

USD 360 Teacher Self-Evaluation

Name of Person Evaluated _____

Teacher's Signature _____ Date _____

Principal's Signature _____ Date _____

Performance Area I: The teacher oversees safe and orderly classrooms.

AS EVIDENCED BY:

Indicator 1: Creates a safe and orderly environment that facilitates positive behavior and learning for all students.

Indicator 2: Takes appropriate action when students exhibit emotionally/physically distressed behaviors.

Indicator 3: Supervises students as assigned.

MET	IN PROGRESS	NOT MET

Performance Area II: The teacher ensures student achievement for all student groups.

AS EVIDENCED BY:

Indicator 1: Monitors the progress of individual students and student groups through the use of appropriate testing techniques and with the assistance of technology when appropriate.

MET	IN PROGRESS	NOT MET

Performance Area III: The teacher builds positive school/community relations.

AS EVIDENCED BY:

Indicator 1: Supports the mission of the school and district.

Indicator 2: Facilitates cooperation between all persons in the school community.

MET	IN PROGRESS	NOT MET

Performance Area IV: The teacher leads the students in developing constructive peer and student/teacher relationships.

AS EVIDENCED BY:

Indicator 1: Assists students to develop appropriate communications skills.

Indicator 2: Assists students in development of thinking skills.

Indicator 3: Follows all district policies, handbooks, and regulations.

MET	IN PROGRESS	NOT MET

Performance Area V: The teacher oversees effective and efficient student performance.

AS EVIDENCED BY:

Indicator 1: Sets high expectations for learning for all students based on their individual needs.

Indicator 2: Uses a variety of instructional materials, activities and approaches appropriate to the needs of individual learners.

Indicator 3: Develops and monitors plans of improvement for students who are not meeting academic goals.

MET	IN PROGRESS	NOT MET

Performance Area VI : The teacher practices responsible fiscal, facility, and resource management.

AS EVIDENCED BY:

Indicator 1: Procures classroom supplies and equipment following building budget guidelines.

Indicator 2: Establishes behavior guidelines that ensure the care and maintenance of district facilities and equipment.

MET	IN PROGRESS	NOT MET

Performance Area VII: The teacher models positive professional attributes.

AS EVIDENCED BY:

Indicator 1: Participation in professional activities to enhance knowledge and skills.

Indicator 2: Uses written and spoken language well.

Indicator 3: Maintains parental contact.

Indicator 4: Handles student work in a timely and effective manner.

Indicator 5: Maintains classroom hours sufficient to meet job expectations.

MET	IN PROGRESS	NOT MET

USD 360 Teacher Self-Evaluation Summary

Areas in which you feel you show strength/skill:

Areas in which you need improvement:

Additional Teacher Comments-

USD 360 Performance-Based Teacher Evaluation

Summary of Contents

This evaluation mirrors the responsibilities noted in the Teacher's Job Description. The job description, in turn, reflects the basic tenet of the state's Quality Performance Accreditation system: students are to be taught and growth in their learning is to be measured. Teaching and learning are to occur in a safe and orderly environment and are to be done in a manner that respects the state and community stakeholders' investment of resources. The evaluation also provides the opportunity to include ongoing, personal goals as a stand-alone performance area. By doing so, the evaluation contains a dynamic quality that is essential to evaluation legitimacy. The following explains what is contained in this evaluation instrument and the recommended method for performing the evaluation.

The first item included in this section is a sample teacher's job description. A good job description is vital to the evaluation process and the individual to be evaluated should be aware of the board-approved job description's content.

Next is a description of the procedure used for the evaluation of the teacher. Each task is briefly explained on the left and the recommended timeframe for completion is listed on the right. This chart can be used as a quick reference guide so each step of the evaluation is carried out in an accurate and timely manner.

Immediately following the procedure chart is the evaluation instrument. (Both the procedures and the instrument are negotiable.) The teacher should first do a self-evaluation. Two options are presented to the teacher. If the teacher believes he or she has adequately demonstrated the competency, he or she would mark the MET column and explain the evidence that led to that conclusion. If a competency has not been adequately demonstrated, the NOT MET box would be marked, and he or she would explain the evidence leading to that conclusion. Documents should be compiled that help validate the self-evaluation. The teacher would then identify, based on the self-evaluation, no more than four performance areas on which to focus his or her improvement efforts. (Targeting more than four will make it difficult for the teacher to address them adequately. When performance is already at a high level, sustaining performance and refining/replicating achievement become the targeted areas.) The principal should then receive the instrument, summary and the supporting documents. The principal completes the instrument using the documents provided by the teacher and other sources suggested on pages 16 and 17. The principal, using input from the teacher's suggestions, generates no more than four areas of improvement. The teacher and the principal then meet, as soon as possible, to review the evaluation and finalize the target areas.

