CRAIG CITY SCHOOL DISTRICT

Certificated Teacher Evaluation Plan

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The Craig City School District (CCSD) has spent several years working on this revised evaluation plan and the training required to make it all come together. We would like to acknowledge the efforts of every CCSD staff member who participated in any of these activities during the 2012-2013 through 2016-2017 school years and helped contribute to the work.

The District would like to acknowledge the support of Gerry Briscoe and the staff at Southeast Regional Resource Center (SERRC), the staff at Learning Sciences International, the Alaska Department of Education and Early Development (DEED) and Education Northwest (EN).

The District also wants to thank our colleagues with the Kodiak Island Borough School District (KIBSD), Chatham School District, and other Southeast Alaska partners who were willing to share documents, ideas, and support throughout the process.

In the 2013-2014 school year, our committee included Josh Andrews, Kim Brand, Christina Barlow, Jenna Floren, Andy Hakala, Jackie Hanson, Mollie Harings, Debbie Head, Jennifer Hilder, Lorraine Pierce, Jack Walsh, Allison Weyhmiller, and Jennifer Whicker. Stakeholders were invited to attend local committee meetings as well as the SERRC meetings held in Juneau.

In the 2016-2017 school year, our committee included Christina Barlow, Jennifer Hilder, Kim Brand, Lorraine Pierce, Mollie Harings, and Jack Walsh. Staff feedback was sought through an online survey as well as through conversations with committee members. Stakeholders were invited to attend committee meetings.

Introduction

The Craig City School District is responsible for the formal evaluation of each certified staff member. This original requirement was made through Chapter 31, SLA, and Section 4. AS 14.20 as amended by the legislature in HB465 and signed into law May 18, 1996. The review and update of this handbook prior to this year was completed as required by Sec. 14.20.149. “Employee Evaluation.”

In agreement with Alaska Administrative Code 4 AAC 19.010, CCSD affirms the purpose and scope of evaluations:

“(a) A district’s evaluation of a teacher, administrator, or special service provider shall provide information and analysis that:

Helps the teacher, administrator, or special service provider grow professionally;

Is intended to improve the effectiveness of instruction at the school; and

Is related to the future employment of the teacher, administrator, or special service provider."

The District is also required to make a copy of the plan, forms, templates, and checklists that the district uses in the evaluation of a certificated employee and make them available to the public by posting the documents on the district's website. This must also include how the district has considered information (using a form or electronic means) from students, parents, community members, classroom teachers, affected collective bargaining units, and administrators in the design of the employee evaluation system under AS 14.20.149.

In December 2012, the State Board of Education and Early Development (DEED) adopted new regulations regarding teacher and administrator evaluations. These new regulations require that districts modify their existing systems to:

- Focus the evaluations on specific standards
- Consider Alaska cultural standards
- Assign one of four performance levels: exemplary, proficient, basic, and unsatisfactory.
- Assign an overall rating that uses the same four performance levels.
- Provide training for evaluators to ensure inter-rater reliability.
- Use student-learning data in the evaluation of teachers and administrators.

The adopted standards describe the content and performance standards that reflect the highest abilities and qualities of the teaching profession. Each standard contains two parts:

1. Content – a "should" statement describing a desirable trait, and
2. Performance – actions or activities that reflect attainment of the trait.

According to the regulations, districts are to base their local performance standards on the "performance" portion of the state standards.

The 2014 CCSD Evaluation Handbook was the first comprehensive review of our processes and procedures since our 2005 handbook was written.

Major changes in the 2014 plan included:

- The district plan is aligned with requirements of the Alaska Educator Evaluation System adopted by the Alaska State Board of Education in June 2013.
- References to previous statutes and regulations have been replaced with new links to the current requirements.

- The district has chosen to align our evaluation model with the Marzano instructional framework, which is one of three models approved by the state.
- The evaluation plan requires the use of student data by teachers, and the performance of students will be a component of the teacher and administrator evaluation.
- Teachers and administrators will be rated as one of four state designated categories: Exemplary, Proficient, Basic, or Unsatisfactory.

Statement of Rationale

It is important that all district stakeholders have a common, clear, and defensible rationale for the evaluation of the performance of certified employees. To that end, the district has identified the purposes for teacher and administrator evaluation to be:

- Foster high quality service to students
- Help teachers and administrators assess and improve competence
- To motivate and assist teachers and administrators to constantly assess and improve instruction and personal performance.
- To maintain staff accountability
- Recognize and reward outstanding teaching or administrative performance
- Identify and remediate ineffective teaching or administrative performance through the use of professional development, Plans of Improvement, and Plans for Professional Growth as applicable
- Safeguard student and community interests from incompetent or harmful teaching
- Non-retain/terminate employees who persistently do not meet professional performance standards
- Assess performance as a basis for planning professional development

Evaluation System Attributes

The changes in the Alaska Educator Evaluation System adopted by the Alaska State Board of Education in June 2013 are grouped into four areas: Educator Standards, Information Sources, Student Learning Standards & Data, and Results/Outcomes. The chart below was used as a resource to develop a multi-year plan to bring the district's educator evaluation system into compliance with the Alaska Educator Evaluation System Requirements.

Educator Standards
1. The district's educator evaluation system is based on or aligned with Alaska's content/performance standards.
2. The district's educator evaluation system has established four performance levels or ratings (Exemplary, Proficient, Basic & Unsatisfactory) for each domain.
3. The district's educator evaluation tools consider the cultural standards.
Information Sources
4. The educator evaluation system gives opportunities for students, parents, and community members to provide information on the performance of the educator through a forms or an electronic means.
5. The educator evaluation system has procedures and tools to gather information through observations of the educator in the workplace by the evaluator. (A district may use a nationally recognized evaluation framework for gathering this information.)
6. The district's educator evaluation system has incorporated training for administrators that insures inter-rater reliability.
Results/Outcomes
7. The educator evaluation system has a metric for determining an overall performance rating that is consistent with the regulatory requirements.
8. The educator evaluation process leads to professional learning, district support, plan for professional growth (optional) or a plan for improvement based on the performance of the educator.

Additional Evaluation System Requirements/Procedures

In addition to requiring that districts establish performance standards for teachers and administrators based on state adopted professional performance standards, Section 14.20.149 states that the employee evaluation system must:

1. Require at least two (2) observations for the evaluation of each non-tenured teacher in the district each school year,
2. Require at least an annual evaluation of each tenured teacher in the district who met the district performance standards during the previous school year,

3. Permit the district to limit its evaluations of tenured teachers who have consistently exceeded the district performance standards to one evaluation every two school years,
4. Require the district to perform an annual evaluation for each administrator,
5. Require the district to prepare and implement a Plan of Improvement for a teacher or administrator whose performance did not meet the district performance standards, except if the teacher's or administrator's performance warrants immediate dismissal under AS 14.20.170 (a); and
6. Provide an opportunity for students, parents, community members, teachers, and administrators to provide information on the performance of the teacher or administrator who is the subject of the evaluation to the evaluating administrator.

Further provisions include:

A person may not conduct an evaluation unless the person holds a Type B certificate or is a site administrator under the supervision of a person with a Type B certificate, is employed by the district as an administrator, and has completed training in the use of the district's teacher evaluation system.

Once each school year, each school shall offer in-service training to the certificated employees who are subject to the evaluation system. The training must address the procedures of the system, the standards the district uses in evaluation, and other information the district considers helpful to the evaluation process.

The district will provide a tenured teacher who, after evaluation, receives an *Unsatisfactory* rating, with a Plan of Improvement.

The evaluation administrator shall consult with the tenured teacher in setting clear, specific performance expectations to be included in the Plan of Improvement. The Plan of Improvement must address ways in which the tenured teacher's performance can be improved and shall last for not less than ninety (90) workdays and not more than one-hundred eighty (180) workdays unless the minimum time is shortened by agreement between the evaluating administrator and the teacher.

The Plan of Improvement shall be based on the professional performance standards outlined in the district's evaluation procedures. The teacher must be observed at least twice during the course of the plan. If, at the conclusion of the Plan of Improvement, the tenured teacher's performance again does not meet the district performance standards, the district may not retain the teacher under AS 14.20.175 (b) (1).

Information provided to the district under its certificated employee evaluation system concerning the performance of an individual being evaluated under the system is not public record and is not subject to disclosure under AS 09.25. However, the individual who is the subject of the evaluation is entitled to a copy of the information and may waive the confidentiality provisions of the subsection concerning the information.

