

# Mason County Schools

## Data Collection Instrument for Teachers



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**Data Collection Instrument for Teachers  
Pre-Observation Form for Teachers\***

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

School: *Straub* \_\_\_\_\_ *Intermediate* \_\_\_\_\_ *Middle* \_\_\_\_\_ *High* \_\_\_\_\_ Grade/Content Area: \_\_\_\_\_

Observer: \_\_\_\_\_ Position: \_\_\_\_\_

Number of Students: \_\_\_\_\_ Number of Students with IEP's: \_\_\_\_\_

Targeted Academic Expectations: # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_ # \_\_\_\_\_

Lesson core content or unit of study:

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Assessment of lesson or culminating performance:

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Special or unique situations or circumstances of which the observer should be aware:

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Other comments or concerns:

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Professional Growth (Area of Concentration):

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| <i>Signature</i> |  | <i>Date</i> |
|------------------|--|-------------|
| Observee:        |  |             |
| Observer:        |  |             |

\* (To be completed by the teacher and provided to the observer before the classroom observation)

**MASON COUNTY SCHOOLS CERTIFIED EVALUATION FORM  
DATA COLLECTION SUMMARY**

|                 |                |
|-----------------|----------------|
| Evaluatee _____ | Observer _____ |
| School _____    | District _____ |

**Observation 1**

|                               |                                   |                                     |                                      |                                     |
|-------------------------------|-----------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Date of Observation _____     |                                   |                                     |                                      |                                     |
| Subject Area Observed _____   |                                   | Type of Classroom _____             |                                      |                                     |
| Ages/Grades of Students _____ | Number of Students in Class _____ | Number of Students having IEP _____ | Number of Students having GSSP _____ | Number of Students having LEP _____ |

**The signatures below verify that the pre-observation conference, observation, post-observation conference were held on the aforementioned dates and that the analytical and holistic score for each Standard have been discussed with the teacher.**

Observer's Signature \_\_\_\_\_  
Evaluatee's Signature \_\_\_\_\_

**Observation 2**

|                               |                                   |                                     |                                      |                                     |
|-------------------------------|-----------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Date of Observation _____     |                                   |                                     |                                      |                                     |
| Subject Area Observed _____   |                                   | Type of Classroom _____             |                                      |                                     |
| Ages/Grades of Students _____ | Number of Students in Class _____ | Number of Students having IEP _____ | Number of Students having GSSP _____ | Number of Students having LEP _____ |

**The signatures below verify that the pre-observation conference, observation, post-observation conference were held on the aforementioned dates and that the analytical and holistic score for each Standard have been discussed with the teacher.**

Observer's Signature \_\_\_\_\_  
Evaluatee's Signature \_\_\_\_\_

**Observation 3**

|                               |                                   |                                     |                                      |                                     |
|-------------------------------|-----------------------------------|-------------------------------------|--------------------------------------|-------------------------------------|
| Date of Observation _____     |                                   |                                     |                                      |                                     |
| Subject Area Observed _____   |                                   | Type of Classroom _____             |                                      |                                     |
| Ages/Grades of Students _____ | Number of Students in Class _____ | Number of Students having IEP _____ | Number of Students having GSSP _____ | Number of Students having LEP _____ |

**The signatures below verify that the pre-observation conference, observation, and post-observation conference were held on the aforementioned dates and that the analytical and holistic scores for each Standard have been discussed with the teacher.**

Observer's Signature \_\_\_\_\_  
Evaluatee's Signature \_\_\_\_\_

## STANDARD 1: DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

### HOLISTIC SCORING OF STANDARD 1

|   |  |   |
|---|--|---|
| <p><u>Standard Met</u><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><u>Growth Needed</u><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><u>Standard Not Met</u><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> |
|---|--|---|