After reviewing the evaluation and the indicated improvement areas, the teacher completes the Performance Area Contract for Excellence (PACE) with activities/recommendations and an appropriate timeline. The PACE is shared with the principal in one to two weeks. The targeted areas are then incorporated as a performance area for the next evaluation. Meeting those targets becomes a critical part

of the next evaluation cycle. The summary report and approved PACE, signed by the teacher and the principal, are then copied and filed in the appropriate manner.

USD 360 Job Description—Teacher

Title: Teacher

Reports to: Building Principal

Supervises: Students, teacher aides, and volunteers as assigned

Purposes and Objectives of the Position: To help students master subject area specified by the district's curriculum guides; demonstrate that mastery on local, state and national assessments that are the foundational elements of the school accreditation process; and develop into mature, able and responsible citizens. As many of their duties will be supervising groups of children without the benefit of additional help or administrative supervision, the job requires significant self-discipline, internal motivation, and sound judgement.

Essential Job Functions:

I. The teacher oversees safe and orderly classrooms.

- ◆ Creates a safe and orderly environment that facilitates positive behavior and learning for all students.
- ◆ Takes appropriate action when students exhibit emotionally/physically distressed behaviors.
- ◆ Supervises students as assigned.

II. The teacher ensures student achievement for all student groups.

- ◆ Monitors the progress of individual students and student groups through the use of appropriate testing techniques and with the assistance of technology when appropriate.

III. The teacher builds positive school/community relations.

- ◆ Supports the mission of the school and district.
- ◆ Facilitates cooperation between all persons in the school community.

IV. The teacher leads the students in developing constructive peer and student/teacher relations.

- ◆ Assists students to develop appropriate communications skills.
- ◆ Assists students in development of thinking skills.
- ◆ Follows all district policies, handbooks, and regulations.

V. The teacher oversees effective and efficient student performance.

- ◆ Sets high expectations for learning for all students based on their individual needs.
- ◆ Uses a variety of instructional materials, activities and approaches appropriate to the needs of individual learners.
- ◆ Develops and monitors plans of improvement for students who are not meeting academic goals.

VI. The teacher practices responsible fiscal, facility, and resource management.

- ◆ Procures classroom supplies and equipment following building budget guidelines.
- ◆ Establishes behavior guidelines that ensure the care and maintenance of district facilities and equipment.

VII. The teacher models positive professional attributes.

- ◆ Participates in professional activities to enhance knowledge and skills.
- ◆ Uses written and spoken language well.
- ◆ Maintains parental contact.
- ◆ Handles student work in a timely, confidential and effective manner.
- ◆ Maintains classroom hours sufficient to meet job expectations.

Other Duties

- ◆ Performs other duties as assigned by the supervisor and in accordance with the provisions of the USD 360 Board of Education.
- ◆ Maintains a teacher portfolio containing self-assessment and documentation supporting the performance indicators on the self-evaluation.

Knowledge, Skills, and Abilities Required:

- ◆ A valid building-level/subject area license issued by the Kansas State Board of Education.
- ◆ Ability to work cooperatively and constructively with others, including the ability to communicate effectively with a broad number of audiences.
- ◆ Ability to manage job responsibilities and meet the established district outcomes.
- ◆ Ability to use district-identified computer hardware and software, and other district-provided technology as needed
- ◆ Ability to physically adapt to the compressed time schedule of a school day and year.
- ◆ (Other alternatives as set by the USD 360 Board of Education.)

USD 360 Teacher Evaluation Procedure

Procedures are subject to negotiation

TASK	Timeline
1. The principal and the teachers discuss the evaluation instrument and determine expectations. 1a. The principal informs the teachers of the timeline for evaluation. 1b. The evaluation instrument is distributed to all staff.	Within the first two weeks of each school year
2. The teacher performs a self-evaluation, including identifying targeted areas of improvement. Documentation to support indicators should be as objective as possible and available to the principal. 2a. The principal reviews the self-evaluation and supporting documentation which shall be placed in a teacher portfolio.	Tenured – January 15 of year on cycle Portfolio and self evaluation due Non-tenured – March 1 of years 1-4 Portfolio and self evaluation due
3. The principal conducts classroom observations.	Prior to evaluation meeting
4. Using the self-assessment, teacher portfolio, personal observation and professional judgment, the principal completes the evaluation, including suggestions for the targeted areas of improvement.	Prior to evaluation meeting
5. The principal asks the teacher questions for clarification. The teacher responds to these questions. 5a. The teacher and the principal review the evaluation and review and revise, if necessary, the target areas of improvement.	At evaluation meeting, the timing of which is in accordance with current law.