Acquisition of Tenure Rights

Sec. 14.20.150. ACQUISITION OF TENURE RIGHTS. (a) Except as provided in (c) or (d) of this section, a teacher acquires tenure rights in a district when the teacher:

1) Possesses a valid teaching certificate that authorizes the teacher to be employed as a certificated teacher or as an administrator under regulations adopted by the department;
2) Has been employed as a teacher in the same district continuously for three full years;
3) Received, in the third year of any three-year period of continuous employment with the district, an evaluation under the district's evaluation system stating that the teacher's performance meets the district performance standards; and
4) On or before October 15 of the school year,
   (A) Accepts a contract for employment as a teacher in the district for a fourth consecutive school year; and
   (B) Performs a day of teaching services in the district during that school year.

Further, a previously tenured teacher acquires tenure in a school district under subsection (d) when the teacher:

1) Possesses a valid teaching certificate that authorizes the teacher to be employed as a certificated teacher or as an administrator under regulations adopted by the department;
2) Has been employed as a teacher in the district continuously for one full school year after a break in service that does not exceed the time limits set out in this subsection;
3) Receive, under the district's evaluation system, an acceptable evaluation from the district, and;
4) On or before October 15 of the school year,
   (A) Accepts a contract for employment as a teacher in the district for a second consecutive school year,

(B) Performs a day of teaching services in the district during that school year.

Shared Staffing Evaluations

The district has a small number of teachers each year who serve in more than one school or program. Principals will meet on an annual basis and determine together who will evaluate the teacher and present that plan to the superintendent and shared staff members by September 15th.

Teachers who serve 50% of their day/week or more in a single building will have that principal be the primary evaluator. The other principal(s) will be the secondary evaluator(s). The secondary evaluators will confer with the primary evaluator and teacher and provide meaningful information that will be considered in the final evaluation documents.

Inter-Rater Reliability

The district will regularly train evaluators in order to maintain inter-rater reliability.

Handbook Review

The review of the district evaluation handbook is an important part of keeping the document relevant and useful. As this document will initially be identified as a "pilot," it recognizes the evolving nature of the plan. It is strongly recommended that the Evaluation Committee meet a minimum of three times per year for the next two years to review and modify the plan and procedures as needed.

The Evaluation Committee recommends that after this initial transition period from 2014-2018 this handbook be reviewed and updated at least every three years.

2017 Draft Version

This document is a work in progress. The Evaluation Committee requests any errors, omissions, and recommendations be provided by email to one of the committee members listed in Acknowledgements.

Changes to the 2017 draft of the plan include:

- The transition to Marzano Focused Teacher Evaluation Model, while incorporating the student data piece to elements 3 and 14;
- Cultural standards are incorporated throughout the elements and domains;
- The number of observations decreased to 1 formal and 2 informal per year;

- Transition from paper-based forms to online forms used through iObservation; and
- Alternative evaluation options for Exemplary teachers.

Possible future additions to the Evaluation Process include but are not limited to:

- Evaluate the weight given to elements 3 and 14 (student data) in two years (Fall 2020);
- Modifiable surveys to align with individual teacher goals;
- Weights on surveys that include the percentage of surveys received; and
- Domain 2 through 4 Self-Reflection.

Alaska Content and Performance Standards for Teachers

The following pages describe the seven measureable content standards for Alaska's teachers and a brief summary of the performance standards that relate to each of those content standards. The complete document of Standards for Alaska's Teachers can be found in Appendix A. As CCSD has chosen to use the Marzano Focused Teacher Evaluation Model to gather data on teacher performance, an alignment of those to the content standards for Alaska's Teachers can also be found in this section.

Content Standards, Performance Summaries, and Instructional Framework Alignment

Alaska Content Standards for Teacher Evaluation 4AAC04.200(b)	**Summarized Alaska Performance Standard**	**Marzano Focused Teacher Evaluation Elements**	**Alaska Cultural Elements**
1. A teacher can describe his/her philosophy of education and can demonstrate its relationship to the teacher's practice. (This content standard is not included in AK teacher evaluations.)	**Philosophy** The teacher engages in thoughtful and critical examination of teaching practice including describing the relationship of believes about learning, teaching and assessment practices to current trends, strategies and resources in teaching.		
2. Understands how students learn and develop and applies that knowledge to the teacher's practice.	**Understanding Student Needs** The teacher identifies the developmental abilities of students and teaches appropriately. This includes accommodation student-learning differences.	Planning Standards Based Lessons Planning to Close the Achievement Gap Providing Feedback and Celebrating Success Organizing Students to Interact with Content Communicating High Expectations for Each Student to Close the Achievement Gap	CA1, CB1, CE1 CA1, CB1, CE1, CD1, CD2 …. CB2, CE2, CE3 CE2, CE3

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3. Teaches with respect to students' individual and cultural characteristics.	**Differentiation & Cultural Responsiveness** The teacher uses instructional strategies that are appropriate to the individual and special needs of students, incorporating characteristics of student's and local community's culture.	Organizing Students to Interact with Content Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Communicating High Expectations for Each Student to Close the Achievement Gap Planning Standards Based Lessons Planning to Close the Achievement Gap	CB2, CE2, CE3 CA4, CB2, CE3 CA4, CE3 CE2, CE3 CA1, CB1, CE1 CA1, CB1, CE1, CD1, CD2
4. Knows the teacher's content area and how to teach it.	**Instruction & Content Knowledge** The teacher knows content area and uses current instructional practices to meet the needs of all students. This includes a wide repertoire of strategies and applications and use of technology.	Identifying Critical Content from the Standards Previewing New Content Helping Students Process New Content Using Questions to Help Students Elaborate on Content Reviewing Content Helping Students Practice Skills, Strategies, and Processes Helping Students Examine Similarities and Differences Helping Students Examine Their Reasoning Helping Students Revise Knowledge	CA1, CA2, CB1, CB2, CE1 CA2, CA4, CB2 CA2, CB2, CE2 CA2, CB2, CE2 CA2, CB2, CE3 CB2 CB2 CB2, CE3 CB2, CE2

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		Helping Students Engage in Cognitively Complex Tasks Organizing Students to Interact with Content Aligning Resources to Standards	CB2, CE2, CE3 CB2, CE2, CE3 CA1, CB1, CE1
5. Facilitates, monitors, and assesses student learning.	**Assessment** The teacher uses multiple data elements (both formative and summative) to evaluate student learning, and plan, inform, and adjust instruction.	Using Formative Assessment to Track Progress Providing Feedback and Celebrating Success Planning Standards Based Lessons	CE4 …. CA1, CB1, CE1
6. Creates and maintains an engaging learning environment in which all students are actively engaged and contributing members.	**Learning Environment** The teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. This includes creating a stimulating and safe learning community, communicating high expectations, using a variety of classroom management techniques, and assisting students in understanding their role in sharing responsibility for their learning.	Establishing and Acknowledging Adherence to Rules and Procedures Using Engagement Strategies Establishing and Maintaining Effective Relationships in a Student-Centered Classroom Adhering to School/District Policies and Procedures Promoting Teacher Leadership and Collaboration	CA2, CA3, CA4, CD2, CE3 CA4, CB2, CE3 CA4, CE3 …. CA6, CB4, CD1, CD2, CE3
7. Works as a partner with parents, families, and the community.	**Families and Community** The teacher communicates regularly and collaborates with students, families, and community to promote student learning.	Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	CA5, CB3, CE4 CA6, CB4, CD1, CD2, CE3

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8. Participates and contributes to the teaching profession.	**Professional Practice** The teacher maintains a high standard of professional ethics by maintaining and updating knowledge of their content area and best teaching practices. The teacher works collaboratively with colleagues to improve instruction and ultimately impact student learning.	Maintaining Expertise in Content and Pedagogy Promoting Teacher Leadership and Collaboration	CA5, CB3, CE4 CA6, CB4, CD1, CD2, CE3

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Teacher Evaluation using the Marzano Framework

A teacher will be evaluated on the Marzano domains, with the cultural standards being woven throughout the domains. See Appendix B for the Marzano Focused Teacher Evaluation Model Learning Map. Teachers will be given an overall rating determined by the combination of the **four domains**.

