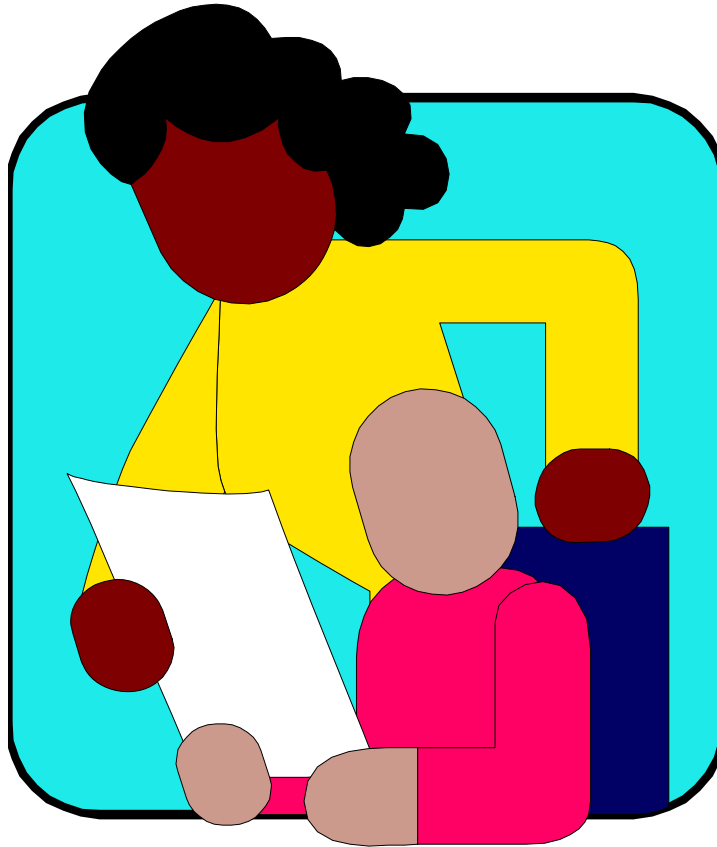


TEACHER EVALUATION PROCESS

Enhancing Professional Practice



Students benefit academically when their teachers share ideas, cooperate in activities, and assist one another's intellectual growth....

Good instruction flourishes when teachers collaborate.

Fall 2008

PREFACE

Need for changes to the teacher evaluation process in Sweetwater County School District #2 had been discussed for several years. During the fall of 2000 a small team of teachers and administrators went to the Association for Supervision and Curriculum Development Conference in Tampa, Florida. At the conference they attended workshops with Charlotte Danielson and others who discussed teacher supervision, teacher evaluation, teaching using the standards and other related topics. Upon returning to the District, the team created a committee comprised of Phyllis Timmons, Lu Kasper, Greg McClure, JoAnne Stickney, Jim Harrell, Jim Germany, Kelly Hornby, Ellie Creek and John Grenevitch.

The committee began meeting several times a month discussing past evaluation practices, the purpose of evaluating teachers and what was wanted from teacher evaluations. We read *Teacher Evaluation, To Enhance Professional Practice* (Danielson & McGreal, 2000) and *Enhancing Professional Practice, A Framework for Teaching* (Danielson, 1996). We felt that new teachers needed extra support and supervision while experienced teachers needed more opportunities for growth that are self directed. The committee's belief is that once a teacher in our district obtains continuing contract status they should have the opportunity to collaborate with peers in order to grow professionally. We also felt that evaluation should be based on not only what the teacher is doing, but also on what the students in the class are doing.

New teachers and teachers new to the district will be evaluated three times a year for their first three years. Once continuing contract status has been obtained a teacher will be evaluated formally once every three years. All teachers, including continuing contract teachers, will document their participation in self-directed or collaborative professional development opportunities as part of a formalized Professional Growth Plan approved by their supervisor.

The teacher evaluation process has been intentionally developed to help educators in our district grow professionally with a meaningful evaluation and supervision process. It is our desire to see all of the components for professional practice (pp. 6-27) implemented skillfully and consistently in all SD#2 classrooms.

