



HAZELWOOD TEACHER EVALUATION PROGRAM

POLICY AND PROCEDURES

HSD

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Hazelwood School District

Certified Staff Evaluation Policy and Procedures

INTRODUCTION

Purpose

The Hazelwood certified staff evaluation system is designed to identify strengths and areas of improvement for all teachers, regardless of the grade level or subject area that they teach, to guide professional development decisions and to ensure that educational quality continuously improves. Throughout the evaluation process, educators receive actionable feedback that can help them improve their practice. The teacher evaluation system focuses on research-based instructional practices that are useful for teachers of all students, regardless of grade level or content area.

Goals

An effective evaluation system requires a commitment by district teachers, administrators, and board of education members to provide the time, resources, and training necessary to meet the following goals:

- Identify effective teaching strategies and practices that promote student learning.
- Promote continuous growth of teachers.
- Provide a structure for evaluating teacher performance.
- Ensure fairness in employment decisions consistent with Missouri law.

Roles and Responsibility for Performance Evaluation

The building principals have the primary responsibility for evaluation and will be responsible for recommendations concerning teacher employment. Evaluation functions may be delegated to associate principals or assistant principals.

Teachers and administrators are responsible for completing the applicable parts of the performance evaluation on an annual basis. General roles and responsibilities for teachers and administrators are summarized in Table 1.

Table 1. General Roles and Responsibilities for Teachers and Administrators

Teacher Responsibilities	Administrator Responsibilities
<ul style="list-style-type: none"> • Reviews evaluation procedures. • Helps to schedule observations and meetings. • Adheres to the schedules outlined in the evaluation program. • Collects artifacts throughout the year digitally and/or on paper. • Gathers and submits required artifacts digitally and/or on paper. • Gathers and submits artifacts for the advanced artifact review if applicable. • Completes the appropriate procedures for the finalization of the evaluation. • Creates a professional growth plan with the administrator and executes the plan to improve performance. • Creates Student Learning Objectives (SLOs) with the administrator and executes the plan to measure student achievement. • Actively participates in all steps of the evaluation process and asks for clarification as needed. 	<ul style="list-style-type: none"> • Successfully completes evaluation training yearly. • Works with the teachers to schedule observations and meetings. • Adheres to the schedules outlined in the evaluation program. • Provides feedback to the teacher to improve practice throughout the evaluation cycle. • Ensures that the teacher has specific action steps for improving performance. • Reviews and/or scores artifacts. • Reviews and/or scores the Professional Growth Plan. • Communicates eligibility for the advanced artifact review if applicable. • Receives information on the student outcomes component from the teacher and uses this information to score SLOs. • Calculates the summative rating for the teacher. • Ensures that the teacher has a thorough understanding of the evaluation results. • Submits summative evaluation results to the Hazelwood Human Resources department for inclusion in personnel files and databases.

District Responsibilities

It is the responsibility of Hazelwood School District to provide complete initial training with all principals hired in the district. For existing principals, after initial training when the tool is adopted, the district will provide, at minimum, one mandatory retraining session each year. All training sessions will include calibration exercises designed to promote consistent implementation and the effective use of the tool by all principals throughout the district.

OBSERVATION TIMELINE

Probationary Teachers

Probationary teachers are on an annual evaluation cycle, with artifact collection, a minimum of two formative evaluations, conferencing, and a summative evaluation completed each year



of the probationary period. Summative evaluations will be completed and submitted to the Office of Human Resources by March 1st of each probationary year. Thus, the formative process begins with initial employment and continues until the summative evaluation for the teacher's first year of employment. A new formative cycle begins immediately after each summative evaluation and continues until the next summative evaluation. This process continues until the teacher receives tenure or is non-renewed/terminated.

At least one of the observations must be scheduled and include all steps of the observation cycle: pre-observation interview, observation, post-observation conference, and artifact reviews. Unscheduled observations will not include the pre-observation conference. Additional classroom observations may be initiated by the evaluator. Additional scheduled classroom observations may be requested by the teacher. A *minimum* of one additional teacher-requested scheduled observation will be honored by the evaluator per year.

Probationary teachers in years one and two will participate in the Hazelwood School District Professional Growth Plan for First and Second Year Teachers. Probationary teachers in years three, four, and five will develop professional growth plans with assistance from their administrator.

Probationary Teacher Renewal/Non-renewal

Probationary teachers will be informed of the possibility of non-renewal during the formative process. Probationary teachers who are being recommended for non-renewal will be verbally notified in a formal meeting at least ten working days prior to the summative conference. An official recommendation for renewal or non-renewal will be made on the *Summative Narrative Form* (Appendix O), unless the teacher has submitted a letter of resignation.

Tenured Teachers

Tenured teachers are on a three-year evaluation cycle with artifact collection as needed, a minimum of one formative evaluation each year, conferencing, and a summative evaluation in the third year. A minimum of three formative classroom observations will be conducted over the three-year cycle. These observations may be scheduled and/or unscheduled. At least one observation will be conducted at a mutually agreed upon time as a scheduled observation and include all steps of the observation cycle. The teacher may request that more than one of the observations during the three-year cycle be scheduled. Unscheduled observations will not include the pre-observation interview. Additional observations may be initiated by the evaluator. Additional scheduled observations may be requested by the teacher. A *minimum* of one additional teacher-requested scheduled observation will be honored by the evaluator per year. A new formative cycle begins immediately after each summative evaluation and continues until the next summative evaluation.

Each year approximately one-third of the tenured teachers will receive a summative evaluation

according to an alphabetical code (see Appendix A). A teacher who enters the tenure schedule on his or her summative evaluation year will only receive two formative evaluations prior to the summative evaluation. Summative evaluations will be completed and submitted to the Office of Human Resources on or before March 1 of the appropriate year.

If because of extenuating circumstances a teacher reaches their summative year without receiving any formative evaluations, the teacher and evaluator will do two formatives at a minimum to satisfy the requirements of the summative evaluation.

If because of extenuating circumstances a teacher does not receive a summative evaluation during their scheduled year, they will receive one the next possible year with a minimum of two formative evaluations. They will receive the next summative as scheduled according to their last name on the first day of school.

EVALUATION PROCEDURES

Evaluation Measures

Teaching is a complex profession, involving many activities in and beyond the classroom. The Hazelwood Certified Staff Evaluation Program uses multiple measures, which offer multiple perspectives on performance. The following measures will be used:

- **Teacher Practice Component.** This component combines several measures to determine an overall assessment of teacher practice, which is guided by the *Hazelwood Teacher Evaluation Rubric*.
 - **Observation.** Hazelwood School District recognizes that planning and delivering high-quality instruction to students is the first priority of teachers. The Hazelwood Certified Staff Evaluation Program includes quality indicators and quality indicator elements that pertain to instruction and will be assessed using observations. Teacher performance will be assessed using the *Teacher Evaluation Program Rubric* (Appendix C). This rubric is aligned to the Missouri Teacher Standards.
 - **Professional Growth Plan.** The PGP provides a vehicle for meaningful conversation between the teacher and administrator about professional learning and recognizes the teacher's efforts to grow as an educator.
 - **Artifact Review.** The artifact review captures other aspects of teacher practice that may not be fully recognized during an observation or through professional growth plans. The artifact review provides the teacher with an opportunity to gather a wide range of evidence of teacher practice that have the potential to fairly represent one's performance and impact. This process is distinct from a portfolio because it is targeted toward specific quality indicators and because one artifact may demonstrate performance in multiple quality indicators.

- **Student Outcomes Component.** This component consists of one measure—student growth, which is determined by the teacher’s student learning objectives.
 - **Student Learning Objectives.** To assess a teacher’s impact on student learning, Hazelwood School District is using student learning objectives (SLOs), which are academic goals for students set by a teacher or teacher team. All teachers will receive training on how to write SLOs and will receive support on the SLO process at their schools.

Information recorded should be specific to criteria in the various performance areas. Criteria not observed because it is not appropriate or applicable during a specific observation, evaluation conference or artifact review will be marked "Not Evaluated." Procedures for marking criteria that should have been observed are listed in the observation procedures. Formative data should be collected for each chosen or required performance criteria during the summative cycle.

Steps in the Teacher Evaluation Process

- Step 1:** Goal-Setting Meeting for the Professional Growth Plan
- Step 2:** Student Learning Objectives (SLOs) Submission and Approval
- Step 3:** Observation Cycle(s) (may occur after step 5 for tenured teachers)
- Step 4:** Advanced Artifact Review (optional) (may occur after step 5 for tenured teachers)
- Step 5:** Mid-cycle Review Meeting (between observations in years when there are more than one; mid-year in years with one observation)
- Step 6:** Artifact Review Submission
- Step 7:** SLO Evidence Submission
- Step 8:** Summative Evaluation Meeting (when applicable)

Standards and Quality Indicators

The *Hazelwood Teacher Evaluation Rubric* assesses teacher practice in the nine Missouri Teacher Standards that align with the Interstate Teacher Assessment and Support Consortium (InTASC) standards (Missouri Department of Elementary and Secondary Education, 2011).

Probationary teachers will be evaluated on a schedule of standards. If needed, the administrator may choose to repeat a standard(s) from a previous year in place of scheduled standards. All nine standards must be addressed by the end of the probationary period.

Year 1: Standards 1, 5, 9

Year 2: Standards 3, 6, 7

Year 3: Standards 2, 4, 8

Years 4 and 5: Address any standards not addressed in years 1-3. Then, the principal and



teacher will collaboratively choose other standards to address. At least two of the chosen standards must be observable.

Each year, the tenured teacher and administrator will negotiate at least two (2) standards on which the teacher will be evaluated prior to the first formative evaluation of the year. At least one of the standards chosen must be observable (standards 1-6). The teacher and administrator can renegotiate the standards to be evaluated as needed.

