Pittsburg Community Schools

Unified School District 250

Professional Staff Evaluation Handbook

*"What teachers know and can do is the
most important influence on what students learn."*

National Commission on Teaching and America's Future

Mission Statement:

To enable learners, through a partnership among home, school, and community, to live and learn in and contribute to society.

Information contained within this document was adapted from *the Framework for Teaching* by Charlotte Danielson. The document was ratified by Pittsburg Education Association and the USD # 250 Board of Education on 9/12/2011.

PROFESSIONAL EVALUATION MANUAL
PITTSBURG COMMUNITY SCHOOLS
TABLE OF CONTENTS

PITTSBURG COMMUNITY SCHOOLS
EVALUATION CYCLE

Evaluation Cycle

I.   Employees shall be evaluated in accordance with the following cycle:

A.   First and second year employees in the district will be evaluated once each semester. Each evaluation shall be completed by the 60th school day of each semester.

B.   Third and fourth year employees in the district will be evaluated once each year. The evaluation shall be completed by February 15.

C.   Employees who have a significant change of assignment shall be evaluated once during the first year of the new assignment. The evaluation shall be completed by February 15. If he/she is employed unconditionally, then the evaluation schedule will be reset to every three (3) years.

D.   Tenured employees with evaluation results of "reemploy with conference for improvement' shall be evaluated at least once the succeeding year. The evaluation shall be completed by February 15. If he/she is employed unconditionally, then the evaluation schedule will be reset to every three (3) years.

E.   Employees who have been employed with a plan for intensive assistance shall be evaluated once each semester until evaluation results are at least "reemploy with conference for improvement" or upon a recommendation for non-renewal. Each evaluation shall be completed by the 60th school day of each semester. If he/she is employed unconditionally, then the evaluation schedule will be reset to every three (3) years.

F.   All other employees will be evaluated at least once every three years. The evaluation shall be completed by February 15.

G.   Additional evaluations may be initiated by the evaluator or the employee. In such a case, there shall be a mutual agreement on the timelines for meetings, observations, and the final evaluation.

H.   Evaluations initiated by the evaluator (other than the regular evaluation cycle) may not be used in calculating points for reduction in force.

PITTSBURG COMMUNITY SCHOOLS
EVALUATION CALENDAR

Important Dates	Task/Activity
On or before	
September 1	Evaluation workshop for all employees scheduled to be evaluated this year.
September 15	Employees receiving two evaluations per year will schedule the pre-arranged observation for the first semester.
September 30	Employees receiving two evaluations per year will have their first prearranged observation.
60th School Day of 1st Semester	Complete first evaluation of employees receiving two evaluations this year.
November 15	Employees receiving one evaluation per year will schedule the first pre-arranged observation.
November 30	Employees receiving one evaluation per year will have their first prearranged observation.
February 1	Employees receiving two evaluations will schedule the first pre-arranged observation for the second semester.
February 15	Complete evaluation of employees receiving one evaluation this year.
March 1	Employees receiving two evaluations per year will have their first prearranged observation of the second semester.
60th School Day of 2nd Semester	Complete second evaluation of employees receiving two evaluations this year.
May 1	Notification to employees who will be non-renewed.
May 1	Employees who are not on cycle for evaluation will submit a personal reflection about their self-evaluation by May 1st of the current school year using the reflection form contained within this handbook.
May 15	Notification to Board by employees who will not return for following year.
May 20	Employees who are not on cycle for evaluation will meet with the building principal to go over their reflection and make plans for professional development during the next year.

PITTSBURG COMMUNITY SCHOOLS
PROFESSIONAL STAFF EVALUATION

I. **Philosophy and Objectives**

A. **Philosophy about Evaluation**. The Pittsburg Community School District believes that a high quality performance evaluation system is essential for continuous improvement of professional staff's skills to maximize student achievement.

We further believe:

1) Performance evaluation requires an investment of time and effort by both the administration and professional staff.

2) Continuous professional dialogue between administration and professional staff, focusing on instruction and clearly identified expectations, is an essential component for improvement and enhanced performance.

3) Evaluation should encourage professional reflection and self-improvement.

4) The evaluation process provides a fair and equitable system that uses specific documented information upon which to make personnel decisions.