DOMAIN ONE: Standards-Based Planning including Cultural Standards

DOMAIN TWO: Standards-Based Instruction including Cultural Standards

DOMAIN THREE: Conditions for Learning

DOMAIN FOUR: Professional Responsibilities

Non-classroom teachers and instructional support personnel will use the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model. See Appendix C for the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model Learning Map.

DOMAIN ONE: Planning and Preparing to Provide Support

DOMAIN TWO: Supporting Student Achievement

DOMAIN THREE: Continuous Improvement of Professional Practice

DOMAIN FOUR: Professional Responsibilities

Teachers will be given an overall rating determined by the weighted combination of the **four domains**. Specific elements identified by the district and/or school may be focused on during a particular year.

Domain Weight

Domain	Percent Given to Domain
Domain 1: Standards-Based Planning	20%
Domain 2: Standards-Based Instruction	30%
Domain 3: Conditions for Learning	30%
Domain 4: Professional Responsibilities	20%

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The overall ratings for both classroom and non-classroom personnel cover four **Levels of Performance**, using the following operating principles:

***Exemplary (equivalent to Innovating)*:** A teacher should receive an *Exemplary* rating if the teacher has received *Exemplary* ratings in at least three domains, with the remaining domain rated no lower than *Proficient*, and a numerical score of 3.0 or higher.

Proficient (equivalent to Applying): A teacher should receive a *Proficient* rating if the teacher received no more than one domain rated *Basic*, with the remaining domains rated *Proficient* or *Exemplary* and a numerical score greater between 2.0 and 2.99.

Basic (equivalent to Developing): A teacher should receive a rating of *Basic* if the teacher received no *Unsatisfactory* domain ratings, two or more *Basic* domain ratings, and a numerical score greater than 1.0 and 1.99.

Unsatisfactory (equivalent to Beginning and Not Using): A teacher should receive a rating of *Unsatisfactory* if any one domain is rated *Unsatisfactory* no matter what the numerical score 0-0.99.

A final evaluation rating and level of support will be provided to the teacher, in print, using the iObservation Evaluation form. Hardcopies of all iObservation documents conducted throughout the year will also be provided as requested. The teacher's **Level of Support** for the following year will be determined by their Evaluation**.**

Levels of Support

Evaluation Alternative: A teacher may select an Evaluation Alternative *for the next school year* if at least two of the domains are rated as Exemplary, with the remaining domain/standard rated no lower than *Proficient*.

Professional Focus: In collaboration with the evaluator, a teacher should select a Professional Focus for the following school year if at least three of the domains are rated as Exemplary, with the remaining domains/standard rated no lower than Proficient.

Plan of Professional Growth: A teacher must receive District Support or collaborate with the district to create a Plan of Professional Growth if no domain is rated *Unsatisfactory* and two or more domains are rated *Basic*.

Plan of Improvement: An educator will follow a Plan of Improvement created by the district if any domain is rated *Unsatisfactory*.

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Equivalent Ratings	
iObservation Rating	**Level of Performance**
Not Using	Unsatisfactory
Beginning	Unsatisfactory
Developing	Basic
Applying	Proficient
Innovating	Exemplary

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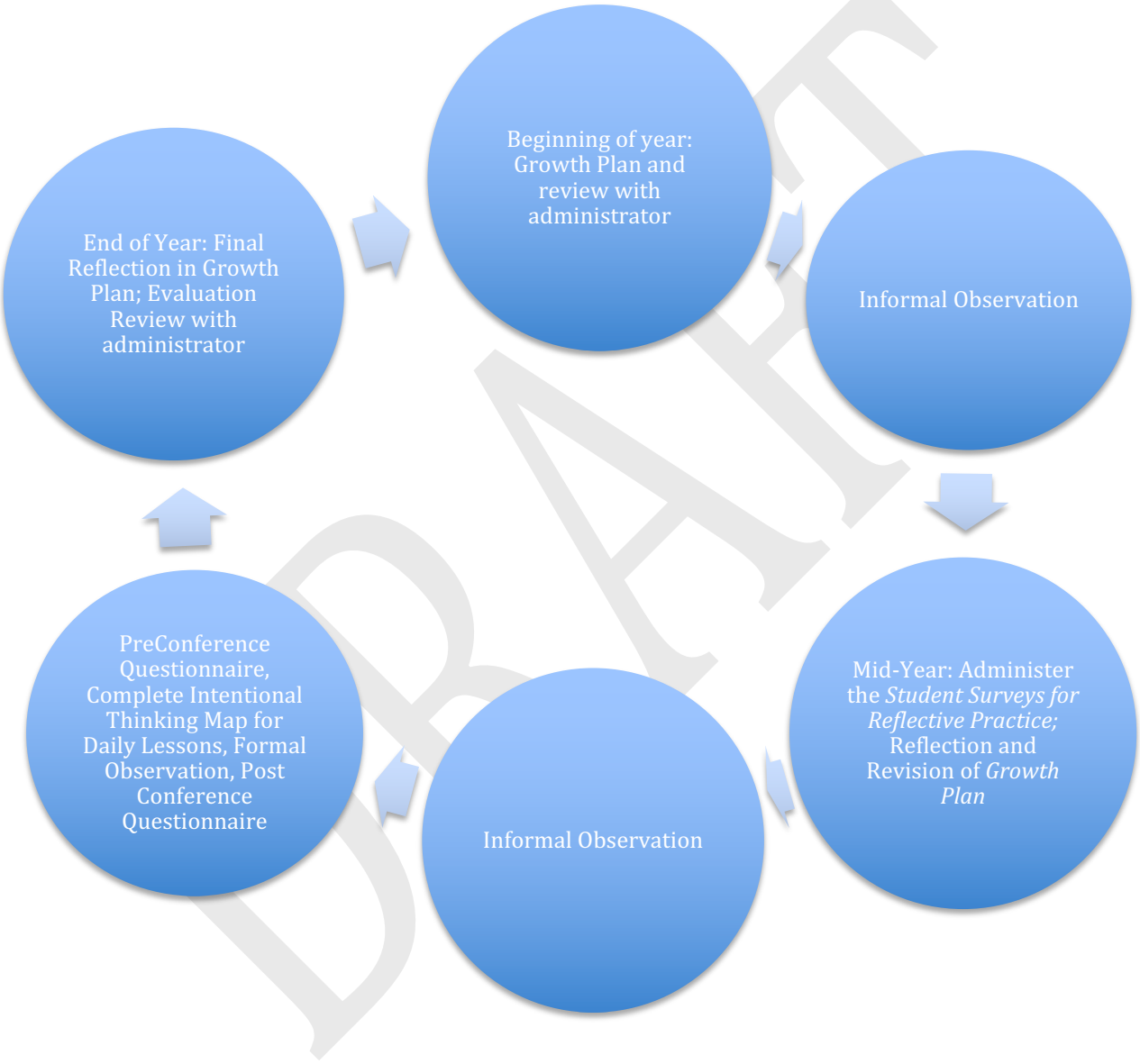
CCSD Teacher Evaluation Cycle