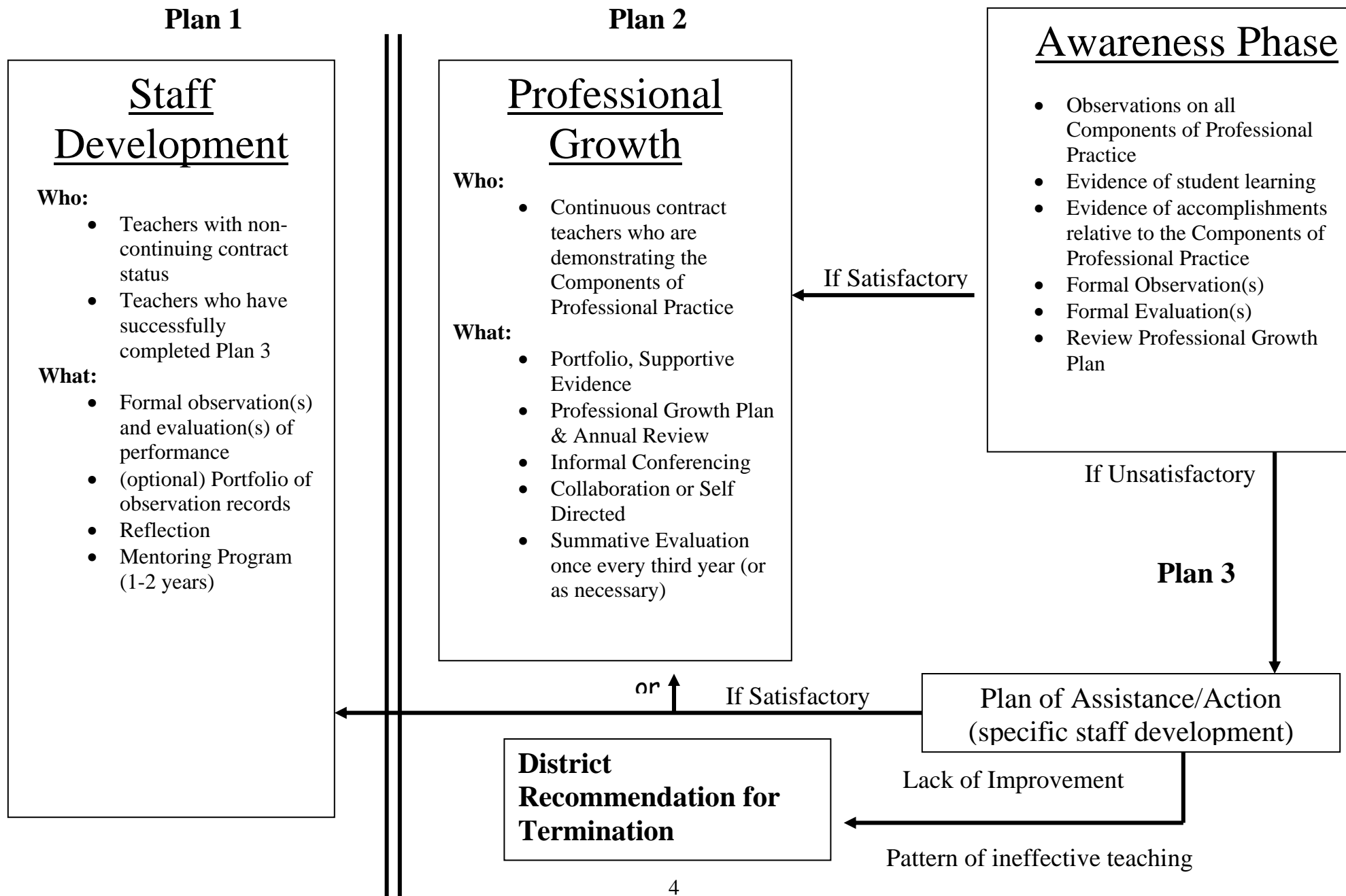
Teacher Evaluation Program Overview

<p>Plan 1 Staff Development</p> <p>Who:</p> <ul style="list-style-type: none"> Teachers who are non-continuing contract teacher status; observed 3 times a year Teachers transitioning from Plan of Assistance At least once every three years for teachers with continuing contact status <p>Purpose:</p> <ul style="list-style-type: none"> To ensure that Components of Professional Practice are understood, accepted, and demonstrated To provide support in implementing the Components To provide accountability for decisions to continue employment <p>What:</p> <ul style="list-style-type: none"> Formal observations and evaluation of performance Portfolio (optional) Reflection Mentoring Program <ul style="list-style-type: none"> - only for 1st year teachers unless recommended to continue <p>Method:</p> <ul style="list-style-type: none"> Classroom observation with feedback Review of Portfolio* Discussion of professional practices (reflection) Mentor support (reflection) 	<p>Plan 2 Professional Growth</p> <p>Who:</p> <ul style="list-style-type: none"> All Teachers <p>Purpose:</p> <ul style="list-style-type: none"> To enhance professional growth To improve student achievement To provide feedback on professional issues To focus on school improvement initiatives <p>What:</p> <ul style="list-style-type: none"> Portfolio (optional) Informal observations Professional Growth Plan (required) Summative once every three years Annual Review <p>Method:</p> <ul style="list-style-type: none"> Ongoing informal discussion of teacher performance Teacher teams/individual teacher develop a Professional Growth Plan Implement Professional Growth Plan Collaboration between teacher teams/teacher and administrator Establish indicators of progress Administrative support of teacher teams/teacher Feedback to teacher teams/teacher 	<p>Plan 3 Plan of Assistance</p> <p>Who:</p> <ul style="list-style-type: none"> Teachers in need of specific professional guidance in identified area(s) of the Components of Professional Practice <p>Purpose:</p> <ul style="list-style-type: none"> To provide teachers the assistance in any Component To provide a structured process for teachers who may benefit from more support To provide due process for disciplinary action <p>What:</p> <ul style="list-style-type: none"> Plan of Assistance <ol style="list-style-type: none"> Assistance Phase Disciplinary Phase <p>Method:</p> <ul style="list-style-type: none"> Observation and feedback focused specifically on identified area(s) of needed improvement
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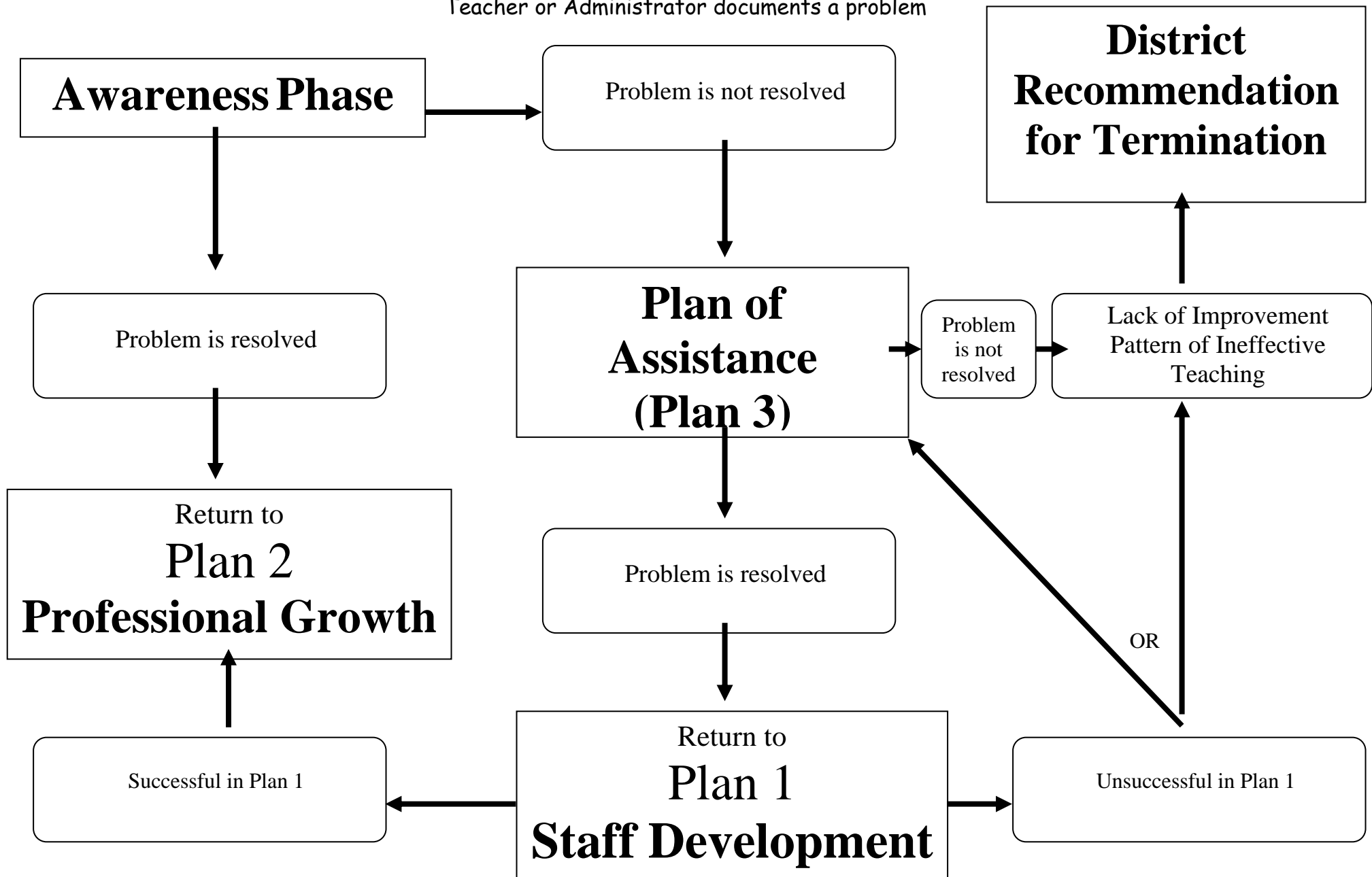
***IF a portfolio was selected as an option**

Overview of Sweetwater Co. School District #2

Evaluation Cycles



Specific Plan of Assistance
Teacher or Administrator documents a problem



DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements:

