

# **Professional Evaluation Procedure**

## **Philosophy**

The teacher is the most important factor affecting student achievement. In a district committed to educational excellence, the purpose of teacher appraisal is to promote professional growth and development. This, in turn, positively impacts student success by improving and enhancing the educational process.

## **Objectives**

The framework is designed to:

1. Provide a spirit of support and assistance, offering encouragement and resources for the teacher to improve and grow professionally.
2. Provide an opportunity for educators to reflect upon insights and experiences of their teaching practices.
3. Promote a means of communicating about teacher performance.
4. Provide a collaborative platform to share one's understanding of best practices in teaching.

# Perry Local Schools Evaluation Notes

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

**School:** \_\_\_\_\_ **Grade/Subject:** \_\_\_\_\_

**Administrator:** \_\_\_\_\_ **Time Started:** \_\_\_\_\_ **Time Finished:** \_\_\_\_\_

## DOMAIN A: Organizing Content Knowledge for Student Learning

- A1: Becoming familiar with relevant aspects of students' background, knowledge, and experiences.
- A2: Articulating clear learning goals for the lesson which are appropriate for the students.
- A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.
- A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.
- A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

### **Specific Evidences of Organizing Content Knowledge for Student Learning:**

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### **Suggestions for Improvements in Performance:**

## **DOMAIN B: Creating an Environment for Student Learning**

B1: Creating a climate that promotes fairness.

B2: Establishing and maintaining rapport with students.

B3: Communicating challenging learning expectations to each student.

B4: Establishing and maintaining consistent standards of classroom behavior.

B5: Making the physical environment as safe and conducive to learning as possible.

### **Specific Evidences of Creating an Environment for Student Learning:**

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### **Suggestions for Improvements in Performance:**

**Teacher:** \_\_\_\_\_

**DOMAIN C: Teaching for Student Learning**

C1: Making learning goals and instructional procedures clear to students.

C2: Making content comprehensible to students.

C3: Encouraging students to extend their thinking.

C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

C5: Using instructional time effectively.

**Specific Evidences of Teaching for Student Learning:**

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**Suggestions for Improvements in Performance:**

## **DOMAIN D: Teacher Professionalism**

D1: Reflecting on the extent to which the learning goals were met.

D2: Demonstrating a sense of efficacy.

D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

D4: Communicating with parents or guardians about student learning.

### **Specific Evidences of Teacher Professionalism:**

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### **Suggestions for Improvements in Performance:**

# Classroom Evaluation Form

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

Grade/Subject: \_\_\_\_\_ Administrator: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Time Started: \_\_\_\_\_ Time Finished: \_\_\_\_\_

Date of Observation: \_\_\_\_\_ Time Started: \_\_\_\_\_ Time Finished: \_\_\_\_\_

Date of Formal Pre-Conference: \_\_\_\_\_ Date of Post Conference: \_\_\_\_\_

## DOMAIN A: Organizing Content Knowledge for Student Learning

A1: Becoming familiar with relevant aspects of students' background, knowledge, and experiences.

A2: Articulating clear learning goals for the lesson which are appropriate for the students.

A3: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.

A4: Creating or selecting teaching methods, learning activities, and instructional materials or other resources that are appropriate for the students and that are aligned with the goals of the lesson.

A5: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

+ **Strengths**

△ **Suggestions for Improvement**

\_\_\_\_\_ **Improvement Plan Needed/Means for Obtaining Assistance to Make Improvements (See Attached)**

## **DOMAIN B: Creating an Environment for Student Learning**

B1: Creating a climate that promotes fairness.

B2: Establishing and maintaining rapport with students.

B3: Communicating challenging learning expectations to each student.

B4: Establishing and maintaining consistent standards of classroom behavior.

B5: Making the physical environment as safe and conducive to learning as possible.

### **+ Strengths**

### **△ Suggestions for Improvement**

\_\_\_\_\_ **Improvement Plan Needed/Means for Obtaining Assistance to Make Improvements (See Attached)**

**Teacher:** \_\_\_\_\_

**DOMAIN C: Teaching for Student Learning**

C1: Making learning goals and instructional procedures clear to students.

C2: Making content comprehensible to students.

C3: Encouraging students to extend their thinking.

C4: Monitoring students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.

C5: Using instructional time effectively.

**+ Strengths**

**△ Suggestions for Improvement**

\_\_\_\_\_ **Improvement Plan Needed/Means for Obtaining Assistance to Make Improvements (See Attached)**

**DOMAIN D: Teacher Professionalism**

D1: Reflecting on the extent to which the learning goals were met.