B. **Objectives of Evaluation**. Pittsburg Community Schools' objectives for performance evaluation of certified personnel are:

1. To improve the performance of employees for increased student learning and achievement.
2. To improve the skill level of the employees of the Pittsburg Community Schools.
3. To determine the most effective utilization of employees.
4. To promote a sense of achievement that occurs through self-evaluation and reflection.
5. To plan for professional development activities for licensed staff.
6. To provide a basis for administrative recommendation and Board decision regarding personnel decisions.

II. **Criteria**

The main focus of the evaluation program is objective observation with major attention directed toward possible improvement of individual performance in the position. The judgments will be based on the domains and indicators contained within the Teacher

Performance Evaluation Rubric. The evaluation forms include Pre-Observation Conference Forms, Observation Summary, and Evaluation Performance Rubric. The completed set of these forms will be submitted to the Superintendent after the completion of the evaluation.

III. **General Evaluation Procedures**

A. All employees will be evaluated on the basis of the policy, procedures, frequency, forms, timelines, dates, and criteria outlined in the body of this section.

B. Evaluators shall typically be the building administrators, except as allowed in Section III (C).

C. With the exception of district-level administrators, no administrator shall evaluate any professional staff other than those assigned to him/her, except with the advance permission of the employee.

D. If the evaluator is not the building administrator, the evaluator shall use the established evaluation forms and submit all completed and signed forms to the employee's building administrator.

E. All evaluators of professional staff will receive yearly ongoing training about the evaluation process as well as training to ensure inter-rater reliability among evaluators. Data will be gathered through the process to inform the professional development of evaluators.

F. The evaluator may have access to and may review previous evaluation reports as prescribed by law.

F. Employees that are transferred from one building to another will remain on their original schedule of evaluation unless the job requirements change significantly.

G. Employees may request to be evaluated at any time, and a building administrator may evaluate any employee in his/her building at any time. Additional evaluations beyond the minimum required by statute may be initiated by either the evaluator or employee. A mutually agreeable timeline for the evaluation, including observations and conferences, shall be developed.

H. Informal and formal classroom visits and observations:

1. Informal classroom visits may be of any number, be unscheduled, and be of any length.

2. Observation for the purpose of evaluation may be conducted on an unannounced basis, but the time and date for the first formal observation and pre and post

observation conference shall be scheduled between the evaluator and the employee.

3. Formal observations of employees shall be at least two (2) in number for a significant part of the instructional period. In the case of employees who are not assigned to a classroom, the observation shall be an equivalent amount of time.

4. All observation of the work performance of an employee will be conducted openly and with the full, but not necessarily prior, knowledge of the employee. The use of eavesdropping, public address or audio system, hearsay evidence, or surveillance devices is strictly prohibited.

5. All conferences following formal observations should be completed within one (1) week following the classroom observation. For all other observations, the final evaluation conference shall be the only required conference.

I. Teacher Performance Evaluation Rubric:

1. After completion of the evaluation process, the evaluator shall submit the Teacher Performance Evaluation Rubric for each employee under his/her supervision in accordance with the schedule for evaluation. The Teacher Performance Evaluation Rubric shall be an assessment of the employee's overall performance based upon the indicators on the form.

2. A conference between the evaluator and the employee will be held to discuss the Teacher Performance Evaluation Rubric. The evaluator shall review the Teacher Performance Evaluation Rubric with the employee who shall acknowledge the report by his/her signature. An employee's signature on the evaluation is required, but does not necessarily constitute agreement with such evaluation.

3. The evaluator will give the employee a signed copy of the Teacher Performance Evaluation Performance Rubric complete with the evaluator's and employee's comments.

4. Within two (2) weeks after such presentation, the employee may respond in writing. Responding statements will be attached with the original evaluation form and all copies.

J. The evaluators shall submit all completed forms to the Superintendent. He/She will review each evaluation and place it in the employee's personnel file. All evaluation reports and responses thereto shall be maintained in the evaluation files for a period of not less than five (5) years from the date each evaluation is made.

K. Evaluation documents shall be confidential as prescribed by law.

M.   Employees shall be notified in writing of the Board's intent to non-renew no later than May 1 of the contract year in accordance with Kansas statutes.

