

GUIDE TO PERFORMANCE-BASED TEACHER EVALUATION

Pettis County R-XII School District

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Statutory Authority for Performance-Based Evaluation

The following text is the statute requiring Missouri school districts to implement a performance-based teacher evaluation program. It was adapted by the Missouri Legislature in 1983. The first document providing suggested procedures and evaluation was made available to school districts in 1984.

Section 168.128. Teacher records, how maintained-evaluations, how performed and maintained. The board of education of each school district shall maintain records showing periods of service, dates of appointment, and other necessary information for the enforcement of Section 168.128 to 168.130. In addition, the board of education of each school district shall cause a comprehensive performance-based evaluation for each teacher employed by the district. Such evaluation shall be ongoing and of sufficient specificity and frequency to provide for demonstrated standards of competency and academic ability. All evaluations shall be maintained in the teacher's personnel file at the office of the Board of Education. A copy of each evaluation shall be provided to the teacher and the appropriate administrator. The State Department of Elementary and Secondary Education shall provide suggested procedures for such an evaluation.

(L. 1969 p. 275, 168.114, A. L. 1983 H.B. 38 & 783)

Philosophy of Performance-Based Evaluation

The purpose of performance evaluation in the Pettis County R-XII School District is to promote student learning through facilitation and improvement of instruction. Performance evaluation enhances professional competence through an atmosphere of mutual trust and respect.

Evaluation will assess performance on predetermined, valid criteria which can be measured with consistency. The appraisal system will include conforming to related expectations, gathering of objective data, communicating information on performance, providing for the selection of activities that contribute to improved performance, and providing positive reinforcement.

Evaluation is best when it is a cooperative and continuous process, while protecting the rights of the individual, and operates within the board policies of the Pettis County R-XII School District and the Statutes of the State of Missouri. Pettis County R-XII employees and the Board of Education are committed to providing time, resources, and training as necessary for the successful implementation of performance-based evaluation.

Pettis County R-XII School District Mission and Vision

The mission of the Pettis County R-XII School District is to provide all students with the opportunity to receive a quality education, become responsible individuals, competent workers, and contributing citizens.

All students in the Pettis County R-XII School District will reach their maximum potential by working in a school environment that will foster and accelerate their intellectual, physical, social, and career development.

Performance-Based Evaluation Procedures

The following is an explanation of the procedures for performance-based teacher evaluation. The process begins with orientation for administrators and teachers and continues through the Formative and Summative Phases. This evaluation process is intended to be continuous, constructive, and cooperative.

Orientation

Supervisors

Prior to initiating the evaluation process, each supervisor will receive training and demonstrate competence in the essential skills of Performance-Based Teacher Evaluation. Annual in-service sessions will be conducted by the district to improve the consistency and quality of supervisory skills. Supervisors include all personnel responsible for supervising or evaluating teachers.

Teachers

New teachers will receive orientation about Performance-Based Teacher Evaluation at the beginning of their employment. Annual orientation for all teachers will occur at the building level prior to October 1. These sessions include a discussion of things such as:

- sections and related descriptors
- the evaluation process and procedures specifically including any changes
- the role of teacher and the role of the supervisor

Evaluation Cycle

Scheduling for Tenured Teacher

A Summative Evaluation Report will be completed at least once every three years for tenured teachers. The Summative Evaluation Report will be completed by March 15. Additional Summative Evaluation Reports may be written as deemed necessary by the administration and/or may be requested by the teacher. Typical examples of reasons for more frequent Summative Evaluation Reports are reassignments, administrative concerns, and teacher requests.

Scheduling for Probationary Teacher

A Summative Evaluation Report will be completed for probationary teachers during each year of probationary status. This report shall be completed prior to March 15.

Formative Evaluation Phase

The Formative Phase is the on-going process for professional improvement. All teachers are in the Formative Phase on a continuous basis. The Formative Phase is critical to the success of performance evaluation and the improvement of instruction for students. Because this phase is critical, principals and teacher must be provided with the support and resources to complete the required tasks. The support may include assistance from colleagues and district resource personnel. The essential components of the Formative Phase follow.