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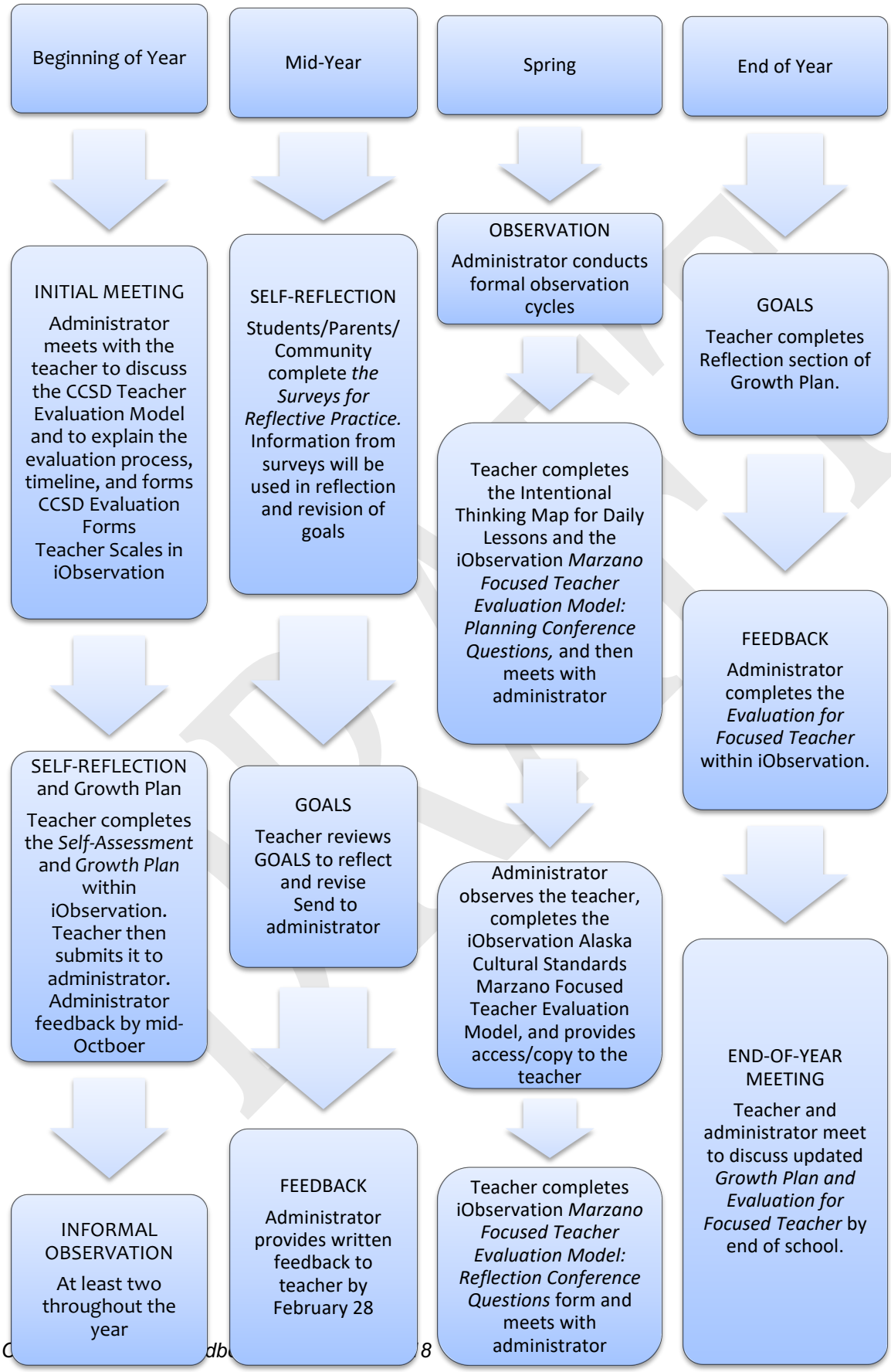
Teacher Evaluation Timeline



Narrative and Forms for Teacher Evaluation Cycle

Beginning of the Year

Initial Training

Administrator will meet with teacher to discuss the Marzano Focused Teacher Evaluation Model and to explain the evaluation process, timeline, and iObservation forms. It is important to remember that if you are non-classroom instructional personnel, you will use the non-classroom forms within iObservation instead of the forms listed on the next several pages.

Growth Plan

There are four steps to creating a Growth Plan. They include taking a self-assessment, selecting target elements, identifying action steps, and putting your plan into action. The Growth Plan type will be identified by your administrator based on your Evaluation from the previous year. There is also a Growth Plan for teachers new to the district.

The first step, self-assessment, is an important first step in determining a specific professional growth goal. Continued self-reflection improves teaching and learning through ongoing, careful consideration of the impact of professional practices on teaching and student and teacher learning. By considering his/her accomplishments and assigning an accurate rating, the teacher should have a good understanding of the rating they will receive from their supervisor at the end of the evaluation period. Furthermore, by reflecting across the evaluation period, the teacher should recognize when his/her behavior falls short of good performance and take steps to improve performance before the end of the evaluation period. The self-assessment will be accessible by the administrator for discussion purposes.

The educator will next select two to three target elements based on their self-assessment. Alternatively, the administrator, as determined by the previous year's evaluation, may assign specific target elements.

The third step is to identify the action steps of the growth plan. These actions should be specific, measurable, achievable, results-focused, and time-bound (S.M.A.R.T.). Support may include, but is not limited to: feedback from administrators, coaches, and peers; professional development opportunities; the teacher tracking his/her own growth; and opportunities to observe and discuss effective execution of the strategies and behaviors targeted for growth.

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Finally, putting your plan into action includes submitting your plan for approval, following your plan, and making progress toward your goals. The administrator's feedback may include endorsements, suggestions, additions, or modifications. Administrator feedback will occur by mid-October.

Fall and Spring

Informal Observations

Informal Observations will be used to develop meaningful interactions between the evaluator and the teacher, identify progress towards the performance goals, and provide more evidence to include in the evaluation process. The informal observation of a teacher in the classroom should be a minimum of ten (10) minutes in length, must occur a minimum of two (2) times a year, and may or may not be pre-scheduled. iObservation will be used to provide comments and a possible score on the observation. The teacher can access the comments electronically through iObservation. It is important to note that one of the non-tenured teacher's informal observations will be part of the teacher's final evaluation for the year. The teacher or administrator may request an outside observer and additional observation upon a written request to the superintendent.

Formal Observations

The administrator conducts one formal observation cycle before May 1st.

Procedures for Teacher Classroom Formal Observation

Formal teacher classroom observations are based upon the *The Art and Science of Teaching* (Marzano, 2007) and the standards for Alaska's teachers. It is a three-step process that is considered to be best practice. The formal classroom observation includes an observation pre-conference, the actual classroom observation, and an observation post-conference. The observation may be rescheduled per the teacher's request. The teacher or administrator may request an outside observer and additional observation upon a written request to the superintendent.

- Pre-Conference**:** The iObservation *Marzano Focused Teacher Evaluation Model: Planning Conference Questions* form will be completed prior to the pre-conference. *Teachers are encouraged to attach artifacts, for example learning goals, classroom rubrics, seating charts, etc. This is also when the student data artifact should be presented and discussed.* The student data should be the teacher's choice of meaningful data and must be approved by the principal. An *Intentional Thinking Map for Daily Lessons* for the

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observation should be provided in advance, as lessons observed may not reflect all of the elements. Information is shared about the characteristics of the learners and the learning environment. Specific information is also shared about the objectives of the lesson and the assessment of student learning. The evaluator and teacher may choose to limit the elements of focus during the observation.

Note: During this conference, the evaluator should review the evaluation standards and indicators of performance for meeting the standards. Additionally, the teacher can discuss the instructional goals and strategies the teacher is using to meet these elements of focus.

- Observation**:** The formal observation of a teacher in the classroom should be a minimum of thirty (30) minutes in length. It should be prearranged according to a mutual date/time, include a pre/post observation conference, and all documentation must be shared with the teacher electronically through the iObservation.

- Post-Conference**:** Prior to the post-conference, the teacher will complete the iObservation *Marzano Focused Teacher Evaluation Model: Reflection Conference Questions* form. The questions are provided as a guide to encourage the teacher to reflect on the lesson and to consider changes needed for more effective teaching. The evaluator and teacher will then meet to discuss the *Reflection*, which includes the strengths and weaknesses of the teacher's performance during the observed lesson. The post conference provides an opportunity for the evaluator and teacher to have a reflective discussion about the lesson and effective teaching. A post-conference should include performance concerns, if there are any. After the administrator completes the observation, the teacher has access to review the observation notes. This form is not to be used in lieu of the *Evaluation* document that considers all components of the Evaluation System including information such as community input and student learning data.

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Teacher Observation Post-Conference Level of Performance using the Marzano Framework

Equivalent Ratings	
iObservation Rating	**Level of Performance**
Not Using	Unsatisfactory
Beginning	Unsatisfactory
Developing	Basic
Applying	Proficient
Innovating	Exemplary

Alternatives to Formal Observation for Exemplary Teacher

There are two options Exemplary teachers may use in place of the formal evaluation process. The chosen option should be identified by October 1st, and discussed with the administrator. Exemplary teachers, every other year, can:

a. Follow self-reflection and goal setting process without observations, still meet with principal to discuss initial goal, mid-year review, and final analysis.

b. Peer Observation and Feedback: peer would observe once and provide feedback

i. At least 30 min

ii. Teacher being observed invites other teacher to come in

Mid-Year

Surveys for Reflective Practice

Alaska statute/regulation [AS 14.20.149(a)] requires feedback from the following groups be included in the teacher evaluation system:

- Students
- Parents
- Community members

These forms will be made available online, at the school, and at parent conferences.