IV.   Evaluation Process and Time Guidelines

A.   Evaluation: For all employees scheduled to be evaluated.
1.   By September 1, an evaluation workshop shall be conducted for employees scheduled to participate in the evaluation process for the current year.

2.   Employees will receive information regarding evaluation purposes, criteria, procedures, and forms.

B.   Evaluation: For employees new to the system.

1.   The employee's mentor may assist in areas for improvement throughout the evaluation process.

2.   The mentor shall only provide information to the evaluator with the advance permission of the employee.

C.   Evaluation: For traveling teachers

Employees who serve in more than one building will be evaluated in the building in which they are scheduled for a majority of their time. Administrators from other buildings in which the employee serves are encouraged to have input in the evaluation process. This information shall become part of the final evaluation which is prepared by the evaluator.

VII.   Follow-up Conference for Improvement

At the final evaluation conference the evaluator and the employee shall schedule a follow-up conference to review progress in any area marked as Basic on the Teacher Performance Evaluation Rubric.

VIII. Intensive Assistance

A.   Employees who have not demonstrated satisfactory levels of proficiency and improvement during the evaluation process may be placed on an intensive assistance program. Intensive assistance shall only be initiated after an Unsatisfactory rating on the Teacher Performance Evaluation Rubric.

B.   The purpose of intensive assistance will be to assist the employee in improving his/her performance to satisfactory levels. The written plan for intensive assistance, including goals and objectives, types of assistance, and time-lines, shall be developed by a team. The team may be composed of one of the following groups:

1. the employee, evaluator, and a mutually agreed upon third party, or
2. the employee and evaluator.

C. Any employee being recommended for intensive assistance will be notified in writing by his/her evaluator. The notice shall include specific reasons for the recommendation.

D. The evaluator will inform the employee in writing of the time and place of the conference to start the intensive assistance process. At the conference, the evaluator and employee shall define procedures for intensive assistance; including the resources the district will provide to remediate the areas(s) of concern. The evaluator shall review the specific areas in need of improvement and offer a specific plan to eliminate the concerns. The employee shall be provided the opportunity for input, expansion, and refinement of the objectives. A process for the monitoring and accomplishment of the objectives shall be formulated at this meeting. The employee has the right to bring a representative of his/her choice to this meeting.

E. Intensive assistance shall be indefinite in length, but shall generally occur over one school year. The beginning of the time for intensive assistance will not be less than 30 school days prior to the evaluator's recommendation for nonrenewal on the employee's contract.

F. The evaluator shall prepare a Teacher Performance Evaluation Rubric at the end of the intensive assistance process outlining the initial reasons for the assistance, goals set, the assistance provided, progress made, and the objectives accomplished during assistance. This Performance Evaluation Rubric shall be reviewed by the employee and evaluator and placed in the employee's evaluation file.

G. An employee on intensive assistance plan shall be evaluated each semester under the guidelines and timelines found in this handbook until removed from said status.

H. After an employee has completed the intensive assistance plan, the evaluator may:

1. recommend unconditional reemployment
2. establish a follow-up conference for improvement
3. continue intensive assistance
4. recommend non-renewal

X. Evaluation Forms

A. Evaluation forms shall be standardized throughout Pittsburg Community Schools and shall be made available to the employee upon request and are contained herein.

B. Approved evaluation forms included in this document are:
1. Pre-Observation Conference Summary
2. Observation Summary

3.   Informal Classroom Observation Form
4.   Teacher Performance Evaluation Rubric
5.   Reflection on Self-Evaluation

PITTSBURG COMMUNITY SCHOOLS
PRE - OBSERVATION CONFERENCE SUMMARY

This conference should occur between the evaluator and the employee prior to the formal observation. The focus of the discussion should be about the teaching and learning that occurs in the classroom on a regular basis as well as other pertinent information related to the students and learning environment. The questions below should serve as a guide for the conference discussion.

A. Please describe the make-up of your class. Which students achieve at high levels? Which students are struggling to learn the content being taught?

B. How do you utilize the district's curricular standards in the planning and delivery of instruction?

C. How do you accommodate for the individual learning needs of the students in your class during instruction?

D. What multiple measures will you use to determine that the students in your class(es) are learning the content being taught?

