

# Certified Evaluation Procedures 2018-19

## Purpose:

- West Bonner County School District (WBCSD) has developed a teacher evaluation model that is aligned to state standards and based on the Charlotte Danielson Framework for teaching domains and components of instruction. The purpose of the plan is to provide a fair, reliable, valid, and transparent evaluation process that enhances and supports instructional practices in the classroom, and is a means to assess teacher performance as required by state statute.

## Evaluation Criteria:

- All certificated personnel will be evaluated on this plan. WBCSD certificated personnel will be evaluated from criteria drawn from the Charlotte Danielson Framework for Teaching domains and components of instruction. These domains include the following:
- Danielson's Framework – 4 Domains – 22 Components
  - Domain 1 - Planning and Preparation
    - 1a: Demonstrating Knowledge of Content and Pedagogy
    - 1b: Demonstrating Knowledge of Students
    - 1c: Setting Instructional Outcomes
    - 1d: Demonstrating Knowledge of Resources
    - 1e: Designing Coherent Instruction
    - 1f: Designing Student Assessments
  - Domain 2 - Learning Environment
    - 2a: Creating an Environment of Respect and Rapport
    - 2b: Establishing a Culture for Learning
    - 2c: Managing Classroom Procedures
    - 2d: Managing Student Behavior
    - 2e: Organizing Physical Space
  - Domain 3 - Instruction and Use of Assessment
    - 3a: Communicating with Students
    - 3b: Using Questioning and Discussion Techniques
    - 3c: Engaging Students in Learning
    - 3d: Using Assessment in Instruction
    - 3e: Demonstrating Flexibility and Responsiveness
  - Domain 4 - Professional Responsibilities
    - 4a: Reflecting on Teaching
    - 4b: Maintaining Accurate Records
    - 4c: Communicating with Families
    - 4d: Participating in a Professional Community
    - 4e: Growing and Developing Professionally
    - 4f: Showing Professionalism

- **Note: Pupil personal staff will be evaluated based on appropriate rubrics from Charlotte Danielson Framework for Teaching second edition.**

## Evaluator:

- The primary responsibility for the evaluation of personnel lies with the direct supervisor. Normally this will be the building principal. The principal may recruit assistance in performing observations and collecting data from other qualified administrators. The individuals assigned this responsibility shall have received training in conducting evaluations based on the statewide framework for evaluations within the immediate previous five (5) years of conducting any evaluations.

## Sources of Data and Procedure:

- **Observation:** Idaho State Board Rule (08.02.02.120) states that the “Professional Practice portion of the evaluation shall include a minimum of two documented observations annually, with at least one observation being completed by January 1 of each year.” Annual evaluations should be submitted by June 1 of each year.
- Documented observations may be a minimum of 3 walkthroughs or a formal observation, and/or a combination of the two formats.
- Walkthrough observations are short (5-15 minutes) documented classroom visits. A minimum of three (3) walkthroughs combined may serve as a complete observation.
- Formal observations include a pre-conference, observation (minimum of full lesson or at least 45 minutes) and post-conference. A teacher in his/her first and second year in the profession will have a minimum of one formal observation per year.
- Professional Practice: The professional practice portion of evaluation is based on Domains 1-4 of Danielson. This portion of the evaluation is 67% of the total evaluation and is based on evidence from observations and professional portfolio.
- Portfolio: The professional portfolio is made up of artifacts collected by the teacher. These may include, but are not limited to, parent contact logs, newsletters, student work samples, collaboration agendas, lesson plans, student tasks, professional learning, parent or student survey data and reflections.
- Professional Learning Plan: Ongoing learning and growth are an expectation of professional educators. A professional growth plan establishes professional practice targets and means of achieving growth. Professional Learning Plans are informed by student achievement and may be developed by a grade/content team.
- Student Growth Measures: 33% of the evaluation is based on multiple objective measures of growth in student achievement and ISAT may be one of the measures included. District writing and math assessment scores will be used for district growth scores along with a teacher chosen goal from their professional growth plan. This portion of the evaluation may be calculated using current and/or immediate past year’s data and may use one (1) or both years of data.

## Communication of Results

- Each evaluation shall include a meeting with the affected employee to communicate evaluation results. At the scheduled meeting with the employee, the supervisor will:

- Discuss the evaluation with the employee, emphasizing strong and weak points in job performance. Commend the employee for a job well done if applicable and discuss specific corrective action if warranted. Set mutual goals for the employee to reach before the next performance evaluation. Recommendations should specifically state methods to correct weaknesses and/or prepare the employee for future promotions.
- Allow the employee to make any written comments he/she desires. Inform the employee that he/she may turn in a written rebuttal/appeal of any portion of the evaluation within seven (7) days and outline the process for rebuttal/appeal. Have the employee sign the evaluation form indicating that he/she has been given a copy and initial after supervisor's comments.
- No earlier than seven (7) days following the meeting, if the supervisor has not received any written rebuttal/appeal, the supervisor will forward the original evaluation form in a sealed envelope, marked Personnel-Evaluation to the Superintendent, or the designee, for review. The supervisor will also retain a copy of the completed form.