### ANALYTIC SCORING OF STANDARD 1 INDICATOR

| Rating →<br>Indicator ↓  | Meets Standard<br>MS   | Growth Needed<br>GN  | Does not Meet Standard<br>DN   | Indicator Rating   |
|--|--|--|--|--|
| <b>1.1 Communicates concepts, processes and knowledge</b>  | Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students     | Accurately communicates concepts, processes and knowledge but omits some important ideas, uses vocabulary inappropriate for students                   | Inaccurately and ineffectively communicates concepts, processes and knowledge  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |  |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |  |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>1.2 Connects content to life experiences of students</b>  | Effectively connects content, procedures, and activities with relevant life experiences of students  | Connects some content, procedures, and activities with relevant life experiences of students   | Fails to connect content, procedures, and activities with relevant life experiences of students  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |  |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |  |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning</b> | Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning | Uses instructional strategies that are somewhat appropriate for the content and processes of the lesson and make some contribution to student learning | Fails to use instructional strategies that are appropriate for the content and processes of the lesson or make no contribution to student learning | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |  |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |  |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>1.4 Guides students to understand content from various perspectives</b>   | Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding                    | Sometimes provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding        | Fails to provide opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding      | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |  |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |  |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>1.5 Identifies and addresses students' misconceptions of content</b>  | Identifies misconceptions related to content and addresses them during both planning and instruction   | Identifies misconceptions related to content and addresses them during either planning or instruction  | Fails to identify and address misconceptions related to content during planning and instruction  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |  |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |  |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |

## EVIDENCE TO SUPPORT SCORING OF STANDARD 1

**Observation 1:**

**Observation 2:**

**Observation 3:**

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

## STANDARD 2: DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 2

|   |  |   |
|---|--|---|
| <p><b>Standard Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Growth Needed</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Standard Not Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> |
|---|--|---|

### ANALYTIC SCORING OF STANDARD 2 INDICATORS

| Rating →<br>Indicator ↓  | Meets Standard<br>MS  | Growth Needed<br>GN   | Does not Meet Standard<br>DN   | Indicator<br>Rating  |
|--|---|---|--|--|
| <b>2.1. Develops significant objectives aligned with standards</b>   | States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards  | States learning objectives that reflect key concepts of the discipline but are not aligned with local or state standards or states learning objectives that do not reflect key concepts of the discipline | Uses objectives that are not clearly stated or are trivial and are not aligned with local or state standards                 | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |   |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |   |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>2.2 Uses contextual data to design instruction relevant to students</b>                                 | Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data | Plans and designs some instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data  | Fails to plan and design instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |   |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |   |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>2.3 Plans assessments to guide instruction and measure learning objectives</b>                          | Prepares assessments that measure student performance on each objective and help guide teaching                       | Prepares some assessments that measure student performance on each objective and help guide teaching  | Prepares few assessments that measure student performance on each objective and help guide teaching.                         | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |   |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |   |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>2.4 Plans instructional strategies and activities that address learning objectives for all students</b> | Aligns instructional strategies and activities with learning objectives for all students                              | Aligns some instructional strategies and activities with learning objectives for all students   | Aligns few instructional strategies and activities with learning objectives for all students                                 | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |   |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |   |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>2.5 Plans instructional strategies and activities that facilitate multiple levels of learning</b>       | Plans instructional strategies that include several levels of learning that require higher order thinking             | Plans instructional strategies that include at least two levels of learning with at least one requiring higher order thinking   | Plans instructional strategies that do not include levels of learning or do not require higher order thinking                | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |   |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |   |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |

## EVIDENCE TO SUPPORT SCORING OF STANDARD 2

**Observation 1:**

**Observation 2:**

**Observation 3:**

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

## STANDARD 3: CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 3

|   |  |   |
|---|--|---|
| <p><b>Standard Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Growth Needed</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Standard Not Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> |
|---|--|---|

