaware of student behaviors, which result in considerable loss of individual, group and/or whole class time on task. • Tutor does not respond to off-task or disruptive behavior. • Does not communicate or communicate effectively with teacher regarding behavior <li style="text-align: center;">-or- • Tutor response to student misbehavior is inconsistent and/or has minimal results 	

Comments:

DOMAIN 3: TEACHING FOR LEARNING

Standard 3.1: Under the direct supervision of certified staff, the tutor provides support to instructional objectives.

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
A. Provides one-on-one tutoring, small group instruction, and assists with the delivery of remedial or supplemental instructional services to eligible students.	<ul style="list-style-type: none"> Promotes and supports high expectations for student performance; provides opportunities for students to make continuous progress; and makes connections within and across disciplines. Supports teacher directives in delivery of instructional services toward meeting the standards 	<ul style="list-style-type: none"> Supports high expectations for student performance; provides opportunities for students to make continuous progress Follows teacher directives in delivery of instructional services 	<ul style="list-style-type: none"> Follows expectations for student performance; provides limited opportunities for students to make continuous progress. Follows teacher directives in delivery of instructional services 	<ul style="list-style-type: none"> Does not support, or unsatisfactorily supports, high expectations for student performance; provides limited opportunities for students to make continuous progress. -or- Does not follow teacher directives in delivery of instructional services 	
	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
B. Provides assistance in technology to facilitate learning	<ul style="list-style-type: none"> Tutor can administer with fidelity all technology used at the assigned level Demonstrates leadership ability in technology Can train others 	<ul style="list-style-type: none"> Tutor can administer with fidelity all technology used at the assigned level 	<ul style="list-style-type: none"> Tutor can administer some technology used at the assigned level Tutor is in the process of learning technology and processes 	<ul style="list-style-type: none"> Tutor does not satisfactorily administer technology with demonstrated skill or fidelity -or- Evidence not provided 	
	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
C. Provides support in a library or media center	<ul style="list-style-type: none"> Tutor actively provides support in library or media center at the assigned level Demonstrates leadership ability in library or media center Can train others 	<ul style="list-style-type: none"> Tutor provides support in library or media center at the assigned level 	<ul style="list-style-type: none"> Tutor can provide limited support at the assigned level Tutor is in the process of learning library and media center processes 	<ul style="list-style-type: none"> Tutor does not provide support satisfactorily -or- Evidence not provided 	
	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
D. Provides support as a translator	<ul style="list-style-type: none"> Tutor actively provides support as a translator Demonstrates leadership ability in translating Can train others 	<ul style="list-style-type: none"> Tutor provides support in translating at the assigned level 	<ul style="list-style-type: none"> Tutor provides limited support at the assigned level Tutor is in the process of learning translating processes 	<ul style="list-style-type: none"> Tutor does not provide support satisfactorily -or- Evidence not provided 	

Standard 3.2: The tutor demonstrates knowledge of reading, math, and language arts methodology and uses instructional strategies related to those areas

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
A. Demonstrates knowledge of reading and/or language arts as related to assignment	<ul style="list-style-type: none"> Tutor demonstrates expert conceptual understanding of reading and/or language arts as it relates to assigned area Demonstrates leadership ability in assigned area Can share knowledge with other staff 	<ul style="list-style-type: none"> Tutor demonstrates conceptual understanding of reading and/or language arts knowledge as it relates to assigned area 	<ul style="list-style-type: none"> Tutor demonstrates limited conceptual understanding of reading and/or language arts knowledge as it relates to assigned area 	<ul style="list-style-type: none"> Tutor demonstrates little to no conceptual understanding of reading and language arts knowledge as it relates to assigned area 	
ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
A. Demonstrates knowledge of math as related to assignment	<ul style="list-style-type: none"> Tutor demonstrates expert conceptual understanding of math as it relates to assigned area Demonstrates leadership ability in assigned area Can share knowledge with other staff 	<ul style="list-style-type: none"> Tutor demonstrates conceptual understanding of math knowledge as it relates to assigned area 	<ul style="list-style-type: none"> Tutor demonstrates limited conceptual understanding of math knowledge as it relates to assigned area 	<ul style="list-style-type: none"> Tutor demonstrates little to no conceptual understanding of math knowledge as it relates to assigned area 	
ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
B. Implements programs for eligible students using instructional strategies	<ul style="list-style-type: none"> Tutor routinely uses a broad range of multiple instructional strategies that are effective and appropriate to the content 	<ul style="list-style-type: none"> Tutor uses instructional strategies that are effective and appropriate to the content. 	<ul style="list-style-type: none"> Tutor uses a limited range of instructional strategies that are effective and appropriate to the content. 	<ul style="list-style-type: none"> Tutor uses instructional strategies that are ineffective and/or inappropriate to the content 	