## Personnel Actions

- Each evaluation will include identification of the actions, if any, available to the District as a result of the evaluation as well as the procedure(s) for implementing each action. Available actions include, but are not limited to, recommendations for renewal of employment, non-renewal of employment, probation, and others as determined. Should any action be taken as a result of an evaluation to not renew an individual's contract the District will comply with the requirements and procedures established by State law.

## Appeal

- Within seven (7) days from the date of the evaluation meeting with their supervisor the employee may file a written rebuttal/appeal of any portion of the Evaluation. The written rebuttal/appeal shall state the specific content of the Evaluation with which the employee disagrees, a statement of the reason(s) for disagreement, and the amendment to the Evaluation Form requested.
- If a written rebuttal/appeal is received by the supervisor within seven (7) days, the supervisor may conduct additional meetings or investigative activities necessary to address the rebuttal/appeal. Subsequent to these activities, and within a period of ten (10) working days, the supervisor may provide the employee with a written response either amending the Evaluation Form as requested by the employee or stating the reason(s) why the supervisor will not be amending the Evaluation Form as requested.
- If the supervisor chooses to amend the Evaluation as requested by the employee then the amended copy of the Evaluation will be provided to, and signed by, the employee. The original amended Evaluation will then be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked Personnel-Evaluation. The supervisor will also retain a copy of the completed form.
- If the supervisor chooses not to amend the Evaluation as requested by the employee then the Evaluation along with the written rebuttal/appeal, and the supervisor's response, if any, will be forwarded to the Superintendent, or the designee, for review in a sealed envelope, marked Personnel-Evaluation. The

supervisor will also retain a copy of the completed evaluation including any rebuttals/appeals and responses.

## Remediation

- **Improvement Plan:** An improvement plan is based on a need or area of growth established by either the teacher or principal. The plan is a short-cycle process that identifies area of growth, supports, timeline and evidence of success. The plan will be in place a minimum of 6 weeks and will not exceed one semester unless the teacher is making progress based on the principal's opinion, and will meet the goals of the plan with an additional semester of assistance.
- **Formal Improvement Plan (Probation):** A formal improvement plan is based on a violation of professionalism (district policy, ethics, etc.) or an unsatisfactory area on the professional practice or student achievement sections of the evaluation. This plan is longer term (minimum of 6 weeks) and requires notification of the superintendent.

### Below is a description of the process

#### Purpose

It is the desire of the Board and WBCEA that every certificated employee in WBCSD is performing in a highly effective and competent manner. It is also the belief of the Board and WBCEA that every certificated employee of the district can continuously improve their professional practices as defined by the Charlotte Danielson Evaluation Model.

#### Procedure

Generally, a satisfactory level of growth in professional practices can be accomplished through personal reflection and informal conversations with the principal/supervisor or other educational professionals.

In the event that a certificated employee demonstrates a continued lack of competence in professional practices, a formal meeting between the certificated employee and principal/supervisor, documented in the employees working file, shall be conducted. The principal/supervisor shall then take affirmative action to correct any cited deficiencies. Such action shall include specific recommendations for improvement, direct assistance in implementing such recommendations, and adequate released time for the certificated employee to visit and observe other similar classes that have been determined to be highly effective.

After a minimum of ten (10) working days, a formal observation and evaluation may be conducted to determine if growth has occurred.

In the event that a formal evaluation indicates that a certificated employee is rated "Unsatisfactory" in one (1) or more component or "Basic" in five (5) or more components, or "Basic" in any one (1) domain as defined in the Danielson Evaluation Model, the principal/supervisor will meet with the employee to develop a designed to improve the employee's competency in the deficient domain/components.

A Professional Improvement Plan should be developed collaboratively with the certificated employee and principal/supervisor. The certificated employee may have representation at all stages of the development, implementation, and conclusion of the Professional Improvement Plan.

The Professional Improvement Plan shall:

- identify specific competence areas in need of improvement.
- identify expected outcomes and evidence of success.
- provide a timeline identifying target dates for showing improvement and completion of plan.

The plan shall be in place a minimum of six (6) weeks and should not exceed one (1) semester in length.

- identify district supports that will be provided to help the certificated employee meet the goals of the plan.
- ensure that all individuals identified in the plan are held accountable for its implementation.

With the consent of the affected certificated employee, the Professional Improvement Plan may include a request for assistance from a mentor or intervention team.

