MSAD 24 - Van Buren, Hamlin, Cyr Plantation

Draft October 2012

Teacher Evaluation and Professional Growth Program

Proposed for School Year 2012-13

"Our goal … (is) to shift teacher evaluation from an event that teachers and principals endured to a process that requires teachers and principals to trust each other as they work to improve performance. While performance standards are foundational to every teacher evaluation system, the tipping point for a highly effective system is a collaborative, trusting relationship between teachers and their principals. Where trust exists, teachers will stretch themselves by trying new strategies in an effort to improve their skills. Principals then work with each teacher to create realistic and attainable performance goals that will have a positive impact on the kids."

~Carl Weiss, Superintendent of Romulus Community Schools, Romulus, Michigan

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Introduction

In February 2011 the MSAD #24 School District accepted a Teacher Incentive Fund (TIF) Grant centered on improving educator effectiveness and student learning. The Grant is overseen by our 10 member District Steering Committee made up of teachers, administrators and school board members. The Steering Committee has worked on improvements in many areas including the development of a new teacher evaluation system.

The present teacher evaluation tool used in MSAD #24 was developed decades ago. This system provides little focus on instructional practice or student outcomes. As a result, we are looking to make a stronger connection between evaluation, national teaching standards, professional development, and student achievement.

The Steering Committee has developed a new model, the Teacher Evaluation and Professional Growth (TEPG) program, that addresses this vision for a new evaluation and professional growth system. Specifically, the evaluation tool will consider student growth and teacher performance related to the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS). The National Board was founded by teachers in 1985 in response to the educational shortcomings identified in the now well-known report, <u>A Nation at Risk</u>, published by the U.S. Department of Education in 1984. The National Board wrote the Core Propositions and 17 related standards and developed a national teacher certification process commonly referred to as National Board teacher certification.

Through ongoing professional development, teachers and administrators are learning about the Core Propositions (see Figure 1, next page) and related standards. The program development and refinement will take time, and will continue throughout the 5-year grant period. **Teacher input and feedback will be crucial – and asked for – in order to fine-tune the tool and the overall system and assure that it is meeting its intended purposes.**

The goals of our TEPG program and the process used in its design align directly with the recommendations of national education groups such as the National Comprehensive Center for Teacher Quality. The Center recommends that "to further the development of direct links between teacher evaluation and instructional improvement, states and district need to nurture an educational climate in which evaluation is not seen as punitive and teachers are highly invested in the process. The core of evaluation reform efforts should be human capacity building at all levels so that states, districts, and schools can identify and learn from top-performing teachers, support discouraged and less successful teachers, and continue to develop all teachers toward their full potential."
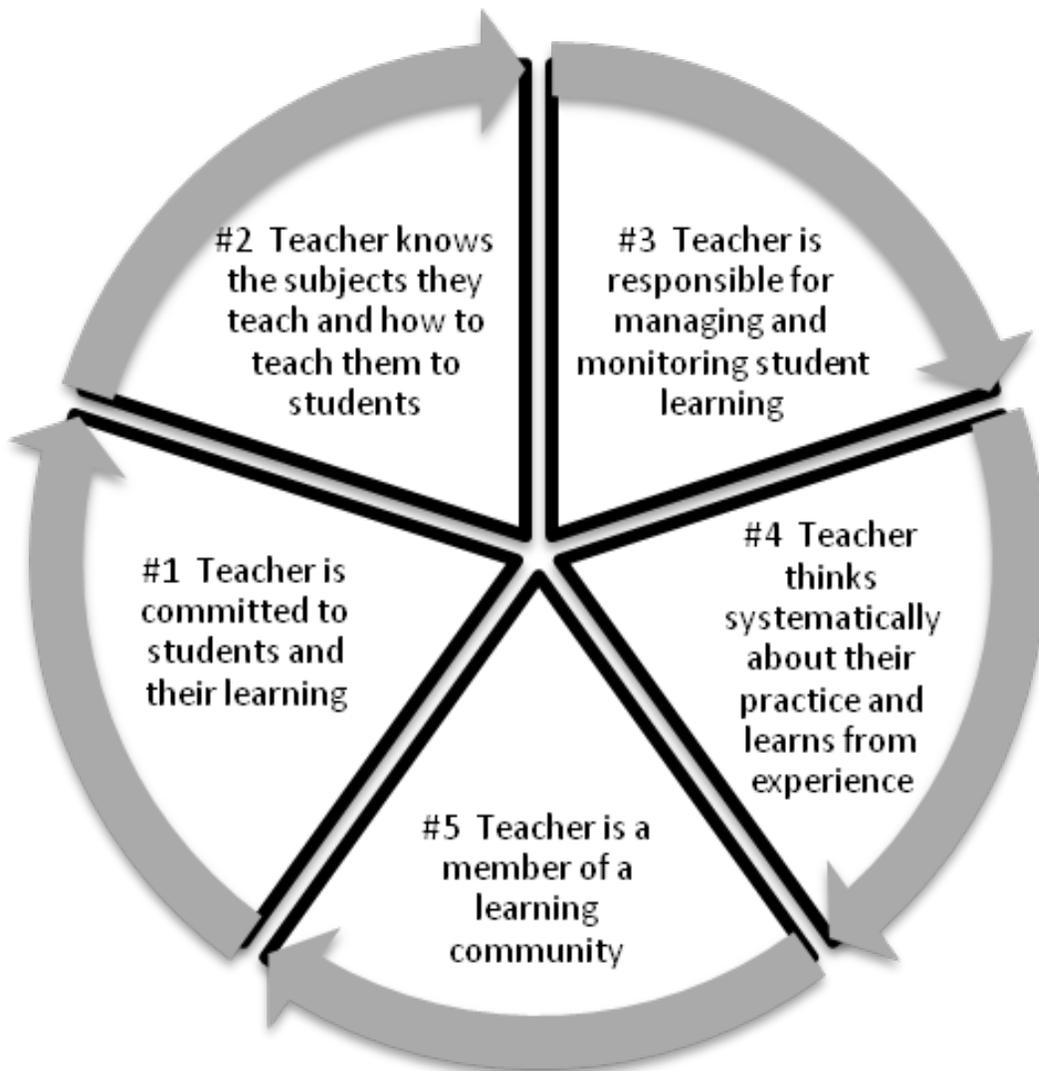
Figure 1