### ANALYTIC SCORING OF STANDARD 3 INDICATORS

| Rating →<br>Indicator ↓   | Meets Standard<br>MS   | Growth Needed<br>GN   | Does not Meet Standard<br>DN   | Indicator<br>Rating  |
|---|--|---|--|--|
| <b>3.1 Communicates high expectations</b>   | Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives | Sets significant and challenging objectives for students but does not communicate confidence in students' ability to achieve these objectives                     | Fails to set significant and challenging objectives for students and does not communicate confidence in students                                     | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>3.2 Establishes a positive learning environment</b>                            | Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students     | Makes efforts to establish standards of conduct, and monitor and respond to student behavior, but efforts are ineffective and/or inappropriate                    | Fails to establish clear expectations for student conduct, and does not effectively monitor behavior, and does not appropriately respond to behavior | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>3.3 Values and supports student diversity and addresses individual needs</b>   | Uses a variety of strategies and methods to support student diversity by addressing individual needs   | Sometimes uses a variety of strategies and methods to support student diversity by addressing individual needs  | Fails to use a variety of strategies and methods to support student diversity by addressing individual needs   | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>3.4 Fosters mutual respect between teacher and students and among students</b> | Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern          | Sometimes treats students with respect and concern and sometimes monitors student interactions to encourage students to treat each other with respect and concern | Fails to treat students with respect and concern and monitor student interactions to encourage students to treat each other with respect and concern | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>3.5 Provides a safe environment for learning</b>                               | Creates a classroom environment that is both emotionally and physically safe for all students  | Creates a classroom environment that is sometimes emotionally and physically safe for all students  | Fails to create an emotionally and physically safe environment for students  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |



## EVIDENCE TO SUPPORT SCORING OF STANDARD 3

**Observation 1:**

**Observation 2:**

**Observation 3:**

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

## STANDARD 4: IMPLEMENTS & MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 4

|   |  |   |
|---|--|---|
| <p><b>Standard Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Growth Needed</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Standard Not Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> |
|---|--|---|

### ANALYTIC SCORING OF STANDARD 4 INDICATORS

| Rating →<br>Indicator ↓  | Meets Standard<br>MS   | Growth Needed<br>GN   | Does not Meet Standard<br>DN  | Indicator<br>Rating  |
|--|--|---|---|--|
| <b>4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students</b> | Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives  | Uses a variety of instructional strategies that engage students throughout the lesson on tasks but are not aligned with learning objectives or tasks are aligned with learning objectives but do not keep students engaged                              | Fails to use instructional strategies that engage students and are aligned with learning objectives   | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>4.2 Implements instruction based on diverse student needs and assessment data</b>                                   | Implements instruction based on contextual information and assessment data   | Implements instruction based on limited use of contextual information and assessment data   | Fails to implement instruction based on contextual information and assessment data  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>4.3 Uses time effectively</b>   | Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time | Establishes procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work that vary in their effectiveness so there is some unnecessary loss of instructional time | Fails to establish procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work resulting in significant loss of instructional time | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>4.4 Uses space and materials effectively</b>  | Uses classroom space and materials effectively to facilitate student learning  | Sometimes uses classroom space and materials effectively to facilitate student learning.  | Fails to use classroom space and materials effectively to facilitate student learning   | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>4.5 Implements and manages instruction in ways that facilitate higher order thinking</b>                            | Instruction provides opportunity to promote higher-order thinking  | Instruction provides some opportunity to promote higher-order thinking  | Instruction provides little or no opportunity to promote higher-order thinking  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |

## EVIDENCE TO SUPPORT SCORING OF STANDARD 4

**Observation 1:**

**Observation 2:**

**Observation 3:**

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

## STANDARD 5: ASSESSES & COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 5

|   |  |   |
|---|--|---|
| <p><b>Standard Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Growth Needed</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Standard Not Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> |
|---|--|---|

### ANALYTIC SCORING OF STANDARD 5 INDICATORS

| Rating →<br>Indicator ↓  | Meets Standard<br>MS   | Growth Needed<br>GN   | Does not Meet Standard<br>DN   | Indicator<br>Rating  |
|--|--|---|--|--|
| <b>5.1 Uses pre-assessments</b>  | Uses a variety of pre-assessments to establish baseline knowledge and skills for all students  | Uses some pre-assessments to establish baseline knowledge and skills for all students   | Fails to use pre-assessments to establish baseline knowledge and skills for all students   | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>5.2 Uses formative assessments</b>                                  | Uses a variety of formative assessments to determine each student's progress and guide instruction   | Uses some formative assessments to determine each student's progress and guide instruction  | Fails to use formative assessments to determine each student's progress and guide instruction  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>5.3 Uses summative assessments</b>                                  | Uses a variety of summative assessments to measure student achievement   | Uses some summative assessments to measure student achievement  | Fails to use summative assessments to measure student achievement  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>5.4 Describes, analyzes, and evaluates student performance data</b> | Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups | Evaluates student performance data to determine progress of individuals but does not identify differences in progress among student groups                | Fails to describe, analyze, or evaluate student performance data to determine progress of individuals or identify differences in progress among student groups | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>5.5 Communicates learning results to students and parents</b>       | Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives            | Sometimes communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives | Fails to communicate learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives        | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>5.6 Allows opportunity for student self-assessment</b>              | Promotes opportunities for students to engage in accurate self-assessment of learning  | Promotes some opportunities for students to engage in accurate self-assessment of learning  | Fails to promote opportunities for students to engage in accurate self-assessment of learning  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|  |  |   |  | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |

**EVIDENCE TO SUPPORT SCORING OF STANDARD 5**

**Observation 1:**

**Observation 2:**

**Observation 3:**

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

## STANDARD 6: DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

### HOLISTIC SCORING OF STANDARD 6

|   |  |   |
|---|--|---|
| <p><b>Standard Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Growth Needed</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Standard Not Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> |
|---|--|---|

### ANALYTIC SCORING OF STANDARD 6 INDICATORS

| Rating →<br>Indicator ↓   | Meets Standard<br>MS  | Growth Needed<br>GN   | Does not Meet Standard<br>DN  | Indicator<br>Rating  |
|---|---|---|---|--|
| <b>6.1 Uses available technology to design and plan instruction</b>                             | Uses technology to design and plan instruction  | Sometimes uses technology to design and plan instruction  | Rarely or never uses technology to design and plan instruction.   | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>6.2 Uses available technology to implement instruction that facilitates student learning</b> | Uses technology to implement instruction that facilitates student learning  | Sometimes uses technology to implement instruction that facilitates student learning  | Rarely or never uses technology to implement instruction and facilitate student learning  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>6.3 Integrates student use of available technology into instruction</b>                      | Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs | Sometimes integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs | Rarely or never integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>6.4 Uses available technology to assess and communicate student learning</b>                 | Uses technology to assess and communicate student learning  | Sometimes uses technology to assess and communicate student learning  | Rarely or never uses technology to assess and communicate student learning  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>6.5 Demonstrates ethical and legal use of technology</b>                                     | Ensures that personal use and student use of technology are ethical and legal                                     | Sometimes ensures that personal use and student use of technology are ethical and legal                                     | Fails to ensure that personal use and student use of technology are ethical and legal   | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |

## EVIDENCE TO SUPPORT SCORING OF STANDARD 6

**Observation 1:**

**Observation 2:**

**Observation 3:**

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

## STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

### HOLISTIC SCORING OF STANDARD 7

|   |  |   |
|---|--|---|
| <p><b>Standard Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Growth Needed</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Standard Not Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> |
|---|--|---|

### ANALYTIC SCORING OF STANDARD 7 INDICATORS

| Rating →<br>Indicator ↓   | Meets Standard<br>MS   | Growth Needed<br>GN   | Does not Meet Standard<br>DN                            | Indicator<br>Rating  |
|---|--|---|---|--|
| <b>7.1 Uses data to reflect on and evaluate student learning</b>              | Reflects on and accurately evaluates student learning using appropriate data       | Reflects on and evaluates student learning without using data       | Fails to reflect on and evaluate student learning       | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>7.2 Uses data to reflect on and evaluate instructional practice</b>        | Reflects on and accurately evaluates instructional practice using appropriate data | Reflects on and evaluates instructional practice without using data | Fails to reflect on and evaluate instructional practice | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>7.3 Uses data to reflect on and identify areas for professional growth</b> | Identifies areas for professional growth using appropriate data                    | Identifies areas for professional growth without using data         | Fails to identify areas for professional growth         | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |  |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |



**EVIDENCE TO SUPPORT SCORING OF STANDARD 7**

**Observation 1:**

**Observation 2:**

**Observation 3:**

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

## STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

### HOLISTIC SCORING OF STANDARD 8

|   |  |   |
|---|--|---|
| <p><b>Standard Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Growth Needed</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> | <p><b>Standard Not Met</b><br/>                 Observation 1 _____<br/>                 Observation 2 _____<br/>                 Observation 3 _____</p> |
|---|--|---|