Knowledge of content – Knowledge of prerequisite relationships – Knowledge of content-related pedagogy

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Knowledge of Content</i>	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.
<i>Knowledge of Prerequisite Relationships</i>	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
<i>Knowledge of Content-Related Pedagogy</i>	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

DOMAIN 1: PLANNING AND PREPARATION

Component 1b: Demonstrating Knowledge of Students

Elements:

Knowledge of characteristics (intellectual, social, and emotional) of age group – Knowledge of students' varied approaches to learning – Knowledge of students' skills and knowledge – Knowledge of students' interests and cultural heritage

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Knowledge of Characteristics of Age Group</i>	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
<i>Knowledge of Students' Varied Approaches to Learning</i>	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences".	Teacher displays general understanding of the different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
<i>Knowledge of Students' Skills and Knowledge</i>	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
<i>Knowledge of Students' Interests and Cultural Heritage</i>	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Selecting Instructional Goals

Elements:

INTEGRITY: Goals maintain the integrity of district and state content standards. --VALUE: Goals represent high expectations for students and reflect important learning and conceptual understanding, curriculum standards, and frameworks. – CLARITY: Goals are clearly stated as student learning and permit sound assessment – SUITABILITY FOR DIVERSE STUDENTS: Goals reflect needs of all students in a class – BALANCE: Goals represent opportunities for different types of learning – for example, thinking as well as knowledge – and coordination or integration within or across disciplines.

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Integrity</i>	Goals are not congruent with district and/or state standards.	Most goals are congruent with district and/or state standards.	All goals are congruent with district and/or state standards	Goals are congruent with district and/or state standards and reflect current best practice or research.
<i>Value</i>	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
<i>Clarity</i>	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
<i>Suitability for Diverse Students</i>	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
<i>Balance</i>	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

DOMAIN 1: PLANNING AND PREPARATION

Component 1d: Demonstrating Knowledge of Resources

Elements:

Resources for teaching – Resources for students

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Resources for Teaching</i>	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.
<i>Resources for Students</i>	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources.

