

# Marion Public Schools

## ***Guidelines for Professional Growth: Annual Review and Evaluation***

*The primary purpose of any assessment of teaching performance and professional qualities is the enhancement of professional practice; improvement of instruction, assessment of performance, assessment of professional growth, and determination of future employment.*

*Evaluation is a joint process that includes both the evaluator and the teacher. The process provides a framework for communication between teachers and administrators involved in the evaluation process. The evaluation process allows the administrator and the teacher to work together to improve instruction and enhance professional growth. In instances where teacher "non-renewal" is to be considered, the evaluation process provides a means to resolve inadequate teacher performance prior to the decision to non-renewal of the employee. All credentialed staff must be involved in a constant process of self reflection and model the life long learning that they desire as the end product of their work with the students.*

**Teacher's Name** \_\_\_\_\_ **School** \_\_\_\_\_ **Position/Grade Level/Subject** \_\_\_\_\_

**Evaluator's Name** \_\_\_\_\_ **School Year** \_\_\_\_\_ **Final Review Date** \_\_\_\_\_

Instructions: The following written evaluation record is based on formal and/or informal observation records.

Please rate the teacher's performance on any of the following criteria for which you have appropriate data.

Refrain from scoring in areas for which you do not have data. Please use the following rating scale:

3 = Performance exceeds district expectations. May be a mentor resource for novice teachers.

2 = Performance meets district expectations.

1 = Performance does not meet district expectations.

0 = Performance is far below district expectations. A Plan of Assistance may be implemented.

N = Not Observed

D = Documented but not observed. Teacher Initiated Data may be submitted on Professional Development form for purpose of recognition and benefit to staff member.

Pre-Observation Meeting date: \_\_\_\_\_

**Section 1: *Planning and Preparation***

Teacher completes pre-observation form and provides lesson plan (Lesson objective, teaching steps, evaluation of lesson)

Classroom Observation date: \_\_\_\_\_

**Section 2: *Classroom Management and Atmosphere***

**Section 3: *Instruction in the Classroom***

At least one classroom visitation must be made as part of each formal evaluation. Written evaluation will be provided to the employee.

Post-Observation Conference Date: \_\_\_\_\_

**Section 4: *Professional Responsibilities***

Teacher may submit a Professional Development form for additional information.

(No later than 5 days after observation)

## Section 1: Planning And Preparation

		Levels of Performance Indicators				
		N = Not observed				D = Documented but not observed
	Criteria	Unsatisfactory -0	Needs Improvement - 1	Meets Expectations - 2	Exceeds Expectations -3	Level
<b>A</b>	Selects Instructional Goals	Lesson goals are not clearly identified. Teacher makes little attempt to connect to or build upon background experience. The instruction goals show little correlation to state standards.	Lesson goals fit into present learning, but do not connect to background knowledge. Teacher plans large group instruction. The instruction goals do not include all applicable state standards.	Instructional goals build on past and present learning. Teacher addresses state standards and district goals. Teacher plans for diverse learners.	Instructional goals fit into the sequence of past, present, and future learning. Teacher addresses state standards and district goals. Teacher consistently plans for appropriate small group activities.	
<b>B</b>	Designs Coherent Instruction	The elements of lesson/unit do not support the stated instructional goals. The lesson or unit has no defined structure.	Some of the elements of the lesson/unit support the stated instructional goals. Teacher's lesson or unit has a recognizable structure.	Most of the elements of the lesson/unit support the stated instructional goals. The lesson/unit has a clearly defined structure.	All of the elements of the lesson/unit support the stated instructional goals. Teacher's lesson/unit is highly coherent and has a clear structure.	
<b>C</b>	Assess Student Learning	Teacher's assessments contain no clear criteria or standards. Teacher does not use assessment results in designing future instruction.	Teacher's assessments contain clear criteria or standards. Teacher occasionally uses assessments to design further instruction. Assessment questions require students to demonstrate higher order thinking as well as test-taking skills.	Teacher's assessments contain clear criteria or standards. Teacher integrates a variety of assessment techniques that are used to design future instruction. Assessment questions require students to demonstrate higher order thinking as well as test-taking skills.	Teacher's assessments contain clear criteria or standards. Teacher integrates a variety of assessment techniques and shows evidence of students' participation in the development of the assessment. Assessment questions require students to demonstrate higher order thinking as well as test-taking skills.	
<b>D</b>	Demonstrates Knowledge of Resources	Teacher is unaware of school, district, or community resources available to support the curriculum.	Teacher displays limited knowledge and use of available school, district, and community resources.	Teacher uses the resources within the school district and demonstrates the ability to access community resources.	Teacher uses school, district, and community resources to design open-ended activities and provides support in those activities.	
<b>E</b>	Demonstrates Knowledge of Content & Instructional Methods	Teacher lacks a depth of content knowledge, the understanding of the discipline's structure, and knowledge of content-related instructional methods.	Teacher displays basic content knowledge, but does not maintain curricular coherence or cross-curricular connections. Teacher usually uses one instructional strategy.	Teacher displays solid content knowledge, maintains curricular coherence and cross-curricular connections. Teacher tends to use only 2-3 instructional strategies.	Teacher not only displays extensive content knowledge, but also continues to build upon that expertise. Teacher makes learning relevant to students. Teacher implements a variety of instructional strategies.	
<b>F</b>	Demonstrates Knowledge of Students	Teacher makes little or no attempt to learn about students' background, skills, or interests and does not use such information in planning.	Teacher partially understands students' backgrounds, skills, and interests and attempts to use this knowledge in planning for the class as a whole.	Teacher gains a thorough knowledge of students' backgrounds, skills, and interests and uses this knowledge to inform instruction.	Teacher has developed a thorough knowledge of students' backgrounds, skills, and interests and implements this knowledge to achieve individual student learning.	

**Comments:**

## Section 2: Classroom Management and Atmosphere

		Levels of Performance Indicators				
		N = Not observed			D = Documented but not observed	
Criteria	Unsatisfactory -0	Needs Improvement - 1	Meets Expectations - 2	Exceeds Expectations -3	Level	
<b>A</b>	Creates an Environment of Respect & Rapport	Classroom interactions reflect a lack of teacher-student rapport, as well as student-student rapport. The interactions are generally negative or inappropriate.	Classroom interactions are generally appropriate and conflict-free; however, occasionally behavior might be disrespectful.	Classroom interactions are consistently positive and respectful.	Classroom interactions are highly respectful and demonstrate genuine rapport.	
<b>B</b>	Establishes a Positive Climate for Learning	Teacher lacks enthusiasm and commitment to creating a positive learning climate. Students are rarely engaged or motivated. Teacher expects little or no student achievement.	Teacher occasionally demonstrates enthusiasm and commitment to creating a positive learning climate. Students are usually engaged and motivated; however, teacher expects low student achievement.	Teacher is enthusiastic and committed to creating a positive classroom. Students are consistently engaged and motivated to learn. Teacher demonstrates high expectations for student achievement.	Teacher is very enthusiastic and passionately committed to creating a highly effective learning climate. Consistently, students are actively engaged and highly motivated to learn. Teacher demonstrates high expectations for every student.	
<b>C</b>	Manages Classroom Procedures	Classroom activities and procedures are inefficient, resulting in significant loss of instructional time.	Established classroom activities and procedures are not practiced consistently, resulting in some loss of instructional time.	Classroom activities and procedures are practiced on a regular basis, resulting in effective use of instructional time.	Highly effective classroom activities and procedures are maximize instructional time. Students assume considerable responsibility for efficient learning.	
<b>D</b>	Establishes & Maintains Student Behavior	Teacher expectations are unclear and student behavior goes unchecked, while misbehavior draws inappropriate teacher responses.	Teacher sets expectations for students' behavior, but inconsistently monitors and responds to behavior.	Teacher sets clear expectations for student behavior and consistently monitors and responds to behavior in an appropriate and respectful way.	Students and teacher collaborate to set expectations for student behavior. Teacher's monitoring of behavior is proactive. Any misbehavior draws an appropriate and respectful teacher response. The student's dignity is maintained.	
<b>E</b>	Organizes & Manages Physical Space, Materials & Supplies	Teacher ineffectively uses space, which results in unsafe or inefficient conditions that hinder learning for some students. Materials are handled inefficiently, resulting in loss of instructional time.	Teacher's classroom is safe, and essential learning is accessible to all students, but furniture arrangement only partially supports the learning activities. Routines for handling materials and supplies are established with some loss of instructional time.	Teacher's classroom is safe, and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities. Routines for handling materials and supplies are established and followed efficiently.	Teacher's classroom is safe, and student input ensures that the physical environment supports the learning of all students. Routines for handling materials and supplies are seamless.	

**Comments:**

### Section 3: Instruction in the Classroom

		Levels of Performance Indicators				
		N = Not observed			D = Documented but not observed	
Criteria	Unsatisfactory -0	Needs Improvement - 1	Meets Expectations - 2	Exceeds Expectations -3	Level	
<b>A</b>	Communicates Clearly & Accurately	Teacher's oral and written communications contain errors, are unclear or inappropriate, creating student misconceptions or confusion.	Teacher's oral and written communications contain no errors, but may require further explanation to avoid confusion.	Teacher's oral and written communications are clear and accurate.	Teacher's oral and written communications are accurate, clear, and expressive, anticipating possible student misconception.	
<b>B</b>	Uses Questioning & Discussion Techniques	Teacher uses inadequate questioning and discussion techniques including low-level questions, limited student participation, and little true discussion.	Teacher's questioning and discussion techniques reflect an attempt at some high-level questions, true discussion, and moderate student participation.	Teacher's use of questioning and discussion techniques consistently reflects high-level questions, true discussion, and participation by most students.	Teacher's questioning and discussion strategies are designed to encourage independent, creative, and critical thinking.	
<b>C</b>	Engages Students in Learning	Students are often unengaged and off-task. No attempt is made to differentiate instruction.	Students are usually on task and engaged. Tasks are partially organized, resulting in some off-task behavior. Some differentiated instruction is in place.	Throughout the lesson, students are engaged in appropriate activities, which are well structured and suitably paced. Differentiated instruction is a classroom norm.	Working independently, students are engaged throughout the instructional period, assuming responsibility for their own productivity. Teacher engages students with high quality materials and a mastery of differentiated instruction.	
<b>D</b>	Provides Feedback to Students	Teacher's feedback to students is sparse, too general, and/or is late.	Teacher attempts to provide feedback that is accurate, constructive, and timely.	Teacher consistently and successfully provides feedback that is accurate, substantial, constructive, specific, and timely.	Teacher continually checks for understanding. Teacher's feedback to students is timely and of consistently high quality. Students may use the feedback in future learning.	
<b>E</b>	Demonstrates Flexibility & Responsiveness	Assuming no responsibility for student learning, teacher is unresponsive to student questions and follows instruction plan in spite of poor student understanding or lack of interest.	Teacher demonstrates some flexibility and responsiveness to students' needs and interests and tries to make each student successful. Teacher employs a limited repertoire of instructional strategies.	Implementing an expanded repertoire of instructional strategies, teacher seeks ways to ensure successful learning for all students, making adjustments in instruction to respond to student interests and questions.	Employing a wide variety of instructional strategies, teacher is responsive to students' interests and questions, making necessary adjustments to ensure the success of all students.	
<b>F</b>	Implements Lesson and Unit Structure	Working with unreasonable time allocations and an unstructured lesson, teacher attempts instruction.	Although the structure is recognizable but not uniformly maintained, teacher implements the lesson/unit. Most time allocations are reasonable.	Teacher follows the clearly defined structure of the lesson/unit. Time allocations are reasonable.	Allowing for the differentiation of instruction, teacher closely follows the lesson/unit structure, which is clear and logical. Time allocations are reasonable.	