D2: Demonstrating a sense of efficacy.

D3: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.

D4: Communicating with parents or guardians about student learning.

**+ Strengths**

**△ Suggestions for Improvement**

\_\_\_\_\_ **Improvement Plan Needed/Means for Obtaining Assistance to Make Improvements (See Attached)**

**Signature of Administrator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature of Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(Signature indicates knowledge of evaluation, not necessarily concurrence.)

**Perry Local Schools  
Certificated Personnel  
Final Administrative Recommendation**

**Teacher:** \_\_\_\_\_

**Administrator's Recommendation for Employment:**

\_\_\_\_\_ Recommend for Renewal of Contract/Continued Employment

\_\_\_\_\_ Do Not Recommend for Renewal

**Comments by Administrator:**

**Comments by Teacher:**

\_\_\_\_\_  
**Signature of Teacher**  
(Signature indicates knowledge of evaluation, not necessarily concurrence)

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Signature of Administrator**

\_\_\_\_\_  
**Date**

# Perry Local Schools Certificated Staff Performance Improvement Plan

<b>Name</b>	
<b>School</b>	
<b>Grade Level/Assignment</b>	
<b>Dates of Observation</b>	
<b>Evaluator</b>	

The Following Performance Items Need Improvement	Plan for Improvement	Resources Available	Date for Follow-Up	Improvement Noted Yes/No

<b>The Following Performance Items Need Improvement</b>	<b>Plan for Improvement</b>	<b>Resources Available</b>	<b>Date for Follow-Up</b>	<b>Improvement Noted Yes/No</b>

- **Attach Additional Paperwork as Needed**
- **Provide a Complete Copy to Teacher**

<b>Evaluator Name</b>	
<b>Evaluator Signature</b>	
<b>Date</b>	
<b>Teacher Name</b>	
<b>Signature</b>	
<b>Date</b>	

## Perry Local Schools Pre-Observation Form

<b>Date of Pre-Conference:</b> _____	<b>Teacher:</b> _____
<b>School/Administrator:</b> _____	
<b>Grade Level/Curriculum Area to be Observed:</b> _____	

Briefly describe the students in this class, including those with special needs.	
What are the goals for the lesson? What do you want the students to learn?	
Why are these goals suitable for this group of students?	
How do these goals support the district's curriculum, state standards, and state test competencies?	
How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines?	
How do you assess students' prior knowledge?	
How do you plan to engage students in the content? What will you do? What will the students do?	
What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?	
What instructional materials or other resources, if any, will you use? (Attach written materials, if any.)	
How do you plan to assess student achievement of the goals? What procedures will you use? (Describe test or other assessment.)	
How do you plan to use the results of the assessment?	

**Share any other information you wish to bring to the administrator's attention.**



## **Perry Local Schools Domain Reference Guide**

### **Domain A: Organizes Content Knowledge for Student Learning**

**A1: Becomes familiar with relevant aspects of students' background, knowledge, and experiences.**

- Learns students' backgrounds and experiences.
- Learns students with special needs – physical, emotional, and academic.
- Assess students' prior knowledge in subject area/specific lesson.

**A2: Articulates clear learning goals for the lesson that are appropriate for the student.**

- Articulates appropriate goals for the lesson.
- Articulates reasons for selecting goals based on the needs for the students in your classroom.

**A3: Demonstrates an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.**

- Makes connections between the content of the current lesson with the past and future lessons.

**A4: Creates or selects teaching methods, learning activities, and instructional materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.**

- Aligns materials, methods, and activities with lesson goals.
- Selects materials, methods, and activities appropriate to students.
- Selects materials and activities that encourage student involvement.

**A5: Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.**

- Design assessments that reflect lesson goal.
- Design assessments that provide all students clear opportunities to demonstrate learning.
- Use assessment data to plan instruction.

## **Domain B: Creates an Environment for Student Learning**

### **B1: Creates a climate that promotes fairness.**

- Ensures that all students are treated equally and fairly.
- Makes learning accessible for all students.
- Ensures that all students treat each other fairly.

### **B2: Establishes and maintains rapport with students.**

- Demonstrates rapport with students.
- Establishes rapport based on individual needs and differences in students' background and experiences.

### **B3: Communicates challenging learning expectations to each student.**

- Actively encourages students to meet challenging learning expectations.
- Exhibits actions or attitudes that indicate all students are capable of progress and achievement.

### **B4: Establishes and maintains consistent standards of behavior.**

- Effectively communicates standards of behavior.
- Established classroom procedures.
- Consistently responds to inappropriate behavior in a professional manner.

### **B5: Makes the physical environment as safe and conducive to learning as possible.**

- Configures room to ensure student safety.
- Configures room so all students have equal access to the lesson.

## **Domain C: Teaches for Student Learning**

### **C1: Makes learning goals and instructional procedures clear to students.**

- Effectively communicates learning target(s) to all students.
- Effectively communicates instructional procedures to all students.

### **C2: Makes content comprehensible to students.**

- Addresses individual needs and differences of students when communicating content.
- Builds on students' previous knowledge and backgrounds.
- Sequences content of the lesson so students may follow lesson progression.

### **C3: Encourages students to extend their thinking.**

- Using activities and strategies to help students think independently, creatively, and critically.
- Connects the content of the lesson to real-world applications.
- Integrates curriculum to extend students' thinking.

### **C4: Monitors students' understanding of content through a variety of means, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.**

- Provides specific verbal and non-verbal feedback.
- Monitors students' understanding of content through formative and summative assessments.
- Modifies learning activities to accommodate individual needs of students.

### **C5: Uses instructional time wisely.**

- Paces instructions to ensure students are on task.
- Performing non-instructional activities with the least amount of interruption.

## **Domain D: Teacher Professionalism**

### **D1: Reflects on the extent to which the learning goals were met.**

- Provides evidences that students understood the goal.
- Articulates effectiveness of primary instructional method.
- Articulates improvements that could be made to the lesson.

### **D2: Demonstrates a sense of efficacy.**

- Articulates factors that affect student learning.

### **D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.**

- Treats colleagues in a professional manner.
- Collaborates with colleagues to improve student learning.

### **D4: Communicates with parents about student learning.**

- Effectively communicates with parents/guardians in a variety of ways.
- Understands culture diversity when communicating with parents/guardians.
- Communicates effectively with parents in a timely manner.

# General Timeline for Teacher Evaluation

## Prior to September 15

1. Principal will develop an observation schedule and distribute it to those being evaluated.
2. Administrator who will be making the evaluation informs teachers they are evaluating and gives them a copy of the Evaluation Instrument Packet which includes:
  - Philosophy and Objectives
  - Classroom Evaluation Form (same for formal and informal)
  - Final Administrative Recommendation Form
  - Improvement Plan Template
  - Pre-Observation Conference Form
  - Post-Observation Conference Form
  - Domain Reference Guide
  - This Document (General Timeline for Teacher Evaluation)

## Between September 15 and January 15

Two classroom observations of at least 30 minutes each occur. These should occur within a timeframe of eight (8) school days; however, there are noted exceptions.

The first observation is an *informal observation*. There is no pre or post-observation conference. This observation can be announced or unannounced at the teacher's discretion.

The second observation is a *formal* observation. A pre-observation conference will be conducted. This should take place 3-5 days prior to the observation and will include discussion of the teacher completed pre-observation form. The teacher will bring the pre-observation form to the pre-observation conference. After the observation, the teacher will complete the post observation form within two days and give it to the administrator. A post –observation conference will be conducted. This should take place 3-5 days following the receipt of the post observation form and will include discussion of the post-conference form.

The teacher should receive copies of the evaluation forms within five (5) days of the post-conference.

If an improvement plan is needed, the plan will be established between the teacher and the evaluator within five (5) school days after the post-observation conference.

## Between February 10 and April 1

Two classroom observations of at least 30 minutes each occur. These should occur within a timeframe of eight (8) school days. However there are noted exceptions.

## **Between February 10 and April 1 (Continued)**

The first observation is an *informal observation*. There is no pre or post-observation conference. This observation can be announced or unannounced at the teacher's discretion.

The second observation is a *formal* observation. A pre-observation conference will be conducted. This should take place 3-5 days prior to the observation and will include discussion of the teacher completed pre-observation form. The teacher will bring the pre-observation form to the pre-observation conference. After the observation, the teacher will complete the post-observation form within two days and give it to the administrator. A post-observation conference will be conducted. This should take place 3-5 days following the receipt of the post-observation form and will include discussion of the post-conference form.

The teacher should receive copies of the evaluation forms within five (5) days of the post-conference.

If an improvement plan is needed, the plan will be established between the teacher and the evaluator within five (5) school days after the post-observation conference.

## **Prior to April 10**

Administrators and teachers sign final administrative recommendation form no later than April 10. Copies of evaluation and final recommendation forms are given to the teacher and the superintendent or his/her designee in the central office.