In no event shall a Professional Improvement Plan require a certificated employee to:

- satisfy performance criteria other than those identified in the Danielson Evaluation Model.
- tape record or video tape any lesson conducted by the employee.
- be monitored or evaluated by use of any electronic device.
- have non-supervisory personnel observe or evaluate the employee.
- purchase any publication, supplies, or equipment.
- enroll in any class, program, or activity at the employee's expense not recognized for credit for salary schedule placement.
- require employee expenditures for tuition, books, or materials.
- involve student participation different from the normal classroom role.

Final copies of the Professional Improvement Plan shall be signed by the certificated employee and principal/supervisor. One copy shall go to the employee, and a second copy shall be included as part of the certificated employee's annual evaluation.

Upon successful completion of the Professional Improvement Plan the certificated employee shall be released from the plan. Documentation of the successful completion of the plan shall be placed in the employees working file and attached to the employee's annual evaluation.

In the event that the certificated employee is not able to correct the identified deficiencies during the Professional Improvement Plan timeframe, the principal/supervisor shall notify the superintendent. The superintendent may grant additional time (not to exceed four (4) weeks) for the employee to successfully complete the Professional Improvement Plan or may recommend to the School Board that the employee be placed on probation.

A certificated employee placed on probation due to a failure to successfully complete a Professional Improvement Plan shall be afforded the same rights and process as defined for those placed on a Professional Improvement Plan. During the probationary period, the principal/supervisor shall meet with the employee a minimum of twice monthly to supervise and make written evaluations of the progress made by the employee. A certificated employee placed on probation may request and will be granted the option of being observed and evaluated by a secondary evaluator, approved by the District.

Upon successful completion of the terms of probation, the principal/supervisor shall notify the superintendent. The superintendent will recommend to the School Board that the employee be released from probation. A certificated employee released from a probation shall be considered as having corrected all identified deficiencies and shall no longer require any further formal intervention. Documentation of the successful completion of the terms of probation shall be placed in the employees working file and attached to the employee's annual evaluation.

In the event that the certificated employee is not able to correct the identified deficiencies during the probationary period, the principal/supervisor shall notify the superintendent; who may recommend termination of employment to the Board.

In no event shall a Professional Improvement Plan extend from one school year to the succeeding school year. Final resolution must be determined no later than May 15<sup>th</sup> of the school year in which the Professional Improvement Plan was initiated. Probation may extend into the succeeding school year.

## Monitoring and Evaluation

- The Superintendent, or the Superintendent's designee, shall have the overall responsibility for the administration and monitoring of the Performance Evaluation Program and will ensure the fairness and efficiency of its execution.

## Professional Development and Training

- The written evaluation will identify the sources of data used in conducting the evaluation. Aggregate data shall be considered as part of the District and individual school Needs Assessment in determining professional development offerings.

## Funding

- A combination of State and Federal money will be used for funding

## Collecting and Using Data

- Permanent records of each certificated personnel's evaluation and any properly submitted rebuttal/appeal documentation will be maintained in the employee's personnel file. All evaluation records, including rebuttal/appeal documentation, will be kept confidential within the parameters identified in State and federal law regarding the right to privacy.