DOMAIN 1: PLANNING AND PREPARATION

Component 1c: Designing Coherent Instruction

Elements:

Learning activities – Instructional materials and resources –
Instructional groups – Lesson and unit structure

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Learning Activities</i>	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities is evenly distributed, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
<i>Instructional Materials and Resources</i>	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
<i>Instructional Groups</i>	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
<i>Lesson and Unit Structure</i>	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

DOMAIN 1: PLANNING AND PREPARATION

Component 1f: Assessing Student Learning

Elements:

Congruence with instructional goals – Criteria and standards – Use for planning

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Congruence with Instructional Goals</i>	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
<i>Criteria and Standards</i>	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards of achievement have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards of achievement are clear and have been clearly communicated to students.	Assessment criteria and standards of achievement are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards of achievement.
<i>Use for Planning</i>	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards of achievement and participate in planning the next steps.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating and Environment of Respect and Rapport

Elements:

Teacher interaction with students - Student interaction

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Teacher Interaction with Students</i>	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
<i>Students Interaction</i>	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2b: Establishing a Culture for Learning

Elements:

Importance of the content – Students pride in work – Expectations for learning and achievement

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Importance of the Content</i>	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
<i>Students Pride in Work</i>	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to “do good work” but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
<i>Expectations for Learning and Achievement</i>	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2c: Managing Classroom Procedures

Elements:

Management of instructional groups – Management of transitions – Management of materials and supplies

Performance of non-instructional duties – Supervision of volunteers and paraprofessionals

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Management of Instructional Groups</i>	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
<i>Management of Transitions</i>	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
<i>Management of Materials and Supplies</i>	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
<i>Performance of Non-instructional Duties</i>	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.
<i>Supervision of Volunteers and Para-professionals</i>	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2d: Managing Student Behavior

Expectations – Monitoring of students behavior – Response to students misbehavior

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Expectations</i>	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
<i>Monitoring of Students Behavior</i>	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
<i>Response to Students Misbehavior</i>	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior, but with uneven results or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2e: Organizing Physical Space

Elements:

Safety and arrangement of furniture – Accessibility to learning and use of physical resources

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Safety and Arrangement of Furniture</i>	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
<i>Accessibility to Learning and Use of Physical Resources</i>	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

DOMAIN 3: INSTRUCTION
Component 3a: Communicating Clearly and Accurately
Elements:
 Directions and procedures – Oral and written language

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Directions and Procedures</i>	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
<i>Oral and Written Language</i>	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct, but limited, or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

DOMAIN 3: THE CLASSROOM ENVIRONMENT

Component 3b: Using Questioning and Discussion Techniques

Elements:

Quality of questions – Discussion techniques – Student participation

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Quality of Questions</i>	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
<i>Discussion Techniques</i>	Interaction between teacher and students is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
<i>Student Participation</i>	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION
Component 3c: Engaging Students in Learning

Elements:

Representation of content – Activities and assignments – Grouping of Students
Instructional materials and resources – Structure and pacing

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Representation of Content</i>	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: Some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.
<i>Activities and Assignments</i>	Activities and assignments are inappropriate for students in terms of their age or backgrounds.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
<i>Grouping of Students</i>	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
<i>Instructional Material and Resources</i>	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.
<i>Structure and Pacing</i>	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students.

DOMAIN 3: INSTRUCTION
Component 3d: Providing Feedback to Students

Elements:

Quality: accurate, substantive, constructive, and specific - Timeliness

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Quality: Accurate,, Substantive, Constructive, and Specific</i>	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: some elements of high quality are present; others are not	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to use feedback in their learning.
<i>Timeliness</i>	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning.

DOMAIN 3: INSTRUCTION
Component 3e: Demonstrating Flexibility and Responsiveness
Elements:
Lesson adjustment – Response to students- Persistence

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Lesson Adjustment</i>	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.
<i>Response to Students</i>	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
<i>Persistence</i>	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4a: Reflecting on Teaching

Elements:

Accuracy - Use in future teaching

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Accuracy</i>	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
<i>Use in Future Teaching</i>	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4b: Maintaining Accurate Records

Elements:

Students completion of assignments – Students progress in learning - Non-instructional records

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Student Completion of Assignments</i>	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on a student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
<i>Students Progress in Learning</i>	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.
<i>Non-instructional Records</i>	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective and students contribute to its maintenance.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4c: Communicating with Families

Elements:

Information about the instructional program – Information about individual students

Engagement of families in the instruction program

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Information About the Instructional Program</i>	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
<i>Information About Individual Students</i>	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
<i>Engagement of Families in the Instructional Program</i>	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4d: Contributing to the School and District

Elements:

Relationships with colleagues – Service to school and/or District

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Relationships with Colleagues</i>	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
<i>Participation in School and/or District service</i>	Teacher avoids becoming involved in school and/or district service.	Teacher participates in school and/or district service when specifically asked.	Teacher volunteers to participate in school and/or district service, making a substantial contribution.	Teacher volunteers to participate in school and/or district service, making a substantial contribution, and assumes a leadership role in a major school or district project.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4e: Growing and Developing Professionally

Elements:

Enhancement of content knowledge and pedagogical skill – Service to the profession

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Enhancement of Content Knowledge and Pedagogical Skill</i>	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
<i>Service to the Profession</i>	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

Component 4f: Showing Professionalism

Elements:

Service to students – Advocacy – Decision making

Element	LEVEL OF PERFORMANCE			
	Unsatisfactory	Basic	Proficient	Distinguished
<i>Service to Students</i>	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
<i>Advocacy</i>	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
<i>Decision Making</i>	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited, though genuinely professional, considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