Data Collection

Effective supervision includes the collection and sharing of objective data about teacher performance for each criterion. The data may be planned or incidental and may include observed data, non-observed data, and artifact data. The most typical planned observations are scheduled and unscheduled classroom visits.

Professional Plans: All teachers should have an annual Professional Development Plan approved by the administrator.

Scheduled Observation: Scheduled observations produce focused and diverse data. Unless otherwise provided for by law, A minimum of one scheduled observation will occur each year during the Formative Phase for non-tenured staff and once every three years for ~~non-~~tenured staff. One to five days prior to a scheduled observation, the teacher and supervisor will establish the time and date of the observation. ~~A first year teacher or a new assignment may necessitate a scheduled observation.~~ The teacher and supervisor will complete the Formative Pre-Observation Worksheet, and discuss the lesson to be observed. Each will retain a copy of Formative Pre-Observation Worksheet.

Unexpected events may necessitate a change in the scheduled observation time. If so, then the teacher and supervisor will work together to identify an appropriate time for another observation, and the need for another Formative Pre-observation Worksheet and discussion.

The supervisor will take notes during the observation and interpret them on a Formative Evaluation Form for Teachers. The duration of a scheduled observation will generally be an entire lesson or activity.

Unscheduled Observation: Unscheduled observations produce focused and diverse data. A minimum of one unscheduled observation will occur during each school year for all teachers. Typically, several unscheduled observations will occur during the Formative Phase.

An unscheduled observation is not used for evaluation purposes unless notes are taken and transferred to the Formative Evaluation Form for Teachers and/or the Formative Evaluation Short Form, and discussed in a post-observation conference.

Non-observed Data: Non-observed data are those types of information which come to the attention of the super-visor indirectly. These are data which are not observed by the supervisor. Examples include information letters, telephone calls, personal contact, the Lesson Reflection Sheet, etc.

The supervisor should make appropriate notations regarding the information, seek to validate the information, and determine if it is significant. If determined significant, the supervisor will document the information on the Comprehensive Data Collection Form and discuss the issue with the teacher within a realistic time frame, usually five working days from the receipt of the data.

Artifact Data: Artifact data are information which should enhance the supervisor's understanding of the skill of the teachers as related to specific criteria. Artifact data are typically identified at the beginning of the school year and are collected during the formative phase. Examples might include grade books, lesson plans, copies of classroom materials, attendance records, discipline referrals, workshop handouts, surveys, etc.

Formative Data Forms: The Formative Evaluation Forms provide the format for documenting all data collected in the Formative Phase. The role of the supervisor is to record pertinent data on a Formative Evaluation Form. The data on Formative Evaluation Forms should stimulate discussion between the teacher and supervisor relating to job performance. The teacher and supervisor will each retain a copy of these forms.

Conferencing: After the supervisor records pertinent data on a Formative Evaluation Form, the teacher and supervisor will discuss the data related to the criteria. This conference should occur, when practical, within three school days after any scheduled or unscheduled observation.

If more than five (5) school days when the supervisor and teacher are both in attendance transpire between the observation and conference, either party has the option to reject the observation and request another. For non-observed data, the conference will occur in reasonable proximity to the time data have been determined significant.

The teacher and supervisor sign the Formative Evaluation Form, indicating the criteria have been discussed. Either party will have the opportunity to make written comments on the Formative Evaluation Form at that time. Additional written comments by either party should be shared within five (5) working days, appended to the Formative Evaluation Form, and discussed as soon as practical. The teacher and supervisor will each retain a copy of the Formative Evaluation Form and notes obtained during classroom observations.

Job Targets: Job Targets are used to assist teachers in correcting a documented deficiency of one or more sections (one to three would be considered a typical number to address at one time; additional deficiencies may be addressed after the others are mastered). The administrator/supervisor can assign a Job Target at any time a deficiency is noted. The administrator/supervisor should notify the teacher of the deficiency evidenced by an event or document leading to the decision. While the Job Target should represent consensus between the teacher and the administrator/supervisor, in cases where disagreement arises, the decision of the administrator/supervisor is final.