E. How do you utilize differentiated instruction in your classroom to meet the levels of learning for all students?

F. What part of the curriculum do you anticipate that students might struggle? How will you plan accordingly?

G. How do you utilize available student support services (including special education, SIT, MTSS, ESOL, Mental Health, etc.) to meet the learning needs of all students in your classroom?

H. What additional information would you like for me to know prior to observing in your classroom?

Informal Classroom Observation Form

Teacher: _____   Subject/Grade Level: _____ Time In: _____ Time Out: _____

No. of Students: _____   Objective Being Taught: _____

ENVIRONMENT/MANAGEMENT	STRATEGIES
☐ Safe and Conducive for Learning ☐ Warm and Friendly with Student Displays ☐ Smooth Routines and Procedures ☐ Consistently Responds to Student Behavior Notes:	☐ Identify Similarities and Differences* ☐ Summarize and Take Notes* ☐ Reinforce Efforts and Provide Recognition* ☐ Use Homework and Practice Opportunities* ☐ Represent Knowledge Using Linguistic/Non-Linguistic Forms of Info* ☐ Organize Learning in Groups; Cooperative Learning/Pairs/Small Groups* ☐ Set Objectives and Provide Immediate/Continuous Feedback* ☐ Generate and Test Hypotheses* ☐ Use Cues, Questions, and Advance Organizers* ☐ Utilizes Technology for Teaching and/or Learning ☐ Uses High-Level Questioning Techniques for Classroom Discussions ☐ Lecture Notes:
INSTRUCTIONAL DESIGN	**COMMUNICATION**
☐ Standards/skills based communicated ☐ Explicit instruction ☐ Modeling/Demonstrating Expected Learning ☐ Checking for Understanding ☐ Guided Practice ☐ Independent Practice/Homework ☐ Evaluation of Learning Progress ☐ Utilizes Resources to Enhance Learning ☐ Adjusts Instruction in Response to Students' Interests and Questions ☐ Adjusts for Multiple Learning Styles ☐ Accommodates for Individual Students' Needs Notes:	☐ Communicates Clearly and Accurately ☐ Communicates High Expectations for Achievement ☐ Interactions are Respectful ☐ Good Rapport with Students ☐ Enthusiastic about Subject Notes:

Summary:

PITTSBURG COMMUNITY SCHOOLS
<u>FORMAL OBSERVATION SUMMARY</u>

The evaluator shall describe the content of the observation. The focus of this summary should relate directly to the information discussed during the Pre-Observation Conference.

Employee's Name _____   Assignment _____

Primary Evaluator _____   Date _____

_____ _____   _____ _____
Employee's Signature   Date   Evaluator's Signature   Date

Signatures and dates are required. Signatures acknowledge content and do not signify agreement. Responses to this document may be made no later than two weeks after receipt of it.

Teacher Self-Reflection

This form is to be completed by all teachers who are not on evaluation cycle. It should be completed after the teacher has completed a self-assessment using the Teacher Performance Evaluation Rubric. A conference with the building principal should be held by May 1st to discuss the teacher's responses to the questions and their plans for future growth and professional development.

Which two or three indicators on the Teacher Performance Evaluation Rubric do you consider to be particular strengths for you? Why did you choose these indicators?

Which two indicators would you like to improve upon in the future? Why did you choose these indicators?

What is your plan for developing the indicators you listed in the previous question?

How can your building administrator help to support your growth in these indicators?

What evidence through multiple measures have you used to determine that you students have learned the expected content for your classes?

Describe the overall student performance of your classes using these multiple measures.

USD 250 Teacher Performance Evaluation Rubric

Directions: With the teacher, examine all the evidence from the pre-observation conference, the observations, the post-observation conferences, and informal observations. Place a mark in the box of the statement that best portrays the performance of the teacher for each indicator. Together, discuss and develop comments about particular strengths and develop suggestions for future development.