Name: _____

Date: _____

<i>DOMAIN 1: PLANNING AND PREPARATION</i>				
Element	LEVEL OF PERFORMANCE			
	U	B	P	D
<i>Component 1a: Demonstrating Knowledge of Content and Pedagogy</i>				
Knowledge of Content				
Knowledge of Prerequisite Relationships				
Knowledge of Content-Related Pedagogy				
<i>Component 1b: Demonstrating Knowledge of Students</i>				
Knowledge of Characteristics of Age Group				
Knowledge of Students' Varied Approaches to Learning				
Knowledge of Students' Skills and Knowledge				
Knowledge of Students' Interests and Cultural Heritage				
<i>Component 1c: Selecting Instructional Goals</i>				
Congruency				
Value				
Clarity				
Suitability for Diverse Students				
Balance				
<i>Component 1d: Demonstrating Knowledge of Resources</i>				
Resources for Teaching				
Resources for Students				
<i>Component 1e: Designing Coherent Instruction</i>				
Learning Activities				
Instructional Materials and Resources				
Instructional Groups				
Lesson and Unit Structure				
<i>Component 1f: Assessing Student Learning</i>				
Congruence with Instructional Goals				
Criteria and Standards				
Use for Planning				

Collaboration Notes:

Name: _____

Date: _____

<i>DOMAIN 2: THE CLASSROOM ENVIRONMENT</i>				
Element	LEVEL OF PERFORMANCE			
	U	B	P	D
<i>Component 2a: Creating an Environment of Respect and Rapport</i>				
Teacher Interaction with Students				
Student Interaction				
<i>Component 2b: Establishing a Culture for Learning</i>				
Importance of the Content				
Students' Pride in Work				
Expectations for Learning and Achievement				
<i>Component 2c: Managing Classroom Procedures</i>				
Management of Instructional Groups				
Management of Transitions				
Management of Materials and Supplies				
Performance of Non-instructional Duties				
Supervision of Volunteers and Para-professionals				
<i>Component 2d: Managing Student Behavior</i>				
Expectations				
Monitoring of Students' Behavior				
Response to Students' Misbehavior				
<i>Component 2e: Organizing Physical Space</i>				
Safety and Arrangement of Furniture				
Accessibility to Learning and Use of Physical Resources				

Collaboration Notes:

Name: _____

Date: _____

<i>DOMAIN 3: INSTRUCTION</i>				
Element	LEVEL OF PERFORMANCE			
	U	B	P	D
<i>Component 3a: Communicating Clearly and Accurately</i>				
Directions and Procedures				
Oral and Written Language				
<i>Component 3b: Using Questioning and Discussion Techniques</i>				
Quality of Questions				
Discussion Techniques				
Student Participation				
<i>Component 3c: Engaging Students in Learning</i>				
Representation of Content				
Activities and Assignments				
Grouping of Students				
Instructional Material and Resources				
Structure and Pacing				
<i>Component 3d: Providing Feedback to Students</i>				
Quality: Accurate, Substantive, Constructive, and Specific				
Timeliness				
<i>Component 3e: Demonstrating Flexibility and Responsiveness</i>				
Lesson Adjustment				
Response to Students				
Persistence				

Collaboration Notes:

Name: _____

Date: _____

<i>DOMAIN 4: PROFESSIONAL RESPONSIBILITIES</i>				
Element	LEVEL OF PERFORMANCE			
	U	B	P	D
<i>Component 4a: Reflecting on Teaching</i>				
Accuracy				
Use in Future Teaching				
<i>Component 4b: Maintaining Accurate Records</i>				
Students' Completion of Assignments				
Students' Progress in Learning				
Non-instructional Records				
<i>Component 4c: Communicating with Families</i>				
Information About the Instructional Program				
Information About Individual Students				
Engagement of Families in the Instructional Process				
<i>Component 4d: Contributing to the School and District</i>				
Relationships with Colleagues				
Participation in School and/or District Service				
<i>Component 4e: Growing and Developing Professionally</i>				
Enhancement of Content Knowledge and Pedagogical Skill				
Service to the Profession				
<i>Component 4f: Showing Professionalism</i>				
Service to Students				
Advocacy				
Decision Making				

Collaboration Notes:_____
Teacher's Signature_____
Date_____
Principal's Signature_____
Date

*Signature indicates that both parties received copies of the summative review

Plan I

Formal Observation Cycle

- Use of Pre-Observation, Observation and Post-observation Reflection process and forms
- A minimum of three formal observation cycles per year

Evaluation – Before **April 1st**

- A minimum of three formal evaluations per year will be conducted for initial contract teachers
 - 1st Evaluation by November 1st
 - 2nd Evaluation by January 15th
 - 3rd Evaluation by April 1st

Reflection

- Observation Reflection Form will be utilized

Mentoring Program

- District Plan will be utilized

Portfolio (optional)

Portfolio is evidence of the domain

(See Professional Portfolio Guidelines)

Plan II

Professional Growth Plan

Parameters of Professional Growth Plan (all teachers – every year)

- All plans and goals must be linked to the Components of Professional Practice
- All plans must support district, school, classroom or department initiatives
- All goals and plans must include the potential effect of the work on student learning
- Professional Development Plans are due to Supervisors by October 1st and are concluded by June 1st (or before checkout) with goal progress summarized.