Tenured and non-tenured teachers may request additional standards to be evaluated prior to the final required formative evaluation. The administrator may opt to evaluate additional standards as needed. If an administrator is going to add a standard(s) that was not negotiated, the teacher will be informed in writing at least five (5) days prior to the standard being included in a formative evaluation. Standards being observed will be recorded on the *Evidence Collection Form* (Appendix E) and initialed by the administrator and the teacher.

Performance Levels

The *Hazelwood Teacher Evaluation Framework* provides a leveled performance description (*Basic, Developing, Highly Effective, and Advanced*). However, a teacher who does not meet the requirements of *Basic* can be rated as *Below Basic*. For the six standards that relate to observations and their corresponding quality indicator elements, *Developing* is divided into *Developing I* and *Developing II/Effective*. These performance levels are described in Table 2.

Table 2. Performance Level Definitions and Descriptions

Performance Level	Description
Advanced	<ul style="list-style-type: none"> The teacher demonstrates outstanding performance in a full range of core practices and behaviors of strong instructional practice AND demonstrates school-, district-level, and/or community leadership.
Highly Effective	<ul style="list-style-type: none"> The teacher demonstrates outstanding performance in a full range of core practices and behaviors of strong instructional practice.
Developing II/Effective	<ul style="list-style-type: none"> The teacher demonstrates a full range of core practices and behaviors of strong instructional practice.
Developing I	<ul style="list-style-type: none"> The teacher demonstrates some core elements of strong instructional practice, but certain strong practices are missing or are not as strong as they could be.
Basic	<ul style="list-style-type: none"> The teacher demonstrates the practices and behaviors that meet the minimum requirements necessary to provide students with instruction.
Below Basic	<ul style="list-style-type: none"> Fails to meet the requirements of the <i>Basic</i> category.

When creating the *Hazelwood Teacher Evaluation Rubric*, the Hazelwood Educator Evaluation Taskforce assumed that the majority of teachers would be in the *Developing* and *Highly Effective* levels

and that some teachers would be rated *Advanced* in some categories. The taskforce recognized that practice quality changes over time and with experience. A first-year teacher may be considered *Advanced* in some categories, while a highly experienced teacher may be considered to be *Developing* in some categories. Similarly, a teacher may be rated as *Advanced* on a category in one year but may not be rated *Advanced* on that category during the next year.

The performance levels are cumulative, which means that each performance level builds on the previous one. For example, a teacher rated *Developing* on a quality indicator must be observed to meet the complete performance description in the *Basic* level in addition to the *Developing* level.

Observation

The observation cycle consists of the following steps: Pre-observation Interview (for scheduled observations only), Observation, Post-observation Conference, Artifact Review (as needed), and an optional Advanced Artifact Review for any element receiving a *Highly Effective* rating.

Table 3. Teacher and Administrator Responsibilities for Observation

Teacher Responsibilities	Administrator Responsibilities
<ul style="list-style-type: none"> • Submit the lesson plan at least 24 hours prior to the scheduled interview. • Actively participate in the pre-observation interview. • Review the Pre-observation Interview Form and the Post-observation Conference Form prior to meetings and, if desired, prepare notes for responses. • Actively participate in the post-observation interview. • Submit paperwork for Artifact Review for non-observed standards or elements (see <i>Artifact Review</i> below for guidelines). • <i>Optional:</i> Participate in the Advanced Artifact Review. 	<ul style="list-style-type: none"> • Review the lesson plan prior to the pre-observation interview. • Complete the Pre-observation Interview Form. • Conduct a 45-minute (minimum) observation of the teacher’s instruction. • Complete <i>Formative Evaluation Rubric</i>. • Complete the <i>Post-observation Conference Form</i>. • Complete the <i>Artifact Review Scoring Form</i> (see <i>Artifact Review</i> section below for guidelines). • <i>If needed:</i> Complete the <i>Advanced Artifact Review Checklist</i>. • <i>If needed:</i> Conduct the Advanced Artifact Review with the teacher. • Submit all relevant documentation to the Office of Human Resources.

Step 1: Pre-observation Interview (for scheduled observations only)

The first step of each announced observation cycle is the pre-observation interview. The teacher will submit a copy of the lesson plan to the administrator at least 24 hours prior to the scheduled interview. The pre-observation interview should take about 15–30 minutes and must be conducted 1–4 working days before the observation is scheduled to occur.

During the pre-observation interview, the administrator takes notes on the conversation using the *Pre-observation Interview Form* (see Appendix B).

After the observation, the administrator uses the *Pre-observation Interview Form* in conjunction with the observation notes when completing the *Teacher Evaluation Program Rubric* (Appendix C).

Note: If a scheduled observation needs to be rescheduled after the pre-observation interview takes place, the teacher and the administrator will collaboratively decide if the pre-observation interview needs to be reconvened for the new scheduled observation time. It will follow the pre-observation interview timeline. The teacher will need to resubmit a lesson plan for the new lesson that will be observed.

Step 2: Observation

An observation should provide enough time for the administrator to have a minimum of 45 minutes of uninterrupted time to observe instruction. If the entire lesson cannot be observed, either the beginning or the end of the lesson should be part of the observation. Any part of the lesson not observed will be discussed during the post-observation conference to provide evidence for completing the evaluation rubric. The administrator is responsible for completing the *Teacher Evaluation Program Rubric* (see Appendix C) for the chosen or required standards. Unscheduled observations should not occur the day before or after a scheduled extended break from school (more than three calendar days).

Within two working days of the observation, the administrator will send the teacher a copy of the scripted observation notes. Other observation materials may be shared with the teacher prior to the post-observation interview.

Step 3: Post-observation Conference

After the observation, the teacher and administrator will meet for the post-observation conference. This conference should take place no more than 5 working days after the observation. The administrator will use the *Post-observation Conference Form* (see Appendix D) to guide the conversation. The *Conference Form* should be filled out collaboratively during the post-observation interview. If the teacher and/or administrator choose to include elements that are non-observable in the formative evaluation, the procedure for Artifact Review should be a part of the post-observation conference (see *Artifact Review* below). The post-observation conference should take about 30-60 minutes.

Criteria not observed because it is not appropriate or applicable during a specific observation, evaluation conference or artifact review will be marked "Not Evaluated." For every element marked "Basic," the administrator will provide specific suggestions for improvement on the *Teacher Evaluation Program Rubric*.

A teacher can be marked “Below Basic” in two ways. If a teacher has a *Basic* mark on the prior evaluation on the same element and within the same evaluation cycle and no longer warrants the *Basic* level, he or she can be marked “Below Basic” and a *Performance Improvement Plan* must be written. If the administrator does not see evidence of the *Basic* level being met but *Basic* has never been previously marked, he or she will include the statement, “At this time, I did not see evidence to support marking the *Basic* level,” and leave the element unscored. The administrator will provide specific suggestions for improvement on the *Teacher Evaluation Program Rubric*. If suggested improvement(s) are not evident in subsequent formative evaluations and the teacher is not meeting *Basic* expectations on the same element and within the same evaluation cycle, the element should be marked "Below Basic" and a *Performance Improvement Plan* must be written.

At the end of the conference, both the teacher and administrator will be aware of the ratings of all areas except those qualifying for an Advanced Artifact Review. After the conference, either party may make written comments on the *Teacher Evaluation Program Rubric* prior to signing. The teacher and evaluator both sign the *Teacher Evaluation Program Rubric* (currently located in TalentEd) to indicate the information has been discussed and that the *Evidence Collection Form* (see Appendix E) has been attached (if applicable). The administrator will send the form to the teacher to be signed within five working days of the post-observation interview or within five working days of receipt of artifacts for the Advanced Artifact Review, if applicable. The form should be signed and finalized by the teacher* within five working days of receipt from the administrator. The teacher and administrator will have access to the finalized *Teacher Evaluation Program Rubric*.

*Signature indicates that information has been reviewed and discussed only. It does not indicate agreement with the content. Additional information and comments may be attached.

Post-observation Conference Form

The *Post-observation Conference Form* serves as a summary of what was discussed during the conversation and also documents next steps. It helps the administrator complete the sections of the *Teacher Evaluation Program Rubric* that were not observable/observed. The teacher and administrator will complete the form together during the conversation. Teachers can also add comments to the form.

Step 4: Advanced Artifact Review (optional)

If a teacher scores *Highly Effective* on a quality indicator element, he or she may submit artifacts to demonstrate that he or she meets the expectations for *Advanced*. Artifacts must be submitted within ten working days of the post-observation conference. The administrator will provide feedback and the final formative assessment scores on Advanced Artifact Review artifacts within five working days of submission. (If the administrator is aware of the activity warranting an Advance rating, an artifact does not have to be requested.)

Advanced Artifact Review Checklist

The word “artifact” includes artifacts and other types of evidence (e.g. narrative description of professional conversation noted on form) collected on the Evidence Review Form here and throughout the evaluation documentation. Artifacts may be paper or electronic or a combination of the two. The administrator may request clarification, verbal or written, to support an evidence statement that is not submitted as an artifact item.

If a teacher receives a rating of *Highly Effective* on one or more quality indicators on the observation rubric, the administrator completes the *Advanced Artifact Review Checklist* (see Appendix F). The checklist indicates which quality indicator elements the teacher may submit artifacts for with the *Evidence Collection Form* to demonstrate *Advanced* performance. After review, the administrator notes whether the submitted artifacts present sufficient evidence of practice consistent with the expectations of an *Advanced* teacher and indicates it on the *Teacher Evaluation Program Rubric*.

Artifact Review*

[The word “artifact” includes artifacts and other types of evidence (e.g. narrative description of professional conversation noted on form) collected on the *Evidence Collection Form* here and throughout the evaluation documentation. Artifacts may be paper or electronic or a combination of the two. The administrator may request clarification, verbal or written, to support an evidence statement that is not submitted as an artifact item.]

The artifact review process consists of the following steps: collecting evidence, categorizing evidence, organizing evidence, and rating teacher practice. The teacher and administrator responsibilities for artifact review are outlined in Table 4.

Table 4. Teacher and Administrator Responsibilities for Artifact Review

Teacher Responsibilities	Administrator Responsibilities
<ul style="list-style-type: none"> • Gather artifacts and other evidence throughout the year. • Complete the <i>Evidence Collection Form</i>. • Submit all evidence by February 1 of the summative cycle or as needed to support practice in a post-observation conference. 	<ul style="list-style-type: none"> • Review submitted artifacts and evidence using the <i>Artifact Review Scoring Form</i>. • Outline specific suggestions for increasing the quality of evidence selected for review, if needed.

To receive the highest score possible on the element, teachers need to consider whether the artifacts (and other types of evidence) selected provide clear evidence for *all* the behavioral descriptors in the element. In some cases, a teacher may provide an artifact in which no explanation is needed for how it connects with the descriptors in the element. In other cases, the teacher may need to provide a brief explanation on the *Evidence Collection Form* (Appendix E) for how the artifact illustrates the behaviors described in the element.

Before submitting the evidence, the teacher will complete an *Evidence Collection Form* (required). The teacher will submit artifacts for review to the administrator by February 1 before the summative evaluation or as needed to support practice in a post-observation conference. The administrator will review the documents and use the *Artifact Review Scoring Form* (see Appendix G) to determine which rating best describes the teacher's professional practice. If needed, the administrator will provide specific feedback, in writing, to improve the quality of artifacts to be used in future evaluations.

It is highly recommended that artifacts from the year be turned in and attached in the electronic platform before the end of each school year for tenured teachers during a non-summative year.

*In the *Teacher Evaluation Program Rubric*, some levels of elements within non-observable standards are marked "no artifact required." *Basic* and *Developing* levels within these elements will be determined based on professional interactions. Artifacts may be submitted to support evidence of a rating.

Performance Improvement Plan

The *Performance Improvement Plan* (PIP) process is designed to provide structure and support to improve teacher performance.

If the *Teacher Evaluation Program Rubric* is marked as "Below Basic" on any element the administrator and the teacher will collaborate to identify suggestions and/or resources for improvement on the *Performance Improvement Plan Form* (see Appendix H).

A teacher can be marked "Below Basic" in two ways. If a teacher has a Basic mark on the prior evaluation on the same element and within the same evaluation cycle and no longer warrants the Basic level, he or she can be marked "Below Basic" and a Performance Improvement Plan must be written. If the administrator does not see evidence of the Basic level being met but Basic has never been previously marked, he or she will include the statement, "At this time, I did not see evidence to support marking the Basic level," and leave the element unscored. The administrator will provide specific suggestions for improvement on the Teacher Evaluation Program Rubric. If suggested improvement(s) are not evident in subsequent formative evaluations and the teacher is not meeting Basic expectations on the same element and within the same evaluation cycle, the element should be marked "Below Basic" and a Performance Improvement Plan must be written.

Any teacher receiving a “Below Basic” on a formative evaluation must develop a *Performance Improvement Plan* in collaboration with the administrator. A PIP may be initiated on any element(s) of the nine performance standards. A maximum of two Performance Improvement Plans may be enacted at one time, only if they can be reasonably accomplished concurrently. When developing a PIP, the administrator will work in collaboration with the teacher. The teacher and administrator will collaboratively set an expected achievement date within 30-90 working days of issuance. The successful completion of a PIP will be noted on the next summative evaluation. A copy of the PIP will be forwarded to the Office of Human Resources.

If the requirements of a *Performance Improvement Plan* are not achieved, a “Below Basic” rating(s) results on the summative evaluation and contract termination procedures begin.

Professional Growth Plan

The Professional Growth Plan (PGP) is designed to promote ongoing learning experiences for teachers. The plan should capture goals that aim to deliver long-term benefits to the teacher that will impact student success. Table 5 indicates the teacher and administrator responsibilities associated with this measure.

Table 5. Teacher and Administrator Responsibilities for Professional Growth Plan

Teacher Responsibilities	Administrator Responsibilities
<ul style="list-style-type: none"> • Self-assess practice and identify areas of needed growth. • Develop at least one goal as part of the Professional Growth Plan. • Meet with administrator to review completed Professional Growth Plan. • Provide evidence toward the implementation of the plan yearly (by February 1 of the summative cycle). 	<ul style="list-style-type: none"> • Meet with teacher to review and approve the completed Professional Growth Plan. • Assess the teacher’s evidence toward the completion of the Professional Growth Plan. • Assist the teacher in locating professional development opportunities to meet the goals as needed.

Probationary teachers in years one and two will participate in the Hazelwood School District Professional Growth Plan for First and Second Year Teachers. All other teachers will develop an annual Professional Growth Plan with assistance from their administrator.

The professional growth plan process consists of four steps: drafting professional growth goal(s), meeting with the administrator, gathering evidence, and presenting evidence towards implementation of the plan.

Step 1: Drafting Professional Growth Goals

After the formative or summative evaluation, the teacher will begin to determine his or her

professional development goals for the following year. The *Professional Growth Plan* (see Appendix I) must contain at least one goal, but no more than three, that will drive his or her professional development for the year. Areas marked *Basic* on the summative evaluation should be addressed in the PGP.

Step 2: PGP Conference

The administrator must review and approve the goal(s) before the plan can be implemented. If the administrator does not approve the PGP, he or she will work collaboratively with the teacher to identify a goal(s) to which they both agree.

Step 3: Gathering Evidence

The teacher will submit evidence using the same process as the artifact review process. The evidence selected for this process should document participation in professional learning as well as implementation of that learning.

Step 4: Presenting Evidence

The PGP will figure into the final holistic score for all evaluations, even if Standard 8 is not evaluated. If Standard 8 is not evaluated, only the PGP score will appear in that section.

At the end of the school year (or by February 1 in a year of a summative evaluation), the teacher will present evidence toward the completion of the professional development goal(s) to the administrator. The administrator determines the level of implementation toward each goal. There are 3 points for full implementation of the PGP, 2 points for partial implementation of the PGP, and 1 point for minimal implementation of the plan. If the plan includes more than one goal, the administrator averages the scores to calculate an overall professional growth plan score.

Student Learning Objectives

Student learning objectives (SLOs) are goals that demonstrate an educator's impact on student learning within a given interval of instruction. They are measurable, long-term academic targets that are informed by available data and set by a teacher early in the year for all students and for subgroups of students. Each teacher is required to submit one (1) whole-class SLO (i.e. one section of a course taught). The teacher and evaluator will work together to identify which section of a class to use when more than one section of the same class is taught. Teachers may choose any course they teach. Teachers have the option of writing one additional whole-class/course or targeted SLO per year if they choose. The teacher and students work toward the SLO growth targets throughout the year and use formative assessments to assess progress toward goal. At the end of the year, the teacher meets with a principal or building team to discuss attainment of the SLO and determine the teacher's impact on student learning.

Table 6 indicates the responsibilities associated with this measure:

Table 6. Teacher and Administrator Responsibilities for SLOs

Teacher Responsibilities	Administrator Responsibilities
<ul style="list-style-type: none"> • Prepare and submit SLOs for approval by October 1* using the <i>Student Learning Objective (SLO) Template</i> (see Appendix J). • Obtain permission from the administrator before starting the preassessment process for an SLO that has not yet received approval. • Gather evidence of student progress throughout the SLO interval. • Assess progress mid-cycle and adjust instruction as needed. • Submit required data and documents by February 8 (or by the end of the year for teachers not receiving a summative evaluation). 	<ul style="list-style-type: none"> • Provide support and/or feedback on the SLOs as needed. • Provide feedback and/or request revisions within ten working days of SLO submission. • Review and approve SLOs by October 31*. • Schedule mid-cycle review (may be combined with a pre- or post-conference). • Review submitted data and documents, and determine final SLO ratings by March 1.

*Timeframe for semester-long courses may need to be adjusted in summative years.

SLO Components

High-quality SLOs include the following:

- **Student Population.** The SLO should specify the course, section, grade level, and number of students. The SLO should include a description of the population including any contextual factors that may impact student growth (e.g. IEP, ELL, etc.).
- **Interval of Instruction.** The SLO should list the start and end dates that the SLO will cover.
- **Standards and Content.** The SLO should cover the content, skills, and how it aligns to specific standards. The SLO should be broad enough to represent the most important learning or overarching skills but narrow enough to be measured.
- **Assessment(s).** The SLO should specify the assessment(s) that will be used to measure student growth. The assessment(s) should be reviewed by content experts to effectively measure course content and should have sufficient “stretch” so that all students may demonstrate learning. If supplemental assessments are needed to cover all ability levels in the course, the SLO should provide a plan for combining multiple assessments.

- **Baseline Information** . The SLO should list tiered results of the preassessment including the number of students in each tier.
- **Growth Target(s)**. The targets for student growth specified in the SLO should reflect high expectations for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable while considering available data and content requirements.
- **Rationale for Growth Target(s)**. A high-quality SLO includes strong justifications for why the goal is important and achievable for this group of students. The rationale can draw upon assessment, baseline and trend data, student outcomes, and curriculum standards. It also should be aligned to broader school and district goals.

All of these components appear on the *Student Learning Objective Template* (see Appendix J). Specific details regarding the use of these components appear on the *Student Learning Objective Template Checklist* (see Appendix K).

SLO Cycle

To write the SLOs, the teacher will complete the five steps in the SLO cycle:

- Step 1: Gather and review available data.
- Step 2: Determine the interval of instruction, and identify content.
- Step 3: Choose assessments, and explain the growth target.
- Step 4: Submit the SLO, and prepare for approval and review.
- Step 5: Monitor the SLO, and submit for scoring.

Use the *SLO Template Checklist* (Appendix K) to guide each step of creating the SLO.

Teachers must retain the ability to choose goals that are appropriate to their classrooms. Goals should be rigorous but reasonable and attainable based on trend data and/or content requirements and the characteristics of current students. Appropriate student growth is the goal of the SLO, not mandated proficiency levels. The role of the administrator in the goal-setting process is one of guidance and support. If the administrator and teacher or teacher team cannot agree on an appropriate goal or group of students, the SLO Advisory Committee must be called to intervene.

(The SLO Advisory Committee will consist of SLO expert representatives from elementary, middle, and high school, an administrator from each level, an HNEA representative, a Human Resources representative, and an assistant superintendent or designee, if needed.)

When the SLO is complete, the teacher will need to submit the following to the administrator (many documents will have been shared during the SLO approval process and may not be required again):

- Completed *Growth Target Template* (see Appendix L)

- A blank copy of the assessment(s) used (if applicable). If a pretest was used as well as a posttest, the pretest should be included as well.
- Hard copies of each non-standard completed student post assessment (if applicable).
- A copy of the rubric or explanation of the method used to arrive at student scores (if applicable).
- Any additional information that the teacher would like to include on extenuating circumstances for students during the year. Any students with issues of chronic absence or other developments that may have significantly affected their academic performance during the year should be noted and flagged for administrator consideration.*

Administrators will use the *Hazelwood SLO Approval Form* (see Appendix M) when evaluating SLOs. Student final scores will be tabulated based on the number of students that met or did not meet their growth targets. The percentage of students who met the growth target is used to judge the teacher’s effectiveness in the SLO*. To calculate the final percentage of students who achieved the growth target, teachers will use the following formula:

$$\frac{\text{Number of students who met the growth target}}{\text{Number of overall students included in the Student Population section in the SLO Template}}$$

The SLO score represents the percentage of students who met the growth target(s). For example, if 92 percent of a teacher’s students met the growth target, the SLO score would be 92. The SLO score then falls within a range that corresponds to one of four descriptive and numerical ratings.

SLO Score	SLO Rating
85–100	4 – Advanced
70–84	3 – Highly Effective
45–69	2 – Developing
44 or less	1 – Basic

To combine multiple SLOs, teachers will present information on each SLO individually to the evaluator, and the evaluator will combine the SLOs. All SLOs will be weighted equally. When evaluators combine SLOs, they will average the SLO scores (percentages) and then find the SLO rating.

*Students who have not been in attendance for **at least 85%** of the course/content during the interval

of instruction should be excluded from the final SLO data (time at the gifted program, special education, and in-school suspension do not count as absences). Teachers who are out of the classroom for a significant amount of the SLO instructional period (as determined by the principal in conjunction with the Associate/Assistant Superintendent of Human Resources or designee) due to illness, injury, or other reasons should not be held accountable for the SLO data. The SLO(s) should be marked as invalid and not used in calculating the teacher's summative score.

Midcycle Review

The midcycle review meeting provides an opportunity for the teacher to reflect upon practice to date. The meeting adds context to the teacher's observed performance and enhances discussion of the teacher's instructional strengths and areas for improvement as they pertain to student learning. This meeting also allows the administrator to get to know the teacher's methods of monitoring and assessing student progress, which will help the administrator support the teacher's efforts to promote student learning.

Note: During this meeting, administrators should not assign ratings to student learning objectives (SLOs) or assign summative ratings; this meeting is simply a progress check to help guide instruction and inform evaluation.

Timing

The midcycle review should occur around December (ideally during the middle of the interval of instruction) and can be combined with another meeting if appropriate (e.g. pre-observation, post-observation, PLC, compelling conversations, etc.).

Preparation

Teachers may review the *Midcycle Review Form** (see Appendix N) or any questions being used for the Midcycle Review prior to the conference. If alternate or additional questions are used for the Midcycle Review, they shall be provided to the teachers in advance of the meeting. They may bring any relevant interim student learning data to the review.

*This form is optional and may be used in part or in whole along with other questions chosen by the evaluator.

Summative Evaluation Procedures

A summary of the formative evaluations will be recorded on the *Teacher Evaluation Program Rubric* and the *Summative Narrative Form* (see Appendices C and O). The administrator will calculate an overall evaluation score using the *Summative Evaluation Spreadsheet* (Appendix P). The score will be used to provide the teacher an overall view of their teaching. Electronic or paper copies of the summative evaluation must be signed and be easily accessible to both the evaluator and the teacher.

Calculating the Summative Teacher Evaluation Score

At the end of each cycle, the administrator calculates the summative evaluation score. This calculation consists of three phases.

- In Phase 1, the administrator determines the teacher practice subscore by mapping the teacher practice measures using the provided *Summative Scoring Excel Sheet* (electronic document; see copy in Appendix P). The administrator will convert the average quality indicator score into a subscore using the figures on Table 7.

Table 7. Converting Average Quality Indicator Score Into Subscore

	Percentages			
	1.0–1.4	1.5–2.4	2.5–3.4	3.5–4.0
Teacher Practice Subscore for Each Quality Indicator	1	2	3	4

- In Phase 2, the administrator calculates the student growth subscore, which is calculated based upon the percentage of students who met their growth targets.

Table 8. SLO Conversion Chart

Student Learning Objectives	
15% of Total Summative	
Overall SLO Score	Student Growth Subscore
85–100	4 – Advanced
70–84	3 – Highly Effective
45–69	2 – Developing
44 or less	1 – Basic

- In Phase 3, the administrator weights the scores for the two evaluation components and combines them to calculate the final weighted summative score.

Table 9. Summative Scoring Form

Teacher's Summative Evaluation Score					
Component	Subscore		Weight		Weighted Subscore
Teacher Practice Score		X	.85	=	
					+
Student Learning Objectives Score		X	.15	=	
	Final Score				/4.00

The administrator will convert the final score into a summative evaluation rating using the summative rating conversion chart (see Table 10).

Table 10. Summative Evaluation Rating Conversion Chart

Final Score	Summative Evaluation Rating
4.0–3.5	4 – Advanced
3.4–2.5	3 – Highly Effective
2.4–1.5	2 – Developing
1.4–1.0	1 – Basic

Prior to signing the *Summative Narrative Form*, the administrator will schedule a summative evaluation conference with the teacher. In the conference, the administrator and the teacher will discuss teacher performance. Any significant disagreements should be thoroughly analyzed and resolved if possible. If the teacher does not agree with the administrator, the disagreement should be indicated by the teacher on or attached to the *Summative Narrative Form*. All attachments to the Summative Evaluation will be noted on the *Summative Narrative Form* before it is signed. The form should be signed and finalized by the teacher within five working days of receipt from the administrator.

All summative evaluations will be completed on or before March 1. The summative evaluation for probationary teachers on March 1 will contain a recommendation concerning re-employment.



The Human Resources Department will create an evaluation schedule for all traveling teachers that includes what supervisor is responsible for data collection and evaluation observations. The final summative evaluation and recommendation will be prepared by the evaluator to whom the individual is assigned.

The teacher and administrator will have access to the finalized Summative Evaluation. The individual teacher's evaluation will be made available by the district to only the teacher, supervisors, Office of Human Resources, and the Board of Education members and attorneys meeting in executive session or for legal issues.



Appendix A Tenure Evaluation Schedule

TENURE EVALUATION CYCLE

2021-2022: M, T, U, W, X, Y, A, C, E, G

2022-2023: O, P, Q, R, S, B, D, F, I, K

2023-2024: H, J, L, N, V, Z

2024-2025: M, T, U, W, X, Y, A, C, E, G

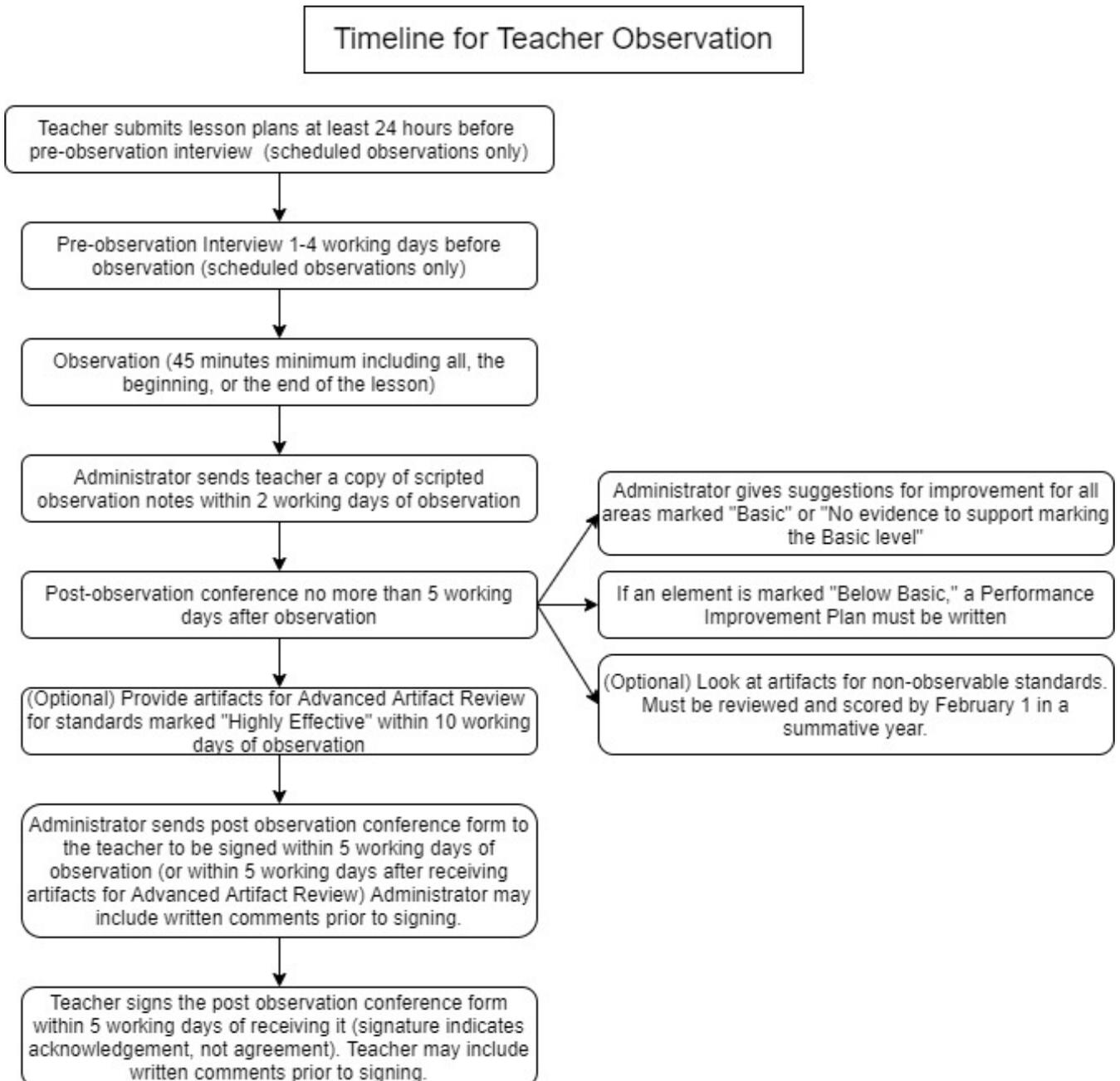
2025-2026: O, P, Q, R, S, B, D, F, I, K

2026-2027: H, J, L, N, V, Z

A tenured teacher's placement in the evaluation cycle is determined by the first letter of his or her last name on the first day of school.

Probationary teachers will be evaluated every year of their probationary period. In their first year of tenure, they will join this schedule. A teacher whose name changes will be placed on the schedule according to his or her new name. A teacher who enters the tenure schedule on his or her summative evaluation year will only receive two formative evaluations prior to the summative evaluation.

Appendix B Timeline for Teacher Observation





Appendix C

Hazelwood Teacher Evaluation System: Pre-observation Interview Form

Teacher: _____

Evaluator: _____

Pre-observation Interview Date and Time: _____

Scheduled Lesson Observation Date and Time: _____

Questions

1. What is the objective of the lesson?
2. Please describe your planning process for this lesson. Why did you use these planning steps?
3. How do you hope that learners will respond during the lesson? Why do the activities that you have planned make sense for these learners?
4. How will you ensure that each individual student is able to engage and progress in this lesson? (Listen for information regarding activities, differentiation, and scaffolding.)



5. How will you know if your lesson has or has not been successful? (Listen for information about student assessment, expected performance.)

6. Is there something you would like me to pay particular attention to and then provide feedback on it?

7. Is there any other information that I should know in advance of the observation?

Other Notes on the Conversation

Administrator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Teacher Evaluation Program Rubric

Instructions: This tool will assist the administrator in analyzing the coded observation notes to determine a rating for the teacher on each of the standards and their corresponding quality indicator elements. Please complete the following steps:

1. The administrator will review the observation notes that are coded as relevant to that particular standard.
2. The administrator will consider how the coding for the standard relates to the quality indicator elements of that standard. He or she will compare the observation information with the performance level descriptions for each quality indicator element, as indicated.
3. For each indicator, the administrator will determine the teacher's performance level (*Basic, Developing I, Developing II/Effective, and Highly Effective*, described in the six-point rating scale below) as best reflected in the information collected; then assign the teacher a rating for each indicator. If the teacher's practice does not meet the expectations described in the performance level, see **Step 3: Post-observation Interview** in the *Policy and Procedures Manual*. If a quality indicator was not observed because it is not appropriate or applicable, write "N.E." next to the descriptor row for "not evaluated." Teachers will not receive an *Advanced* mark until after they have completed the advanced artifact review for any applicable quality indicators.
4. The administrator will record notes about the teacher's specific practices, behaviors, or evidence to share with the teacher later during the post-observation interview.

Observable Rating Scale

Below Basic. (0) The teacher does not demonstrate the practices and behaviors required to fulfill the *Basic* level.

Basic. (1) The teacher demonstrates the practices and behaviors that meet the minimum requirements necessary to provide students with instruction.

Developing I. (2) The teacher demonstrates some core elements of strong instructional practice during the observation, but certain strong practices are missing or are not as strong as they could be.

Developing II/Effective. (3) The teacher demonstrates a full range of core practices and behaviors of strong instructional practice during the observation.

Highly Effective. (4) The teacher demonstrates outstanding performance in a full range of core practices and behaviors of strong instructional practice during the observation.

Advanced. (5) The teacher demonstrates outstanding performance in a full range of core practices and behaviors of strong instructional practice during the observation AND demonstrates school- and/or district-level leadership.



Non-Observable Rating Scale

Below Basic. (0) The teacher does not demonstrate the practices and behaviors required to fulfill the *Basic* level.

Basic. (1) The teacher demonstrates the practices and behaviors that meet the minimum requirements necessary to provide students with instruction.

Developing. (2) The teacher demonstrates core elements of strong instructional practice.

Highly Effective. (3) The teacher demonstrates outstanding performance in a full range of core practices and behaviors of strong instructional practice.

Advanced. (4) The teacher demonstrates outstanding performance in a full range of core practices and behaviors of strong instructional practice AND demonstrates school- and/or district-level leadership.

Standard 1: Content Knowledge, Including Varied Perspectives, Aligned with Appropriate Instruction (1.5 requires an Artifact Review)

Element Score	Element	Basic	Developing I	Developing II/ Effective	Highly Effective	Advanced
□	1.1A: Academic language	The teacher introduces academic language to students.	The teacher uses academic language and provides feedback regarding the use of academic language.	The teacher provides frequent opportunities for students to use academic language in developmentally appropriate ways.	Students independently apply academic language during the lesson, and the teacher provides developmentally appropriate feedback.	Artifact review required: The teacher facilitates school- or district-based professional development on instructional strategies to increase student understanding and use of academic language.
□	1.1B: Content knowledge	The teacher provides accurate explanations of content contained in course curriculum standards. The content focuses mostly on mastery of discrete facts, rather than on connecting elements.	The teacher demonstrates how concepts within the discipline relate to one another and assists students in connecting concepts through useful examples, illustrations of content, or activities. The teacher notices student misconceptions but does not effectively address those misconceptions.	The teacher makes connections within and/or between disciplines (e.g., interdisciplinary lesson, real world connections, and/or varied perspectives on topic). The teacher attempts to uncover student misconceptions, and addresses those misconceptions within lessons.	The teacher gives responsibility to the students, in that students help explain key concepts of the lesson and make the connections between their content, other disciplines, and real-world experiences. The teacher facilitates the conversation and uncovers students' misconceptions in the lesson.	Artifact review required: The teacher serves as a content expert in the school or district. or Facilitates school- or district-based professional development on content.

Element Score	Element	Basic	Developing I	Developing II/ Effective	Highly Effective	Advanced
<input type="checkbox"/>	1.2A: Engaged students	The teacher engages students in the subject matter through teacher-directed activities (e.g. rote learning, communicating discrete facts, etc.).	The teacher implements a variety of tasks, activities, and strategies to engage students in the subject matter	The teacher actively monitors students' progress in research-based instructional strategies, tasks, or activities for deeper level learning.	<p>The teacher modifies tasks, activities, and strategies throughout the lesson based on student's level of engagement within those activities.</p> <p style="text-align: center;">or</p> <p>Students are given the opportunity to take more responsibility within the lesson, in which students are making meaningful choices.</p>	Artifact review required: The teacher facilitates school- or district-based professional development activities in individual and collaborative activities that deepen student knowledge and engagement.

Element Score	Element	Basic	Developing I	Developing II/ Effective	Highly Effective	Advanced
<input type="checkbox"/>	1.3A: Inter-disciplinary instruction	The teacher mentions how the lesson connects to previous learning in the same content area.	The teacher clearly explains how the lesson connects to previous learning in the same content area or how it has real-world implications for student's lives.	The teacher structures lessons so that students make connections to prior learning in other content areas.	The teacher creates developmentally appropriate learning experiences that enable students to apply knowledge from multiple content areas to real-world situations.	Artifact review required: The teacher facilitates the creation of team-based or school wide interdisciplinary learning experiences that require students to perform tasks similar to those encountered in the real world.

Element Score	Element	Basic	Developing	Highly Effective	Advanced
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	1.4A: Cultural Perspectives (Artifact Review)	Seeks to understand the cultural and demographic background of students (e.g., race, language, gender, family, culture, abilities, and values of the class and community) through communication and review of data.	Incorporates opportunities for students to learn about different cultures or interact with students of different race, language, gender, family, culture, abilities, and/or values.	Collaborates with colleagues in challenging students to view disciplinary content and related issues from multiple perspectives, as feasible within the teacher’s discipline. or Engages and collaborates with parents to create and maintain school and community cultures that embrace diversity in cultural and demographic backgrounds.	Facilitates schoolwide or districtwide efforts to develop effective strategies for implementing or promoting a positive classroom and school culture. or Fosters student-driven discussion of how classroom, school, and community cultures impact student relationships and learning; emphasizes the importance of such cultures in embracing diversity in cultural and demographic backgrounds.

Standard 2: Understanding and Encouragement of Student Learning, Growth, and Development

Element Score	Element	Basic	Developing I	Developing II/Effective	Highly Effective	Advanced
□	2.1A: Multiple learning styles	The teacher implements a lesson that has a focus in one learning style or developmental need.	The teacher implements a lesson that accounts for learning styles and developmental needs of a few students.	The teacher implements a lesson that accounts for learning styles and developmental needs of students.	The teacher implements authentic learning activities for students, in which students are provided choices or are given responsibilities that meet their needs and interests.	Artifact review required: The teacher reflects on the success of differentiation strategies for individuals and groups; modifies strategies as necessary.
□	2.1B: Student background	The teacher demonstrates knowledge of the students' background or prior experiences.	The teacher mentions how the learning activity is connected to the students' background or prior experiences.	The teacher situates learning in a context that reflects students' backgrounds or prior experiences, and integrates this throughout the lesson.	The teacher provides opportunities for students to learn about and/or interact with students who are different from them (e.g. service-learning activities, teaching tolerance and acceptance in classroom). or Artifact review required: The teacher collaborates with colleagues to develop instruction that meets the needs of a culturally and racially diverse range of	Artifact review required: The teacher facilitates the development of instructional strategies and interventions that are culturally and racially responsive to the individual learner in the school or district.

Element Score	Element	Basic	Developing I	Developing II/Effective	Highly Effective	Advanced
					students.	
	2.2A: Goal focus	The teacher mentions the learning target or goal, or references students' individual goals at the start of the lesson.	The teacher reflects back to the learning target or goal, or students' individual goals.	The teacher references the learning targets or goals throughout the lesson and asks students how the lesson activities relate to lesson objectives and individual goals in a developmentally appropriate way.	The teacher engages students in a metacognitive process throughout the lesson (such as but not limited to: self-reflection, goal setting, and planning) in a developmentally appropriate way.	Artifact review required: The teacher facilitates student self-assessment strategies at the school or district level.

Element Score	Element	Basic	Developing	Highly Effective	Advanced
	2.2B: Student goals (Artifact Review)	Models for students how to set developmentally appropriate goals.	Offers regular detailed descriptive feedback to students.	Engages students in setting, implementing, and reflecting on short- and/or long-term personal, behavioral, or learning goals.	Supports students so that they independently set, implement, and reflect on short- and/or long-term personal, behavioral, or learning goals when developmentally appropriate. or Facilitates the establishment of shared or common student goals at the school or district level.

Element Score	Element	Basic	Developing I	Developing II/Effective	Highly Effective	Advanced
□	2.3A: Inclusive classroom	The classroom is a civil place to be for all students.	Interactions between teacher and students demonstrate respect.	The classroom is a positive place to be, where students and the teacher have a supportive relationship with each other.	Students take ownership of the classroom, in which they monitor their own behavior to ensure that they are being respectful and inclusive of one another.	Artifact review required: The teacher facilitates schoolwide or districtwide efforts to modify existing strategies or develop new strategies that promote excellence and an inclusive and equitable learner-centered environment.
□	2.3B: Students as risk takers	The teacher has classroom norms and procedures related to asking questions and participating in class but does not reference or actively use those norms and procedures.	The teacher provides limited opportunities for students to ask questions, take academic risks, or learn from their mistakes.	The teacher encourages students to ask questions, take academic risks, or learn from their mistakes throughout the lesson.	<p>The teacher creates a classroom culture where students feel comfortable asking questions, taking academic risks, and learning from their mistakes without prompting from the teacher (e.g., the student asks for help on a math problem after realizing he made a mistake).</p> <p>--or--</p> <p>Artifact review required: The teacher collaboratively identifies and implements strategies with other teachers and school leaders to promote risk taking to establish a learner-centered classroom environment.</p>	Artifact review required: The teacher facilitates school or district efforts to establish a school or district culture that encourages student expression, questioning, academic risk taking, and learning.

Standard 3: Curriculum Implementation

Element Score	Element	Basic	Developing I	Developing II/Effective	Highly Effective	Advanced
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	3.1A: Curriculum standards	The teacher implements a learning target or goal that is included in the district curriculum.	The teacher implements a variety of learning experiences that are aligned to the learning target or goal.	The teacher monitors students' learning experiences and assesses student progress in achieving the learning target or goal.	The teacher anticipates and responds to content gaps, skill gaps, and/or misconceptions of individual students and plans or adjusts instruction accordingly.	<p>Artifact review required: The teacher facilitates professional development to create learning experiences that bridge content areas and grade levels and that enhance state and district standards.</p> <p style="text-align: center;">or</p> <p>The teacher facilitates efforts at the school or district level to evaluate instructional goals and modify instructional delivery methods to meet students' needs and enhance learning for all students.</p>

Standard 4: Teaching for Critical Thinking

Element Score	Element	Basic	Developing I	Developing II/ Effective	Highly Effective	Advanced
□	4.1A: Questioning and activities	The teacher relies on basic questioning and rote activities (e.g., fill-in-the-blank worksheets). Uses few higher order questions or active instructional activities.	The teacher attempts to engage students in conversation, but the majority of questions elicit a singular answer. Parts of the lesson are active or engaging, but it is predominately teacher directed.	The teacher engages students in varied activities and scaffolds the difficulty of questions, allowing for alternating strategies and/or views to emerge.	The teacher engages students in varied activities that promote problem solving or critical thinking.	Artifact review required: The teacher serves as a leader by modeling how instructional strategies, materials, and technology can increase problem solving and critical thinking.
□	4.2A: Varied resources	The teacher attempts to use district-provided materials and resources, in a developmentally appropriate way but has difficulty using them effectively in the classroom.	The teacher uses district-provided materials and resources, in a developmentally appropriate way and models their use for students.	The teacher modifies or differentiates the resources used (aligned to curriculum), in lessons to make the content more meaningful for individual students.	The teacher provides opportunities for students to select or use multiple (2 or more) resources (aligned to curriculum) to make the content more meaningful for individual students.	<p>Artifact review required: The teacher uses a variety of available instructional resources to enhance student achievement and student engagement; shares findings with peers.</p> <p style="text-align: center;">or</p> <p>The teacher identifies and evaluates the potential educational benefits of new technologies or resources; shares findings with peers.</p>

Element Score	Element	Basic	Developing	Highly Effective	Advanced
□	4.2B: Technological literacy (Artifact Review)	Models technological literacy using available technology.	Provides students with opportunities to enhance their technological literacy using available technology.	Provides consistent support and challenges where appropriate so that students can independently use available technology and media communication tools.	Engages students in a developmentally appropriate manner in evaluating technology, its use, and its relationship to society.

Element Score	Element	Basic	Developing I	Developing II/ Effective	Highly Effective	Advanced
□	4.3A: Collaborative learning	The teacher provides students with opportunities to engage with other students in completing basic tasks (e.g., working together on a worksheet).	The teacher provides students with structured opportunities to engage with their peers regarding content (e.g., think-pair-shares work groups).	The teacher provides students with a variety of structured opportunities to engage with their peers regarding content.	The teacher implements formal, informal, and student-directed learning opportunities that require students to encourage and challenge each other to think critically and master course content.	Artifact review required: The teacher facilitates professional development in how to effectively use flexible and varied learning situations to maximize student understanding and increase interaction with peers from different cultures and backgrounds within the school or district.

Standard 5: Positive Classroom Environment for Learning

Element Score	Element	Basic	Developing I	Developing II/Effective	Highly Effective	Advanced
□	5.1A: Classroom management	The teacher articulates and posts expectations for student behavior, and reacts to misbehavior.	The teacher clearly articulates expectations and responds to misbehavior promptly with some positive results.	The teacher minimizes disruptions and increases engagement by implementing proactive classroom management strategies (e.g., stands next to disruptive students, walks around classroom).	Students are behaving appropriately throughout the lesson, in which they have taken responsibility for monitoring their own behavior.	Artifact review required: The teacher facilitates professional development or collaborative efforts to develop appropriately high expectations for students and increase student engagement.
□	5.2A: Routines, transitions, and procedures	The teacher has developed routines, transitions, and procedures.	The teacher occasionally implements the established routines, transitions, and procedures in the classroom.	The students consistently follow classroom routines, transitions, and procedures without prompting. Little time is lost during instruction.	The teacher provides flexibility within established routines, transitions, and procedures. Students are held responsible for enacting and monitoring routines and procedures.	Artifact review required: The teacher collaborates with colleagues to maximize instructional time and space and minimize time lost during transitions.

Element Score	Element	Basic	Developing I	Developing II/Effective	Highly Effective	Advanced
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	5.2B: Physical space	The teacher organizes the classroom to facilitate easy movement and establish classroom safety.	The teacher creates a welcoming classroom environment.	The teacher organizes the classroom to allow for varied learning situations.	The teacher organizes, allocates, and manages space to enable students to take ownership of learning.	Artifact review required: The teacher serves as a leader by coaching other teachers on how to organize their classroom to maximize student safety and learning or by leading school wide efforts to create a safe and efficient school.

Standard 6: Effective Communication (6.1 requires an Artifact Review)

Element Score	Element	Basic	Developing	Highly Effective	Advanced
<input type="checkbox"/>	6.1A: Communication with families (Artifact Review)	Demonstrates appropriate and effective verbal and nonverbal communication skills when interacting with families, community members, and colleagues.	Implements a variety of effective, multidirectional communication strategies and media (e.g., newsletters, meetings, e-mails) to communicate with families, community members, and colleagues.	Collaborates with colleagues to identify or develop multidirectional communication strategies to use when interacting with families, community members, and colleagues.	Facilitates efforts at the school or district level to use multidirectional communication strategies and engaging stakeholders in two-way communication.
<input type="checkbox"/>	6.1B: Communication with students (Artifact Review)	Identifies strategies to communicate with students (including English language learners (ELLs) and students whose disability requires specific forms of communication.)	Implements strategies to communicate with students (including ELLs and students whose disability requires specific forms of communication.)	Reflects on the effectiveness of strategies used to communicate with students (including ELLs and students whose disability requires specific forms of communication.)	Facilitates colleagues at the school or district level to develop instructional practices and communication strategies to use in the classroom.

Element Score	Element	Basic	Developing I	Developing II/Effective	Highly Effective	Advanced
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	6.2A: Learner communication	The teacher models correct speech, writes clearly and correctly, using developmentally appropriate vocabulary but does not provide opportunities for students to practice.	The teacher provides students with structured opportunities to practice their speaking and/or writing skills during the lesson.	The teacher provides structured opportunities for students to practice their speaking and/or writing skills. The teacher also provides specific, actionable feedback to students.	The teacher creates developmentally appropriate opportunities for students to independently and effectively communicate (e.g. written or verbal) with classmates or others in the school community.	Artifact review required: The teacher facilitates efforts at the school or district level to use multidirectional communication strategies and engaging stakeholders in two-way communication.

Standard 7: Use of Student Assessment Data to Analyze and Modify Instruction/Assessment (Artifact Review)

Element Score	Element	Basic	Developing	Highly Effective	Advanced
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	7.1A: Effective Use of Assessments (Artifact Review)	<p>Implements formative assessments during learning.</p> <p>Implements summative assessments at the completion of a lesson or lesson unit.</p> <p>Implements assessment modifications and accommodations specified in individualized education plans, 504 plans, and other documents.</p>	<p>Identifies students' prior knowledge, progress during instruction, and achievement at the end of an instructional unit; measures individual and whole-class learning using student input and reflection information.</p>	<p>Collaborates with colleagues to create and use a variety of informal and formal assessments that are aligned with learning targets.</p> <p style="text-align: center;">or</p> <p>Reflects on use of assessment models and approaches that are aligned with learning targets; uses student input when appropriate.</p>	<p>Facilitates school- or district-based professional development in strategies for assessment of learning.</p>

Element Score	Element	Basic	Developing	Highly Effective	Advanced
<input type="checkbox"/>	7.2A: Data Analysis (Artifact Review)	Attends department-level, grade-level, and school-level data analysis meetings as appropriate.	Establishes individualized learning goals for students based on an analysis of data.	Collaborates with colleagues and students when creating individual learning goals based on an analysis of data.	Coaches teachers on how to set individual learning goals based on analysis of goals.
<input type="checkbox"/>	7.2B: Use of Assessment Data (Artifact Review)	Uses data from summative assessments to determine whether instruction resulted in student learning or growth.	Uses formative assessment data to determine whether instruction resulted in student learning or growth.	Modifies future lesson plans and, when appropriate, current instruction based on formative assessment data.	Facilitates professional development on using data to inform instruction.
<input type="checkbox"/>	7.2C: Use of Long-term Data (Artifact Review)	Collects and reviews trend data.	Analyzes trend data to inform long-term planning and goal setting.	Creates long-term plans and goals based on trend data; modifies plans as appropriate based on results of formative and summative assessments.	Facilitates collaborative efforts to create long-term plans based on analysis of trend data, such as in grade-level or content-area meetings.

Element Score	Element	Basic	Developing	Highly Effective	Advanced
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 10px auto;"></div>	<p>7.3A: Communication of Student Progress</p> <p>(Artifact Review)</p>	<p>Communicates and demonstrates evidence of student progress knowledgeably and responsibly to students, families, and colleagues at specified times (e.g., conferences, meetings, report cards).</p> <p>Maintains confidential and accurate records of student work and performance.</p>	<p>Engages students, families, and colleagues in regular, detailed communication about student progress.</p>	<p>Engages students, families, and colleagues in plans for addressing student needs and supporting student progress.</p> <p>Elicits and uses feedback from stakeholders (including colleagues) to inform instructional plans and goals.</p>	<p>Facilitates the development of effective communication techniques and processes for managing records at the school or district level.</p>

Standard 8: Professional Practice (Artifact Review)

Element Score	Element	Basic	Developing	Highly Effective	Advanced
□	8.1A: Ethical and Professional Practice (Artifact Review)	Complies with and enforces appropriate state laws, district policies, and school procedures. Develops appropriate relationships with students, colleagues, and community members. (no artifact required*)	Models professional, ethical, and responsible behaviors for students. Performs duties in a timely manner. (no artifact required*)	Reflects on one’s own ethical and professional practice; modifies behavior as appropriate.	Advocates for appropriate policy revisions and changes to improve the school, district, and culture. or Facilitates efforts at the school or district level to reflect on professional, ethical, and responsible behavior.
□	8.1B: District Priorities (Artifact Review)	Clearly posts and refers to the school- or district-wide mission, vision, values, goals, or priorities.	Promotes the school- or district-wide mission, vision, values, goals, or priorities.	Acts in ways that reflect the school- or district-wide mission, vision, values, goals, or priorities.	Facilitates the development of school- or district-wide mission, vision, values, goals, or priorities.

*Basic and developing will be determined based on professional interactions. Artifacts may be submitted to support evidence of a rating.

Element Score	Element	Basic	Developing	Highly Effective	Advanced
<input type="checkbox"/>	8.2A: Professional Growth Plan (Artifact Review)	Develops a professional growth plan.	Selects opportunities to improve practice in areas identified in the professional growth plan.	Implements new strategies and learning related to professional growth plan.	Facilitates professional development at the school, district, state, or national level; such professional development could include action research.
<input type="checkbox"/>	8.2B: Professional Development (Artifact Review)	Attends and participates in required professional development sessions.	Utilizes additional sources of professional development, such as book study, coaching, mentoring, classes, and/or observations of other teachers.	Reflects on the effectiveness of strategies implemented as a result of professional development; modifies such strategies accordingly.	Facilitates efforts at the school or district level to evaluate, procure, or create resources for professional development.

Standard 9: Professional Collaboration (Artifact Review)

Element Score	Element	Basic	Developing	Highly Effective	Advanced
<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<p>9.1A: Cooperative Partnerships (Artifact Review)</p>	<p>Listens and responds to family and community interests and needs that are communicated through both formal and informal channels.</p> <p>Helps families understand how to support a child’s specific learning needs.</p>	<p>Invites families and/or community organizations to help promote and foster student learning.</p>	<p>Reflects on the effectiveness of collaborative efforts between parents, school colleagues, and community members; adjusts efforts accordingly.</p> <p>Works to address stereotypes or biases held by colleagues, parents, or community members that may result in low expectations for students inside and outside the classroom.</p>	<p>Capitalizes on available resources in the community by building sustainable partnerships with social, cultural, and community groups to enrich the class and school instructional program and to access additional resources to meet emerging student needs.</p> <p style="text-align: center;">or</p> <p>Advocates for and contributes to efforts at the school or district level to generate effective collaboration with families.</p> <p style="text-align: center;">or</p> <p>Facilitates the development of effective strategies in responding to diverse community interests and needs at the school or district level.</p>

Areas of Strength/Areas of Growth

5. (Principal) List some areas of teacher strength, citing evidence from observation notes.

6. (Principal) List some areas for teacher growth, citing evidence from observation notes.

Next Steps

7. List next steps for the teacher (identified by the teacher and administrator during the interview).

Comments

Teacher Comments:

Administrator Comments:

Administrator Signature: _____

Date: _____

Teacher Signature: _____

Date: _____

Appendix G

Advanced Artifact Review Checklist (Optional)

Instructions: Use this tool to report the quality indicator elements where the teacher scored a *highly effective* on the observation in the **Teacher Evaluation Program Rubric** and where you believe the teacher demonstrates *advanced* practice; for those elements, place a checkmark in the “Eligible for Artifact Review” column.

Notify the teacher of these elements during the post-observation meeting. Review and discuss the artifacts that the teacher presents in comparison to the *Hazelwood Teacher Evaluation Framework*. Then place a checkmark in the “Artifact Meets Criteria of *Advanced*” column where the evidence demonstrates *advanced* performance.

Standard	Quality Indicator Element	Eligible for Artifact Review	Artifact Meets Criteria of <i>Advanced</i>	Comments
Content Knowledge Aligned With Instruction	1.1A: Academic language			
	1.1B: Content knowledge			
	1.2A: Engaged students			
	1.3A: Interdisciplinary instruction			
Student Learning, Growth, and Development	2.1A: Multiple learning styles			
	2.1B: Student background			
	2.2B: Student goals			
	2.3A: Inclusive classroom			
	2.3B: Students as risk takers			
Curriculum Implementation	3.1A: Curriculum standards			
Teaching of Critical Thinking	4.1A: Questioning and activities			
	4.2A: Varied resources			
	4.3A: Collaborative learning			
Positive Classroom Environment	5.1A: Classroom management			
	5.2A: Routines, transitions, and procedures			
	5.2B: Physical space			
Effective Communication	6.2A: Learner communication			



Appendix H
Performance Improvement Plan (PIP) Form

Teacher	Date	School
Quality Indicator Element:		
Improvement Objective(s): <i>(Applicable descriptors and/or definable deficiencies)</i>		
Procedures for Achieving Objective(s): <i>(Explanation of teacher and evaluator responsibilities)</i>		
Appraisal Method and Target Dates:		
Teacher Comments:		
Evaluator Comments:		

Teacher's Signature/Date

Evaluator's Signature/Date

Date Objective Achieved: _____

Teacher's Signature

Evaluator's Signature

(Signatures indicate that information has been discussed.)



Appendix I

Hazelwood Teacher Evaluation System: Professional Growth Plan

Teacher Name: _____ Approved by: _____
(Administrator Signature)

Development Date: _____

Goal 1 (required)

- *What you want to learn, or what skills you want to improve, that will lead to student success. (If required, indicate the quality indicator and/or element(s) addressed in this PGP.)*

Predicted Results (for teachers and students)

- *What specifically do you expect to accomplish?*

Implementation Strategies

- *How do you intend to accomplish your goal? (Include target completion dates.)*

Indicators of Success

- *What data **OR** evidence of teacher and student learning will you gather to demonstrate attainment of your goal?*

Additional Comments or Reflections

To be completed by the administrator at the end of the year

Did the teacher implement this plan? Yes, completely Yes, partially No

Administrator Signature: _____ Date: _____

Goal ____ (optional)

- *What do you hope to achieve? State your goal in terms of student success and teacher learning.*

Predicted Results (for teachers and students, stated in measurable terms)

- *What specifically do you expect to accomplish?*

Implementation Strategies

- *How do you intend to accomplish your goal?*

Indicators of Success

- *What data **OR** evidence of teacher and/or student learning will you gather to demonstrate attainment of your goal?*

Additional Comments or Reflections

To be completed by the administrator at the end of the year

Did the teacher implement this plan? Yes, completely Yes, partially No

Administrator Signature: _____ Date: _____

Appendix J

Student Learning Objective (SLO) Template

Use the SLO Template Checklist in addition to this template to develop components of the student learning objective.

Teacher Name: Click or tap here to enter text. Content Area and Course(s): Click or tap here to enter text.

Grade Level(s): Click or tap here to enter text. Academic Year: Click or tap here to enter text.

Student Population *List the students to be included in this SLO. Include course, section, grade level, and number of students along with a description of the population including any contextual factors that may impact student growth.*

Interval of Instruction *List beginning and ending dates of instructional period.*

Standards and Content *Identify the content area, academic concept or skill, and how it/they align to the curriculum standards.*

Assessment(s) *List the assessments to be used. Ensure assessment(s) allow all students to show growth and follow the guidelines for appropriate assessments.*

Baseline Information *List tiered results of the preassessment with score ranges; include the number of students in each tier.*

Growth Target(s) *List growth targets considering available data and content requirements.*

Rationale for Growth Targets *Explain your rationale for setting the above target(s) for student growth within the interval of instruction. Explain how target(s) align with school and/or district goals.*

Appendix K

Student Learning Objective (SLO) Template Checklist

This checklist should be used for writing and approving SLOs. It should be made available to both teachers and evaluators for these purposes. For an SLO to be formally approved, all criteria must be met and approved by an SLO evaluator.

Educator Name: _____ **Date:** _____

Evaluator Name: _____ **Date:** _____

Component	Criterion	Approved	Needs Revision
Student Population	Includes course, grade level, and number of students. (One class period only.)	<input type="checkbox"/>	<input type="checkbox"/>
	Includes all students in the class covered by the SLO.	<input type="checkbox"/>	<input type="checkbox"/>
	Describes the student population and considers any contextual factors that may impact student growth (e.g. IEP, ELL, etc.).	<input type="checkbox"/>	<input type="checkbox"/>
	Does not exclude subgroups of students who are a part of the class.	<input type="checkbox"/>	<input type="checkbox"/>
Interval of Instruction	Lists beginning and ending dates of instructional period.	<input type="checkbox"/>	<input type="checkbox"/>
Standards and Content	Identifies the content area.	<input type="checkbox"/>	<input type="checkbox"/>
	States the academic concept or skill to be taught.	<input type="checkbox"/>	<input type="checkbox"/>
	Aligns with curriculum standards.	<input type="checkbox"/>	<input type="checkbox"/>
Assessment(s)	Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended.	<input type="checkbox"/>	<input type="checkbox"/>
	Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course.	<input type="checkbox"/>	<input type="checkbox"/>
	Follows guidelines for appropriate assessments.	<input type="checkbox"/>	<input type="checkbox"/>
Baseline Information	Provides tiered results of the preassessment with score ranges.	<input type="checkbox"/>	<input type="checkbox"/>
Growth Target(s)	Ensures that all students in the course have a growth target.	<input type="checkbox"/>	<input type="checkbox"/>
	Uses baseline or pretest data/information to determine appropriate growth.	<input type="checkbox"/>	<input type="checkbox"/>
	Sets developmentally appropriate targets.	<input type="checkbox"/>	<input type="checkbox"/>
	Creates tiered targets when appropriate so that all students may demonstrate growth.	<input type="checkbox"/>	<input type="checkbox"/>
Rationale for Growth Targets	Explains why the target is appropriate for the population.	<input type="checkbox"/>	<input type="checkbox"/>
	Explains how targets align with broader school and/or district goals.	<input type="checkbox"/>	<input type="checkbox"/>

Date approved: _____ **Signatures:** _____



Appendix L

Growth Target Template

Teacher:

School:

Subject or Grade:

Evaluation Period Ending Date:

Student Name	Baseline or Pretest Score	Growth Target	Score on the End-of-Interval Assessment	Did the Student Meet the Growth Target (Yes or No)?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				



Student Name	Baseline or Pretest Score	Growth Target	Score on the End-of-Interval Assessment	Did the Student Meet the Growth Target (Yes or No)?
20.				
21.				
22.				
23.				
24.				
25.				
26.				
27.				
28.				
29.				
30.				
31.				
32.				
33.				
34.				
35.				

Number of Students Meeting their Growth Target	
Total Number of Students (excluding Attendance Not Met and Moved)	
Percentage of Students Meeting their Growth Targets	
SLO Score	
Numerical Rating of the SLO	

SLO Score	Area Overall
85-100	4 – Advanced
70-84	3 – Highly Effective
45-69	2 - Developing
44 or less	1- Basic

Hazelwood SLO Approval Form

Name:
 SLO Team (Teachers' Names)
 Subject:
 Grade:
 SLO Focus Area:

Based on the administrator's review, the SLO approval status is:

Approved

The SLO has met the criteria and expectations outlined in the SLO guidance checklist.

As a result:

- The teacher(s) focused on the "right" goals
- The SLO covers the course content and identifies the students that truly need to improve
- The SLO is logically related to improved student learning
- The SLO is leading to more equality of educational opportunities for all students
- The SLO does not lead to unintended consequences, such as the curriculum becoming unacceptably narrowed.

Not Approved

The SLO does not meet the criteria and expectations outlined in the SLO template checklist. The SLO requires further development in the areas listed below. Once the outstanding areas are sufficiently addressed, the SLO will be approved.

Areas requiring further development:

- | | |
|--------------------------------------|---|
| _____ <i>Student Population</i> | _____ <i>Baseline Information</i> |
| _____ <i>Interval of Instruction</i> | _____ <i>Growth Target(s)</i> |
| _____ <i>Standards and Content</i> | _____ <i>Rationale for Growth Target(s)</i> |
| _____ <i>Assessment(s)</i> | |

Administrator's Signature and Date _____

Teacher's Signature and Date _____

Appendix N

Hazelwood Teacher Evaluation System: Midcycle Review Form*

Teacher:

Grade Level/Subject/Period:

Administrator:

Date of Midcycle Review Meeting:

In preparation for the midcycle review meeting, please review this questionnaire. Please bring any interim student learning data related to the student learning objectives (SLOs) that you would like to discuss. Your honesty is appreciated and will encourage a productive conversation about your students' performance and areas for improvement.

Questions

1. How are your students progressing toward your SLOs? What evidence do you have of this progress?

2. Which students are struggling? What are you doing to support them?

3. Which students are exceeding expectations? What are you doing to challenge them?

4. What instructional adjustments need to be made to improve student growth?

5. What additional resources do you need to support you as you work to achieve your SLOs? What support could you offer other teachers who may be struggling where you are achieving success?

6. Are there any student attendance issues or other unexpected circumstances that are substantial enough to affect your SLOs?

7. What parts of your PGP have you completed so far?

8. Do you need any help finishing your PGP?

9. Do you have any questions about artifacts you need for your standards?

*The questions on this form may be adjusted, changed, or added to. Share the questions to be discussed at the Midcycle Review meeting with the teachers in advance.

Appendix O Summative Narrative Form

Evaluator Comments (In the section below, the administrator should provide a summary of the teacher's overall performance, citing evidence from the multiple measures in the Hazelwood teacher evaluation system and noting the teacher's strongest areas of performance as well as important areas for future growth.):

Teacher Comments (Optional):

MUST be completed for all PROBATIONARY CERTIFIED EMPLOYEES:

Recommended for Rehire? Yes No

I acknowledge that I received my Summative Evaluation and final summative score on the following date:

Evaluator Name

Teacher Name

Evaluator Signature

Date

Teacher Signature

Date

Signature indicates that information has been reviewed and discussed only. It does not indicate agreement with the content. Additional information and comments may be attached.

Appendix P Summative Scoring Excel Sheet (Sample)

Raw Element Scores			Converted Element Scores				Final QI Scores	
Administrator: Enter Scores Here			Automatically Calculated				Automatically Calculated	
Element	Observation Raw Score (1-5)	Artifact Review (1-4)	PGP Raw Score(1-3)	Converted Obs. Score (out of 4)	Converted Artifact Review Score (out of 4)	Converted PGP Score(out of 4)	Total Converted Score	Final QI Score
1.1A								
1.1B								
1.2A								
1.3A								
1.4A								
1.5A								
2.1A								
2.1B								
2.2A								
2.2B								
2.3A								
2.3B								
3.1A								
4.1A								
4.2A								
4.2B								
4.3A								
5.1A								
5.2A								
5.2B								
6.1A								
6.1B								
6.2A								
7.1A								
7.2A								
7.2B								
7.2C								
7.3A								
8.1A								
8.1B								
8.2A								
8.2B								
9.1A								
							Total Points Earned	#DIV/0!
				Component	Subscore	Weight	Weighted Subscore	
				Teacher's Practice Subscore =	#DIV/0!	0.85	#DIV/0!	
				SLO	#VALUE!	0.15	#VALUE!	
							Final Score	#DIV/0!
							Rating	#DIV/0!