Teacher:

Evaluator:

School(s) Assigned:

☐ Pittsburg High School

☐ Pittsburg Community Middle School

☐ George Nettels Elementary

☐ Lakeside Elementary

☐ Meadowlark Elementary

☐ Westside Elementary

☐ Other:

Grade or Subject Assignment:

Domain 1 - Planning and Preparation

Utilization of Student Data

- Unsatisfactory - Teacher has no plan to use student data in designing instruction.
- Basic - Teacher uses student data in designing instruction for the class as a whole.
- Proficient - Teacher uses student data in designing instruction for groups of students
- Distinguished - Teacher uses student data in designing instruction for individual students.

Knowledge of Curriculum and Content

- Unsatisfactory - Teacher displays little understanding of standards, curriculum and assigned content area.
- Basic - Teacher displays basic understanding of standards, curriculum and assigned content area. Connections are not made with other disciplines or to clarify student misconceptions.
- Proficient - Teacher displays solid understanding of standards, curriculum and assigned content area. Connections are made with other disciplines. The teacher anticipates common misconceptions.
- Distinguished - Teacher displays extensive understanding of standards, curriculum and assigned content area. Connections are actively made with other disciplines and to real world applications. The teacher anticipates common misconceptions.

Selection of Instructional Strategies

- Unsatisfactory - Teacher displays little or no evidence of aligning instructional strategies to curriculum objectives.
- Basic - Teacher selects instructional strategies that align to curricular objectives.
- Proficient - Teacher selects a variety of instructional strategies that align to curricular objectives to build a deep understanding of content for all students.
- Distinguished - Teacher selects instructional strategies that align to curricular objectives based on students' learning styles, needs, knowledge and skills to build a deep understanding of content for all students.

Knowledge of Students

- Unsatisfactory - Teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests.

- Basic - Teacher demonstrates partial knowledge of students' backgrounds, skills, and interests. Knowledge is used in planning for class as a whole.

- Proficient - Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests. Knowledge is used to plan for groups of students.

- Distinguished - Teacher demonstrates thorough knowledge of students' backgrounds, skills, and interests. Knowledge is used to plan for individual student learning.

Overall Rating for Planning and Preparation

- Unsatisfactory

- Basic

- Proficient

- Distinguished

Comments:

Domain 2 – The Classroom Environment

Manages Classroom Procedures

- Unsatisfactory - Classroom routines and procedures are either non-existent or inefficient.

- Basic - Classroom routines and procedures have been established but function unevenly or inconsistently.

- Proficient - Classroom routines and procedures have been established and function smoothly.

- Distinguished - Classroom routines and procedures are consistent and effective in their operation and students assume considerable responsibility for the functioning of classroom routines and procedures.

Environment of Respect and Rapport

- Unsatisfactory - Teacher and/or student interactions are negative or inappropriate and characterized by sarcasm, put-downs, and bullying.

- Basic - Teacher and/or student interactions are appropriate and free from conflict/bullying, but may be characterized by occasional displays of insensitivity.

- Proficient - Teacher and/or student interactions are generally positive, encouraging and respectful of differences among groups of students. Interactions are free from conflict and bullying.

- Distinguished - Teacher and/or student interactions are consistently positive, encouraging and respectful of differences among individual students. Interactions are free from conflict and bullying.

Manages Student Behavior

- Unsatisfactory - The teacher has no clear expectations, no monitoring of student behavior and inappropriate response to student behavior.

- Basic - The teacher inconsistently establishes standards of conduct for students, monitors student behavior, and responds ineffectively to student misbehavior.

- Proficient - The teacher has established clear standards of conduct, monitors and responds effectively to student behavior.

- Distinguished - The teacher has established clear standards of conduct so that the monitoring of student behavior is subtle and preventive. Student behavior is appropriate and students are actively involved in setting expectations for conduct and monitoring of behavior.

16

Establishes a Culture for Learning

- Unsatisfactory - The classroom environment is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.

- Basic - The classroom environment reflects only a modest and inconsistent expectation for student achievement, teacher commitment to the subject, and student pride in work. Teacher and students are performing at a minimal level.

- Proficient - The classroom environment reflects a high expectation for student achievement, with enthusiasm for the subject on the part of both the teacher and students, and student pride in work is evident.

- Distinguished - The classroom environment consistently and effectively reflects the teacher's genuine passion for the subject. Students take pride in their work, initiate improvements to their products, and hold their work to the highest standard.