NBPTS Core Propositions

Program Purpose

The overarching purpose of the TEPG program is to **improve instruction and student learning growth** by:

- Serving as a meaningful measurement of performance of individual teachers;

- Clarifying expectations and serving as a guide for teachers as they reflect upon and improve their effectiveness;

- Facilitating collaboration by providing a common language to discuss performance;

- Serving as a basis for identifying areas where professional development can improve instructional effectiveness;

- Focusing the goals and objectives of schools and districts as they support, monitor, evaluate and make employment decisions about their teachers; and

- Serving as a tool in developing coaching and mentoring programs for teachers.

The program includes the following key features:

- Allows administrators to provide on-going, concrete feedback to teachers about their performance against a clear, detailed NBPTS-anchored performance rubric through multiple classroom observations and review of student data and teacher performance;

- Utilizes a performance rubric that includes multiple rating options and related language that enables administrators to clearly identify and describe differences in instructional performance;

- Incorporates student growth (as measured by objective assessments) as a significant factor in evaluations, with a plan to be able to collect such data for the vast majority of classroom teachers within the next three years;

- Includes a pilot peer review process that will be continually refined over the course of the grant to ensure optimal benefit to teachers as a formative assessment tool;

- Incorporates a process of on-going self-reflection, goal setting and evaluation to drive continuous performance improvement and professional growth;

- Provides regular training to teachers and administrators in the TEPG process, opportunities and proper use of the observation tool;

- Provides personalized support and/or resources for teachers who fall below performance standards.

National Board for Professional Teaching Standards

The foundation for the TEPG program are the following National Board's Five Core Propositions and 17 standards that specify the knowledge, skills, abilities, and commitments required for accomplished teaching. Our TEPG program also includes performance on two goals, one for student growth and one for professional growth, both discussed in the next section.

➢ **Core Proposition #1: Teachers are committed to students and their learning.**

> **1.1** Teacher recognizes individual differences in their students and adjusts their practice accordingly.
>
> **1.2** Teacher has an understanding of how students develop and learn and know the backgrounds, abilities, and interests of students.H
>
> **1.3** Teacher treats students equitably and fosters a stimulating and collaborative environment where all students are encouraged to participate.
>
> **1.4** Teacher's mission extends beyond the cognitive capacity of their students.

➢ **Core Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.**

> **2.1** Teacher appreciates how knowledge in their subject is created, organized, and linked to other disciplines.
>
> **2.2** Teacher commands specialized knowledge of how to convey a subject to students.
>
> **2.3** Teacher generates multiple paths to knowledge.

➢ **Core Proposition #3: Teachers are responsible for managing and monitoring student learning.**

> **3.1** Teacher calls on multiple methods to meet their goals.
>
> **3.2** Teacher orchestrates learning in group settings.
>
> **3.3** Teacher places a premium on student engagement.
>
> **3.4** Teacher regularly assesses student progress.

