

Monroe City R-1 Schools



Performance Based Teacher Evaluation

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Definition of Terms

Unsatisfactory Performance the educator consistently performs below the criteria/standard. For any unsatisfactory rating, a Professional Improvement Plan is required (1/2).

Needs Improvement progressing towards performing or does not effectively perform the criterion/standard. For any Needs Improvement rating, a Professional Improvement Plan may be required by the Principal/Supervisor, at his/her discretion (2/4).

Meets District Expectations performance of the educator is high quality and is achieved on a consistent basis (3/6).

Exemplary the educator goes above and beyond the expectations of the district and performs at a high level all the time (4/8)

Student Achievement is the success a student achieves in a particular course or standardized exam. (See supporting data page for data sources).

Classroom Management is the teacher's ability to effectively manage a classroom environment with little disruption to instruction.

Level of Engagement (LOE) is the level to which teachers and students are engaged in a particular lesson.

- 0-Teacher not present
- 1-Complete disengagement
- 2-Students working-teacher not engaged
- 3-Students working-teacher engaged
- 4-Teacher led instruction
- 5-Student learning conversations
- 6-Student active engaged learning

Depth of Knowledge (DOK) is the degree of depth or complexity of knowledge standards and assessments require; this criterion is met if the assessment is as demanding cognitively as the expectations standards are set for students.

DOK 1: *Recall* - Recall or recognition of a fact, information, concept, or procedure.

DOK 2: *Basic application of Skills and Concepts* - Use of information, conceptual knowledge, following or selecting appropriate procedures, two or more steps with decision points along the way, routine problems, organizing/displaying data.

DOK 3: *Strategic Thinking* - Requires reasoning, developing a plan or sequence of steps to approach a problem; requires some decision making and justification; abstract and complex; often having more than one possible answer.

DOK 4: *Extended Thinking* - An investigation or application to real work; requires time to research, think, and process multiple conditions of the problem or task non-routine manipulations, across disciplines/content areas/multiple sources, requires complex reasoning, planning, developing most usually over an extended period of time.

Instructional Method is the method the teacher uses to teach a particular lesson.

- Independent Practice
- Cooperative Learning
- Peer Tutoring
- Whole Group Instruction
- Hands-on
- Project
- Video
- Other

Curriculum is the teacher's use of an updated and living curriculum on file at BYOC.

Demonstrated Leadership is the extent to which the teacher takes the opportunity and chooses to seize leadership roles in the district.

Committee Participation is actively seeking opportunities to participate in district and building committees in support of district efforts.

Attendance is prompt and regular attendance to school, meetings, functions, and activities.

Professional Duties is the teacher upholding all duties assigned to them and following the teacher's district handbook.

Professional Development Plan (PDP) is a plan developed by the teacher to formalize and document professional growth aligned with the Comprehensive School Improvement Plan, Building Plan, and student instruction and learning. One PD is required for all teachers.

Enhanced Professional Value is the teacher making him/her self more valuable to the school district by engaging in professional development, graduate work, peer coaching, site visits, study groups, etc.

Professional Improvement Plan (PIP) is a plan to assist the teacher in attaining a satisfactory level of performance on each criterion with support from the supervisor. Could be necessary for any teacher whether probationary or tenured.

PERFORMANCE BASED TEACHER EVALUATION

FORMATIVE TEACHER OBSERVATION

Monroe City R-1 School District



Teacher: _____ **Evaluator:** _____

Content: _____ **Grade Level:** _____ **Date:** _____

Level of Engagement (LOE)

- 0 – Teacher not present
- 1 – Complete disengagement
- 2 – Students Working – Teacher Not Engaged
- 3 – Students Working – Teacher Engaged
- 4 – Teacher – Led Instruction
- 5 – Student Learning Conversation
- 6 – Student Active – Engaged Learning

Depth of Knowledge (DOK)

- 1 – Recall
- 2 – Skill/Concept
- 3 – Strategic Thinking
- 4 – Extended Thinking