### ANALYTIC SCORING OF STANDARD 8 INDICATORS

| Rating →<br>Indicator ↓   | Meets Standard<br>MS  | Growth Needed<br>GN   | Does not Meet Standard<br>DN  | Indicator<br>Rating  |
|---|---|---|---|--|
| <b>8.1 Identifies students whose learning could be enhanced by collaboration</b>                            | Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale | Identifies one or more students whose learning could be enhanced by collaboration but does not provide an appropriate rationale | Fails to identify a student whose learning could be enhanced by collaboration                                     | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort</b> | Designs a plan to enhance student learning that includes all parties in the collaborative effort                        | Designs a plan to enhance student learning that includes some parties in the collaborative effort                               | Fails to design a plan to enhance student learning  | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>8.3 Implements planned activities that enhance student learning and engage all parties</b>               | Implements planned activities that enhance student learning and engage all parties                                      | Implements planned activities that enhance student learning and engage some parties   | Fails to implement planned activities   | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>8.4 Analyzes data to evaluate the outcomes of collaborative efforts</b>                                  | Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps                        | Analyzes student learning data to evaluate the outcomes of collaboration BUT does not identify next steps                       | Fails to analyze student learning data to evaluate the outcomes of collaboration and does not identify next steps | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |   |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |

## EVIDENCE TO SUPPORT SCORING OF STANDARD 8

**Observation 1:**

**Observation 2:**

**Observation 3:**

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

## STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

### HOLISTIC SCORING OF STANDARD 9

|   |  |   |
|---|--|---|
| <p><b>Standard Met</b></p> <p>Observation 1 _____</p> <p>Observation 2 _____</p> <p>Observation 3 _____</p> | <p><b>Growth Needed</b></p> <p>Observation 1 _____</p> <p>Observation 2 _____</p> <p>Observation 3 _____</p> | <p><b>Standard Not Met</b></p> <p>Observation 1 _____</p> <p>Observation 2 _____</p> <p>Observation 3 _____</p> |
|---|--|---|

### ANALYTIC SCORING OF STANDARD 9 INDICATORS

| Rating →<br>Indicator ↓   | Meets Standard<br>MS  | Growth Needed<br>GN  | Does not Meet Standard<br>DN  | Indicator<br>Rating  |
|---|---|--|---|--|
| <b>9.1 Self assesses performance relative to Kentucky's Teacher Standards</b>   | Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards                     | Assesses current performance on all the Kentucky Teacher Standards   | Fails to assess current performance on all the Kentucky Teacher Standards   | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues</b>              | Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues                             | Identifies priorities for professional development based on limited data from self-assessment, student performance and feedback from colleagues                    | Fails to identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues                        | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>9.3 Designs a professional growth plan that addresses identified priorities</b>  | Designs a clear, logical professional growth plan that addresses all priority areas   | Designs a clear, logical professional growth plan that addresses some priority areas   | Fails to design a clear, logical professional growth plan that addresses priority areas   | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning</b> | Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning | Shows some evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning | Fails to show evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning | Observation 1<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |   | Observation 2<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |   | Observation 3<br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |

**EVIDENCE TO SUPPORT SCORING OF STANDARD 9**

**Observation 1:**

**Observation 2:**

**Observation 3:**

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.

## STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

### HOLISTIC SCORING OF STANDARD 10

|   |  |   |
|---|--|---|
| <p><b>Standard Met</b></p> <p>Observation 1 _____</p> <p>Observation 2 _____</p> <p>Observation 3 _____</p> | <p><b>Growth Needed</b></p> <p>Observation 1 _____</p> <p>Observation 2 _____</p> <p>Observation 3 _____</p> | <p><b>Standard Not Met</b></p> <p>Observation 1 _____</p> <p>Observation 2 _____</p> <p>Observation 3 _____</p> |
|---|--|---|