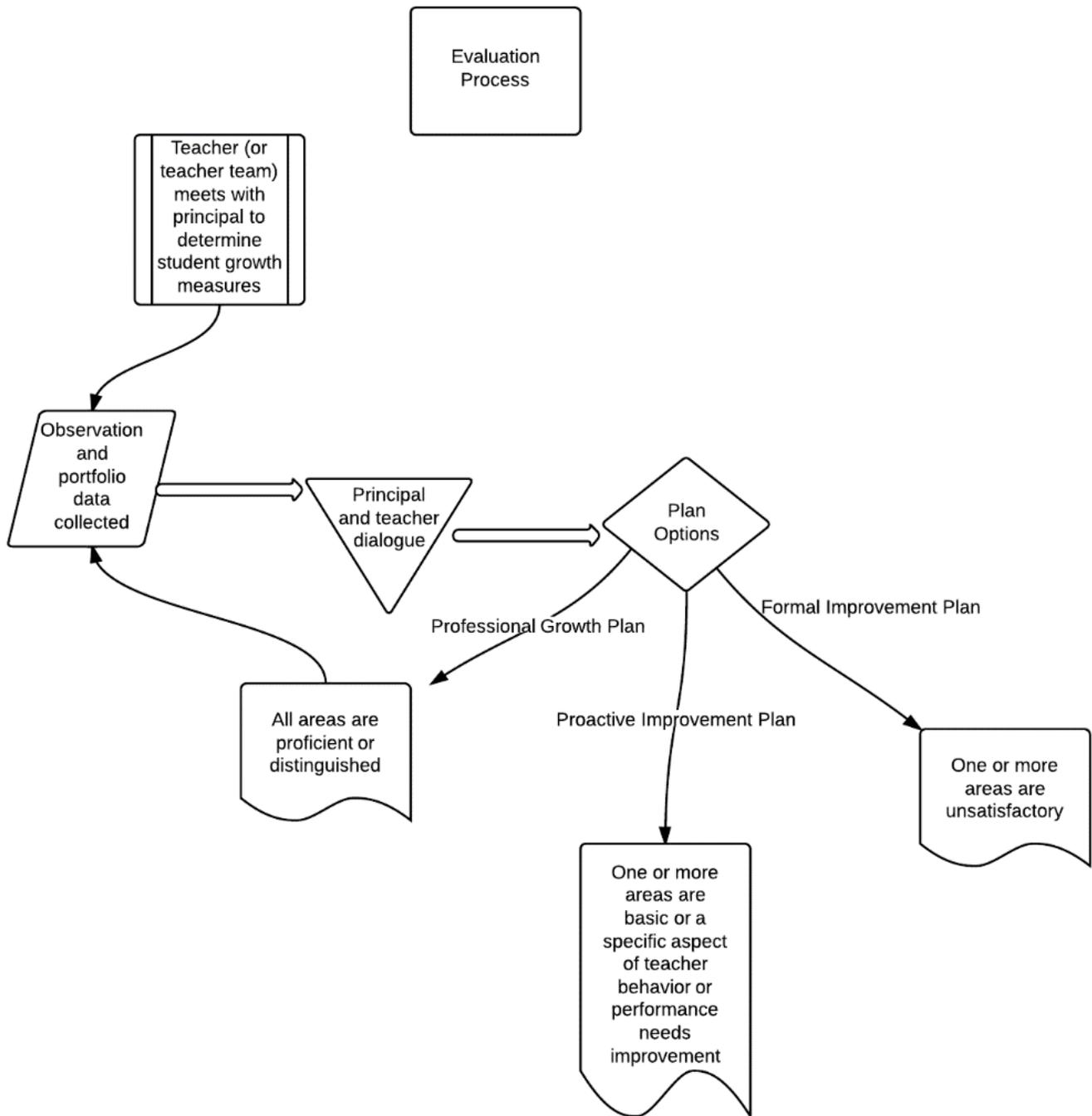
## Individualizing Teacher Evaluation Rating System

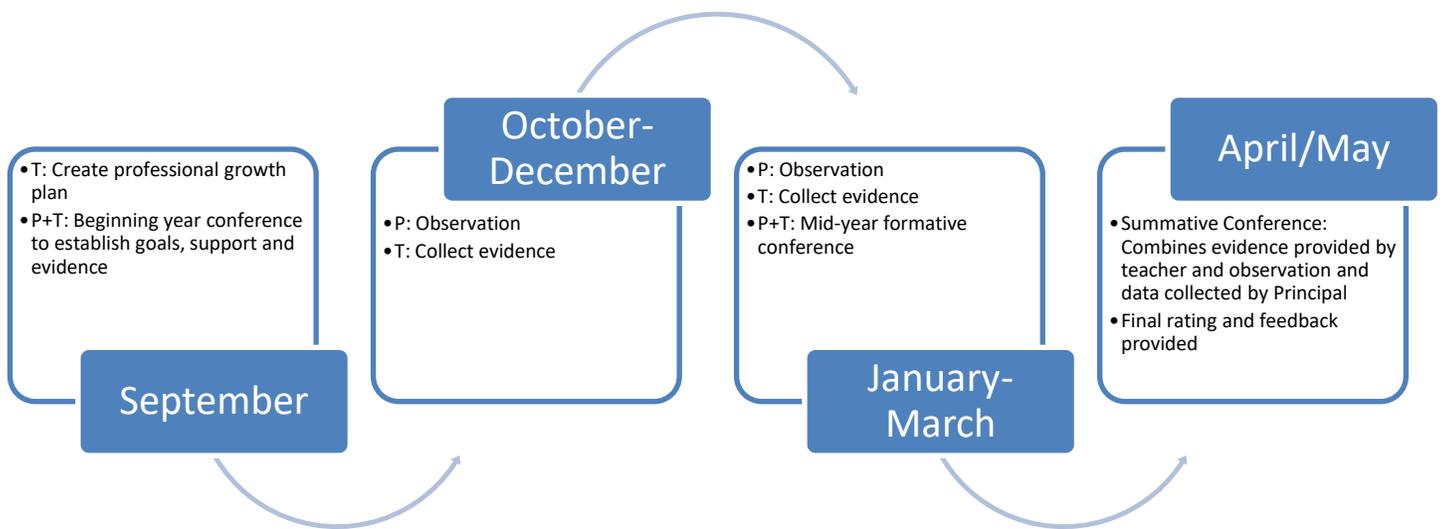
- See pages 11-14
- Note: Pupil personal staff will be evaluated based on appropriate rubrics from Charlotte Danielson Framework for Teaching second edition.