Instructional Method

- 1 – Independent Practice
- 2 – Cooperative Learning
- 3 – Peer Tutoring
- 4 – Whole Group Instruction
- 5 – Hands on
- 6 – Project
- 7 – Video
- 8 – Other

- Yes – No Instruction starts promptly
- Yes – No Classroom routine and structure is clearly established
- Yes – No Transitions from one activity to the next are smooth
- Yes – No Classroom physical environment is conducive to learning
- Yes – No Classroom discipline is handled effectively with minimal disruption to instruction
- Yes – No Evidence of appropriate student supervision
- Yes – No Utilization of the entire class period
- Yes – No Objectives are clearly established, known by students, and aligned to curriculum
- Yes – No Evidence of formative assessment
- Yes – No Evidence of flexibility allowing for lesson modification
- Yes – No Teacher clearly prepared and lesson plan established
- Yes – No Evidence of positive relationships with students

PERFORMANCE BASED TEACHER EVALUATION

FORMATIVE TEACHER OBSERVATION

Monroe City R-1 School District



Post-observation conference reflection questions

- 1) What did you expect students to know and/or be able to do at the conclusion of the lesson? How did you decide what the learning was going to be?
- 2) How do you know whether or not they learned it?
- 3) What do you plan to do if they didn't learn it?
- 4) This is one lesson out of a unit. Explain where it fits into the entire unit and where you are going. How will you be assessing learning?

Notes:

* _____ _____ ____/____/____
Signature of Teacher Signature of Administrator

*Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within five (5) working days and that my comments will be attached to the evaluation form in my personnel file.

1 Copy-Teacher

1 Copy-Administrator

Board Approved May 9, 2011

PERFORMANCE BASED TEACHER EVALUATION
SUMMATIVE TEACHER OBSERVATION *Supporting Data*
Monroe City R-I School District



I. Student Achievement	Supporting Data Could Include But Not Be Limited to the Following:
An exemplary teacher's students master all essential learning outcomes or demonstrate a year's worth of growth as evidenced by the supporting data.	<ul style="list-style-type: none"> • SMART Goals • MAP/EOC/ACT Data • Grades • Finals • Acuity • DIBELS • MAZE • SRI • Weekly, Chapter, Unit Tests (Mastery Manager Reports) • AYP/APR Data • Subgroup Achievement Data
2 4 6 8	Comments:

II. Instructional Practice	Supporting Data Could Include But Not Be Limited to the Following:
CRITERION	Supporting Data Could Include But Not Be Limited to the Following:
1. Classroom Management An exemplary teacher is proactive and preventative and always promotes a positive learning environment.	<ul style="list-style-type: none"> • Discipline Data • Principal Observation • Walk-Through
1 2 3 4	Comments:
2. Level of Engagement An exemplary teacher will have no 0, 1's or unacceptable 2's on level of engagement.	<ul style="list-style-type: none"> • Walk-Through (Level of Engagement)
1 2 3 4	Comments:
3. Instructional Methods An exemplary teacher will utilize a variety of instructional methods/practices to ensure a high level of student learning is achieved	<ul style="list-style-type: none"> • Walk-Through (Instructional Method)
1 2 3 4	Comments:
4. Curriculum An exemplary teacher has a curriculum whose ELO's are aligned to the standards, is taught, and assessed. An exemplary teacher will regularly revise the curriculum.	<ul style="list-style-type: none"> • BYOC Tool – updated, living document • Alignment to Lesson Plans • Alignment to Assessments • Alignment to District ELO's • Differentiation • Interventions
1 2 3 4	Comments:

III. Professional Conduct	
CRITERION	Supporting Data Could Include But Not Be Limited to the Following:
1. Demonstrated Leadership An exemplary teacher has a demonstrated history of effective committee participation, leads professional development, serves as a mentor in formal and informal capacities and is recognized by their colleagues as a “go to” person.	<ul style="list-style-type: none"> Evidence Provided by Teacher Committee Sign-up Sheets Committee Meeting Attendance/Participation Sheets
1 2 3 4	Comments:
2. Building Relationships An exemplary teacher works to develop positive relationships with students, parents, colleagues, and the community in and out of the school setting.	<ul style="list-style-type: none"> Evidence Provided by Teacher Principal Observation
1 2 3 4	Comments:
3. Professional Duties An exemplary teacher will follow all guidelines set forth in the Teacher’s Handbook.	<ul style="list-style-type: none"> Adheres to District Handbook and Polices, esp. page 4 & 5 Supervision Assigned Duties
1 2 3 4	Comments:

IV. Professional Growth	
CRITERION	Supporting Data Could Include But Not Be Limited to the Following:
1. PDP An exemplary teacher collaborates with the building principal to create a plan and actively works to achieve the goals set and provides evidence the goal was achieved.	<ul style="list-style-type: none"> PDP – current, updated, achieved Evidence Provided by Teacher
1 2 3 4	Comments:
2. Enhanced Professional Value An exemplary teacher is proactive in seeking ways to enhance their value to students and colleagues.	Evidence Provided by Teacher: (including but not limited to) <ul style="list-style-type: none"> Writing Grants Professional Development Graduate Work Peer Coaching Modeling Observing Site Visits Study Groups
1 2 3 4	Comments:

I.	Student Achievement	
II.	Instructional Practice	
III.	Professional Conduct	
IV.	Professional Growth	
	Total	

Administrator’s/Supervisor’s Summary:

(Delete and Type Summary Here)

Recommendation for Employment:

Renewal of Employment _____yes _____no

Teacher’s Comments:

* _____ / ____ / ____
Signature of Teacher Signature of Administrator

*Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within five (5) working days and that my comments will be attached to the evaluation form in my personnel file.

1 Copy-Teacher

1 Copy-Administrator

1 Copy-Personnel File

PERFORMANCE BASED TEACHER EVALUATION

Professional Development Plan

Monroe City R-I School District



(Due to building principal May 1st for the following school year. Review of document will be done during Summative Evaluation)

Teacher: _____ School Year: _____ School: _____

Content: _____ Grade/Level: _____

1. Identify professional goal related to one of four main targets on Summative Teacher Evaluation Form. List Criterion if applicable.
2. Measureable objective(s):
3. Strategies:
4. Detail how you will measure to determine whether your chosen goal was met <i>(data to be collected)</i> :
5. Tentative Timeline for completion:

Plan Developed	
_____ <i>Teacher's Signature:</i>	_____ <i>Supervisor's Signature</i>
_____ <i>Date:</i>	_____ <i>Date</i>
Plan Reviewed	
_____ <i>Teacher's Signature:</i>	_____ <i>Supervisor's Signature</i>
_____ <i>Date:</i>	_____ <i>Date</i>

PERFORMANCE BASED TEACHER EVALUATION

Professional Improvement Plan
Monroe City R-I School District
(page 1 of 2)



Teacher: _____ Date Developed: _____ For: _____ School Year

A ***Professional Improvement Plan*** assists the teacher in attaining a satisfactory level of performance on each main target area/criterion and denotes a concern about performance. A PIP is, at the discretion of the principal, developed on any criterion where the employee is performing at the 'Needs Improvement' level or the 'Unsatisfactory Performance' level.

Main Target Area and Criterion *(if applicable) (This is found on the Summative Evaluation Form):*

Improvement Objectives: *(SMART format):*

Procedures for Achieving Objective(s):

State deadline for each strategy and action step.

PERFORMANCE BASED TEACHER EVALUATION

Professional Improvement Plan
Monroe City R-I School District
(Page 2 of 2)



Target Dates for Completion of Plan:

Teacher Comments:

Supervisor Comments:

Circle below the statement that best indicates the seriousness of this Improvement Plan.

Job –threatening

Not Job-threatening (at this time)

Plan Developed:

Teacher's Signature *Date* *Supervisor's Signature* *Date*

If Plan revised:

Teacher's Signature *Date* *Supervisor's Signature* *Date*

Plan Completed:

Teacher's Signature *Date* *Supervisor's Signature* *Date*

(A separate plan is used for each criterion. This form is completed by the Principal during discussion with the Teacher. Any additional comments will be permanently appended to this form and initialed by the Teacher and Principal.)