Physical Environment

- Unsatisfactory - The teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students. The arrangement is not conducive to lesson activities. The classroom is sterile with no student work and/or learning support materials displayed.

- Basic - The teacher's classroom is safe and essential learning is accessible to all students. Classroom arrangement partially supports learning activities. There is little student work and/or learning support materials displayed.

- Proficient - The teacher's classroom is safe and essential learning is accessible to all students. Teacher uses physical resources well and ensures that the arrangement of the classroom supports the learning activities. The classroom is warm and engaging with displays of student work and/or learning support materials.

- Distinguished - The teacher uses physical space and resources well and ensures that the arrangement of the classroom supports the learning activities. The classroom is warm and engaging with many examples of student work and/or learning support materials displayed. Students contribute to ensuring that the classroom is safe and essential learning is accessible to all students.

Overall Rating for Classroom Environment

- Unsatisfactory

- Basic

- Proficient

- Distinguished

Comments:

Domain 3 – Instruction

Communicates Clearly & Accurately

- Unsatisfactory - The teacher's oral and written communication contains errors or is unclear or inappropriate for students' level of understanding.

- Basic - The teacher's oral and written communication contains no errors, but may not be completely appropriate for the students' level of understanding.

- Proficient - The teacher's oral and written communication is clear and accurate, anticipating possible student misconceptions.

- Distinguished - The teacher's oral and written communication is consistently and effectively clear and accurate, anticipating possible student misconceptions.

Utilizes Questioning & Discussion Techniques

- Unsatisfactory - The teacher uses ineffective questioning techniques that result in limited discussion and student participation.

- Basic - The teacher inconsistently uses effective questioning techniques that result in moderate discussion and student participation.

- Proficient - The teacher uses high-level questioning techniques that result in discussion and participation by all students.

- Distinguished - The teacher consistently and effectively uses high-level questioning techniques that result in discussion and participation by all students.

18

Engages Students

- Unsatisfactory - The teacher uses ineffective strategies that result in the lack of student engagement and significant learning.

- Basic - The teacher uses some strategies that result in inconsistent student engagement and learning.

- Proficient - The teacher uses a variety of strategies that engage and challenge all students.

- Distinguished - The teacher consistently and effectively uses a variety of strategies that engage and challenge all students.

Demonstrates Responsiveness

- Unsatisfactory - The teacher adheres to the instructional plan in spite of evidence of poor student understanding or of students' lack of interest and fails to respond to students' questions; teacher assumes no responsibility for students' failure to understand.

- Basic - The teacher demonstrates inconsistent flexibility and responsiveness to the instructional plan in response to students' needs and interests during a lesson.

- Proficient - The teacher makes adjustments as needed to the instructional plan in response to students' needs and interests

- Distinguished - The teacher consistently and effectively makes adjustments as needed to the instructional plan in response to students' needs and interests to promote successful learning for all students.

Provides Student Feedback

- Unsatisfactory - Teacher feedback is not given in a timely manner and is of poor quality

- Basic - The teacher provides feedback that is inconsistent in timeliness and quality.

- Proficient - The teacher provides feedback that is timely and of high quality and students make use of the feedback in their learning.

- Distinguished - The teacher consistently and effectively provides feedback that is timely and of high quality, and students make use of the feedback in their learning.

Incorporates Resources and Technology

- Unsatisfactory - The teacher does not use available technology and resources to engage students and promote learning.

- Basic - The teacher inconsistently uses available technology and resources to engage students and promote learning.

- Proficient - The teacher integrates available technology and resources to engage students and promote learning.

- Distinguished - The teacher consistently and effectively integrates available technology and resources to engage students and promote learning.

Overall Rating for Instruction

- Unsatisfactory
- Basic
- Proficient
- Distinguished

Comments:

Domain 4 – Student Performance

Utilization of Multiple Measures to Monitor Student Growth

- Unsatisfactory - Teacher shows no evidence of utilizing multiple measures to monitor growth in student achievement.

- Basic - Teacher shows limited evidence of utilizing multiple measures to monitor growth in student achievement.

- Proficient - Teacher shows solid evidence of utilizing multiple measures to monitor growth in student achievement.