6. The teacher's progress toward improvement should be reviewed regularly.	At least one to two month intervals until next evaluation
7. At the discretion of the building principal, certified tenured staff may be evaluated with the summative instrument at any time.	As needed

USD 360 Teacher Evaluation Instrument

Name of Person Evaluated:

Date of Evaluation: _____

Evaluated by: _____

Teacher's Signature _____ Date _____
Signature on this form signifies knowledge of its content, not necessarily agreement.

Principal's Signature _____ Date _____

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USD 360 Teacher Evaluation Summary

Areas in which the teacher shows strength/skill:

Areas in which the teacher needs improvement:

Target areas to sustain performance, improve performance or refine/replicate achievement:

Teacher

Evaluator

Date

USD #360 Policy requires both the teacher and administrator to sign this summative evaluation profile. By signing this evaluation profile, the administrator and teacher are agreeing only on the issue that the evaluation has been completed and discussed. After receiving a copy of the evaluation the teacher has two weeks in which to respond in writing. Such response will become a permanent part of the evaluation document.

USD 360 Teacher Plan of Improvement

- I. The principal and teacher shall develop a plan of improvement by identifying activities and strategies for each area listed as needing improvement on the form provided.
 - II. The teacher shall provide follow-up reports (with supporting documentation) to the principal, at the designated times, which include:
 - A. The areas being addressed.
 - B. Evidence of actions that have (or will) be taken to implement each improvement area.
 - C. Evidence of improvements that have been accomplished due to the actions to date.
 - D. Reasons why an improvement area(s) has not been (or may not be accomplished) by the date established in the plan of improvement.
 - III. The teacher should be prepared to meet with the principal and to answer questions upon the principal's request.
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Principal Responsibilities for Follow-up Reports

- I. Some improvement goals can be so complex their progress will be measured in months or even years, not in weeks. The principal needs to regularly review the progress of the teacher in achieving the goals, but some flexibility is necessary.
- II. Copies of the plan of improvement, timetables and reports during the progress reviews should be filed as a permanent record.

USD 360 Teacher Plan of Improvement

Teacher's Name _____ Date of Evaluation _____ Date of Plan _____

Areas Targeted for Improvements	Activities/Recommendations	Timeline
Priority Area I:		
Priority Area II:		
Priority Area III:		
Priority Area IV:		

Note: This form may be used for the initial plan as well as the follow-up reports of progress.

Principal’s Comments:

Teacher’s Comments:

Date of Next Review

Teacher’s Signature Date

Principal’s Signature Date

Target Improvement Area Release Form

AS EVIDENCED BY:

MET	NOT MET

Teacher's Signature

Date

Principal's Signature

Date

Source of Portfolio Documentation

PERFORMANCE AREA	POSSIBLE SOURCES OF PORTFOLIO DOCUMENTATION (add or delete according to district needs)
I. The teacher oversees safe and orderly classrooms.	Incidence/analysis of suspension & expulsion; incidence/analysis of office referrals; principal observation
II. The teacher ensures student achievement for all student groups.	Local, state, national assessments; principal observation
III. The teacher builds positive school/community relations.	Principal observation, surveys, interviews with parents, site council and patrons.
IV. The teacher leads the students in developing peer and student/teacher relationships.	Principal observation; district policies, handbooks and regulations Interviews with students and parents.
V. The teacher oversees effective and efficient student performance.	Lesson plans, portfolios, videos of instruction, peer monitoring; principal observation

PERFORMANCE AREA	POSSIBLE SOURCES OF DOCUMENTATION
VI. The teacher practices responsible fiscal, facility and resource management.	Purchase orders and requests; classroom inventories and repair orders; principal observation
VII. The teacher models positive professional attributes.	In-service documentation; oral and written reports and presentations; attendance; principal observation; parent/student interviews.

USD 360 Teacher Plan of Assistance

Teacher _____

Evaluator _____

Evaluation Period _____

Your supervisor is charged with the responsibility of making the initial recommendation concerning your future employment status with Unified School District 360. This form constitutes official notice from your immediate supervisor your performance in the area(s) indicated has been judged to be less than satisfactory.

Areas Requiring Improvement

I.

II.

III.

This notification has been discussed with this certified employee. The employee acknowledges the receipt of this form.

Teacher's Signature

Date

Evaluator's Signature

Date