## Plan for on-going review

- Plan will be evaluated during negotiations and presented for board discussion.

# Evaluation Process and Timeline





## Observation Forms:

### Classroom Observation Form 1

(Evaluators may use this form to gather evidence during classroom observations or other interactions with a teacher.)

Teacher name

Date/Time	Observations	Danielson Component

## Classroom Observation Form 2

(Evaluators may use this form to gather evidence during classroom observations or other interactions with a teacher.)

Domain 1—Planning and Preparation	Domain 2—Classroom Environment
Domain 3—Instruction and Assessment	Domain 4—Professional Responsibilities

**WEST BONNER COUNTY SCHOOL DISTRICT #83**

**Evaluation– Teacher - Form**

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

Grade Level(s) \_\_\_\_\_ Subject(s) \_\_\_\_\_

Date \_\_\_\_\_

**Professional Practice**

<b>Domain 2: Classroom Environment</b>	Evidence and Artifacts
<b>2a Creating respect and rapport</b> Teacher interactions with students Student interactions with one another	<div style="border: 1px solid black; width: 40px; height: 40px; margin-left: auto; margin-right: auto;"></div>
<b>2b Establishing a culture for learning</b> Importance of content Expectations for learning and achievement Student pride in work	
<b>2c Managing classroom procedures</b> Management of instructional groups Management of transitions Management of materials and supplies Performance of non-instructional duties Supervision of volunteers and par-pros	
<b>2d Managing student behavior</b> Expectations Monitoring of student behavior Response to student behavior	
<b>2e Organizing physical space</b> Safety and accessibility Arrangement of furniture and use of physical resources	
<b>Domain 3: Instruction</b>	Evidence and Artifacts
<b>3a Communicating with students</b> Expectations for learning Directions and procedures Explanation of content Use of oral and written language	<div style="border: 1px solid black; width: 40px; height: 40px; margin-left: auto; margin-right: auto;"></div>
<b>3b Using questioning and discussion techniques</b> Quality of questions Discussion techniques Student participation	
<b>3c Engaging students in learning</b> Activities and assignments Grouping students Instructional materials and resources Structure and pacing	
<b>3d Using assessment in instruction</b> Assessment criteria Monitoring of student learning Feedback to students Student self-assessment and monitoring of progress	
<b>3e Demonstrating flexibility and responsiveness</b> Lesson adjustment Response to students Persistence	

<b>Domain 1: Planning and preparation</b>	Evidence and Artifacts
<b>1a Knowledge of content and pedagogy</b> Content and structure of discipline Prerequisite relationships Content -related pedagogy	<input data-bbox="1344 142 1442 226" type="checkbox"/>
<b>1b Demonstrate knowledge of students</b> Child and adolescent development Learning process Students' skills, knowledge, and language proficiency Students' interests and cultural heritage Students' special needs	
<b>1c Selecting Instructional Outcomes</b> Value, sequence and alignment Clarity Balance Suitability for diverse learners	
<b>1d Demonstrate knowledge of resources</b> Classroom use Extended content knowledge and pedagogy Students	
<b>1e Designing coherent instruction</b> Learning activities Materials and resources Instructional groups Lesson and unit structure	
<b>1f Designing student assessment</b> Congruence with instructional outcomes Criteria and standards Design of formative assessments Use for planning	
<b>Domain 4: Professional responsibilities</b>	
<b>4a Reflecting of teaching</b> Accuracy Use in future teaching	<input data-bbox="1344 1071 1442 1155" type="checkbox"/>
<b>4b Maintaining accurate records</b> Student completion of assignments Student progress in learning Non-instructional records	
<b>4c Communicating with families</b> Information about the instructional program Information about individual students Engagement of families in the instructional program	
<b>4d Participating in a professional community</b> Relationships with colleagues Involvement in a culture of professional inquiry Service to the school Participation in school and district projects	
<b>4e Growing and developing professionally</b> Enhancement of content knowledge & pedagogical skill Receptivity to feedback from colleagues Service to the profession	
<b>4f Demonstrating professionalism</b> Integrity and ethical conduct Service to students Advocacy Decision making Compliance with school and district regulations	

Professional Practice Overall Rating:  Unsatisfactory  Basic  Proficient  Distinguished

**Domain 5: Growth in Student Achievement 33% of total**

Component 1: Building wide proficiency on State Assessments	Percent of students scoring proficient or above on state assessments.
Component 2: Building wide growth on State Assessments	Based on growth on state assessments (SGP)
Component 3: Building wide proficiency and/or growth on District Writing Assessment	60% of students score a 3 or 4 (proficient), on the Spring District Writing Assessment.
Component 4: Building wide proficiency and or growth on District Math Assessment	70% of students score a 3 or 4 (proficient), on the Spring District Math Assessments.
Component 5: Teacher's choice based on Professional Growth Plan	Teacher chosen student achievement measure, the measure must be on the Teacher's Professional Growth Plan.