1. All Job Targets must be written on the appropriate form.
2. Administrators/supervisors will assist the teacher to identify related resources and personnel to assist the teacher.
3. Teachers who have Job Targets will be given adequate time to improve on those sections prior to being identified as needs improvement on the Summative Report.
4. The supervisor and teacher will meet at agreed upon times during the period covered by the Job Target for improvement purposes to assess progress toward the achievement of established goals. Upon review of the goals the supervisor may extend the time to accomplish the goals.

Summative Evaluation Phase

The Summative Evaluation Report provides the review and synthesis of formative data pertaining to the performance of the teacher.

Summative Evaluation Report Form

The Summative Evaluation Report Form is the document used to summarize the supervisor's rating of performance for each criterion. The teacher may also be asked or choose to complete a self-evaluation using the Summative Evaluation Report Form. Sharing of the self-evaluation results with the supervisor is optional for the teacher.

Summative Conference

After the supervisor has completed the Summative Evaluation Report, a conference between the teacher and supervisor will be conducted to review the reported information. The Summative Evaluation Report form and the conference will be completed prior to March 15. The teacher will be informed of the upcoming conference at least one day prior to the conference.

The teacher and evaluator will sign the Summative Evaluation Report form indicating the document has been read and discussed. Either party will have the opportunity to make written comments on the Form at that time. Supportive statements for each performance criterion may be written in the comments section. Ratings of "Needs Improvement" require specific, explanatory comments and shall not be made on the Summative Evaluation Report form unless identified on a Job Target for improvement purposes. Additional written comments by either party may be shared within five (5) working days and appended to the original copy of the Summative Evaluation Report Form. Copies of the Summative Evaluation Report Form will be retained by the teacher, the supervisor, and the Superintendent.

Due Process

The Pettis County R-XII School District system of teacher performance evaluation has the following provisions to guarantee due process protection for personnel involved.

- A. The evaluation handbook is distributed to all teachers to promote awareness and understanding of the evaluation process.
- B. Significant modifications of the evaluation process are communicated to all staff.
- C. Each teacher is provided an opportunity for familiarization and training related to the evaluation system, its procedures, and its use.
- D. Teachers are provided the opportunity to express in writing any concern about judgments rendered in the Summative Evaluation Report. Those concerns are appended to the Summative Evaluation Report.
- E. All Summative Evaluation reports of unsatisfactory performance are written and enumerate shortcomings in a specific manner.
- F. Teachers are provided access to the files of their evaluation reports located at the school site or the central office.
- G. In addition, it is understood that everyone involved in the performance-based evaluation system is provided with substantive due process, i.e. what is done in the evaluation process is fair, rational, and reasonable. This means that, in most circumstances, the teacher who is not presently meeting performance expectations is to be given the time, the support, and the chance to improve. Also, it is understood that established grievance procedures made available by policies of the Board of Education exist to protect the substantive due process rights of everyone involved in the performance evaluation system.

Definition of Terms

1. Artifact Data - Documents or tangible items of information related to performance. Artifacts are typically supplied by the teacher but may be collected from other related sources.
2. Descriptors - Phrases or statements that aid in defining and outlining the expected behavior for a particular section. The descriptors are not an all-inclusive listing of behaviors that might be associated with a section.
3. Drop-In Observation - An unscheduled informal visit to the classroom or non-confidential guidance setting by the administrator/supervisor. Data collection is not necessary but may occur as the administrator/supervisor deems appropriate.
4. Evaluation - A cooperative and continuous process used to assess performance on predetermined, valid criteria. The purpose is to promote student learning through facilitation and improvement of instruction.
5. Evaluation Cycle or Phase - An evaluation process incorporating a Formative Phase of pre-observation conferences, observations, collection data, post-observation conferences, and a Summative Phase.
6. Formative Data Form - Post-observation forms used for recording documented data. In cases where just a few criteria are being observed the evaluator may choose to use a Formative Evaluation Short Form.
7. Formative Phase - The on-going process of objective data collection for professional improvement that includes scheduled observation, unscheduled observation, non-observed data, artifact data, completion of Formative Evaluation Forms, conferencing, and constructing Professional Plans.
8. Job Target - A plan that assists professional school teachers in attaining a satisfactory level of performance on a criterion.
9. Performance Sections - The items used to evaluate the teacher's performance. The sections describe the behavior of the students and teacher or the skill of the teacher related to effective performance.
10. Post-observation Conference - A discussion between teacher and supervisor after the observation to objectively review data collected from the observation.
11. Principal/Supervisor - The personnel trained and authorized to implement the evaluation process.