Self Assessment

- Identify an area from Components of Professional Practice on which to focus
- Action Research
- Student Performance

Goal Setting

- Identify goal area from self assessments
- Develop goal/growth plan

Informal Observation

A short classroom visit that may or may not include documentation or feedback

Documentation

- Assessment of goal/growth plan which illustrates teacher growth

Summative Evaluation

- Formal observation cycle(s)
- A minimum of one formal evaluation cycle in summative year (at least every 3rd year)

Pre-observation Form

Sweetwater County School District #2

Name _____ Administrator _____

Date of Pre-conference _____ Date/Time of Observation _____

Grade Level/Curriculum Area Observed _____ Building _____

1. Briefly describe the students in this class, including those with special needs. (Component 1b)	6. How do you plan to engage students in content? What will you do? What will the students do?
2. What are the goals for the lesson? What do you want the students to learn? (Component 1c) (Benchmark/Standards)	7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component 1a)
3. Why are these goals suitable for this group of students? (Component 1c)	8. What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.) (Component 1d)
4. What is your plan to implement correctives and enrichments? (Components 1b, 1c, 1e)	9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks with rubrics or scoring guides.) (Component 1f)
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component 1c)	10. How do you plan to use the results of the assessment? (Component 1f)

Teacher comments pertaining to observation setting. List any items you might want to call to the attention of the administrator.

Observational Focus:

Classroom Observation Record

Sweetwater County School District #2

Name_____ School_____ Date/Time_____

Grade Level_____ Subject_____ School Year_____

Observer Name_____ Position_____

Component 2a: Creating an Environment of
Respect and Rapport

Component 3b: Using Questioning and Discussion
Techniques

Component 2c: Managing Classroom
Procedures

Component 3c: Engaging Students in Learning

Component 2d: Managing Student Behavior

Component 3d: Providing Feedback to Students

Component 2e: Organizing Physical Space

Component 3e: Demonstrating Flexibility and Responsiveness

Comments:

Observation Reflection Form

Sweetwater County School District #2

Name_____ School_____

Grade/Subject_____

Observation Date_____ Time_____

1. As I reflect on the lesson, to what extent were students productively engaged? (Component 4a, 1e, 3c)
2. Did the students learn what I intended? Were my instructional goals met? How do I know? (Components 1f and 4a)
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why? (Component 1e and 3e)
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component 4a)
5. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers.

Additional Comments:

Teacher's Signature/Date_____

Administrator's Signature/Date_____

(Signatures indicate both parties have received a copy)

Professional Growth Plan: Guidelines for Development

Sweetwater County School District #2

A professional growth plan may be developed for an individual staff member, or a team of staff members may elect to collaboratively develop a plan. The plan may be for 1, 2, or 3 years. At the conclusion of the plan, a final report will be completed. The reports should include how the Professional Growth Plan has increased your effectiveness as a teacher and your students' success. Revisions to the plan may be completed annually.

- What **format** will be used?

Format could include working with an administrator, with peers, independently, multidisciplinary, grade level teams, department teams, or a combination of approaches.

- What is the **goal** of your Professional Growth Plan?

Goals could include individual, team, building, or district goals that result in the continuous improvement of students learning.

- What is the **time line** for your plan?

Time line could include 1-year, 2-year, or 3-year plan; include anticipated starting date of plan.

- What **methods/strategies** will be used?

Methods/strategies could include action research, coaching, videotaping, self-assessment, clinical supervision, mentoring, college courses, simulations, workshops, visitation days, conferences, classroom observations, or teacher academies.

- What are the **indicators of progress**?

Indicators of progress could include student work, portfolios, videotapes of classes, peer observation, principal observation, parent responses, student responses, statistical measures, performance assessment, reflective journal entries, case student analysis, professional portfolios, or benchmarks.

- What **resources/support** are needed?

Resources/support could include classroom materials, student materials, journals, workshops, resources, books, collegial time, appropriate technology, mentoring, collegial support, release time, or administrative support.

Professional Growth Plan: Description

Sweetwater County School District #2

Staff member _____ Participant(s) _____

Building _____ Subject _____ Length of plan _____

Format _____

Goal(s):

Describe how this will improve student learning:

Supervisor Goal: (optional- added in case there is a school-level goal that requires everyone's involvement, or in case there is an additional skill area the supervisor wants to see targeted for improvement)

Year 1 2 3

1. Methods/Strategies:

2. Indicators of Progress:

3. Resources/Support Needed:

Staff member(s) signature _____ Administrator signature _____

Starting date of plan _____ Today's date _____

Additional pages may be added

Sweetwater County School District #2 Professional Growth End of Year Summary

Teacher _____ School _____

School Year _____ Assignment _____

Goal:

Description of Plan for the Year: (What did you do in working on this Professional Growth Plan)

Effect on Student Learning: (Examples: data, student scores, changes in behavior, anecdotal perceptions, grades, etc.) Feel free to attach support information if available.

Self-Evaluation: (Based on your experiences this year in implementing this professional growth plan, what went well, what would you do differently, was the outcomes/results as you expected?)

Supervisor comments:

Signature of Teacher

Date

Signature of Supervisor

Date

Optional Professional Portfolio

Portfolio Characteristics – A teaching portfolio is a collection of information about a teacher’s practice.

1. A portfolio should be structured around sound professional teaching standards, and individual and school goals.
2. A portfolio should contain carefully selected examples of student and/or teacher work that illustrates key features of a teacher’s practice (see ideas below and on the next page).
3. The contents of a portfolio should be framed by captions and written commentaries that explain and reflect on the contents of the portfolio.
4. A portfolio should be a mentored or coached experience, in which the portfolio is used as a basis for ongoing professional conversations with colleagues and supervisors.