LEVEL	DESCRIPTION
Distinguished	Evidence indicates exceptional student learning gains, including all populations. Well-above expectations.
Proficient	Evidence indicates significant student learning gains, including all populations. Meets expectations.
Basic	Expectations are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below expectations.
Below Basic	Evidence indicates little to no student learning gains. Expectations are not met. Results are well-below expectations.

Domain 5 Student Achievement Rating:  Unsatisfactory  Basic  Proficient  Distinguished

Overall Rating:  Unsatisfactory  Basic  Proficient

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_ Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_

My signature is a formal acknowledgment that I have had an opportunity to review the above comments during a meeting with the above-noted observer. During the meeting I had an opportunity to ask questions concerning the comments stated, as well being informed that I had the right to attach, within ten (10) days of my signing of this document, any comments or concerns related to the information supplied by the observer.

**WEST BONNER COUNTY SCHOOL DISTRICT #83**  
**Evaluation– Special Education Teacher - Form**

Teacher:  
 Grade Level(s):  
 Date:

School:  
 Subject(s):  
 Walkthrough Dates:

**Professional Practice**

<b>Domain 2: Classroom Environment</b>	Evidence and Artifacts
<b>2a Creating and Environment of Respect and Rapport</b> <input type="checkbox"/> Special Education Teacher’s Interactions with Students Student Interactions with other Students	- (2a) - (2b) - (2c) - (2d) - (2e)  <b>Suggestions for Improvement:</b>
<b>2b Establishing a Culture for Learning</b> <input type="checkbox"/> Importance of Content/Instructional Outcomes Expectations for Learning and Achievement Student Pride in Work	
<b>2c Managing Classroom Procedures</b> <input type="checkbox"/> Management of Instructional Groups Management of Transitions Management of Materials and Supplies Performance of Non-instructional Duties Supervision of Volunteers and Par-professionals	
<b>2d Managing Student Behavior</b> <input type="checkbox"/> Expectations Monitoring of Student Behavior Response to Student Behavior	
<b>2e Organizing Physical Space</b> <input type="checkbox"/> Safety and Arrange of Furniture Accessibility to Learning and Use of Physical Resources	
<b>Domain 3: Instruction</b>	Evidence and Artifacts
<b>3a Communicating with Students</b> <input type="checkbox"/> Expectations of Learning Directions and Procedures Explanation of Content Use of Oral and Written Language	- (3a) - (3b) - (3c) - (3d) - (3e) <b>Suggestions for Improvement:</b>
<b>3b Using Questioning and Discussion Techniques</b> <input type="checkbox"/> Quality of Questions Discussion Techniques Student Participation	

<b>3c Engaging Students in Learning</b> Activities and Assignments Grouping of Students Instructional Materials and Resources Structure and Pacing	<input type="checkbox"/>
<b>3d Using Assessment in Instruction</b> Assessment Criteria Monitoring of Student Learning Feedback to Students Student Self-assessment and Monitoring of Progress	<input type="checkbox"/>
<b>3e Demonstrating Flexibility and Responsiveness</b> Lesson Adjustment Response to Students Persistence	<input type="checkbox"/>
<b>Domain 1: Planning and preparation</b>	Evidence and Artifacts
<b>1a Demonstrating Knowledge of Content and Pedagogy</b> Knowledge of Content/Intervention and the Structure of the Discipline Knowledge of Prerequisite Relationships Knowledge of Content-Related Pedagogy Knowledge of IEP Content	<input type="checkbox"/> -(1a) -(1b)  -(1c) -(1d)  -(1e)
<b>1b Demonstrating Knowledge of Students</b> Knowledge of Child and Adolescent Development Knowledge of Learning Process Knowledge of Students' Present Level of Performance – Skills and Knowledge Knowledge of Students' Interests and Cultural Heritage Knowledge of Student Needs	<input type="checkbox"/> <b>Suggestions for Improvement:</b>
<b>1c Selecting Instructional Outcomes/ IEP Goals</b> Value, Sequence, and Alignment Clarity Balance Suitability for Diverse Learners	<input type="checkbox"/>
<b>1d Demonstrating Knowledge of Resources</b> Resources for Classroom Use Resources to Extend Content Knowledge and Pedagogy Resources for Students	<input type="checkbox"/>
<b>1e Designing Coherent Instruction</b> Learning Activities Instructional Materials and Resources Instructional Groups Lesson and Unit Structure	<input type="checkbox"/>