12. Pre-Observation Conference - A meeting between the principal/supervisor and the teacher during which the lesson or activity is previewed, and the purpose, time, length, and location of the observation are confirmed.
13. Probationary Teacher - As identified by RSMO 168.104-~~(5)~~.
14. Scheduled Observation - A planned observation of performance that includes pre-observation discussion, the observation and documentation, and post-observation discussion used to collect information in the evaluation phase.
15. Summative Evaluation Report - The document used to summarize the evaluator's rating for each criterion.
16. Summative Phase - The review and synthesis of formative data pertaining to the performance of the teachers and includes the completion of the Summative Evaluation Report Form and the Summative Conference.
17. Supervisor - The administrator who is assigned to supervise and evaluate the teachers' performance.
18. Teacher ~~—~~ As identified by RSMO 168.104(7). The term "teacher" includes teachers, professional school counselors, or library media specialists and refers to the one who is being supervised and evaluated through the Performance-Based Teacher Evaluation process.
19. Tenured/Permanent Teacher - As identified by RSMO 168.104-~~(4)~~.
20. Unscheduled Observation - An unannounced observation used to collect data during the evaluation phase.

Pettis County R-XII School District Formative Evaluation Descriptors

Section One: The Classroom and Teacher are ready for instruction

1. An inviting environment.
 - Classroom has a variety of materials relating to course content posted on the walls.
 - Room is arranged to accommodate small and large group instruction.
 - Teacher greets students as they enter the room.
 - Students feel safe in the classroom and free of ridicule.
2. Classroom is clean and free of debris.
 - Materials and resources are current and organized.
 - Older/outdated materials are periodically disposed ~~of~~.
 - There is a system/location for turning in homework.
3. Lesson plans are prepared and reflect the established curriculum for the course.
 - Lesson plans are systematically prepared in advance.
 - Plans are a summary of the lesson including resources and student activities.
 - Prepares lesson plans that are tailored to the specific needs of students.
 - GLE/CLE's are identified in the plan.
 - Plans reflect district pacing charts for subject or class syllabus.
4. Teacher and student material are ready.
 - Student resources and activities are prepared and readily available when the class begins.
 - Teacher knows the lesson plan and is ready to teach as class begins.
5. Expectations are clearly stated.
 - Teachers present lesson objectives orally or in writing.
 - Teachers have established procedures in place for individual, small and whole group activities.
6. Integrates technology into teaching and learning activities
 - Teacher uses technology for research, practice of skills, and for demonstration of concepts being taught.
 - Steps are taken to become familiar with technology and its uses.
 - Use of technology is teacher-led and appropriately supervised.
 - Technology-based lessons are appropriate in length and structure.
 - Strategies for integration of technology are revised regularly.
7. Appropriate materials/plans are available for the substitute teacher.
 - Detailed lesson plans are prepared and easily accessible to the substitute teacher.
 - All student materials are copied ahead of time.
 - Additional work/activities are available in the event the students finish the regular class work early.
 - Alternate detailed lesson plans are prepared and available in case of emergency.
 - Teachers include list of classroom procedures and rules, dismissal procedures, names of reliable students, and emergency procedures in a folder for the substitute.

Section Two: Effective procedures and routines have been established.