- Distinguished - Teacher shows extensive evidence of consistently utilizing multiple measures to monitor growth in student achievement.

Domain 5 – Professional Responsibilities

Maintains accurate records

- Unsatisfactory - The teacher has no system for maintaining accurate and timely records, causing errors and confusion.

- Basic - The teacher's system for maintaining accurate and timely records is inconsistent and only partially effective.

- Proficient - The teacher's system for maintaining accurate records is timely, efficient, and effective, according to building policies.

- Distinguished - The teacher's system for maintaining accurate records is timely, efficient, effective, and students/parents are consistently informed of student progress.

Participates in professional development

- Unsatisfactory - The teacher does not participate in professional development or PLC activities.

- Basic - The teacher only participates in professional development/PLC activities when it is district/building mandated.

- Proficient - The teacher participates actively in professional development/PLC activities, applies new learning to classroom practice, and contributes to the profession.

- Distinguished - The teacher actively pursues professional development/PLC activities, applies new learning to classroom practice, impacts student achievement, and mentors colleagues and/or teachers in training.

Communicates with families and patrons

- Unsatisfactory - The teacher provides little or no information to families/patrons and makes no attempt to engage them in the instructional program.

- Basic - The teacher complies with school procedures for communicating with families/patrons and makes an effort to engage them in the instructional program.

- Proficient - The teacher communicates utilizing a variety of methods with families/patrons, and successfully engages them in the instructional program.

- Distinguished - The teacher communicates consistently utilizing a variety of methods with families/patrons, and successfully engages them in the instructional program and the building mission/vision.

Reflects on instructional practice

- Unsatisfactory - The teacher does not reflect on the lesson or propose ideas as to how it might be improved.

- Basic - The teacher's reflection on the lesson is generally accurate, and the teacher makes global suggestions as to how it might be improved.

- Proficient - The teacher reflects accurately on the lesson, citing general characteristics and makes some specific suggestions about how it might be improved.

- Distinguished - The teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. The teacher suggests a variety alternative strategies if needed.

Contributes to school and district

- Unsatisfactory - The teacher's relationships with colleagues are negative or self-serving, and /or teacher avoids being involved in school and district events and projects.

- Basic - The teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.

- Proficient - The teacher maintains positive relationships with colleagues and participates actively in school and district projects and events.

- Distinguished - The teacher assumes a leadership role with colleagues and makes a substantial contribution to school and district events and projects.

Adheres to district and building policies and procedures

- Unsatisfactory - The teacher fails to adhere to district and building policies and procedures and/or demonstrates a lack of professionalism.

- Basic - The teacher shows inconsistency in adhering to district and building policies and procedures and/or occasionally demonstrates a lack of professionalism.

- Proficient - The teacher consistently adheres to district and building policies and procedures and demonstrates professionalism.

- Distinguished - The teacher consistently adheres to district and building policies and procedures and demonstrates professionalism and leadership.

Overall Rating for Professional Responsibilities

- Unsatisfactory

- Basic

- Proficient

- Distinguished

Comments:

PITTSBURG COMMUNITY SCHOOLS

PERFORMANCE EVALUATION SUMMARY FORM

Employee's Name [   ]

Assignment [   ]

Primary Evaluator [   ]

Date [   ]

This report is to be completed by the evaluator on each staff member being evaluated and shall serve as a progress report of the professional's growth since the last formal appraisal.

1. This report is based upon the following observations and information:

Dates of informal observation [   ]

Dates of formal observation [   ]

Dates of evaluator/employee conferences [   ]

Additional Comments by the Evaluator (if any):

[text box]

Comments by the Educator (if any):

[text box]

3. Evaluator's recommendation (to be completed for final evaluation of the evaluation cycle).

☐ Regular Evaluation Cycle
☐ Follow-up conference for improvement
☐ Plan for intensive assistance

_____ _____   _____ _____
Employee's Signature   **Date**   **Evaluator's Signature**   **Date**

Signatures and dates are required. Signatures acknowledge content and do not signify agreement. Responses to this document may be made no later than two weeks after receipt of it.

| This evaluation was initiated by: |
| Check one: ☐ Regular evaluation Cycle ☐ Employee's request ☐ Evaluator's request |