<p><b>If Designing Student Assessment (Instructional Outcomes/IEP Goals)</b> <input type="checkbox"/></p> <p>Congruence with Instructional Outcomes/IEP Goals Criteria and Standards Design of Formative Assessments Use for Present Levels of Performance (PLOP) Use for Instructional Outcomes/IEP</p>	
<b>Domain 4: Professional responsibilities</b>	
<p><b>4a Reflecting on Teaching</b> <input type="checkbox"/></p> <p>Accuracy Use in Future Teaching</p>	<p style="text-align: center;">Evidence and Artifacts</p> <p>-(4a) -(4b) -(4c)</p> <div style="text-align: right;"><input type="checkbox"/></div>
<p><b>4b Maintaining Accurate Records</b> <input type="checkbox"/></p> <p>Student Completion of Assignments/ IEP Goals Student Progress Toward IEP Goals Non-instructional Records Maintaining Student Files Assessment Timeliness</p>	<p>-(4d) -(4e) -(4f)</p>
<p><b>4c Communicating with Families and Staff</b> <input type="checkbox"/></p> <p>Information about the Individual Educational Program (IEP) Information about Individual Students Engagement of Families in the IEP Process Communication During the IEP Process Response to General Education Teachers and Other Professionals Providing IEP Paperwork in Timely Manner</p>	<p><b>Suggestions for Improvement:</b></p>
<p><b>4d Contributing to the School and District</b> <input type="checkbox"/></p> <p>Relationships with Colleagues Involvement in a Culture of Professional Inquiry Service to the School Participation in School and District Projects</p>	
<p><b>4e Growing and Developing Professionally</b> <input type="checkbox"/></p> <p>Enhancement of Content Knowledge and Pedagogical Skill Receptivity to Feedback from Colleagues Service to the Profession</p>	
<p><b>4f Showing Professionalism</b> <input type="checkbox"/></p> <p>Service to Students Advocacy Decision Making</p>	

**Professional Practice Overall Rating:** Unsatisfactory Basic Proficient Distinguished

**Domain 5: Growth in Student Achievement 33% of total**

Component 1: Building wide proficiency on State Assessments	Percent of students scoring proficient or above on state assessments.  Not available at this time.
Component 2: Building wide growth on State Assessments	Based on growth on state assessments (SGP):  Not available at this time.
Component 3: Building wide proficiency and/or growth on District Writing Assessment	60% of students score a 3 or 4 (proficient), on the Spring District Writing Assessment.
Component 4: Building wide proficiency and/or growth on District Math Assessment	70% of students score a 3 or 4 (proficient), on the Spring District Math Assessment.
Component 5: Teacher's choice based on Professional Growth Plan	Teacher chosen student achievement measure, the measure must be on the Teacher's Professional Growth Plan.

LEVEL	DESCRIPTION
Distinguished	Evidence indicates exceptional student learning gains, including all populations. Well-above expectations.
Proficient	Evidence indicates significant student learning gains, including all populations. Meets expectations.
Basic	Expectations are nearly met. The educator may have demonstrated an impact on student learning, but overall results are below expectations.
Below Basic	Evidence indicates little to no student learning gains. Expectations are not met. Results are well-below expectations.

Domain 5 Student Achievement Rating: Unsatisfactory Basic Proficient Distinguished

Overall Rating: Unsatisfactory Basic Proficient

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_ Administrator signature: \_\_\_\_\_ Date: \_\_\_\_\_ My signature is a formal acknowledgment that I have had an opportunity to review the above comments during a meeting with the above-noted observer. During the meeting I had an opportunity to ask questions concerning the comments stated, as well being informed that I had the right to attach, within ten (10) days of my signing of this document, any comments or concerns related to the information supplied by the observer.

## Overall Summative Rating Matrix Example

		Professional Practice: 67%			
		Unsatisfactory = 1	Basic = 2	Proficient = 3	Distinguished = 4
Student Achievement: 33%	Unsatisfactory = 1	Unsatisfactory = 1.00	Unsatisfactory = 1.67	Basic = 2.34	Proficient = 3.01
	Basic = 2	Unsatisfactory = 1.33	Basic = 2.00	Proficient = 2.67	Proficient = 3.34
	Proficient = 3	Unsatisfactory = 1.66	Basic = 2.33	Proficient = 3.00	Distinguished = 3.67
	Distinguished = 4	Unsatisfactory = 1.99	Proficient = 2.66	Proficient = 3.33	Distinguished = 4.00

District-Determined Measure			
Unsatisfactory	Basic	Proficient	Distinguished
Less than 40% of students meet their growth goal.	41% to 59% of students meet their growth goal.	60% to 90% of students meet their growth goal.	91% to 100% of students meet their growth goal.