### ANALYTIC SCORING OF STANDARD 10 INDICATORS

| Rating →<br>Indicator ↓   | Meets Standard<br>MS  | Growth Needed<br>GN  | Does not Meet Standard<br>DN   | Indicator<br>Rating   |
|---|---|--|--|---|
| <b>10.1 Identifies leadership opportunities that enhance student learning and/or professional environment</b> | Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required | Identifies leadership opportunities in the school, community, or professional organizations and selects one with limited potential for positive impact on learning and/or the professional environment           | Fails to identify leadership opportunities in the school, community, or professional organizations with potential for positive impact on learning and/or the professional environment            | <b>Observation 1</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |  | <b>Observation 2</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |  | <b>Observation 3</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>10.2 Develops a plan for engaging in leadership activities</b>   | Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed  | Develops a leadership work plan that provides a limited description of the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed | Fails to develop a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed | <b>Observation 1</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |  | <b>Observation 2</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |  | <b>Observation 3</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>10.3 Implements a plan for engaging in leadership activities</b>   | Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed   | Partially implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed  | Fails to implement the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed  | <b>Observation 1</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |  | <b>Observation 2</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |  | <b>Observation 3</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
| <b>10.4 Analyzes data to evaluate the results of planned and executed leadership efforts</b>                  | Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts  | Provides limited analysis of student learning and/or other data to evaluate the results of planned and executed leadership efforts   | Fails to analyze student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts   | <b>Observation 1</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |  | <b>Observation 2</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |
|   |   |  |  | <b>Observation 3</b><br><input type="checkbox"/> MS <input type="checkbox"/> GN <input type="checkbox"/> DN <input type="checkbox"/> NA |

|   |  |   |   |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
|---|--|---|---|--|---------------|--|--|--|--------------------------|--------------------------|--------------------------|--------------------------|----|----|----|----|---------------|--|--|--|--------------------------|--------------------------|--------------------------|--------------------------|----|----|----|----|---------------|--|--|--|--------------------------|--------------------------|--------------------------|--------------------------|----|----|----|----|
| <b>10.5 Performs responsibilities related to assignment including attendance, punctuality, and evaluating results</b> | Arrives at work or meetings promptly and well prepared, critically evaluates results of teaching, initiatives, changes and processes accurately and honestly.  | Arrives at work or meetings promptly and somewhat prepared, evaluates results of teaching, initiatives, changes and processes moderately well.                                      | Is sometimes late for work and/or meetings and unprepared, rarely evaluates results of teaching, initiatives, changes and processes well, if at all.                | <table border="1"> <tbody> <tr> <td colspan="4" style="text-align: center;">Observation 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">MS</td> <td style="text-align: center;">GN</td> <td style="text-align: center;">DN</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="4" style="text-align: center;">Observation 2</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">MS</td> <td style="text-align: center;">GN</td> <td style="text-align: center;">DN</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="4" style="text-align: center;">Observation 3</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">MS</td> <td style="text-align: center;">GN</td> <td style="text-align: center;">DN</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table> | Observation 1 |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MS | GN | DN | NA | Observation 2 |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MS | GN | DN | NA | Observation 3 |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MS | GN | DN | NA |
| Observation 1   |  |   |   |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| MS  | GN   | DN  | NA  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| Observation 2   |  |   |   |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| MS  | GN   | DN  | NA  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| Observation 3   |  |   |   |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| MS  | GN   | DN  | NA  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| <b>10.6 Performs duties consistent with school and community goals and administrative regulations</b>                 | Is purposeful in promoting and supporting school goals, understands and supports community goals as a part of the school culture, is diligent in understanding and adhering to state, federal, and local regulations | Promotes and supports school and community goals with which the teacher agrees and disregards those the teacher opposes, generally adheres to state, federal, and local regulations | Disregards or works in opposition to school and/or community goals with which the teacher disagrees, adheres to regulations as they are advantageous to the teacher | <table border="1"> <tbody> <tr> <td colspan="4" style="text-align: center;">Observation 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">MS</td> <td style="text-align: center;">GN</td> <td style="text-align: center;">DN</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="4" style="text-align: center;">Observation 2</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">MS</td> <td style="text-align: center;">GN</td> <td style="text-align: center;">DN</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="4" style="text-align: center;">Observation 3</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">MS</td> <td style="text-align: center;">GN</td> <td style="text-align: center;">DN</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table> | Observation 1 |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MS | GN | DN | NA | Observation 2 |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MS | GN | DN | NA | Observation 3 |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MS | GN | DN | NA |
| Observation 1   |  |   |   |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| MS  | GN   | DN  | NA  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| Observation 2   |  |   |   |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| MS  | GN   | DN  | NA  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| Observation 3   |  |   |   |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| MS  | GN   | DN  | NA  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| <b>10.7 Adheres to the professional code of ethics</b>  | Abides strictly by the professional code of ethics.  | Generally abides by the professional code of ethics   | Abides by the code of ethics as it fits with the teacher's beliefs  | <table border="1"> <tbody> <tr> <td colspan="4" style="text-align: center;">Observation 1</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">MS</td> <td style="text-align: center;">GN</td> <td style="text-align: center;">DN</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="4" style="text-align: center;">Observation 2</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">MS</td> <td style="text-align: center;">GN</td> <td style="text-align: center;">DN</td> <td style="text-align: center;">NA</td> </tr> <tr> <td colspan="4" style="text-align: center;">Observation 3</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="text-align: center;">MS</td> <td style="text-align: center;">GN</td> <td style="text-align: center;">DN</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table> | Observation 1 |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MS | GN | DN | NA | Observation 2 |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MS | GN | DN | NA | Observation 3 |  |  |  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | MS | GN | DN | NA |
| Observation 1   |  |   |   |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| MS  | GN   | DN  | NA  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| Observation 2   |  |   |   |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| MS  | GN   | DN  | NA  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| Observation 3   |  |   |   |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| <input type="checkbox"/>  | <input type="checkbox"/>   | <input type="checkbox"/>  | <input type="checkbox"/>  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |
| MS  | GN   | DN  | NA  |  |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |               |  |  |  |                          |                          |                          |                          |    |    |    |    |

## EVIDENCE TO SUPPORT SCORING OF STANDARD 10

**Observation 1:**

**Observation 2:**

**Observation 3:**

If more space is needed for evidence, additional pages are provided at the end of this document. Remember to obtain the appropriate signatures on additional pages.



## Mason County Schools Summative Evaluation for Certified Employees

Evaluatee: \_\_\_\_\_ Tenured: \_\_\_\_\_ Non-Tenured: \_\_\_\_\_  
 School: Straub MCIS MCMS MCHS Grade \_\_\_\_\_ Content Area: \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ Position: \_\_\_\_\_

|                               | 1st | 2nd | 3rd |
|-------------------------------|-----|-----|-----|
| Date(s) of Pre-Conference(s)  |     |     |     |
| Date(s) of Observation(s)     |     |     |     |
| Date(s) of Post-Conference(s) |     |     |     |

| Teacher Standards:  | Ratings |                |                | Check standard number(s) for individual Professional Growth Plan. |
|---|---------|----------------|----------------|---|
|   | Meets   | Growth Needed* | Does Not Meet* |   |
| 1. Demonstrates Content Knowledge                             |         |                |                |   |
| 2. Designs and Plans Instruction                              |         |                |                |   |
| 3. Creates and Maintains Learning Climate                     |         |                |                |   |
| 4. Implements and Manages Instruction                         |         |                |                |   |
| 5. Assesses and Communicates Learning Results                 |         |                |                |   |
| 6. Demonstrates the Implementation of Technology              |         |                |                |   |
| 7. Reflects Evaluates Teaching and Learning                   |         |                |                |   |
| 8. Collaborates with Colleagues/Parents/Others                |         |                |                |   |
| 9. Evaluates Teaching and Implements Professional Development |         |                |                |   |
| 10. Provides Leadership                                       |         |                |                |   |
| <b>Overall Rating</b>   |         |                |                |   |

Evaluatee's Comments:

Evaluator's Comments:

*Please complete the following section after all the preceding information has been completed and discussed.*

| Evaluatee:  | Evaluator:              | Employment Recommendation:  |
|---|-------------------------|---|
| <input type="checkbox"/> Agree with Summative Evaluation<br><input type="checkbox"/> Disagree with Summative Evaluation | <b>Signature:</b> _____ | <input type="checkbox"/> Meets teacher standards for re-employment<br><input type="checkbox"/> Does not meet teacher standards for re-employment<br><input type="checkbox"/> Recommended for Certified Assistance Program (CAP) |
| <b>Signature:</b> _____   | <b>Date:</b> _____      |   |
| <b>Date:</b> _____  |                         |   |

Opportunities for appeal process at both the local and state levels are part of the Mason County District Evaluation Plan.

\* Any rating in the "does not meet" columns require the development of an Individual Corrective Action Plan.

Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Section 7, 8, 9 and the local district plan.