**Comments:**

### Section 4: Professional Responsibilities

		Levels of Performance Indicators				
		N = Not observed				D = Documented but not observed
Criteria	Unsatisfactory -0	Needs Improvement - 1	Meets Expectations - 2	Exceeds Expectations -3	Level	
<b>A</b>	Reflects on Teaching	Teacher does not reflect accurately the strengths and weaknesses of the lesson in relation to the learning goals.	Teacher accurately reflects on the validity of the lesson in relation to learning goals.	Teacher reflects accurately on the lesson and makes specific plans for improvement.	Teacher reflects accurately and regularly, as well as implements planned improvement strategies.	
<b>B</b>	Maintains Accurate Instructional Records	Teacher has no system or has an inadequate system for maintaining accurate instructional records, resulting in errors and confusion.	Teacher's system for maintaining accurate instructional records is generally efficient.	Teacher's system for maintaining accurate instructional records is generally efficient, and the teacher can readily access records upon request.	Teacher's system for maintaining accurate instructional records is efficient. The teacher can readily access records and utilize these to provide effective feedback.	
<b>C</b>	Maintains Accurate Non-Instructional Records	Teacher has no system or has an inadequate system for main-taining accurate non-instructional records, resulting in errors and confusion.	Teacher's system for accurate non-instructional records is generally efficient.	Teacher's system for maintaining accurate non-instructional records is generally efficient, and the teacher can readily access records upon request.	Teacher's system for maintaining accurate non-instructional records is efficient. The teacher can readily access records and utilize these to provide effective feedback.	
<b>D</b>	Communicates with Families	Teacher does not communicate with families, provides little or no information to families, and makes no attempt to engage them in the child's education.	Teacher attempts to communicate with families, responds to family-initiated contacts, and suggests involvement in the child's education.	Teacher regularly communicates with families; initiates family contacts, and makes an attempt to engage them in the child's education.	Teacher communicates frequently and consistently with the families, engages them in their child's education and gives timely information about the instructional program.	
<b>E</b>	Contributes to the School District	Teacher refuses to become involved in school and district events / projects, as defined in job description.	Teacher attempts to participate in some school and district events / projects as defined in job description.	Teacher participates in school and district events / projects, as defined in his/her job description. Teacher supports and cooperates with colleagues and administration.	Teacher makes a substantial contribution to school and district events / projects and assumes a leadership role among the faculty.	
<b>F</b>	Seeks to Develop Professionally	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are required and/or convenient.	Teacher seeks opportunities for professional development to enhance content knowledge and teaching strategies, and shares this knowledge.	Teacher seeks opportunities for professional development to enhance content knowledge and teaching strategies and uses this knowledge to provide leadership and impact change.	
<b>F</b>	Embraces a Professional Image	Teacher displays inappropriate dress, speech, or behavior. He/She is not involved in the community or in professional organizations.	Teacher demonstrates appropriate dress, speech, and behavior. He/She attends / participates in community events or professional organizations.	Teacher displays appropriate dress, speech and behavior. He/She is an active member of community and professional events or organizations. His/Her public communications are positive and professional.	Teacher has a leadership role in community / professional organizations. He/She portrays a positive image and attitude toward teaching and the educational profession both within and outside of the classroom.	

**Comments:**

## Summary of Professional Growth Review

**Evaluator Summary Statement:** (Summary of Formal and Informal Observations performed throughout the year.)

**Areas of commendation:**

**Area(s) of improvement:**

**Recommendation:** (X )    \_\_\_ Recommended for continued employment  
   \_\_\_ Recommended for continued employment with conditions  
   \_\_\_ Not recommended for continued employment

I certify that I have read and discussed this report with the teacher.

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Signing shall not imply agreement by the teacher to the evaluation, but merely indicates that a conference was held and the above evaluation report was discussed.

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Teacher comment attached.

The teacher has the right to provide a written response within 48 hours should he/she disagree with any material contained herein. This response will be attached to the original copy of the evaluation and will be placed in the official personnel file.