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Student surveys should be completed after students have had a chance to get to know their teacher (e.g., sometime after the second month of school and likely by mid-year). Ideally, the teacher will administer the student surveys before reflecting on and revising his or her goals in order to use information from the student surveys to inform that process.

Goals

Reflections and Revisions are intended to facilitate and support periodic reviews of the teacher's growth goals. Reviews will be completed in the middle of the year after receiving feedback from the administrator and students (e.g., informal and/or formal observations, student surveys, parent & community surveys). It is the teacher's responsibility to complete the reflection section in the *Growth Plan* for each goal area and make any revisions that are necessary. The teacher will send the reflections and revisions to the administrator. The administrator will note in writing any necessary revisions in the action steps by February 28th. This will be done electronically.

End of the Year

Self-Reflection

An important component of the end-of-year process is the teacher's updating of the Reflection Log in the Growth Plan.

End-of-Year Meeting

The *Evaluation Form* is designed to allow a teacher's administrator to provide narrative statements and ratings of performance in each the Marzano Focused Domains. The *Evaluation Form* is completed by the administrator and given to the teacher during their final meeting of the year.

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Appendices

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STANDARDS FOR ALASKA'S TEACHERS

1 A teacher can describe the teacher's philosophy of education and demonstrate its relationship to the teacher's practice.

Performances that reflect attainment of this standard include

a. engaging in thoughtful and critical examination of the teacher's practice with others, including describing the relationship of beliefs about learning, teaching, and assessment practice to current trends, strategies, and resources in the teaching profession; and

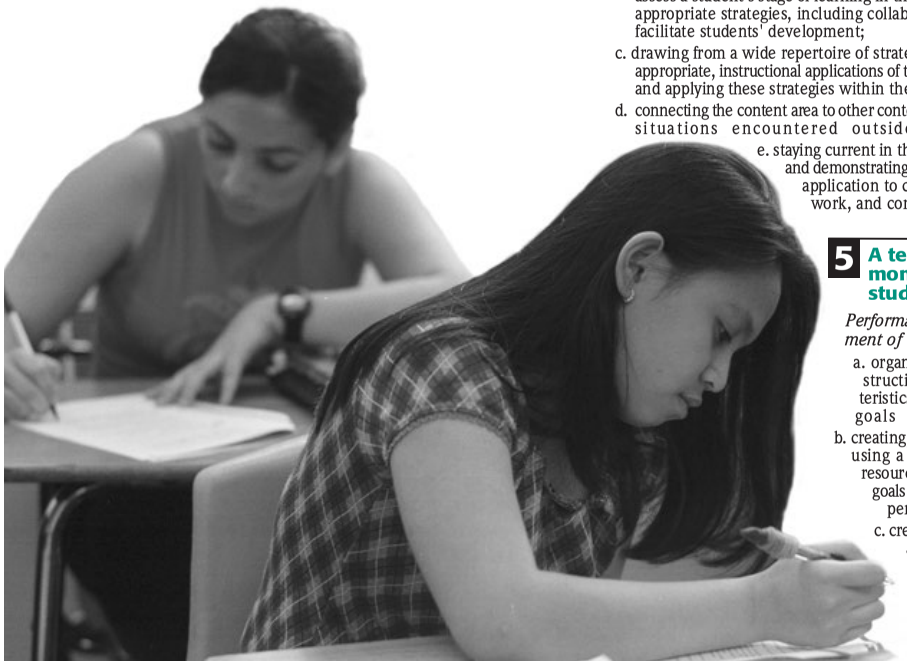
b. demonstrating consistency between a teacher's beliefs and the teacher's practice.

2 A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.

Performances that reflect attainment of this standard include

a. accurately identifying and teaching to the developmental abilities of students; and

b. applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.



3 A teacher teaches students with respect for their individual and cultural characteristics.

Performances that reflect attainment of this standard include

a. incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;

b. identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and

c. applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.

4 A teacher knows the teacher's content area and how to teach it.

Performances that reflect attainment of this standard include

a. demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;

b. identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;

c. drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;

d. connecting the content area to other content areas and to practical situations encountered outside the school; and

e. staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

5 A teacher facilitates, monitors, and assesses student learning.

Performances that reflect attainment of this standard include

a. organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;

b. creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards;

c. creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;

d. organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and

e. reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.

6 A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

Performances that reflect attainment of this standard include

a. creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;

b. communicating high standards for student performance and clear expectations of what students will learn;

c. planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and

d. assisting students in understanding their role in sharing responsibility for their learning.

7 A teacher works as a partner with parents, families, and the community.

Performances that reflect attainment of this standard include

a. promoting and maintaining regular and meaningful communication between the classroom and students' families;

b. working with parents and families to support and promote student learning;

c. participating in schoolwide efforts to communicate with the broader community and to involve parents and families in student learning;

d. connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the community; and

e. involving parents and families in setting and monitoring student learning goals.

8 A teacher participates in and contributes to the teaching profession.

Performances that reflect attainment of this standard include

a. maintaining a high standard of professional ethics;

b. maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;

c. engaging in instructional development activities to improve or update classroom, school, or district programs; and

d. communicating, working cooperatively, and developing professional relationships with colleagues.