1. Environment is known and comfortable to students.
 - *Students are at ease and comfortable.*
 - *Students readily share opinions and thoughts as appropriate.*
 - *Students exhibit trust in their teacher and classmates.*
 - *Efforts are made to reach and include all students.*
 - *Creates and atmosphere in which students feel that their ideas and expressions are valued.*
 - *Classroom procedures are posted and followed.*
 - *Classroom procedures are known by students.*
2. A discipline plan is in place and used as needed.
 - *Models positive interactions with students.*
 - *Communicates with administrators and parents about problems and accomplishments.*
 - *Efforts are made to resolve student issues before referral to principal or counselor.*
 - *Teacher demonstrates an ability to listen to students.*
 - *Students exhibit trust in confiding in and seeking assistance of teacher.*
 - *Appropriate building-level discipline is utilized.*
 - *Discipline issues do not affect classroom instruction.*
 - *Discipline is administered consistently.*
 - *Discipline is administered in a timely manner.*

3. Teacher demonstrates ability to foster two-way communication with students.

Section Three: Learning time is maximized.

1. Students are motivated to learn.
 - *Students are continually focused on the instruction and activities.*
 - *Students are appropriately encouraged to achieve learning objectives.*
 - *Uses knowledge of students in lesson design.*
 - *Selects subject matter that is appropriate for the abilities, needs and interests of the students.*
 - *Responds positively to students' requests for help.*
 - *Positively encourages students' participation in class.*
 - *Provides timely feedback to students.*
2. All students are actively engaged in the lesson.
 - *Communicates an interest and appreciation of students' opinions and feelings.*
 - *Students display confidence in carrying out instructional activities.*
 - *Uses a variety of questioning levels effectively.*
 - *Provides a variety of activities that promote maximum student involvement.*
 - *Modifies lesson plans and teaching techniques to meet the needs of all students.*
3. Effectively uses varied teaching techniques as appropriate.
 - *Students are involved in different activities and use a variety of materials.*
 - *Presents supplemental materials to motivate students.*
 - *Lesson is logical and sequential.*
 - *Employs a variety of techniques such as but not limited to: cooperative learning, lecture, modeling, demonstrating, questioning, experimentation, self-teaching, and role playing.*
 - *Relates current lesson to previous learning.*
 - *Assignments are meaningful and assist students in understanding course content.*
 - *Direction is provided that is geared to student accomplishment of objectives.*
 - *Learning experiences foster higher order thinking.*

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4. Demonstrates knowledge of the subject matter and presents it in a manner that involves and interests students.
 - *Engages students in active discussions of materials.*
 - *Demonstrates an enthusiasm for the material.*
 - *Displays competent knowledge of curriculum, subject matter, and state/national required objectives.*
 - *Selects material relevant and appropriate to the abilities and interests of the student.*
5. Makes best use of the entire instructional period.
 - *Learning occupies allotted instructional time.*
 - *Students exhibit self-discipline and motivation in utilizing instructional time.*
 - *Begins class promptly.*
 - *Continues learning activities for the duration of the class.*
 - *Uses strategies to avoid unnecessary delays during the lesson.*
 - *Avoids digressions.*
 - *Instruction is on-going and does not cease on days leading to holidays or special occasions.*
6. Provides for individual differences of students.
 - *Adjusts learning activities and materials to meet students' individual needs.*
 - *Uses support materials coordinated with the learning activity and the developmental level of the student.*
 - *Questions on a variety of levels.*
 - *Groups students to best assist the learning process.*
 - *Provides activities for remediation and enrichment.*
 - *Reteaches when appropriate.*
7. Implements individualized plans, such as IEPs and Section 504 Plans, as necessary.
 - *Meets with student's case worker to discuss student's individual needs.*
 - *Modifies lessons and assessments to meet specifications of the student's individualized plan.*
 - *Follows all specifications in student's individualized plan.*
 - *Confers with case workers as needed.*
 - *Seeks clarification and assistance as needed to implement IEP.*
 - *Practices confidentiality.*

Section Four: On-going assessment is used to monitor the effectiveness of instruction.