Comments:

DOMAIN 4: PROFESSIONALISM

Standard 4.1: The tutor completes and maintains required records

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
A. Completes and maintains required District, legal, and state compliance forms and documentation	<ul style="list-style-type: none"> Tutor takes initiative to complete and maintain required forms Tutor demonstrates leadership and knowledge in the maintenance and compliance areas 	<ul style="list-style-type: none"> Tutor completes and maintains required forms as directed 	<ul style="list-style-type: none"> Tutor completes as maintains required forms as directed with needed support and instruction 	<ul style="list-style-type: none"> Tutor maintains little or no records as directed -or- Tutor maintains inaccurate or incomplete records 	
ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
B. Completes and maintains student and classroom records as directed	<ul style="list-style-type: none"> Tutor takes initiative to develop, complete and maintain required forms Tutor demonstrates leadership and knowledge in the maintenance and compliance areas 	<ul style="list-style-type: none"> Tutor completes and maintains required forms as directed 	<ul style="list-style-type: none"> Tutor completes as maintains required forms as directed with needed support and instruction 	<ul style="list-style-type: none"> Tutor maintains little or no records as directed -or- Tutor maintains inaccurate or incomplete records 	

Standard 4.2: The tutor supports family involvement in the students' education

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
A. Conducts parent contact and involvement activities as directed	<ul style="list-style-type: none"> Tutor initiates parent contact and involvement activities as directed Tutor takes initiative and demonstrates leadership in activities Tutor clearly communicates information on both positive and negative aspects of the student's academic progress 	<ul style="list-style-type: none"> Tutor conducts parent contact and involvement activities as directed Tutor communicates information on both positive and negative aspects of the student's academic progress 	<ul style="list-style-type: none"> Tutor participates in parent contact and involvement activities as directed Tutor communicates student information 	<ul style="list-style-type: none"> Tutor does not participate or participates minimally in parent contact and involvement activities as directed Tutor does not communicate or communicates poorly student information 	

Standard 4.3: The tutor establishes and maintains professional relationships and functions as a member of an instructional team

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
A. Functions as a member of an instructional team.	<ul style="list-style-type: none"> Tutor provides leadership in developing and implementing decisions made at the team/department and school level Tutor demonstrates a pattern of initiating, leading, providing feedback, and engaging others in discussion about professional issues 	<ul style="list-style-type: none"> Tutor implements decisions made at the team/department and school level Tutor engages in discussion and provides feedback about professional issues 	<ul style="list-style-type: none"> Tutor implements most decisions made at the team/department and school level Tutor engages in limited discussion and feedback about professional issues 	<ul style="list-style-type: none"> Tutor does not implement decisions made at the team/department or school level Tutor does not engage in discussion or provide feedback about professional issues 	

Standard 4.4: The tutor improves knowledge and skills by participating in professional development activities

ELEMENTS	<input type="checkbox"/> DISTINGUISHED	<input type="checkbox"/> PROFICIENT	<input type="checkbox"/> NOVICE	<input type="checkbox"/> UNSATISFACTORY	<input type="checkbox"/> N/A
A. Professional Development	<ul style="list-style-type: none"> Tutor participates in required school/district professional development activities and demonstrates a consistent pattern of professional growth by participating in multiple and varied professional development activities designed to improve knowledge and skills. 	<ul style="list-style-type: none"> Tutor participates in required school/district professional development activities. 	<ul style="list-style-type: none"> Tutor attends required school/district professional development activities 	<ul style="list-style-type: none"> Tutor does not attend required school/district professional development activities. -or- Evidence not provided 	

Comments:

