



1. Individualized Development Plan

Due to Principal Third Friday of Classes in September

Teacher Name:		Status:	Probationary
Building:		Year of Probation:	# of #
Assignment:			
Assigned Mentor:		Date:	

DIRECTIONS:

- Choose **two** focus areas - one from the *Instruction* area and one from the *Classroom Management* area in collaboration with your building principal/evaluator.

FOCUS AREAS

Instruction

	1. Establish and communicate learning goals, track student progress, and celebrate success.
	2. Students effectively interact with new knowledge.
	3. Students practice and deepen their understanding of new knowledge.
	4. Students generate and test hypotheses about new knowledge.
	8. Establish and maintain effective relationships with students.
	9. Communicate high expectations for all students.

Numbers correspond to chapter numbers in Robert J. Marzano's The Art and Science of Teaching

a. Goal Area(s): Within the Focus Area above, which goal area(s) will you be concentrating?

(Delete and Type Goal directly from Marzano text)

b. Rubric Self Assessment (Use Goal Area 2 only if you are working in more than one goal area)

	<u>Goal Area 1</u>		<u>Goal Area 2</u>
	Innovating		Innovating
	Applying		Applying
	Developing		Developing
	Beginning		Beginning
	Not Using		Not Using



c. Rationale (Explanation for the selection of this Focus Area and Goal Area(s) self-assessment(s)):

(Delete and Start Here)

d. Strategies to be implemented:

(Delete and Start Here)

Classroom Management

	5. Students are engaged.
	6. Establish or maintain classroom rules and procedures.
	7. Recognize and acknowledge adherence and lack of adherence to classroom rules and procedures.

Numbers correspond to chapter numbers in Robert J. Marzano's The Art and Science of Teaching

a. Goal Area(s): Within the Focus Area above, which goal area(s) will you be concentrating?

(Delete and Type Goal directly from Marzano text)

b. Rubric Self Assessment (Use Goal Area 2 only if you selected more than one goal area)

	<u>Goal Area 1</u>		<u>Goal Area 2</u>
	Innovating		Innovating
	Applying		Applying
	Developing		Developing
	Beginning		Beginning
	Not Using		Not Using

c. Rationale (Explanation for the selection of this Focus Area and self assessed Level):

(Delete and Start Here)

d. Strategies to be implemented:

(Delete and Start Here)



2. Student Growth

Due to Principal Third Friday of Classes in September			
Teacher Name:		Date:	
Building:		Assignment:	

STUDENT GROWTH PLAN

Develop a plan to measure growth with your grade level, department, or like group. (Some staff may submit an individual plan.) Any assessment that is used will be linked either to state or national standards. Since we are using the growth model, at least two scores are necessary. (One score may be one year earlier.) The basic question under this model is "How much, on average, did students' performance change?" Some examples: Ed Performance; Running record; Writing rubric; End of unit assessment with a pre and post test; Performance ratings

a. Grade Level, Department or Like Group:

(Delete and Start Here)

b. Purpose – Desired Outcome

(Delete and Start Here)

c. Description – What are you going to do?

(Delete and Start Here)

d. Specific Data and Assessment(s) to be used:

(Delete and Start Here)

e. Assessment Timeline (when data points will be collected):

(Delete and Start Here)



3. Peer Feedback Plan

Due to Principal Third Friday of Classes in September			
Teacher Name:		Date:	
Building:		Assignment:	

PEER FEEDBACK PLAN

*Develop a plan on how you will receive feedback from a peer. The feedback can come from a classroom observation, video review, lesson plan review, student assessment review, or any other way that gives you valuable feedback connected to your AEP goals. **This feedback will be used by you in your self evaluation and will not be used in your formal evaluation beyond confirming your stated plan was carried out and suggestions or direction for what you may want to do in this area in the future.***

Describe Your Plan Below

(Delete and Start Here)



4. Professional Responsibilities

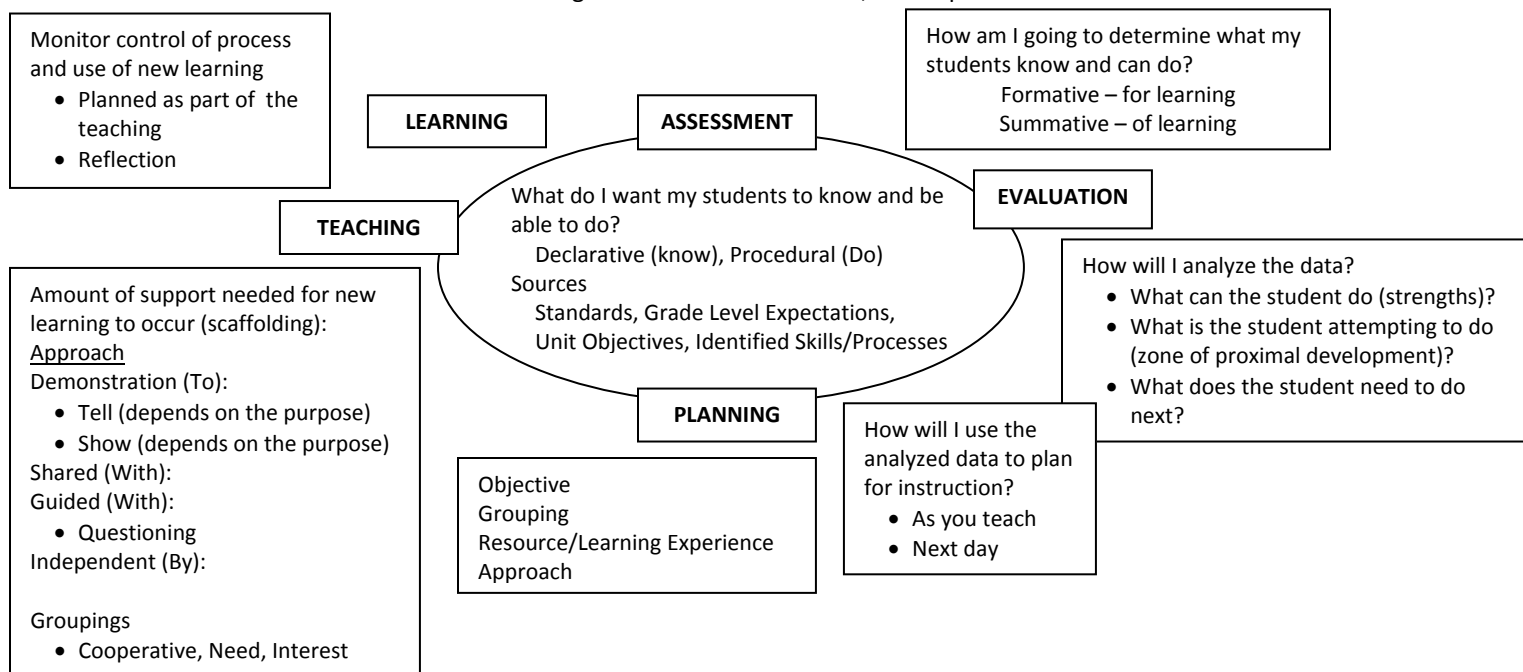
Teacher Name:		Date:	
Building:		Assignment:	

FOCUS AREAS

As part of this annual performance evaluation, the building administrator responsible for your evaluation will provide you feedback on each of the following:

Reflecting on the Teaching and Learning Cycle (to be implemented beginning with the 2012/13 school year) –

This factor shall be based on the teacher’s instructional planning, implementation of instructional plans, the ability to assess whether the intended learning outcomes were achieved, and implications for future instruction.



Compliance with School and District Regulations – This factor shall be based on how well the teacher complies with school and district rules and expectations.

Significant, Relevant Accomplishments and Contributions – This factor shall be based on whether the teacher contributes to the overall performance of the school by making clear, significant, relevant contributions above the normal expectations for an teacher in his or her peer group and having a demonstrated a record of exceptional performance.

Relevant Special Training – This factor shall be based on completion of relevant training other than the professional development or continuing education that is required by the employer or by state law, and integration of that training into instruction in a meaningful way.



5. Summative Evaluation Report

Due to Principal on May 1 st (or as agreed upon by teacher and administrator)			
Teacher Name:		Date:	
Building:		Assignment:	
Evaluator:			

Focus and Goal Areas: *please retype the complete text of your selected focus and goal areas from page 1*

Focus Area 1 (Instruction):
Goal Area:
Goal Area:
Focus Area 2 (Classroom Management):
Goal Area:
Goal Area:

Teacher completes sections 1-4:

1. Teacher Self-Evaluation (Reflection on personal growth as related to Focus Area(s))

Refer back to your Rationale and Strategies (parts c and d in Section 1)

(Delete and Start Here)

2. Student Growth Evaluation (Description of the results and future implications)

Attach data without any student identifying information

(Delete and Start Here)

3. Peer Feedback (What did you learn and how will you use that learning in the future?)

(Delete and Start Here)

4. Professional Responsibilities

Significant Relevant Accomplishments and Contributions

(Delete and Start Here)

Relevant Special Training



(Delete and Start Here)

Administrator completes sections 5-9:

5. Administrative Evaluation (Related to Focus Areas – Classroom Observations)

Instructional Focus Area

Highly Effective Growth	Effective Growth	Minimally Effective Growth	Ineffective Growth
Shows growth of 3 levels or reaches the Innovating level.	Shows growth of 2 levels or reaches the Applying level.	Shows growth of one level.	Shows no growth.

(Delete and Start Here)

Classroom Management Focus Area

Highly Effective Growth	Effective Growth	Minimally Effective Growth	Ineffective Growth
Shows growth of 3 levels or reaches the Innovating level.	Shows growth of 2 levels or reaches the Applying level.	Shows growth of one level.	Shows no growth.

(Delete and Start Here)

6. Administrative Evaluation (Related to Student Growth)

Quality and Implementation of Student Growth

Highly Effective	Effective	Minimally Effective	Ineffective
Meets all criteria of a quality student growth plan. <ul style="list-style-type: none"> Clearly articulated purpose and plan description Specific data to be collected Specific assessments used, timelines Specific interventions identified 	Meets all criteria of a quality student growth plan. <ul style="list-style-type: none"> Clearly articulated purpose and plan description Specific data to be collected Specific assessments used, timelines Specific interventions identified 	Meets some criteria of a quality student growth plan -OR- Does not fully implement the student growth plan.	Meets no criteria of a quality student growth plan -OR- Does not attempt to implement the student growth plan.



<ul style="list-style-type: none"> • Growth across multiple units • Data analysis and next steps • Student data provided as evidence <p>Fully implements the student growth plan.</p> <p>Use multiple measures.</p> <p>Links to building and/or district goal(s) (2012-13)</p>	<ul style="list-style-type: none"> • Growth across multiple units • Data analysis and next steps • Student data provided as evidence <p>Fully implements the student growth plan.</p>		
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Effectiveness of Student Growth Plan

Highly Effective	Effective	Minimally Effective	Ineffective
Student data indicates that 90% or more of the targeted students showed growth. (2011-12)	Student data indicates that 80% of the targeted students showed growth. (2011-12)	Student data indicates that 51%-79% of the targeted students showed growth. (2011-12)	Student data indicates that 50% or fewer of the targeted students showed growth. (2011-12)
Student data indicates that 90% or more of the targeted students met the growth target as determined by the growth plan. (2012-13)	Student data indicates that 80% of the targeted students met the growth target as determined by the growth plan. (2012-13)	Student data indicates that 51%-79% of the targeted students met the growth target as determined by the growth plan. (2012-13)	Student data indicates that 50% or fewer of the targeted students met the growth target as determined by the growth plan. (2012-13)

(Delete and Start Here)

7. Administrative Evaluation (Related to Peer Feedback)

Highly Effective	Effective	Minimally Effective	Ineffective
Feedback plan was routinely (minimum monthly) implemented with multiple opportunities for peer to provide feedback.	Feedback plan was occasionally (minimum quarterly) implemented with multiple opportunities for peer to provide feedback.	Feedback plan was seldom (minimum on a semester basis) implemented.	Feedback plan was not implemented.



Teacher provides reflection on the impact related to his/her practice.	Teacher provides reflection on the impact related to his/her practice.		
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8. Administrative Evaluation (Professional Responsibilities)

Reflecting on the Teaching and Learning Cycle (to be implemented beginning with the 2012/13 school year)

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Not included in the evaluation for 2011-12.</p> <p>Teacher makes a thoughtful and accurate assessment of instructional effectiveness and the extent to which goals were achieved, citing many specific examples from lessons and weighing the relative strength of each. (2012-13)</p>	<p>Not included in the evaluation for 2011-12.</p> <p>Teacher makes an accurate assessment of instructional effectiveness and the extent to which goals were achieved and can cite general references to support the judgment. (2012-13)</p>	<p>Not included in the evaluation for 2011-12.</p> <p>Teacher has generally accurate impression of instructional effectiveness and the extent to which instructional goals were met. (2012-13)</p>	<p>Not included in the evaluation for 2011-12.</p> <p>Teacher does not know if instruction was effective or goals were achieved, or profoundly misjudges the success of instruction. (2102-13)</p>

Compliance with School and District Regulations

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Teacher complies fully with school and district regulations and responsibilities, demonstrating a leadership role with colleagues.</p>	<p>Teacher complies fully with school and district regulations and responsibilities.</p>	<p>Teacher complies minimally with school and district regulations and responsibilities, doing just enough to get by.</p>	<p>Teacher does not comply with school and district regulations and responsibilities.</p>

(Delete and Start Here)

Significant, Relevant Accomplishments and Contributions



Highly Effective	Effective	Minimally Effective	Ineffective
<p>Teacher initiates, organizes, and/or volunteers in school /district events, projects, committees.</p> <p>Makes a substantial contribution, and assumes a leadership role in a major school or district project.</p>	<p>Teacher initiates, organizes, and/or volunteers in school / district events, projects, committees.</p>	<p>Teacher participates in school / district events, projects, committees when specifically asked.</p>	<p>Teacher avoids becoming involved in school / district events, projects, committees, initiatives.</p>

(Delete and Start Here)

Relevant Special Training

Highly Effective	Effective	Minimally Effective	Ineffective
<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and makes a systematic attempt to demonstrate integration of the new learning into instruction in a meaningful way.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill, and makes an attempt to demonstrate integration of the new learning into instruction in a meaningful way.</p>	<p>Teacher participates in limited professional development and /or does not make an attempt to demonstrate integration of the new learning into instruction in a meaningful way.</p>	<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p>

(Delete and Start Here)

9. Administrative Recommendations (Next Steps)

(Delete and Start Here)

Observation Dates:	Conference Dates:	In Person/Electronically
1.	1.	1.
2.	2.	2.
3.	3.	3. (hit tab here to get 4 ...)



6. Effectiveness Rating

Teacher Name:		Date:	
Building:		Assignment:	
Evaluator:			

PART 1

Focus Area

Instructional HE E ME I

Classroom Management HE E ME I

Student Growth

Quality and Implementation HE E ME I

Effectiveness HE E ME I

PART 2

Peer Feedback HE E ME I

Professional Responsibilities

Compliance with Rules/Regulations HE E ME I

Relevant Accomplishments/Contributions HE E ME I

Relevant Special Training HE E ME I

	<u>Part 1</u>		<u>Part 2</u>
Highly Effective	3 or more HE (no ME or I)	And	No ME or I
Effective	3 or more E (no I)	And	No more than 1 ME and no I
Minimally Effective	2 or more ME	And	2 or more ME
Ineffective	any other configuration		

Current School Year (REP) – Performance Based Compensation:

Highly Effective – Yes

Effective – Yes

Minimally Effective – No

Ineffective – No

Following School Year:

Continue

Non-Renew

Resigned effective June 30th of the current school year



Administrator Signature

Date

My signature below indicates that I have met and reviewed this evaluation with my administrator. It does not indicate my agreement or disagreement with any of the content herein. I understand that I have the right to attach a signed statement to my evaluation after it has been completed.

Teacher Signature

Date



7. Mutual Consent Statement

(To be submitted with parts 1 and 2 by September 15th. The Administrator is to keep this signed portion of the evaluation and include it with the final completed copy submitted to Human Resources in April)

MUTUAL CONSENT STATEMENT

I understand that the teacher tenure act (Article II section 3a(1) states that the annual year-end performance evaluation shall be based on, but not limited to, at least two classroom observations held at least sixty (60) days apart, unless a shorter interval between the two classroom observations is mutually agreed upon by the teacher and the administration.

I have discussed this portion of the tenure act with the building principal and agree that classroom observations may occur on a shorter interval than sixty (60) days apart.

Teacher Signature

Date