1. A variety of formal and informal assessment techniques are used.
 - *The teacher gathers data from multiple sources to assess prior knowledge*
 - *The teacher uses a variety of formal and informal assessments to guide instruction.*
 - *Assessment techniques are age/grade appropriate.*
2. Continuous feedback is provided.
 - *Regularly reviews progress with students.*
 - *Recognizes student accomplishments and progress.*
 - *Encourages and assists students in developing individual learning goals.*
 - *The teacher assesses students in a timely manner to guide instruction*
 - *Grading is current and available to students and parents.*
3. Assessments are aligned with goals and objectives of district curriculum guides, state/national standards, and/or IEPs.
 - *The teacher clearly defines expectations and outcomes for students.*
 - *Student performance data is used to plan for future instruction.*
 - *The teacher analyzes data to guide and adjust instruction in a timely manner.*
 - *The teacher utilizes data to reflectively assess teaching.*

4. Learning experiences foster higher order thinking.

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Section Five: Professional Responsibilities

1. Actively participates in professional development opportunities.
 - Seeks out opportunities for professional development.
 - Implements strategies gleaned from professional development activities.
 - Shares learning with peers and colleagues.
 - Demonstrates a positive and professional attitude toward professional development.
 - 2. Assumes additional responsibilities outside the scope of the regular school day.
32. Attends IEP and other student-specific meetings.
 - Maintains IEP records according to district policy.
 - Practices confidentiality.
34. Participates in school activities during and outside the school day.
 - Volunteers to assume or sponsor outside activities.
 - Provides services to students above what is required.
 - Volunteers to serve on district committees.
54. Is punctual for work, meetings, and other duties (unless otherwise excused or absent pursuant to state or federal law).
 - Rarely absent from duties.
 - Accepts responsibility for student supervision.
 - Arrives for work on time.
 - Remains at work for duration of contracted school day.
65. Curriculum is complete and updated regularly.
 - Electronic alignment tool is updated regularly.
 - Curriculum is aligned with grade level and course level expectations.
 - Curriculum is aligned with national standards where appropriate.
7. Appropriately performs other duties as assigned.

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Section Six: Interpersonal Relationships

1. Maintains effective lines of communications with administrators and colleagues.
 - Seeks out input from a variety of sources to enhance student learning.
 - Solicits suggestions for improvement.
 - Follows the appropriate chain of command.
 - Collaborates with colleagues.
 - 2. Displays positive problem-solving skills.
32. Displays a positive attitude in dealings with students, colleagues, parents, and the community.
 - Informs parents of academic and behavioral problems.
 - Enlists parents and colleagues in developing intervention plans.
 - Communicates with parents regarding positive and negative behavior and academic progress.
 - Advises students and parents of learning objectives.
 - Actively involved with district and community opportunities.

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Pettis County R-XII School District
Pre-Observation Summary

The Pre Observation Form is to be completed by the teacher and submitted to the administrator prior to the pre-observation conference. This form is used by the administrator to gain insight into the teacher's reflective understanding regarding lesson planning and may be used to document sections/descriptors.

Teacher _____ Date _____

Building _____ Evaluator _____

- What is it that you want students to know and be able to do as a result of this lesson?

- How is it related to the grade level expectations and the school improvement goals?

- What kinds of relevant and important learning experiences have occurred during the past few weeks in your class?

- How do you intend to follow up on those learning experiences in the coming weeks?

- What activities will you have students engaged in during this lesson?

- How and why did you select these activities for use at this time?

- What specifically do you want me to observe in the lesson?

**Pettis County R-XII School District
Formative Evaluation**

Teacher _____ School _____

Date of Observation _____ Time _____

Rating Explanation: (E) Exceeds Expectations
(M) Meets Expectations
(N) Needs Improvement.

| 1. The classroom and teacher are ready for instruction. | E | M | N |
|--|---|---|---|
| An inviting environment. | | | |
| Classroom is clean and free of debris. | | | |
| Lesson plans are prepared and reflect the established curriculum for the course. | | | |
| Teacher and student materials are prepared. | | | |
| Expectations are clearly stated. | | | |
| Integrates technology into teaching and learning activities. | | | |
| Appropriate materials/plans are available for substitute teachers. | | | |