> **Core Proposition #4: Teachers think systematically about their practice and learn from experience.**

   4.1 Teacher is continually making difficult choices that test their judgment

   4.2 Teacher seeks the advice of others and draws upon education research and scholarship to improve their practice

> **Core Proposition #5: Teachers are members of learning communities.**

   5.1 Teacher contributes to school effectiveness by collaborating with other professionals

   5.2 Teacher works collaboratively with parents

   5.3 Teacher takes advantage of community resources

   5.4 Teacher considers their professional ethics in all interactions

Quoting the National Board, evidence-based teaching is "a way of structuring classroom planning and instruction that allows teachers to continuously collect, interpret and use evidence of student learning to make appropriate decisions that guide future instruction. Evidence-based teaching is the process of continually using data (e.g., observations, student work, assessments, responses to questions) to ensure teaching is tightly aligned to individual student needs and to ensure high levels of learning…" As illustrated in Figure 2 below, for student learning to occur, there must be a strong connection between what teachers know and are able to do to facilitate student learning, and what students do that optimize their learning.
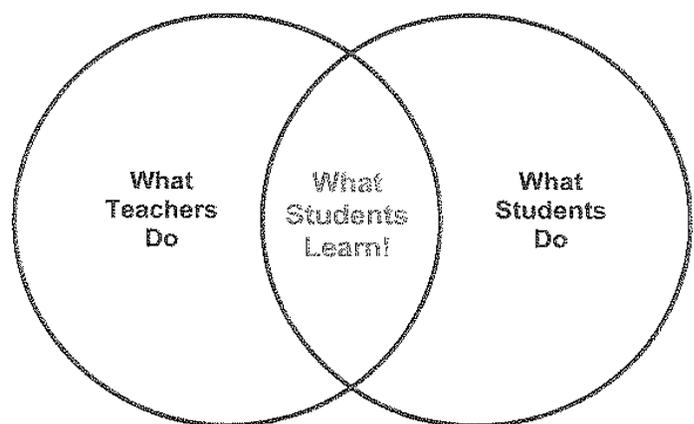
Figure 2

Teacher Evaluation and Professional Growth

Key Components

All teachers and administrators will be trained on the TEPG program. TEPG training will include work on the National Board's Core Propositions and standards, the evaluation process, student growth measures to be used, goal setting, deadlines and accountabilities. Teachers and administrators will also be trained on skill development in the effective use of the evaluation instrument to ensure inter-rater reliability.

The seven key components and annual timeline of the TEPG program are illustrated in Figure 3 and described beginning on the next page:

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun

1 Orientation

2 Self-assessment and goal-setting

3 Fall Conference

4 Observations and Post-Observation Conference(s)

5 Peer Review(s)

6 Self-assessment

7 Summary Evaluation Conference

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
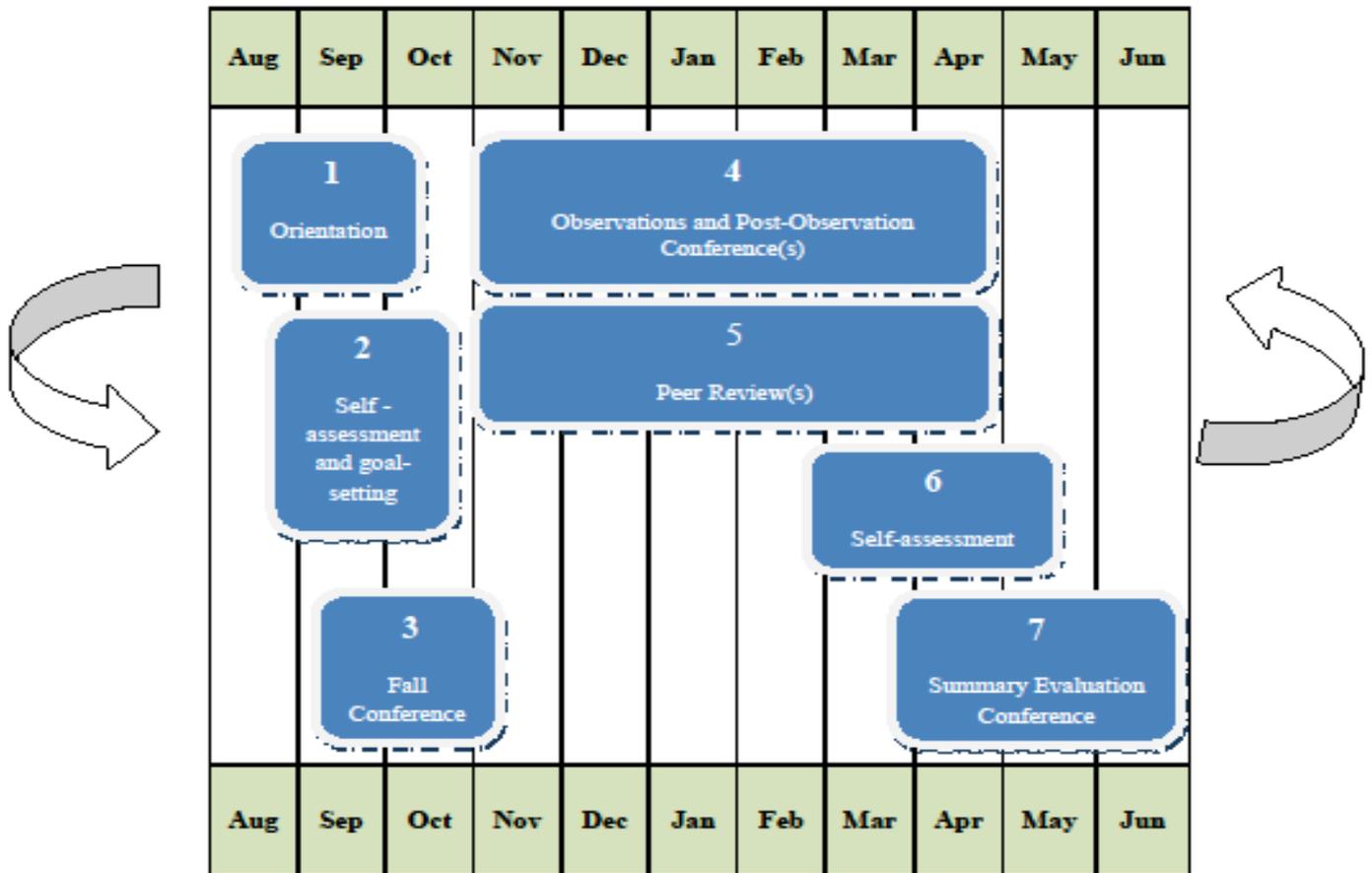
**Teacher Evaluation and Professional Growth Program
Components and Timeline**