Examples

- Class schedules
- Seating charts
- Semester and unit plans
- Daily plans/unit plans
- Activity descriptions
- Classroom rules and discipline procedures
- Student achievement data
- Copies of quizzes and tests
- Copies of grade book
- Examples of student work
- Examples of written feedback
- Student profiles
- Copies of handouts and worksheets
- Reading lists
- Diagrams and photographs of room
- Parent and student surveys
- Log of parent contacts
- Sample of messages to parents
- Video and audio records of student performances
- Assessment data
- Growth scores
- TESA/GESA Observations
- Documentation
- Awards/Accolades
- Reflection evidence
- Journals
- Evaluations
- Book studies

Examples of Activities Sometimes Included in Portfolios

<ul style="list-style-type: none"> ▪ Analyzing student performance ▪ Attending content-area meetings ▪ Assessment work ▪ Being observed by other teachers ▪ Coaching ▪ Conducting action research ▪ Conducting trial-and-error experiments ▪ Conversing with colleagues ▪ Creating student learning activities ▪ Designing curriculum ▪ Implementing new ideas ▪ Interacting with visiting professors ▪ Making decisions ▪ Mentoring ▪ Observing other teachers ▪ Observing students ▪ Organizing educational initiatives ▪ Participating in meetings ▪ Participating in self-studies 	<ul style="list-style-type: none"> ▪ Planning the budget ▪ Planning with grade-level team ▪ Reading articles and books ▪ Serving as a peer evaluator ▪ Serving on committees ▪ Serving on a leadership team ▪ Sharing from conferences ▪ Solving problems ▪ Studying student work ▪ Supervising a student teacher, intern or teaching assistant ▪ Traveling ▪ Visiting other schools ▪ Watching videotapes ▪ Working on classroom, school, district or community projects ▪ Working through conflicts ▪ Writing action plans ▪ Writing for professional publications ▪ Writing grants
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Sweetwater County School District #2
Awareness Phase Form

Name _____ **Date** _____

Concern(s):

Teacher Response:

Plan of Action: (Teacher developed)

Administrator Comments:

To be reviewed by _____ Date _____

Teacher's Signature _____

Administrator's Signature _____

Concern Resolved _____

Concern Not Resolved _____

Teacher Response:

Teacher's Signature _____

Administrator's Signature _____

Other _____

Other _____

Career Teacher Assistance

Career Teacher Assistance is designed to provide clear intervention and remediation for experienced teachers whose job performance has been determined to not meet Sweetwater County School District #2 Teaching Standards. The procedures identified are meant to provide a structured process for teachers who have been identified as needing additional assistance and support in order to maintain an acceptable level of performance.

Throughout the entire time of a teacher's employment with the district, evaluators monitor the performance of teachers and will address concerns with teachers as they arise.

The decision regarding implementation of intensive assistance should be collaborative, but may be directive. This plan is intended to provide the highest likelihood for professional improvement. This process may begin at any time. Because of the personal nature of this plan, confidentiality is expected of all participants. Intensive assistance consists of two phases:

- Awareness Phase
- Assistance Phase

Awareness Phase Procedures

1. It is expected that most performance concerns will be resolved through informal discussion in a professional, collaborative manner.
2. If an evaluator determines a teacher has a performance problem related to Sweetwater County School District #2 Teaching Standards and this situation is not resolved to the evaluator's satisfaction by informal discussions, a formal meeting will be scheduled to discuss the situation or incident. This formal meeting will be considered the beginning of the Awareness Phase. The teacher may have a representative present at this or any meeting involving Career Teacher Assistance.
3. During this meeting, the evaluator will convey to the teacher, in writing, the specific behaviors that do not meet Sweetwater County School District #2 Teaching Standards, including the information and evidence used as the basis for the judgment.
4. After providing the teacher with description of the specific behaviors, the evaluator will give the teacher an *Identification of Concerns – Awareness Phase form* which the teacher and the evaluator will complete. This will list the performance areas to be improved, the steps which will be taken to improve performance, timeline, progress indicators, and the expected outcome(s).
5. The teacher will seek assistance from other staff members on a voluntary basis. Input from staff whose assistance (peer mentoring) is received during the Awareness Phase will be confidential to the teacher requesting that help and will not be used in any way in the evaluation process.

6. The duration of the Awareness Phase shall be no less than one month and no more than three months. During that time, the evaluator and teacher will review the teacher's progress using the *Identification of Concerns – Awareness Phase form*.
7. At the conclusion of the Awareness Phase, the evaluator shall make one of the following decisions using the *Final Summary – Awareness Phase form*.
 - a. Concern resolved, the teacher returns to the Performance Evaluation cycle.
 - b. Concern not resolved, the teacher is placed in the Assistance Phase.

Forms used in the Awareness Phase shall be placed in the teacher's personnel file only upon assignment of the teacher to the Assistance Phase.