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|-------|
| Notes |
|-------|

| 2. Effective procedures and routines have been established. | E | M | N |
|---|---|---|---|
| Environment is known and comfortable to students. | | | |
| A discipline plan is in place and used as needed. | | | |
| Teacher demonstrates ability to foster two-way communication with students. | | | |
| Notes | | | |

| 3. Learning time is maximized. | E | M | N |
|---|---|---|---|
| Students are motivated to learn. | | | |
| All students are actively engaged in the lesson. | | | |
| Effectively uses varied teaching techniques as appropriate. | | | |

| | | | |
|--|--|--|--|
| Demonstrates knowledge of the subject matter and presents it in a manner that involves and interests students. | | | |
| Makes best use of the entire instructional period. | | | |
| Provides for individual differences of students. | | | |
| Implements individualized plans, such as IEPs and Section 504 Plans, as necessary. | | | |
| Notes | | | |

| | | | |
|---|----------|----------|----------|
| 4. On-going assessment is used to monitor the effectiveness of instruction. | E | M | N |
| A variety of formal and informal assessment techniques are used. | | | |
| Continuous feedback is provided. | | | |
| Assessments are aligned with goals and objectives of district curriculum guides, state/national standards, and/or IEPs. | | | |
| Learning experiences foster higher order thinking. | | | |
| Notes | | | |

| | | | |
|---|----------|----------|----------|
| 5. Professional Responsibilities | E | M | N |
| | | | |

| | | | |
|--|--|--|--|
| Actively participates in professional development opportunities. | | | |
| Assumes additional responsibilities outside the scope of the regular school day. | | | |
| <u>Attends IEP and other student-specific meetings.</u> | | | |
| <u>Participates in school activities during and outside the school day.</u> | | | |
| Curriculum is complete and updated regularly. | | | |
| Is punctual for work, meetings, and other duties <u>(unless otherwise excused or absent pursuant to state or federal law).</u> | | | |
| Appropriately performs other duties as assigned. | | | |
| Notes | | | |

| 6. Interpersonal Relationships | E | M | N |
|---|----------|----------|----------|
| Maintains effective lines of communications with administrators and colleagues. | | | |
| Displays positive problem-solving skills. | | | |
| Displays a positive attitude in dealings with students, colleagues, parents, and the community. | | | |
| Notes | | | |

Additional Administrator Notes:

Teacher Notes:

Teacher's Signature/Date

Administrator's Signature/Date

Signatures indicate the data has been read and discussed. Copies should be provided to the teacher, administrator, and superintendent.

**Pettis County R-XII School District
Formative Evaluation
Short Form**

Teacher _____ School _____

Date of Observation _____ Time _____

*This form is used in lieu of the standard formative evaluation
when only one or two criteria are being documented.*

Rating Explanation:

(E) Exceeds Expectations (M) Meets Expectations (N) Needs Improvement.

Section:

Data:

Section:

Data:

Teacher's Signature/Date

Administrator's Signature/Date

Signatures indicate the data has been read and discussed.
Copies should be provided to the teacher, administrator, and superintendent.

**Pettis County R-XII School District
Job Target**

Teacher _____ School _____

SECTION:

DESCRIPTOR:

IMPROVEMENT OBJECTIVE(S):

PROCEDURES FOR ACHIEVING OBJECTIVE(S):

- 1.
- 2.
- 3.

APPRAISAL METHOD AND TARGET DATES:

- 1.
- 2.
- 3.

Administrator's Comments:

Teacher's Comments:

Teacher's Signature/Date

Administrator's Signature/Date

Signatures indicate the data has been read and discussed.
Copies should be provided to the teacher, administrator, and superintendent.

