

UNIFIED SCHOOL DISTRICT NO. 332 TEACHER EVALUATION DOCUMENT

STAFF MEMBER: _____

EVALUATOR: _____

Date of Evaluation: _____

Observation Dates: _____

PHILOSOPHY OF EVALUATION

1. We believe we have a responsibility to students, patrons, and staff to carry on a continuous program of evaluation of the competencies of all personnel.
2. We believe that improvement of competence is always possible; a need for improvement does not necessarily imply incompetence.
3. We believe that evaluation affords opportunities for formal recognition of successful performance.
4. We believe that the individual being evaluated should have a number of evaluation conferences with the person doing the evaluation. Improvement of instruction shall be a joint responsibility between the evaluator and evaluatee focusing on areas needing improvement in order to achieve the best results. The staff member should be given a copy of the evaluation record. There should be freedom to discuss and dissent with the evaluator's response.
5. We believe improvement of individual performance is not accidental.
6. We believe that evaluation is more than mere inspection and rating. It must and does involve work, planning and review.
7. We believe an opportunity should exist for self evaluation of the individual with performance guidelines and standards available for use.
8. We believe that if after Efforts for improvement have been exhausted the evaluation may be used for termination.

EVALUATION PROCEDURES

1. Evaluation shall be conducted in compliance with K.S.A. 72-9003. Administrators will conduct as many informal or formal evaluations as they deem necessary for improvement in instruction. The following procedures are the minimum number of evaluations to be made:
 - A. All first and second year employees shall be evaluated at least two times each year. The first evaluation is to be completed prior to the 60th school day of the first semester, the second prior to the 60th school day of the second semester.
 - B. All third and fourth year employees shall be evaluated at least one time each year, and the evaluation is to be completed prior to February 15th of the school year.
 - C. Employees with four or more years of employment shall be evaluated at least once every three years by no later than February 15th of the school year in which the employee is evaluated.
2. The Superintendent of schools will assign an evaluating administrator to each employee. This assignment may be subject to change, but generally the building administrator will be the evaluator.
3. All evaluations are to be made in writing and evaluation documents and responses thereto are to be maintained in a personnel file for each teacher for a period of not less than three years from the date each evaluation is made.
4. The administrator conducting the evaluation shall visit each teacher's classroom at least twice for a minimum of twenty (20) minutes prior to each written evaluation.
5. The evaluator will discuss the results of the evaluation with the employee in a scheduled evaluation conference.
6. Persons to be evaluated should participate in their evaluations, and shall be afforded the opportunity for self evaluation.
7. All teacher evaluation forms shall be signed by both the teacher being evaluated and the evaluator. A signature by the teacher being evaluated does not necessarily mean agreement. If the teacher does not agree with the evaluation, he/she has two weeks to respond in writing to the teacher's evaluation file.
8. Should the evaluation reveal a deficiency in any area, it should be the responsibility of the evaluator to inform the teacher in writing of the specific deficiency and provide suggestions for improvement.
9. Evaluation documents and responses shall be available only as required by law.

STAFF MEMBER: _____ **ASSIGNMENT:** _____

VISITATION AND OBSERVATION RECORD: _____

CONFERENCE DATE: _____

GENERAL COMMENTS FROM EVALUATOR:

THE FOLLOWING AREAS ARE STRENGTHS OF THIS INDIVIDUAL:

THE FOLLOWING AREA(S) INDICATE A NEED FOR IMPROVEMENT:

PLAN OF ACTION FOR IMPROVEMENT: (attach additional pages if plan is for an unacceptable rating):

DATE OF FOLLOW UP CONFERENCE: _____

STAFF MEMBER MAY ATTACH A REBUTTAL, COMMENTS OR DISAGREEMENTS WITH THE EVALUATION, BUT THESE ATTACHMENTS MUST BE SUBMITTED WITHIN TWO WEEKS OF THE BELOW DATE.

The teacher's signature on this report does not necessarily mean agreement with the evaluation. Signatures indicate that the teacher has reviewed this evaluation in conference with the evaluator and has had the opportunity to participate in a self-evaluation.