Assistance Phase

1. If, the judgment of the evaluator, the Awareness Phase does not result in a teacher's satisfactory and timely progress toward meeting Sweetwater County School District #2 Teaching Standards, the evaluator will communicate in writing that the teacher is to be placed into the Assistance Phase. The teacher may have a representative present at any meeting involving career teacher assistance.
2. The Assistance Phase will begin with a formal meeting between the evaluator and the teacher. During this meeting, the evaluator will convey to the teacher, in writing, the specific behaviors that do not meet the Sweetwater County School District #2 Teaching Standards and will review documentation supporting this conclusion. Also during this meeting, the evaluator will present to and discuss with the teacher a *Plan of Assistance* form which identifies actions for the teacher to complete for the purpose of improving performance in areas identified as unsatisfactory.
3. The *Plan of Assistance* will require, but is not limited to, conferencing with the teacher, observations, timeline and follow-up activities.
4. With the agreement of the teacher or at the request of the teacher, an Assistance Team shall be created consisting of persons who have experience or expertise in the performance area(s) in which the teacher is in need of improvement.
5. Membership on the Assistance Team will be voluntary. The district and teacher will mutually select the members of the team. Strict confidentiality will be maintained by members of the Assistance Team. Observations and comments made by members of the Assistance Team are not presented in writing, are not reported to the supervisor, and do not become part of the teacher's evaluation.
6. The evaluator shall convene the initial meeting of the Assistance Team with the teacher. The role of the Assistance Team is use data and information provided by the evaluator and the teacher to assist in developing a planned approach to help the teacher meet Sweetwater County School District #2 Teaching Standards. The assistance provided is targeted solely at helping the teacher improve her or his

performance in relation to the Sweetwater County School District #2 Teaching Standards.

7. The duration of an Assistance Plan will vary, depending upon the needs of the teacher; however, it may not be for less than six regular school session months nor for more than twelve months. The plan will be discontinued early only upon determination by the supervisor that the teacher has met the goals.
8. After the Assistance Plan has been completed, or upon receipt of a written request from a teacher to discontinue the process, the evaluator will complete a *Final Summary* form and make one of the following recommendations:
 - a. Concern resolved, the teacher returns to the Performance Evaluation cycle.
 - b. Progress noted, a new assistance plan is developed.
 - c. Concerns not resolved, no progress noted, a recommendation is made for non-renewal of contract.

Identification of Concern – Awareness Phase

Teacher: _____ Date: _____

Date(s) of Informal Discussions:

Identification of Specific Concern(s) Related to the following Sweetwater County School District #2 Teaching Standards:

Information and Evidence Documenting the Specific Concern(s)

Actions To Be Taken

Timeline

Expected Progress Indicators:

Expected Outcomes:

Next Meeting Date:

Administrator Signature Date

Teacher Signature Date

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

Final Summary – Awareness Phase

Identification of Specific Concern(s) Related to the Following Sweetwater County School District #2 Teaching Standards:

Administrative Recommendation(s):

☐ Concern resolved, the teacher returns to *Performance Evaluation* cycle.

☐ Concern not resolved, the teacher is placed in Assistance Phase.

Information and Evidence Documenting Administrative Recommendation:

Teacher Comments:

Administrator Signature

Date

Teacher Signature

Date

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

Plan of Assistance – Assistance Phase

Teacher: _____ Date: _____

Specific Concern(s) related to the following Sweetwater County School District #2
Teaching Standards:

Plan (Methods/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date:

Administrator Signature

Date

Teacher Signature

Date

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

Final Summary – Assistance Phase

Teacher: _____ Date: _____

Meeting Dates: _____

Information and Evidence documenting Evaluator's Recommendation:

Evaluator's Recommendation:

- ☐ Concern resolved, the teacher returns to the Performance Evaluation cycle.
- ☐ Progress noted, a new *Assistance Plan* is developed.
- ☐ Concern not resolved, no progress noted, a recommendation made for non-renewal of contract.

Administrator Signature Date

Teacher Signature Date

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

Sweetwater County School District #2 Disciplinary Record

Name _____ **Date** _____

TYPE OF ACTION:

_____ Written Reminder –See attached

_____ Reprimand

_____ Decision Making Leave With Pay.... _____ Number of Days

_____ Decision Making Leave Without Pay... _____ Number of Days

_____ Recommendation for Termination

_____ Non-Renewal

District reserves right to eliminate steps depending on severity of situation.

Identify in writing the Components of Professional Practice, rule or policy in violation.

(Attach additional sheets as necessary.)

Plan of Action:

Teacher Comments: My supervisor has reviewed the above situation with me and my comments are as follows.

(Attach additional sheets as necessary.)

Supervisor's signature _____ Date _____

I understand my signature indicates only that this incident has been reviewed with me.

Teacher's signature _____ Date _____

_____ Date _____

_____ Date _____

References

Danielson, Charlotte and McGreal, Thomas L. (2000). "Teacher Evaluation, To Enhance Professional Practice". Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, Charlotte. (1996). "Enhancing Professional Practice, A Framework for Teaching". Alexandria, VA: Association for Supervision and Curriculum Development.

East Grand Rapids Public Schools. East Grand Rapids, MI.: Document: Teacher Evaluation Program, Overview.

Sweetwater County School District #2
TEACHER EVALUATION PROCESS DEADLINES
August, 2008

October 1st - Approved Professional Growth Plans due to Supervisors

November 1st - First observation/evaluation cycle completed on all initial contract teachers, and those who have recently successfully completed a Plan of Assistance

January 15th - Second observation/evaluation cycle completed on all initial contract teachers, and those who have recently successfully completed a Plan of Assistance

April 1st - Third observation/evaluation cycle completed on all initial contract teachers, and those who have recently successfully completed a Plan of Assistance

April 1st - Observation/evaluation cycle and summative checklist completed for all tenured teachers

April 15th - Teachers notified if their contracts will not be renewed

May 15th - Resignations, retirements, and commitments to stay announced

June 1st - Professional Growth Plans concluded, summarized and discussed with Supervisor

Please send over to the Human Resources Department a copy of the paperwork related to each of the deadlines above as soon as you have it completed.