



Professional Staff Evaluation Handbook

*(Approved by the Board of Education and
Ratified by Pittsburg Education Association in Aug. 2024)*

“...the greatest effects on student learning occur when the teachers become learners of their own teaching and when students become their own teachers.” ~ John Hattie -
Visible Learning

PROFESSIONAL EVALUATION MANUAL
PITTSBURG COMMUNITY SCHOOLS
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Evaluation Requirements

Required Steps	Implementation Details
Orientation to evaluation process and procedures	<ul style="list-style-type: none"> ● Group overview for teachers by Sept. 1st ● Detailed review of the evaluation process for those being formally evaluated, including timelines, rubrics, evidence, artifacts, ect. ● Evaluation software training for those on cycle to be evaluated.
Educator completes self-assessment and develops goals	<ul style="list-style-type: none"> ● May be done in a group session or individually. ● Educator completes self-assessment using the instructional Practices Rubrics. ● Educator chooses components of the rubric as goals and develops them with expected outcomes and activities. ● Evaluator provides documented feedback on self-assessment and goals.
Formal Observation	<ul style="list-style-type: none"> ● Educator and Evaluator determine formal observation date and time. Scheduling may be done electronically or face-to-face. ● Educator meets with the evaluator for a pre-observation meeting. The educator may provide the evaluator with lesson plans, supporting documentation, agenda, ect. ● Formal observations are 30 consecutive minutes to 1 full class period. ● Post-formal observation feedback is required. This feedback must be in a face-to-face meeting and documented as part of the evaluation record.
Ongoing informal observations, artifacts, and data collection	<ul style="list-style-type: none"> ● Informal observations: <ul style="list-style-type: none"> ○ Ongoing informal observations must align with the instructional practices rubrics. ○ Informal observations are 5-30 minutes in length (cumulative amount must be at least 30 minutes during the cycle). ○ Feedback may be electronic, paper/pencil, or face-to-face ● Artifacts and data collection: <ul style="list-style-type: none"> ○ Educator and evaluator collect artifacts in an ongoing process documenting progress towards meeting selected goals and applying quality instructional practices; which may be used toward the IPP Summary Rating.
Instructional Practices Summary Rating, Student Performance Rating, and Final Summative Rating assigned	<ul style="list-style-type: none"> ● Evaluator completes rating of educator quality using Instructional Practices Rubric and determines IPP Summative Rating. ● Evaluator determines the Final Summative Rating based on the IPP and SP Summary Ratings. ● Ratings of 1 in any indicator must be supported by documented written evidence
Final conference	Final face-to-face feedback and discussion

Evaluation Timelines and Deadlines

Required Steps	Educators in their 1 st or 2 nd consecutive year in the district	Educators in their 3 rd or 4 th year in the district	Educators in their 5 th year and beyond in the district
Evaluation Frequency	Each Semester	Each Year	At least 1 time every 3 years
Orientation to evaluation process and procedures	By September 1st	By September 1 st	Formal evaluation year by September 1 st
Educator completes self-assessment and develops goals	Beginning of each semester . Specific date determined by evaluator.	Beginning of each year . Specific date determined by evaluator.	Formal Evaluation Year – beginning of each year. Off Cycle Years -Goals will be established throughout the PLC process and individual conversations with the admin. Best practice is to meet with teachers each off cycle year.
Formal Observation	During the first 60 days of each semester .	By February 15 th each year .	By February 15 th during formal evaluation year.
Ongoing informal observations, artifacts, and data collection	Continual	Continual	Continual
Instructional Practices Summary Rating, Student Performance Rating, and Final Summative Rating assigned	No later than the 60 th day of each semester .	No later than February 15 th of each year .	No later than February 15 th formal evaluation year.
Final conference	No later than the 60 th day of each semester .	No later than February 15 th of each year .	No later than February 15 th formal evaluation year.

PITTSBURG COMMUNITY SCHOOLS PROFESSIONAL STAFF EVALUATION

I. Beliefs and Objectives

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

We further believe:

1. Performance evaluation requires an investment of time and effort by both the administration and professional staff.
2. Continuous professional dialogue between administration and professional staff, focusing on instruction and clearly identified expectations, is an essential component for improvement and enhanced performance.
3. Evaluation should encourage professional reflection and self-improvement.
4. The evaluation process provides a fair and equitable system that uses specific documented information upon which to make personnel decisions.

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

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

II. Criteria

The main focus of the evaluation program is objective observation with major attention directed toward possible improvement of individual performance in the position. The judgments will be based on the domains and indicators contained within the Teacher Performance Evaluation Rubric. The evaluation forms include Pre-Observation Conference Forms, Observation Summary, and Evaluation Performance Rubric. The completed set of these forms will be submitted to the Superintendent after the completion of the evaluation.

III. General Evaluation Procedures

- A. Each employee will be provided access to the online system that houses their personal evaluation documents.

- B. All employees will be evaluated on the basis of the policy, procedures, frequency, forms, timelines, dates, and criteria outlined in the body of this section.
- C. Evaluators shall typically be the building administrators, except as allowed in Section III (C).
- D. With the exception of district-level administrators, no administrator shall evaluate any professional staff other than those assigned to him/her, except with the advance permission of the employee.
- E. If the evaluator is not the building administrator, the evaluator shall use the established evaluation forms and submit all completed and signed forms to the employee's building administrator.
- F. The evaluator may have access to and may review previous evaluation reports as prescribed by law.
- F. Employees that are transferred from one building to another will remain on their original schedule of evaluation unless the job requirements change significantly.
- G. Employees may request to be evaluated at any time, and a building administrator may evaluate any employee in his/her building at any time. Additional evaluations beyond the minimum required by statute may be initiated by either the evaluator or employee. A mutually agreeable timeline for the evaluation, including observations and conferences, shall be developed.
- H. Informal and formal classroom visits and observations:
 - 1. Informal classroom visits may be of any number, be unscheduled, and be of any length (5 - 30 minutes). Informal observations can be multiple observations of 5 minutes or more. It is required that the informal observations used for the evaluation post-observation conference equal 30 or more instructional minutes. Timely feedback will be provided to the teacher after each informal and formal classroom visit and observation. A teacher or administrator may request a face-to-face meeting before the next observation to clarify and discuss feedback. No conversation shall occur about a teacher's performance or classroom routines with other teachers or instructional coaches without the teacher present.
 - 2. Observation for the purpose of evaluation may be conducted on an unannounced basis, but the time and date for the first formal observation and pre and post observation conference shall be scheduled between the evaluator and the employee.
 - 3. Formal observations of employees shall be at least one formal observation for no less than 30 minutes - a full instructional period. In the case of employees who are not assigned to a classroom, the observation shall be an equivalent amount of time.

4. All observation of the work performance of an employee will be conducted openly and with the full, but not necessarily prior, knowledge of the employee. The use of eavesdropping, public address or audio system, hearsay evidence, or surveillance devices is strictly prohibited.
 5. All conferences following formal observations should be completed within one (1) week following the classroom observation. For all other observations, the final evaluation conference shall be the only required conference.
- I. Teacher Performance Evaluation Rubric:
1. After completion of the evaluation process, the evaluator shall submit the Teacher Performance Evaluation Rubric for each employee under his/her supervision in accordance with the schedule for evaluation. The Teacher Performance Evaluation Rubric shall be an assessment of the employee's overall performance based upon the indicators on the form.
 2. A conference between the evaluator and the employee will be held to discuss the Teacher Performance Evaluation Rubric. The evaluator shall review the Teacher Performance Evaluation Rubric with the employee who shall acknowledge the report by his/her signature. An employee's signature on the evaluation is required, but does not necessarily constitute agreement with such evaluation.
 3. The evaluator will provide an electronically signed copy of the Teacher Performance Evaluation Rubric complete with the evaluator's and employee's comments to the employee.
 4. Within two (2) weeks after such a presentation, the employee may respond in writing. Responding statements will be attached to the digital evaluation document.
- J. The evaluators shall submit all completed forms to the Superintendent. He/She may review each evaluation. All evaluation reports and responses thereto shall be maintained in the electronic evaluation files for a period of not less than five (5) years from the date each evaluation is made.
- K. Evaluation documents shall be confidential as prescribed by law.
- M. Employees shall be notified in writing of the Board's intent to non-renew a contract on or before the third Friday in May of the contract year in accordance with Kansas statutes.

IV. Evaluation Process and Time Guidelines

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

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

B. Evaluation: For employees new to the system.

1. The employee's mentor may assist in areas for improvement throughout the evaluation process.
2. The mentor shall only provide information to the evaluator with the advance permission of the employee.

C. Evaluation: For traveling teachers

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

VII. Follow-up Conference for Improvement

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

VIII. Intensive Assistance

- A. Employees who have not demonstrated satisfactory levels of effectiveness or improvement during the evaluation process may be placed on a Plan of Improvement. A Plan of Improvement shall be initiated after an Ineffective rating on the "Overall Rating for" a domain on the Teacher Performance Evaluation Rubric. **Recommend adding to match expectations from earlier in handbook: A rating of 1 in any indicator and/or domain must be supported by documented written evidence.*
- B. The purpose of a Plan of Improvement will be to assist the employee in improving his/her performance to satisfactory levels. A Plan of Improvement is a written plan for intensive assistance, including goals and objectives, types of assistance, and time-lines, shall be developed by a team. The team may be composed of one of the following groups:
 1. the employee, evaluator, and a mutually agreed upon third party, or
 2. the employee and evaluator.
- C. Any employee being recommended for a Plan of Improvement will be notified in writing by his/her evaluator. The notice shall include specific reasons for the recommendation.

- D. The evaluator will inform the employee in writing of the time and place of the conference to start the Plan of Improvement. At the conference, the evaluator and employee shall define procedures for a Plan of Improvement; including the resources the district will provide to remediate the areas(s) of concern. The evaluator shall review the specific areas in need of improvement and offer a specific plan to eliminate the concerns. The employee shall be provided the opportunity for input, expansion, and refinement of the objectives. A process for the monitoring and accomplishment of the objectives shall be formulated at this meeting. The employee has the right to bring a representative of his/her choice to this meeting.
- E. A Plan of Improvement shall be indefinite in length, but shall generally occur over one school year. The beginning of the time for a Plan of Improvement will not be less than 30 school days prior to the evaluator's recommendation for nonrenewal on the employee's contract.
- F. The evaluator shall prepare a Teacher Performance Evaluation Rubric at the end of the Plan of Improvement process outlining the initial reasons for the assistance, goals set, the assistance provided, progress made, and the objectives accomplished during assistance. This Performance Evaluation Rubric shall be reviewed by the employee and evaluator and placed in the employee's evaluation file.
- G. An employee on Plan of Improvement shall be evaluated each semester under the guidelines and timelines found in this handbook until removed from said status.
- H. After an employee has completed the Plan of Improvement, the evaluator may:
 - 1. recommend unconditional reemployment
 - 2. establish a follow-up conference for improvement
 - 3. continue the Plan of Improvement
 - 4. recommend non-renewal

X. Evaluation Forms

- A. Evaluation forms shall be standardized throughout Pittsburg Community Schools and shall be made available to the employee upon request and are contained herein.
- B. Approved evaluation forms included in this document are:
 - 1. Pre-Observation Conference Summary
 - 2. Observation Form
 - 3. Teacher Performance Evaluation Rubric
 - 4. Reflection on Self-Evaluation

CLASSROOM OBSERVATION FORM

Teacher:

Subject/Grade Level:

Time in:

Time Out:

Number of students:

Objective being taught:

Date:

Environment/Management/Communication

- o Safe and Conducive for Learning
- o Warm and Friendly Classroom Environment
- o Smooth Routines and Procedure
- o Consistently Responds to Student Behavior
- o Communicates Clearly and Accurately
- o Interactions are Respectful
- o Good Rapport with Students

NOTES:

Teaching Strategies

- o Identify Similarities and Differences
- o Summarize and Take Notes
- o Reinforce Efforts and Provide Recognition
- o Use Homework and Practice Opportunities
- o Represent Knowledge Using Linguistic/Non-Linguistic Forms of Info
- o Organize Learning in Groups; cooperative Learning/Pairs/Small groups
- o Set Objectives and Provide Immediate/Continuous Feedback
- o Generate and Test Hypotheses
- o Use Cues, Questions, and Advance Organizers
- o Utilizes Technology for Teaching and/or Learning
- o Uses High Level Questioning Techniques for Classroom Discussions
- o Lecture

NOTES:

Instructional Design

- o Standards/skills based communicated
- o Activate prior knowledge/academic vocabulary
- o Explicit Instruction
- o Modeling/Demonstrating Expected Learning
- o Uses metacognitive strategies (modeling thinking process)
- o Checking for Understanding
- o Guided Practice
- o Independent Practice/Homework
- o Evaluation of Learning Progress (peer/self/formal)
- o Utilizes Resources to Enhance Learning
- o Adjusts Instruction in Response to Students' Interests and Questions
- o Adjusts for Multiple Learning Styles (visual, auditory, kinesthetic, ect)
- o Differentiation is evident in activities/materials/products/assignments

NOTES:

Active Engagement Strategies

- o Choral Responses
- o Individual White Boards
- o Signaling
- o Cooperative learning (no Kagan Structure)
- o Kagan Strategy
- o Hands-on Activity
- o Games/Competition
- o Manipulatives
- o Stations/Centers
- o Gallery Walk

NOTES:

Comments:

Teacher Evaluation Rubric

Domain 1: Planning and Preparation				
Indicators	LEVEL OF PERFORMANCE			
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
Utilization of Student Data and Evidence	The teacher has no plan to use student data and evidence in designing instruction and monitoring student growth.	The teacher uses student data and evidence in designing instruction for the class as a whole and to monitor student growth.	The teacher uses multiple sources of student data and evidence in designing instruction for groups of students and monitors student growth.	The teacher uses multiple sources of student data and evidence in designing instruction for individual students and monitors student growth.
Knowledge of Curriculum and Content	In planning and practice, the teacher fails to display knowledge of curriculum standards and content area. The teacher makes content errors or does not correct errors made by students.	The teacher displays a basic understanding of standards, curriculum, and assigned content area. Connections are not made with other disciplines or to clarify student misconceptions.	The teacher displays a solid understanding of standards, curriculum, and assigned content area. Connections are made with other disciplines. The teacher anticipates common misconceptions.	The teacher displays an extensive understanding of standards, curriculum, and assigned content area. Connections are actively made with other disciplines and to real-world applications. The teacher anticipates common misconceptions.
Planned Learning Activities	Learning activities are not suitable for students or for instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but there is no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable for diverse learners and support instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.

Knowledge of Students	The teacher makes little or no attempt to acquire knowledge of students' backgrounds, skills, or interests	The teacher recognizes the value of knowing of students' backgrounds, skills, or interests, but this knowledge is limited or outdated. Knowledge is used in planning for the class as a whole.	Teacher's knowledge of students' backgrounds, skills, and interests is accurate and current. The teacher displays adequate knowledge of the students' backgrounds, skills and interests. The teacher applies this knowledge to the class as a whole and/or to groups of students.	The teacher displays an extensive understanding of students' backgrounds, skills, and interests. The teacher applies this knowledge to individual students.
Lesson Planning	Lesson plans are missing or incomplete and/or do not provide a guide for an effective lesson. Materials are often not prepared. The teacher makes little to no effort to collaborate and plan with the team.	The teacher designs lesson plans each week. Plans include minimal guidance for the teacher. Materials may be unorganized or occasionally not prepared, creating a loss of instructional time. The teacher gives minimal effort in team collaboration.	Lesson plans are created collaboratively with the team. The plans provide guidance and direction for a thorough lesson. The teacher's materials are prepared and organized.	The teacher is a positive contributing member during team collaboration. The plans are intentionally designed to build a deep understanding of the content while keeping all students engaged. The teacher actively plans for differentiation, and materials are organized in a way that maximizes instructional time.
Overall Rating for Planning and Preparation				

Domain 2: Classroom Environment

Indicators	LEVEL OF PERFORMANCE			
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
Manages Classroom Procedures	Classroom routines and procedures are either non-existent or inefficient. Transitions are chaotic, with much time lost between activities or lesson segments.	Classroom routines and procedures have been established but function unevenly or inconsistently. Only some transitions are efficient, resulting in some loss of instructional time.	Classroom routines and procedures have been established and function smoothly. Transitions occur with little loss of instruction time.	Classroom routines and procedures are effective in their operation, with students assuming responsibility for ensuring their efficient operation. Transitions are seamless, with little to no loss of instructional time.
Environment of Respect and Rapport	Teacher interactions with at least some students are negative or inappropriate. Students exhibit disrespect for the teacher. Student interactions are characterized by conflict.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies or occasional displays of insensitivity. Students exhibit limited respect for the teacher. Students exhibit limited respect for one another.	Teacher-student interactions are friendly and demonstrate general caring and respect. Students exhibit respect for the teacher. Student interactions are generally polite and respectful.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. The net result is that students feel valued and safe or comfortable to take intellectual risks.

<p>Manages Student Behavior</p>	<p>Student behavior is poor, with no clear expectations. The teacher is unaware of student behavior, and the response is inconsistent or inappropriate. There is little to no follow-through.</p>	<p>Clear expectations appear to have been established and most students seem to understand them. The teacher is generally aware of student behavior but may miss the activities of some students. The teacher attempts to respond to student misbehavior but with uneven results. There are no significant infractions of the rules.</p>	<p>The teacher has established clear expectations. The teacher is alert to student behavior at all times. The teacher's response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.</p>	<p>The teacher has established clear expectations so that monitoring by the teacher is subtle and proactive. Students monitor their own and their peers' behavior, correcting one another respectfully. The teacher's response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.</p>
<p>Physical Environment *removed student work displayed from this one</p>	<p>The teacher uses the physical environment poorly, resulting in unsafe or inaccessible conditions for some students. The arrangement is not conducive to lesson activities.</p>	<p>Teacher's classroom is safe and essential learning is accessible to all students. Classroom arrangement partially supports learning activities</p>	<p>Teacher's classroom is safe and essential learning is accessible to all students. The teacher uses physical resources well and ensures that the arrangement of the classroom supports the learning activities.</p>	<p>Students contribute to ensuring that the classroom is safe and essential learning is accessible to all students. The teacher uses physical space and resources well and ensures that the arrangement of the classroom supports the learning activities.</p>
<p>Overall Rating for Classroom Environment</p>				

Domain 3: Instruction

Indicators	LEVEL OF PERFORMANCE			
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
Communicates Clearly and Accurately	Teacher’s oral and written communication contains errors or is unclear or inappropriate to students’ level of understanding.	Teachers’ oral and written communication contains no errors but may not be completely appropriate or may require further explanations to avoid confusion.	The teacher communicates clearly and accurately to students orally and in writing. Vocabulary is appropriate to the students’ ages and interests. The student learning objective is clearly stated in student-friendly terms.	The teacher models metacognitive strategies. The teacher’s oral and written communication is clear and expressive, with well-chosen vocabulary that enriches the lesson. The teacher finds opportunities to extend students’ vocabulary.
Utilizes Questioning & Discussion Techniques	The teacher’s questions are limited, of poor quality, with low cognitive challenge and single correct response. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	The teacher’s questions are a combination of low and high quality. Only some invite a thoughtful response. The teacher makes some attempts to engage students in genuine discussion rather than recitation, with uneven results.	Most of the teacher’s questions are of high quality. Adequate time is provided for students to respond. The teacher creates a genuine discussion among students.	The teacher consistently and effectively uses high-level questioning techniques that result in discussion and participation by all students. Question techniques result in deep discussion. Students formulate their own questions to collaborate with peers. Adequate time is allowed for extended answers.

Engages Students	The teacher displays little or no evidence of aligning instructional strategies to curriculum objectives. The strategies are ineffective and result in a lack of student engagement and significant learning.	The teacher selects instructional strategies that align with curricular objectives. Strategies are not consistently designed to engage students in meaningful learning.	The teacher selects a variety of instructional strategies that align with curricular objectives. Strategies are designed to engage all students in meaningful learning.	The teacher selects instructional strategies that are aligned with curricular objectives based on students' learning styles, needs, knowledge, and skills. Strategies result in a high level of student engagement and a deep understanding of the content. Students contribute to and reflect upon their learning.
Provides Student Feedback	Teacher feedback is not observed, or it is untimely or is of poor quality	The teacher provides feedback that is vague, inconsistent, or not timely.	The teacher provides feedback that is timely and specific, and students make use of the feedback in their learning.	The teacher provides feedback that is timely and of high quality (constructive/positive). Feedback is individualized, data-based, and actionable. Students use feedback to set goals, track/monitor progress, and make needed adjustments.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of the materials to enhance their learning.
Overall Rating for Classroom Instruction				

Domain 4: Professional Responsibilities

Indicators	LEVEL OF PERFORMANCE			
	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
Maintains Accurate Records	The teacher has no system for maintaining accurate and timely records, causing errors and confusion.	The teacher’s system for maintaining accurate and timely records is inconsistent and only partially effective.	According to building policies, the teacher’s system for maintaining accurate records is timely, efficient, and effective.	The teacher’s system for maintaining accurate records is timely, efficient, and effective. Recommendation to create a distinction between level 3 and 4: The teacher incorporates his/her record keeping in data driven decisions within the classroom and collaborative team.
Participates in Professional Development	The teacher avoids participating in professional development or PLC activities. When they attend, they are often not engaged or off task.	The teacher only participates in professional development/PLC activities when it is district/building mandated.	The teacher participates actively in professional development/PLC activities, applies new learning to classroom practice, and contributes to the profession.	The teacher actively pursues professional development/PLC activities, applies new learning to classroom practice, impacts student achievement, and mentors colleagues and/or teachers in training.
Communicates with families and patrons	The teacher provides minimal information to families about individual students and the instructional program. The communication is inappropriate, and/or the teacher does not respond or responds insensitively to family concerns.	The teacher adheres to the school’s required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to family concerns.	The teacher communicates with families about students’ progress and the instructional program on a regular basis and is available as needed to respond to family concerns.	The teacher provides information to families frequently on student progress and the instructional program, with students contributing. Responses to family concerns are handled with great professionalism and sensitivity.

Reflects on Instructional Practice	The teacher does not reflect on the lesson or propose ideas as to how it might be improved.	The teacher's reflection on the lesson is generally accurate, and the teacher makes global suggestions for improving it.	The teacher reflects accurately on the lesson, citing general characteristics and making some specific suggestions about improving it.	The teacher's reflection on the lesson is highly accurate and perceptive, citing specific examples. The teacher suggests a variety of alternative strategies if needed.
Contributes to School and District	The teacher's relationships with colleagues are negative or self-serving, and /or the teacher avoids being involved in school and district events and projects.	The teacher's relationships with colleagues are cordial, and the teacher participates in school and district events and projects when specifically requested.	The teacher maintains positive relationships with colleagues and participates actively in school and district projects and events.	The teacher assumes a leadership role with colleagues and makes a substantial contribution to school and district events and projects.
Adheres to District and Building Policies and Procedures	The teacher does not comply with district and building policies and procedures and/or demonstrates a lack of professionalism.	The teacher shows minimal compliance in adhering to district and building policies and procedures and/or occasionally demonstrates a lack of professionalism.	The teacher consistently adheres to district and building policies and procedures and demonstrates professionalism.	The teacher consistently adheres to district and building policies and procedures and demonstrates professionalism and leadership.
Overall Rating for Classroom Instruction				

Evaluator Comments (please include feedback on the Teacher's Professional Goals):

PITTSBURG COMMUNITY SCHOOLS
Teacher Self-Reflection & Goal Setting
For Teachers Off-Evaluation Cycle

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

1. Based on self assessment, what goals would you target for professional growth? What outcomes/activities would you provide as evidence for accomplishment of these goals?

2. What additional information would you like me to know?

3. How can I support you?

***The employee will need to submit goals for professional growth through PDP Toolbox by **October 31st**. This will allow the employee to count a variety of professional development opportunities for professional development points.

Appendix

Example Questions Administration May Use to Guide Conversations Throughout the Evaluation Process:

Pre-Observation Conference
-Domain 1: Planning and Preparation
What is the instructional outcome(s)?
-Domain 2: Classroom Environment
Are there any special circumstances of which the evaluator should be aware?
-Domain 3: Instruction
What teaching/learning activities will be used to meet the objectives?
How does the lesson/activity plan provide for students to engage in work?
How are you going to check student understanding and mastery of objectives?
-Domain 4: Professional Responsibilities
Are there any skills/strategies you especially want monitored to be given feedback by the evaluator?
How will this lesson fit with the goal(s) you have set for yourself this year?
Observation and Notes
-Domain 1: Planning and Preparation
Record instructional outcomes (aka: Lesson objectives, Learning Targets). Were these posted? Were these stated? Are they in student friendly language?
How often is academic feedback provided to the students? Is it specific to their needs?
-Domain 2: Classroom Environment
What is the demeanor used by the teacher towards students?
What materials are displayed around the room?
Were expectations shared prior to transitions?
Track praise to correction ratio (aka: positive to negative interactions) given to the entire class over a portion of the observation.
-Domain 3: Instruction
Were students given opportunities to discuss with partners/groups?
Were whole class responses used to increase participation?
Track number of students given opportunities to respond (percentage of class) during question and answer periods.
Is a gradual release of responsibility model (ex: Me, We, Two, You; I do, we do, you do) used?
Post-Observation Conference Questions
-Domain 1: Planning and Preparation

What is your comfort level with our district approved resources and materials?

In what ways might you be able to further this knowledge?

How do you determine the individualized needs of your students?

-Domain 3: Instruction

What was something that you felt went really well with this lesson?

If you were to reteach this lesson again, what is something that you might do differently?

How did you know that your students were academically engaged, rather than just compliant?

-Domain 4: Professional Responsibilities

What methods do you use for family communication and typically how often is this done?

How do you share student positives with families?

What is your system for recording student progress?

What professional development are you interested in attending next?