INDIVIDUAL'S SIGNATURE: _____

DATE: _____

EVALUATOR'S SIGNATURE: _____

DATE: _____

OUTLINE OF STANDARD SKILLS

1 = Outstanding 2 = Satisfactory 3 = Needs Improvement 4 = Unsatisfactory 5 = N/A

◆ CLASSROOM ENVIRONMENT:

PHYSICAL ARRANGEMENT OF THE ROOM:

1 2 3 4 5 circle one

COMMENTS:

1. Furniture is arranged to provide easy and safe movement of students.
2. Furniture is arranged to match instructional objectives.
3. The classroom is neat and clean.

ARRANGEMENT OF MATERIALS:

1 2 3 4 5 circle one

COMMENTS:

1. Learning materials are organized, easily available, and neat.
2. Room displays are used effectively.

CLASSROOM ATMOSPHERE:

1 2 3 4 5 circle one

COMMENTS:

1. Student ideas are accepted.
2. Teacher's physical appearance is positive.
3. Teacher's attire is appropriate.

◆ PREPARATION FOR INSTRUCTION:

DETERMINATION OF STUDENT NEEDS:

1 2 3 4 5 circle one

COMMENTS:

1. Student needs are diagnosed and assessed.
2. Progress is monitored.

ORGANIZATION OF SUBJECT MATTER:

1 2 3 4 5 circle one

COMMENTS:

1. The specified curriculum is taught.
2. Content presentation is sequential.

INSTRUCTIONAL PLAN:

1 2 3 4 5 circle one

1. Time is appropriately allocated.
2. Individual differences are addressed.
3. Provision is made for teacher absence.

COMMENTS:

EFFECTIVE USE OF RESOURCES:

1 2 3 4 5 circle one

1. Provides for variety in instruction.
2. Considers individual learning styles.
3. Operates equipment effectively and safely.

COMMENTS:

◆ **INTERACTION WITH STUDENTS:****EFFECTIVE USE OF STUDENT RESPONSES:**

1 2 3 4 5 circle one

1. Responses are valued and clarified.
2. Responses are related and extended.
3. Responses are used to summarize.
4. Deals with incorrect responses.

COMMENTS:

TYPES OF QUESTIONS ASKED:

1 2 3 4 5 circle one

1. Lower level questions.
2. Higher level questions.
3. Open questions.

COMMENTS:

MOTIVATION TECHNIQUES:

1 2 3 4 5 circle one

1. Uses student experiences.
2. Uses past knowledge.
3. Clarifies importance.

COMMENTS:

VARIETY OF INSTRUCTIONAL APPROACHES USED:

1 2 3 4 5 circle one

1. Lecture
2. Discussion.
3. Hands on involvement.
4. Independent work.

COMMENTS:

VARIETY OF INSTRUCTIONAL GROUPS:	1. Whole class.
1 2 3 4 5 circle one	2. Cooperative Groups.
	3. One-to-one.
	4. Peer instruction.
	5. Self-directed.
COMMENTS:	

◆ **MANAGEMENT OF THE LEARNING ENVIRONMENT:**

RECORD KEEPING:	1. Completion of assignments.
1 2 3 4 5 circle one	2. Evaluation of projects.
	3. Test results.
COMMENTS:	

ESTABLISHED ROUTINES:	1. Classroom procedures.
1 2 3 4 5 circle one	2. Classroom rules.
COMMENTS:	

DISCIPLINE GUIDELINES:	1. Noise control.
1 2 3 4 5 circle one	2. Deals with complaints.
	3. Controls student friction.
	4. Students respond to a request for order.
	5. Students are attentive to the lesson.
COMMENTS:	

◆ **PROFESSIONALISM:**

RELATIONSHIP WITH COLLEAGUES:	1. Cordial and friendly interaction.
1 2 3 4 5 circle one	2. Helpful and encouraging interaction.
COMMENTS:	

SELF-DEVELOPMENT:	1. Stays current with the field.
1 2 3 4 5 circle one	2. Involved in staff development activities.
COMMENTS:	3. Seeks and shares ideas/information.
	4. Committee involvement.
	5. Engages in self-evaluation.

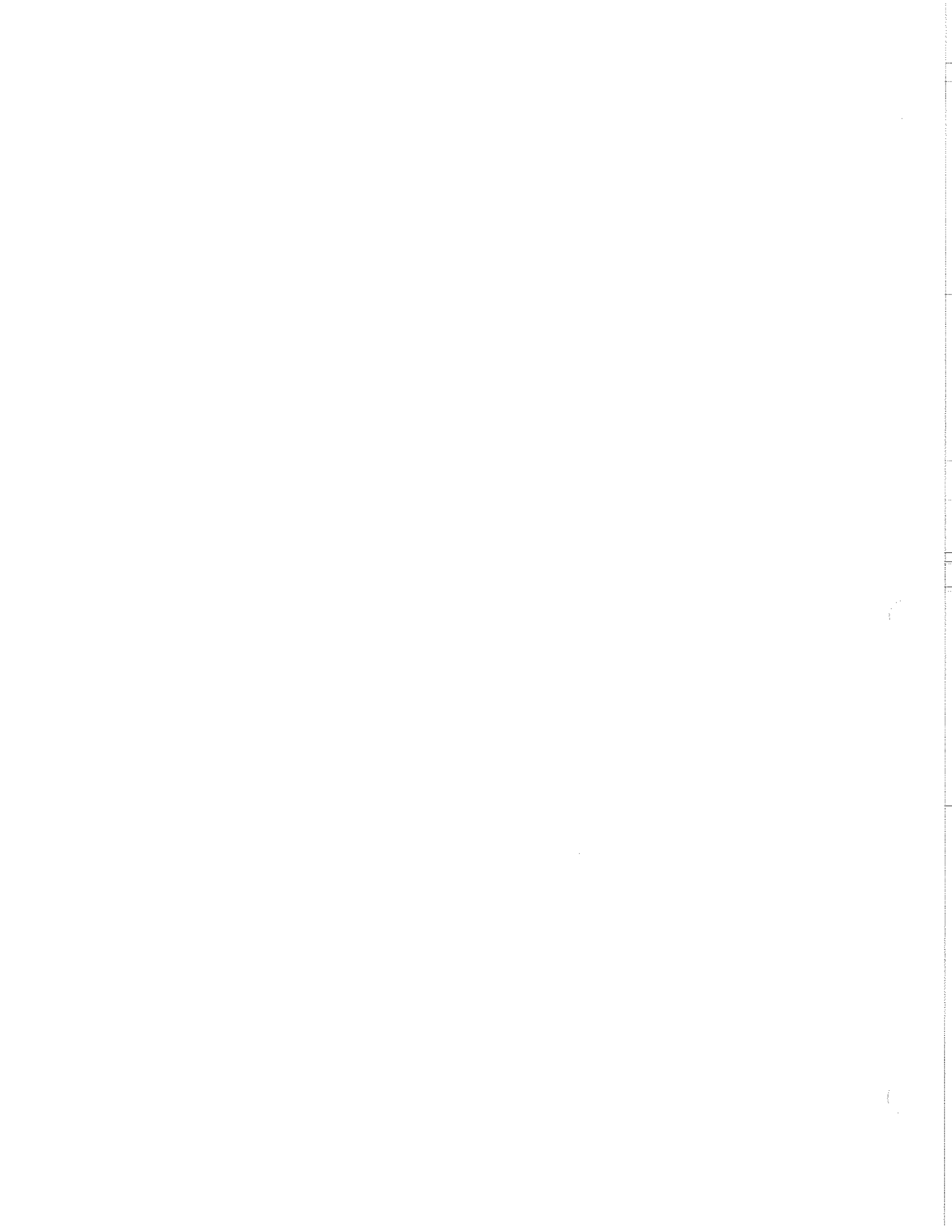
SCHOOL POLICY:	1. Follows policies and guidelines.
1 2 3 4 5 circle one	2. Participates in evaluation and/or the development of policy.
COMMENTS:	

◆ **PARENT/COMMUNITY INTERACTION:**

HOLDS CONFERENCES WITH INDIVIDUAL PARENTS:	1. Is available.
1 2 3 4 5 circle one	2. Is interested.
COMMENTS:	3. Is helpful.
	4. Is confidential.

INTERPRETS EDUCATIONAL INFORMATION:	1. Assessment results.
1 2 3 4 5 circle one	2. Student involvement in particular programs.
COMMENTS:	

ENCOURAGES INVOLVEMENT:	1. Seeks community interaction.
1 2 3 4 5 circle one	
COMMENTS:	



DESCRIPTION OF STANDARD SKILLS

CLASSROOM ENVIRONMENT

Physical Arrangement of the Room

1. Aisles and passageways should be kept clear, entrances and exits kept open, and frequently used areas should be accessible.
2. All students are able to see the chalkboard, teacher can work with individual students when appropriate, and multi-media is placed and used effectively.
3. Waste materials should be appropriately discarded, clothing neatly put away, and custodial concerns brought to administrative attention.

Arrangement of Materials

1. Materials should be neatly arranged, organized, and easily available to students.
2. Bulletin board reflects current student work and/or topics/units being studied.

Classroom Atmosphere

1. Students are encouraged to express themselves freely and ask questions. They ask for help and also listen to each other.
2. Facial expression, body language, and wait time are accepting of student needs.
3. Teacher's attire is appropriate for the learning environment.

PREPARATION FOR INSTRUCTION

Determination of Student Needs

1. Skill needs are identified.
2. Assessment is ongoing, with continuous monitoring of the student's progress.

Organization of Subject Matter

1. The grade's mandated curriculum is taught in each subject area.
2. The sequence in which skills and concepts are presented is appropriate to both the material and the ability levels of the students.

Instructional Plan

1. The teacher sets realistic time frames for completion of the task.
2. The teacher keeps in mind that slow and fast students may study the same topic, but in vastly different ways. Variety of instruction is provided to allow for a different pacing of material.

3. Lesson plans, and/or alternative plans, include activities that could be conducted by a substitute teacher.

Effective Use of Resources

1. The teacher implements appropriate resources.
2. The teacher provides resources suited to the preferences of students who are oral, visual, tactile, and kinesthetic learners.
3. Machines needed for the presentation of materials are appropriately placed, operated with care, turned off when not in use, and returned when no longer needed.

INTERACTION WITH STUDENTS

Effective Use of Student Responses

1. Responses are repeated by the teacher, the student, or another student because they are important and the teacher paraphrases or modifies responses to make them better understood.
2. Responses are used as examples, explanations, or comparisons.
3. Responses are used to draw conclusions, make points, or summarize concepts. The teacher rephrases the question, provides additional information, and/or probes the student's responses.
4. When possible the question is stated for which the student's answer would have been correct and/or state the situation that would make the answer correct.

Types of Questions Asked

1. Teacher uses verbs like tell, define, identify, list, name, explain, describe, which provide the foundation of information to use for thinking on higher levels.
2. Teacher uses verbs like categorize, classify, compare, change, design, develop, invent, modify, argue, judge, predict, recommend, which provide for analysis, synthesis, and evaluation thinking.
3. Students are encouraged to express themselves in complete sentences.

Using Motivation Techniques

1. The teacher relates new information to past experiences that most students have in common.
2. The teacher relates new information to the students prior knowledge.
3. The teacher makes students aware of what they are to learn and how that knowledge is of importance to them.

Variety of Instructional Approaches Used

1. The teacher instructs students in a sequential and developmental manner.

2. The teacher presents statements and questions to students, who are expected to react, compare, value, and/or judge.
3. Students are expected to manipulate, change, use, and/or build with the materials provided.
4. Students are expected to use the materials within the given time frame to reach the stated objectives on their own or with a minimum of assistance.

Variety of Instructional Groups

1. The teacher presents a concept or skill that most of the children have not yet mastered.
2. The teacher presents a concept or skill using cooperative learning techniques. The instructional content is not appropriate to the whole class.
3. The teacher presents a concept or skill to one student who is ready for that instruction, who needs reteaching, or who needs additional assistance.
4. Two students work together to learn from each other.
5. The individual student works on his/her own to learn, reinforce, apply, or enrich the understanding of a concept or skill.

MANAGEMENT OF THE LEARNING ENVIRONMENT

Record Keeping

1. The teacher records notes and evaluations about the individual student's completion of assignments.
2. The teacher records notes and evaluations about the individual projects that are completed by each
3. The teacher records notes and evaluations about the test scores of individual students following an assessment of particular skills.

Established Routines

1. The teacher establishes a routine for the use of the classroom, e.g. raising hand, lining up, turning in assignments, meeting deadlines, helpers, etc.
2. Teacher establishes and posts classroom rules.

Discipline Guidelines

1. Noise is appropriate to the activity in process.
2. The teacher makes an appropriate decision about what action or inaction to take to satisfy the complaint.
3. The teacher takes effective action to eliminate friction and prevent its return.
4. Students know how a request for order will be made, and they respond appropriately to that request.

5. During a teacher-directed lesson, students are involved and attentive. Students not involved in the lesson are meaningfully and quietly involved in other assignments.

PROFESSIONALISM

Relationship With Colleagues

1. Relationships with other teachers and with supervisors are cordial and friendly.
2. The teacher responds positively to requests from staff members and encourages the efforts of peers.

Self-Development

1. The teacher is knowledgeable about current theory and practice.
2. The teacher learns new techniques and approaches by participating in inservice, university coursework, workshops and/or seminars.
3. The teacher agrees to participate in or to present new approaches.
4. The teacher participates in committees seeking to evaluate and/or prepare approaches, suggestions, or techniques.
5. The teacher is interested in and participates in ongoing self-evaluation.

School Policy

1. The teacher follows the policies and procedures that are in effect. When it becomes impossible or impractical to follow procedure, the teacher discusses the problem with a supervisor.
2. The teacher participates in the evaluation of school policy by offering practical input.

PARENT/COMMUNITY INTERACTION

Holds Conferences With Individual Parents

1. The teacher makes him or herself available to parents, and at times, conferences with parents may be held outside of regular school hours.
2. The teacher maintains an interest in all of the factors that affect the student's performance in school.
3. Suggestions may involve efforts on the part of the teacher and the parent, and/or the student.
4. All matters discussed with parents are kept confidential. Information is shared only when and with whom it should be shared for the best interests of the student.

Interprets Educational Information

1. The teacher explains the items evaluated, the scores achieved, and the standing of the student. The teacher compares the student's progress with former achievements of that student never with individual classmates.
2. The teacher discusses and explains to the parents the particular programs(e.g. Title I, Special Education, enrichment tutorial help) in which the student might be involved. The teacher seeks necessary faculty assistance in further explanation to the parents.

Encourages Parent/Community Involvement

1. The teacher requests participation from various parts of the community to enrich and enlarge the instructional resources available to students.

Figure 2-1

OUTLINE OF STANDARD SKILLS**AREAS AND COMPONENTS****SPECIFICS****CLASSROOM ENVIRONMENT**

Physical Arrangement of the Room

1. Furniture is arranged to provide easy and safe movement of students.
2. Furniture is arranged to match instructional objectives.
3. The classroom is neat and clean.

Arrangement of Materials

1. Learning materials are organized, easily available, and neat.
2. Bulletin boards are used effectively.

Classroom Atmosphere

1. Student ideas are accepted.
2. Teacher's physical appearance is positive.
3. Teacher's attire is appropriate.

PREPARATION FOR INSTRUCTION

Determination of Student Needs

1. Student needs are diagnosed and assessed.
2. Progress is monitored.

Organization of Subject Matter

1. The specified curriculum is taught.
2. Content presentation is sequential.

Instructional Plan

1. Time is appropriately allocated.
2. Individual differences are addressed.
3. Provision is made for teacher absence.

Effective Use of Resources

1. Provides for variety in instruction.
2. Considers individual learning styles.
3. Operates equipment effectively and safely.

INTERACTION WITH STUDENTS

Effective Use of Student Responses

1. Responses are valued and clarified.
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Types of Questions Asked

1. Lower-level questions.
2. Higher level questions.
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Motivation Techniques

1. Uses student experiences.
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Variety of Instructional Approaches

1. Lecture
2. Discussion
3. Hands-on involvement
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Figure 2-1 (continued)

Variety of Instructional Groups

1. Whole class.
2. Groups.
3. One-to-one.
4. Peer instruction.
5. Self-directed.

MANAGEMENT OF THE LEARNING ENVIRONMENT

Recordkeeping

1. Completion of assignments.
2. Evaluation of projects.
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Established Routines

1. Classroom procedures.
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Discipline Guidelines

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PROFESSIONALISM

Relationship With Colleagues

1. Cordial and friendly interaction.
2. Helpful and encouraging interaction.

Self-Development

1. Stays current with the field.
2. Involved in staff development activities.
3. Seeks and shares ideas/information.
4. Committee involvement.
5. Engages in self-evaluation.

School Policy

1. Aware of procedures.
2. Follows policies and/or guidelines.

PARENT/COMMUNITY INTERACTION

Holds Conferences With Individual Parents

1. Is available.
2. Is interested.
3. Is helpful.
4. Is confidential.

Interprets Educational Information

1. Assessment results
2. Student involvement in particular programs.

Encourages Involvement

1. Seeks community interaction.