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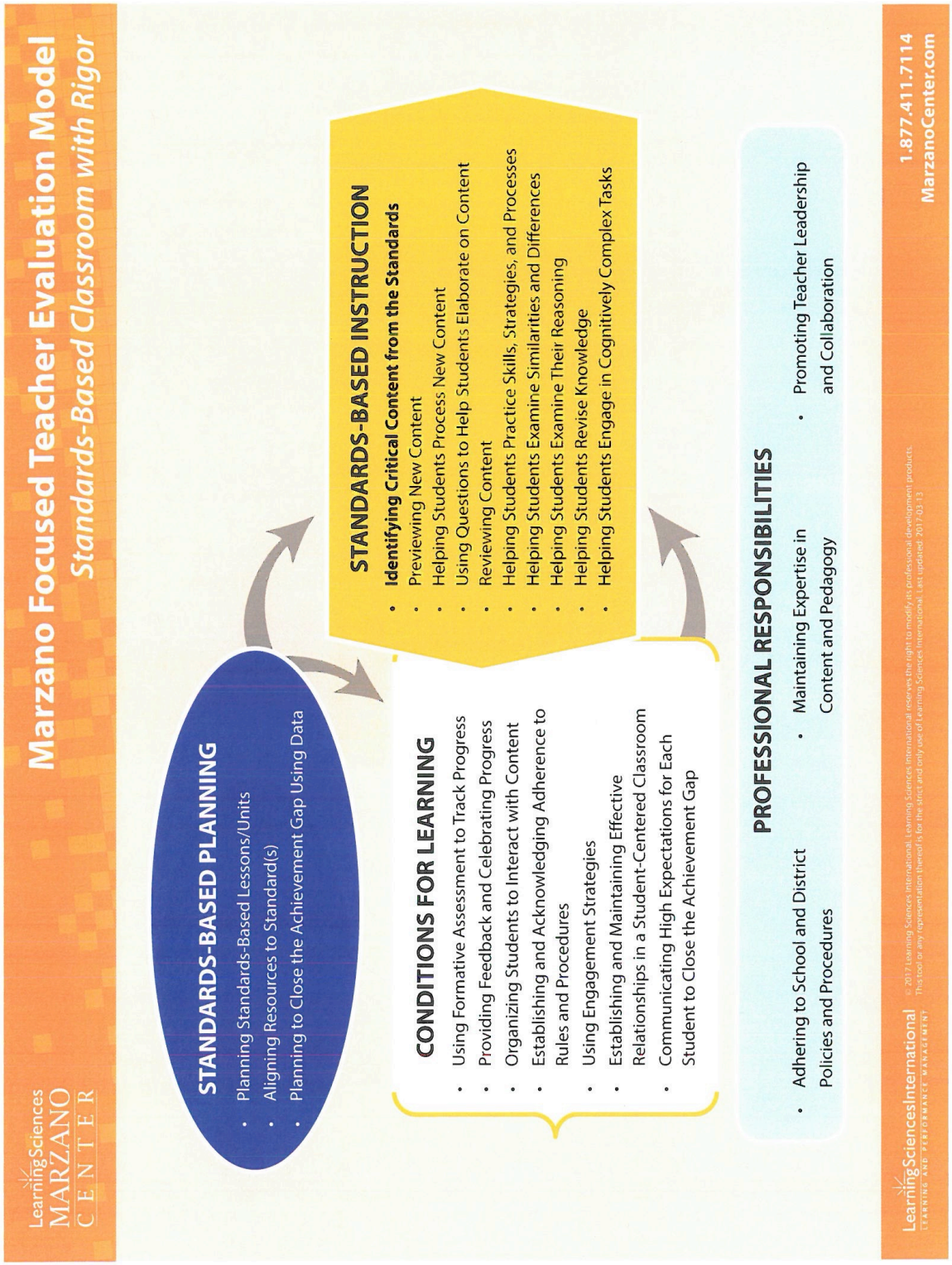
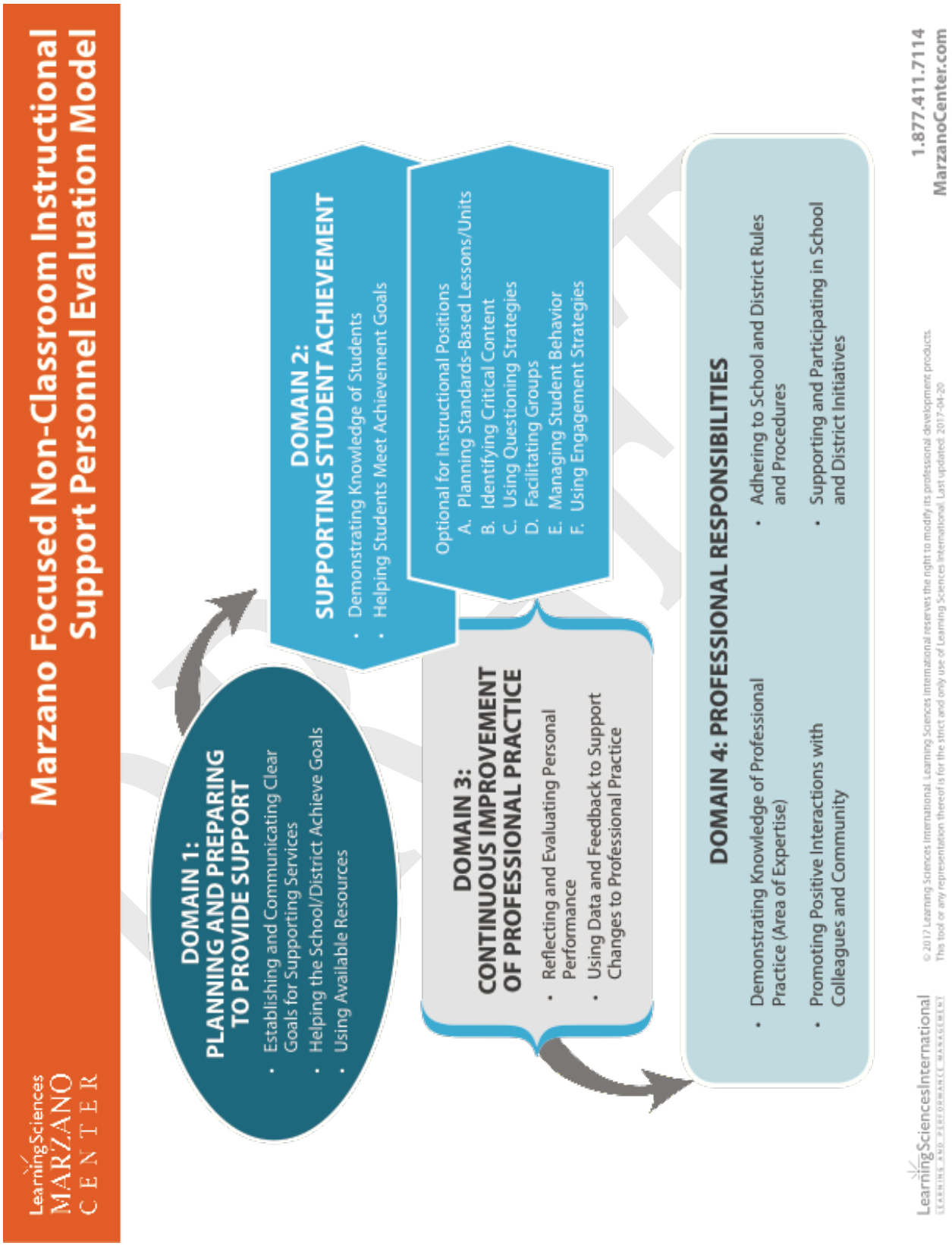
Appendix B: Classroom Teacher Learning Map



Appendix C: Non-Classroom Teacher Learning Map



Intentional Thinking Map for Daily Lessons *(continued)*

Critical Information Chunks *(as determined by the learning targets)*		
Chunks/Targets:		
Instructional Strategy	**CCRS Evidences: 7 Staple Elements, Instructional Shifts, Cognitive & Conative Skills**	**Monitor for Desired Result**

Adaptations for Unique Student Needs (EL, Special Education, Gifted, Students who lack support for school)

Resources and Materials

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Intentional Thinking Map for Daily Lessons

Teacher Name: **Epsilon**	Subject: **US History**	Grade Level: **11**
Title of Unit: **The Union in Peril**	Lesson Name: **Can the United States Civil War be avoided?**	
Duration of Lesson: **100 minutes**		Date: **December 8**

Focus of Lesson:
- ☐ Introducing New Knowledge
- ☑ Deepening or Practicing
- ☐ Generating and Testing Hypotheses

Learning Goal/Objectives: *(based on standards)*

Standard:

FS SS 912.A.2.1 Understand the causes, course and consequences of the Civil War and its effects on the American people ***(Today's learning target is bolded in the .3.0 below).***

Supplemental standards that we work on in multiple units include:

LA 1112 RI 3.7 *Integrate and evaluate multiple sources of information in different media or formats*

LA 1112 W1.1 *Write arguments to support claims in analysis of substantive topics with valid reasoning/evidence*

Learning Targets *(write targets from each level of the scale below)*

Previously taught content:	Today's Learning Targets:	Today's Learning Targets will lead to:
2.0 Foundational Knowledge and Skills	**3.0 Learning Goal/Objective**	**4.0 More Complex Knowledge**
• Vocabulary, including: secession, manifest destiny, territorial expansion, political compromise, historical evidence • List key historical events including: Gold Rush, Kansas-Nebraska Act, Dred Scott Decision, Compromise of 1850, Lincoln Elected, Polk Elected, Annexation of Texas, Wilmot Proviso, John Brown's raid, Alamo, Mexican American War • Identify regional economic differences • Identify key political theories active in the United States leading up to the Civil War	• Describe and represent key consequences that resulted from the Civil War related to politics, geography, economics, etc. and their impact on the American people • Explain and represent events occurring during the course of the Civil War and their impact on the American people during those years • ***Draw conclusions*** **concerning how expanding US territory (brought about by manifest destiny) led to sectional tensions** • ***Evaluate*** **historical causation. What events and policies led to the Civil War?** • *Construct an argument to support claims in analysis of substantive topics (Civil War) with valid reasoning and evidence and Integrate primary source documents as supporting evidence from a variety of media*	• Analyze the consequences of political compromises in America to develop a persuasive understanding of the past • Hypothesize a substantive and credible claim about whether the Civil War could have been avoided and support it with sufficient historical evidence

Intentional Thinking Map for Daily Lessons *(continued)*

Assessment and Monitoring *(checks for content and desired effect)*

Formative: Teacher will check group and individual work through active monitoring, looking for evidence of 1) focus on the critical content, 2) reasoning to support identification of key causes of Civil War, 3) collaboration in group process and will provide personal feedback to individuals during the process.

Summative: Can the student use their previous knowledge of events and people to construct a textual and/or graphic representation of the most important events that lead to a Civil War? Teacher will evaluate their final illustrative product as well as the thesis they construct and an outline they create for the prompt.

Critical Information Chunks *(as determined by the learning targets)*

- Expanding US territory (brought about by manifest destiny) led to sectional tensions
- Historical causation
- Constructing an argument with historical evidence using primary sources

Instructional Strategies/Lesson Activity

- **Organizing Students to Interact with Content**
- **Review:** Homework – 2 questions on Manifest Destiny- Partners check work. Review of yesterday's target – they read the response and partner initials if they think the response is correct. (Defining manifest destiny) then students expand on responses
- **Helping Students Examine Their Reasoning**:
  - Students take their prior knowledge and in groups determine the ten events that led the US into War. Students discuss in groups, then individually examine their reasoning for including these events.

Assignment(s)

Students will work in groups to identify what they believe to be the ten most important causes/events that led to the Civil War, including how the theory of Manifest Destiny impacted these causes. Individually, they will use resources listed below to develop a statement to justify the inclusion of each of those events in their list and will research and include a primary source document that supports their decision.

Adaptations for Unique Student Needs (EL, Special Education, Gifted, Students who lack support for school)

- Giving the student extra time to complete the assignment
- Allowing answers to be given orally
- Change of setting working in the group
- Have the student use colored markers to highlight critical content
- Provide written as well as oral directions

Resources and Materials

- AMSCO text
- Brinkley or Bailey Text
- Academic journal/notebook
- Primary source documents from the American Spirit
- Completed homework
- Google Docs
- List of previously identified web sites that cite primary source documents

Marzano Taxonomy – Mental Processes

Taxonomy Level	Mental Process	
Retrieval: Activation and transfer of knowledge from permanent memory to working memory	**Recognizing**	Validating the accuracy of information
	Recalling	Producing accurate information
	Executing	Carrying out a procedure
Comprehension: Identification of the critical or defining attributes of knowledge	**Integrating**	Articulating the critical versus non-critical elements of information
	Symbolizing	Depicting critical elements in nonlinguistic or abstract form
Analysis: Reasoned extensions of knowledge and generation of new information not already processed	**Matching**	Identifying similarities and differences
	Classifying	Identifying the superordinate and subordinate categories
	Analyzing Errors	Identifying logical or processing errors
	Generalizing	Inferring new generalizations and principles from known information
	Specifying	Making and defending predictions about what might or will happen in a given situation
Knowledge Utilization: Application or use of knowledge to accomplish a specific task	**Decision Making**	Selecting between two or more alternatives that initially appear equal
	Problem Solving	Overcoming an obstacle to a goal
	Experimenting	Generating and testing hypotheses to understand physical or psychological phenomenon
	Investigating	Examining a past, present, or future situation

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Marzano Taxonomy – Terms and Phrases, Question Stems, Products

Taxonomy Level	Mental Process	Terms and Phrases	Question/Sentence Stems	Products
Retrieval: Activation and transfer of knowledge from permanent memory to working memory	**Recognizing** Validating the accuracy of information	choose from; determine if the following is true; identify accurate statements; match; recognize; select the correct fact	Can you select…? Which is the best way to demonstrate…? Which of the following…? Which one…? Which would not be correct about…?	Definition Description
	Recalling Producing accurate information	answer who- what- when- where questions; define; describe; from memory; label; list; name; provide examples of; quote; recall; recite; remember; retell; state	Can you list…? Describe… Give an example of… Name one way… What do you recall…? What is…? Where is…? Who is…? When did…?	Fact Fill-in-the-blank Highlight Label List Matching Multiple-choice Wordle
	Executing Carrying out a procedure	add; apply; calculate; conduct; demonstrate; divide; draft; employ; execute; implement; know how to; make; multiply; perform; read; solve; subtract; use; write	Demonstrate each step… Execute the procedure… What is the next step…? Use your knowledge to implement…	
Comprehension: Identification of the critical or defining attributes of knowledge	**Integrating** Articulating the critical versus noncritical elements of information	ask questions; clarify; convey; describe how or why; describe the effects; describe the key parts of; describe the relationship between; emphasize; explain how; explain ways in which; identify why; interpret; make connections between; paraphrase; summarize; understand	Draw a diagram… Explain what is happening… Explain the logic behind… How will you rephrase this…? Describe how… How would you represent…? How would you summarize…? Put in your own words…	Diagram Graphic Organizer Illustration Log/Journal Entry Mind Map Open-ended response Outline Performance Picture Recitation Summary Timeline Twitter
	Symbolizing Depicting critical elements in nonlinguistic or abstract form	act out; chart; conceptualize; depict; diagram; draw; exhibit; graph; illustrate; map; represent; sequence; show; symbolize; use models; visualize	What is meant by…? What can you say about…? What facts or ideas show…? What is the main idea of…? Use a graphic organizer to…	

Marzano Taxonomy – Terms and Phrases, Question Stems, Products *(continued)*

Taxonomy Level	Mental Process	Terms and Phrases	Question/Sentence Stems	Products
Analysis: Reasoned extensions of knowledge and generation of new information not already processed	**Matching** Identifying similarities and differences	associate; categorize; compare/contrast; correlate; create an analogy or metaphor; differentiate; discriminate; distinguish between; examine similarities and differences; link; match; open sort; relate	Distinguish between… Determine the reasonableness of… Explain the relationship between… How is ____ related to…? How can you apply what you learned to develop…? How would you categorize…? How would you classify the type of…? How would you compare/contrast…? How would you organize and show…? Make use of these facts to…? Select facts that demonstrate… Under what conditions would…? What conclusions can you draw…? What elements would you change in order to…? What evidence can you find…? What ideas justify…? What inference can you make…? What is the theme…? What motive is there…? What other way could you plan to…? What questions would you ask in an interview with…? What would have to happen if…? Why do you think…?	Blog post Comparison matrix Database Debate Demonstration Double bubble map Essay Interview Log/Journal entry Media product Review/Critique Open-ended response Presentation Report Simulation Speech/Podcast Survey Venn diagram Video
	Classifying Identifying the superordinate and subordinate categories	arrange by; classify; closed sort; file; group; identify a broader category; identify different types; organize; rank		
	Analyzing Errors Identifying logical or processing errors	assess; critique; determine the accuracy of; diagnose; edit; examine a claim; evaluate; identify errors; identify misunderstandings; identify what is plausible/implausible; judge the validity; revise		
	Generalizing Inferring new generalizations and principles from known information	conclude; create a principle or rule; form conclusions; generalize; identify patterns; infer; interpret; reason		
	Specifying Making and defending predictions about what might or will happen in a given situation	deduce; develop an argument for; identify the circumstances; identify what might happen; make and defend a claim; predict; specify; speculate		

Marzano Taxonomy – Terms and Phrases, Question Stems, Products *(continued)*

Taxonomy Level	Mental Process	Terms and Phrases	Question/Sentence Stems	Products
Knowledge Utilization: Application or use of knowledge to accomplish a specific task	**Decision Making** Selecting between two or more alternatives that initially appear equal	choose from alternatives; decide; determine the best way; establish and use criteria for; select the best among the alternatives	Assess the value or importance of…? Formulate and test a theory for…? How can you modify _____ in order to…? How can you overcome…? How will you determine…? How will you decide…? How will you design…? How will you improve…? How will you justify…? How will you overcome…? How will you prove…? Disprove…? How will you reach your goal under these conditions…? How will you solve _____ to achieve your goal…? How will you test…? Predict the outcome if… Suppose you could _____ what would you do…? What are the differing features of…? What changes will you make to solve…? What is your opinion of…? What judgment would you make about…? What would have happened if…? What will you cite to defend your actions…? Which among the following would be the best…? Which of these is most suitable…?	Advertisement Blog post Board game Debate Decision-making matrix Essay Illustration Interview Media product Model Open-ended response Panel Poem Presentation Plan Play Report Short Story Speech/Podcast Student demonstration Song Video
	Problem Solving Overcoming an obstacle to a goal	accomplish a goal with limiting conditions; adapt and test; determine a way to; develop a strategy to; identify how to problem solve; invent; modify and try; overcome an obstacle; propose a solution; recommend and prove; resolve; solve		
	Experimenting Generating and testing hypotheses to understand physical or psychological phenomenon	based on observation, predict; devise a way to test; experiment; generate and test; hypothesize and test; simulate; test the idea that		
	Investigating Examining a past, present, or future situation	conduct an inquiry into; construct an argument; debate; dissect an argument; find out about; investigate; prove; research; take a position on		

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Appendix F: Surveys

Student Surveys for Reflective Practice

K-2 Student

Teacher_____

Grade_____

Student Name (optional) _____

Date _____

1. My teacher tells me what I am going to learn about.
   Yes ☺ No ☹
2. My teacher tells me how well I am learning and behaving in school.
   Yes ☺ No ☹
3. My teacher uses a lot of different activities to help me learn.
   Yes ☺ No ☹
4. My teacher tells me what the rules are for our classroom.
   Yes ☺ No ☹
5. In my class, students help each other learn.
   Yes ☺ No ☹
6. If I get confused, my teacher helps me understand.
   Yes ☺ No ☹
7. My teacher notices if I'm bored.
   Yes ☺ No ☹
8. My teacher likes me.
   Yes ☺ No ☹
9. My teacher is easy to talk to and listens to me.
   Yes ☺ No ☹
10. My teacher believes that I can learn.
    Yes ☺ No ☹

Comments about my teacher:

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Student Surveys for Reflective Practice

Grades 3-5 Student

Teacher_____

Grade_____

Student Name (optional) _____

Date _____

1. My teacher tells me what I am going to learn about.

   I disagree I agree I don't know

   He/She does this when _____.

2. My teacher tells me how well I am learning and behaving in school.

   I disagree I agree I don't know

   He/She does this when _____.

3. My teacher uses a lot of different activities to help me learn.

   I disagree I agree I don't know

   He/She does this when _____.

4. My teacher tells me what the rules are for our classroom.

   I disagree I agree I don't know

   He/She does this when _____.

5. In my class, students help each other learn.

   I disagree I agree I don't know

   We do this when _____.

6. If I get confused, my teacher helps me understand.

   I disagree I agree I don't know

   He/She does this by _____.

7. My teacher notices if I'm bored.

   I disagree I agree I don't know

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8. My teacher likes me.

I disagree I agree I don't know

I know this because _____.

9. My teacher is easy to talk to and listens to me.

I disagree I agree I don't know

I know this because _____.

10. My teacher believes that I can learn.

I disagree I agree I don't know

I know this because _____.

Additional comments about my teacher:

DRAFT

Student Surveys for Reflective Practice

Middle School Student

Teacher_____Grade_____

Student Name (optional) _____Date_____

1. My teacher makes me aware of what is to be accomplished in this class and clearly communicates what I am supposed to be learning during his/her lessons.

   I disagree I agree I strongly agree I don't know

   He/She does this when _____.

2. My teacher makes learning interesting and wants everyone to participate in class discussions.

   I disagree I agree I strongly agree I don't know

   He/She does this when _____.

3. My teacher is excited about what he/she is teaching me and uses a variety of teaching techniques.

   I disagree I agree I strongly agree I don't know

   I know this because _____.

4. My teacher gives me time to think about what I have learned and encourages me to ask questions.

   I disagree I agree I strongly agree I don't know

   He/She does this when _____.

5. My teacher asks me questions that make me think about my learning.

   I disagree I agree I strongly agree I don't know

   He/She does this when _____.

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6. My teacher asks me to explain my thinking and/or to show my learning using pictures, charts, and diagrams.

I disagree I agree I strongly agree I don't know

He/She does this when _____.

7. My teacher asks me to practice things over and over again until I get good at them.

I disagree I agree I strongly agree I don't know

He/She does this when _____.

8. My teacher gives me homework that is challenging and helps me learn.

I disagree I agree I strongly agree I don't know

He/She does this when _____.

9. My teacher asks me to think about what I misunderstood or what I am still confused about.

I disagree I agree I strongly agree I don't know

He/She does this when _____.

10. My teacher is always willing to help me and provide guidance.

I disagree I agree I strongly agree I don't know

I know this because _____.

11. My teacher is consistently prepared for class and my classroom is organized.

I disagree I agree I strongly agree I don't know

I know this because _____.

12. My teacher has control of our classroom and knows about everything that happens in our classroom.

I disagree I agree I strongly agree I don't know

I know this because _____.

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13. My teacher wants to know about the things I am interested in.

I disagree I agree I strongly agree I don't know

He/She does this when _____.

14. My teacher is self-controlled and is respectful of diverse individuals.

I disagree I agree I strongly agree I don't know

I know this because _____.

15. My teacher believes that I can learn and succeed.

I disagree I agree I strongly agree I don't know

I know this because _____.

Additional comments about my teacher:

DRAFT

Student Surveys for Reflective Practice

High School Student

Teacher_____Grade_____

Student Name (optional) _____Date_____

1. My teacher makes me aware of what is to be accomplished in this class and clearly communicates what I am supposed to be learning during his/her lessons.

   Disagree……Agree…….Strongly agree __I don't know.

   He/She does this when _____.

2. My teacher makes learning interesting and wants everyone to participate in class discussions.

   Disagree……Agree…….Strongly agree __I don't know.

   He/She does this when _____.

3. My teacher is excited about what he/she is teaching me and uses a variety of teaching techniques.

   Disagree……..……Agree……Strongly agree __I don't know.

   I know this because _____.

4. My teacher gives me time to think about what I have learned and encourages me to ask questions.

   Disagree……Agree…….Strongly agree __I don't know.

   He/She does this when _____.

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5. My teacher asks me questions that make me think about my learning.

   Disagree……Agree……Strongly agree __I don't know.

   He/She does this when _____.

6. My teacher asks me to explain my thinking and/or to show my learning using pictures, charts, and diagrams.

   Disagree……Agree……Strongly agree __I don't know.

   He/She does this when _____.

7. My teacher encourages me to practice things over and over again until I get good at them.

   Disagree……Agree……Strongly agree __I don't know.

   He/She does this when _____.

8. My teacher gives me homework that is challenging and helps me learn.

   Disagree……Agree……Strongly agree __I don't know.

   He/She does this when _____.

9. My teacher asks me to think about what I misunderstood or what I am still confused about.

   Disagree……Agree……Strongly agree __I don't know.

   He/She does this when _____.

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10. My teacher is always willing to help me and provide guidance.

Disagree……..……Agree……Strongly agree __I don't know.

I know this because _____.

11. My teacher is consistently prepared for class and my classroom is organized.

Disagree……..……Agree……Strongly agree __I don't know.

I know this because _____.

12. My teacher has control of our classroom and knows about everything that happens in our classroom.

Disagree……..……Agree……Strongly agree __I don't know.

I know this because _____.

13. My teacher wants to know about the things I am interested in.

Disagree……..……Agree……Strongly agree __I don't know.

I know this because _____.

14. My teacher is self-controlled and is respectful of diverse individuals.

Disagree……..……Agree……Strongly agree __I don't know.

I know this because _____.

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15. My teacher believes that I can learn and succeed.

Disagree……..……Agree……Strongly agree __I don't know.

I know this because _____.

Additional comments about my teacher:

DRAFT

Appendix E: Surveys

Surveys for Reflective Practice

Parent and/or Community Member

Teacher_____Grade_____

This survey was completed by _____

Date _____

1. The teacher brings a strong knowledge base and a variety of experiences to the classroom.

I disagree I agree I strongly agree I don't know

He/She does this when _____.

2. The teacher promotes a healthy social, physical, and intellectual environment that encourages learning.

I disagree I agree I strongly agree I don't know

He/She does this by _____.

3. The teacher understands how students learn differently and uses a variety of teaching and learning activities in the classroom.

I disagree I agree I strongly agree I don't know

I know this because _____.

4. The teacher treats students like individuals, not just part of a group.

I disagree I agree I strongly agree I don't know

He/She does this when _____.

5. The teacher uses a variety of assessments in order to evaluate students' performance levels.

I disagree I agree I strongly agree I don't know

This is evidenced by _____.

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6. The teacher communicates effectively orally and in writing.

I disagree I agree I strongly agree I don't know

He/She does this by _____.

7. The teacher gives clear directions on homework assignments and is open to questions.

I disagree I agree I strongly agree I don't know

He/She does this by _____.

8. The teacher has a positive and friendly attitude.

I disagree I agree I strongly agree I don't know

I know this because _____.

9. The teacher encourages parents to participate in the educational process.

I disagree I agree I strongly agree I don't know

I know this because _____.

10. The teacher shows an awareness, sensitivity, and understanding of cultural differences.

I disagree I agree I strongly agree I don't know

I know this because _____.

Additional comments about the teacher:

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