Date Objective Achieved: _____

Job Target Completed: _____

Job Target Continued: _____

Administrator's Comments:

Teacher's Comments:

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 Teacher's Signature/Date Administrator's Signature/Date

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**Pettis County R-XII School District
 Summative Evaluation**

Teacher _____ School _____ Year _____

Rating Explanation:

(E) Exceeds Expectations (M) Meets Expectations (N) Needs Improvement.

| 1. The classroom and teacher are ready for instruction. | E | M | N |
|--|----------|----------|----------|
| An inviting environment. | | | |
| Classroom is clean and free of debris. | | | |
| Lesson plans are prepared and reflect the established curriculum for the course. | | | |
| Teacher and student materials are prepared. | | | |
| Expectations are clearly stated. | | | |
| Integrates technology into teaching and learning activities. | | | |
| Appropriate materials/plans are available for substitute teachers. | | | |
| 2. Effective procedures and routines have been established. | E | M | N |
| Environment is known and comfortable to students. | | | |
| A discipline plan is in place and used as needed. | | | |
| Teacher demonstrates ability to foster two-way communication with students. | | | |
| 3. Learning time is maximized. | E | M | N |
| Students are motivated to learn. | | | |
| All students are actively engaged in the lesson. | | | |
| Effectively uses varied teaching techniques as appropriate. | | | |

| | | | |
|---|----------|----------|----------|
| Demonstrates knowledge of the subject matter and presents it in a manner that involves and interests students. | | | |
| Makes best use of the entire instructional period. | | | |
| Provides for individual differences of students. | | | |
| Implements individualized plans, such as IEPs and Section 504 Plans, as necessary. | | | |
| 4. On-going assessment is used to monitor the effectiveness of instruction. | E | M | N |
| A variety of formal and informal assessment techniques are used. | | | |
| Continuous feedback is provided. | | | |
| Assessments are aligned with goals and objectives of district curriculum guides, state/national standards, and/or IEPs. | | | |
| Learning experiences foster higher order thinking. | | | |
| 5. Professional Responsibilities | E | M | N |
| Actively participates in professional development opportunities. | | | |
| Assumes additional responsibilities outside the scope of the regular school day. | | | |
| Curriculum is complete and updated regularly. | | | |
| Is punctual for work, meetings, and other duties. | | | |
| Appropriately performs other duties as assigned. | | | |
| <u>Attends IEP and other student-specific meetings</u> | | | |
| <u>Participates in school activities during and outside the school day</u> | | | |
| 6. Interpersonal Relationships | E | M | N |
| Maintains effective lines of communications with administrators and colleagues. | | | |
| Displays positive problem-solving skills. | | | |
| Displays a positive attitude in dealings with students, colleagues, parents, and the community. | | | |

Administrator Comments

Teacher Comments

Supervisor's Recommendation

1. Probationary Teacher

_____ Re-employment recommended

_____ Re-employment not recommended
necessary Termination of Contract Recommended

_____ No recommendation made at this time

2. Tenured Teacher

_____ Continuing Contract Recommended

_____ Further disciplinary action

_____ No recommendation made at this time

Teacher's Signature/Date

Administrator's Signature/Date

Signatures indicate the data has been read and discussed.
Copies to the teacher, administrator, and superintendent.

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Professional Development Plan

NOTE: As a part of the Professional Development Plan, it is strongly suggested that teachers remain aware of PCI, PCII, and CPC license renewal processes so that requirements for renewal can become part of the Professional Development Plan.

Teacher _____ School _____

Grade/Subject _____

Administrator/Supervisor _____ Date ____ / ____ / ____

Section addressed:

Related Building/CSIP Goal(s):

Objectives (applicable descriptors):

* If more space is needed, please add additional pages.
Strategies for achieving objective(s):
(Teacher and administrator/supervisor responsibilities)

Teacher will:

Administrator/supervisor will:

Assessment methods and timelines:

Teacher's comments:

Administrator's/Supervisor's comments:

Plan developed:

_____ Date _____
Teacher's signature

_____ Date _____
Administrator's/Supervisor's signature

| Plan completed _____ Plan revised _____ Plan continued _____

Date plan reviewed:

Teacher's signature

Date

Administrator's/Supervisor's signature

Date

| Signatures indicate that the above has been reviewed and discussed. Copies should be provided to teacher and administrator/supervisor.