# Professional Growth Plan

Teacher:

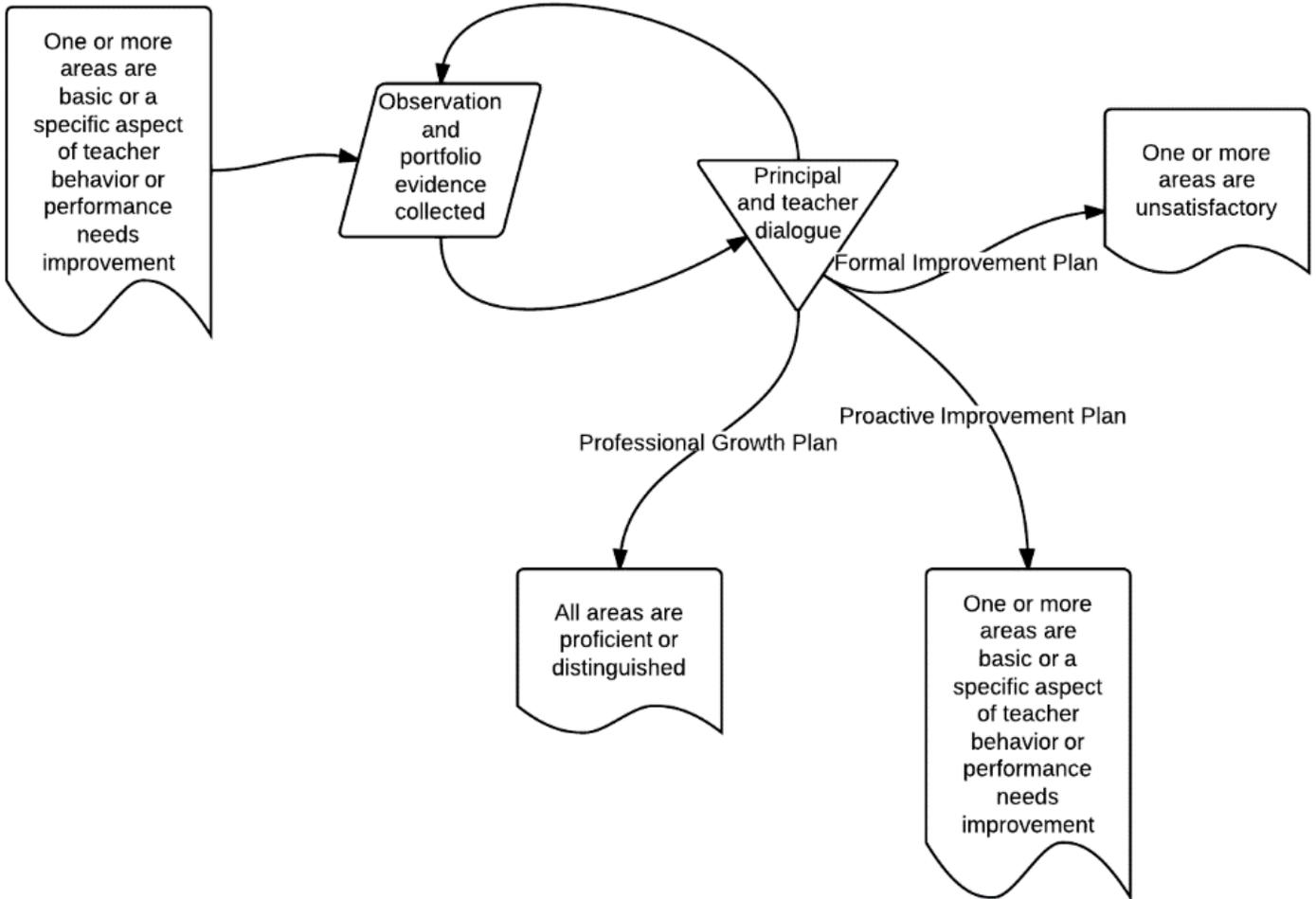
Date:

Evaluator:

Goal/area of growth	Current state (use student achievement data, self-reflection based on rubrics and/or observation data)	Actions taken	Evidence

Proactive Improvement Plan

*This plan is a short-cycle process designed to provide support for improvement. This plan may be initiated by the principal or teacher.*



# Improvement Plan

Teacher:

Date:

Evaluator:

Area(s) of improvement:

1.

Description of improved performance

1.

Support and resources

Timeline

Evaluator signature

Teacher Signature

Date

Date

## *Results*

Description of current level of performance based on portfolio and observation evidence

1.

Recommendation (return to professional growth plan, continue PIP, move to Formal Improvement)

Evaluator signature

Teacher Signature

Date

Date

## Formal Improvement Plan

Teacher:

Date:

Evaluator:

Purpose of Plan and specific expectations:

Area(s) of improvement (Domain and Component): 1.	
Description of improved performance 1.	
Support and resources	
Timeline	
Monitoring	
Evaluator signature	Teacher Signature
Date	Date

<i>Results</i>	
Description of current level of performance based on portfolio and observation evidence 1.	
Recommendation (return to professional growth plan, IP, continue Formal Improvement, non-renewal)	
Evaluator signature	Teacher Signature
Date	Date