Figure 3

Component 1: Orientation

Each school year, prior to the beginning of school, an administrator will provide the teacher with the TEPG handbook, which will include the:

- TEPG Rubric including student growth measures to be used, if applicable;
- TEPG goal setting form and completed example;
- Lesson Description template for use with planned observation;
- Evidence Portfolio template; and
- A schedule for completing all components of the performance evaluation process.

Copies may be provided by electronic means.

An administrator will briefly review the overall intent of the TEPG program as well as the National Board Standards. For new teachers, a more in-depth presentation of the TEPG program will be part of the induction and mentoring program.

Component 2: Teacher Self-Assessment and Goal Setting

Using the TEPG rubric the teacher shall review each of the 17 performance standards, student growth measurements, and reflect on prior year strengths and improvement opportunity. Using the TEPG goal setting form, the teacher shall identify at least one (1) student learning goal *and* one (1) professional growth goal, both of which should align with school and/or district priorities. Each section of the goal setting form must be completed.

Component 3: Fall Conference

The teacher meets with an administrator to review and confirm student learning and professional growth goals established in Component 2. This meeting will include discussion of the self-assessment and schedule for observations during the school year. Once goals have been finalized, teachers shall begin gathering evidence of effective instructional practice and goal achievement to be included in an evidence portfolio to be presented to the administrator at the Summary Evaluation Conference (Component 7).

In a teacher's evaluation year, prior to "planned" observations, the teacher shall provide the administrator with a written description of the lesson(s) that includes the student learning goals, activities and any assessment process or product that will be used to indicate if students are moving toward the goals.

Component 4: Administrator Observations and Post Observation Conference(s)

4a. For continuing contract teachers a minimum of 2 planned observations will be scheduled during an evaluation year (see p. 14). A 'planned' observation shall last at least 30 minutes. An administrator shall conduct at least three formal observations of all probationary teachers each year. During all planned observations, the administrator shall note the teacher's performance in relationship to the applicable National Board Standards on the TEPG.

The administrator shall conduct a post-observation conference no later than 10 school days after each formal 'planned' observation. During the post-observation conference, the administrator and teacher shall discuss and document on the TEPG evaluation form, goal status, performance strengths, and improvement opportunities observed during the lesson.

4b. An 'unplanned' observation can be a 5-10 minute short visit or walkthrough, or last up to an entire class period. Multiple unplanned observations will be conducted on ALL teachers yearly. An administrator may use information gathered from unplanned observations in completing the TEPG evaluation form and is also expected to provide feedback to the teacher. Teachers will have an opportunity to respond to feedback from any observations.

Component 5: Peer Review

Each teacher will receive a peer review annually and will be provided the opportunity to suggest three teachers to complete the observation. The principal will select the observer based on scheduling and/or other criteria related to the teacher's TEPG goals, therefore, there may be instances when the observer is not one of the three suggested by the teacher.   The observation and pre and post conferences are expected to focus on a minimum of three standards selected by the administrator and three standards selected by the teacher being observed. These standards may be the same. The peer review observation should last for at least 30 minutes. The form included on page 28 of this handbook is to be used for this process and is to be the only document to be included in a teacher's personnel file. All discussion between the teacher being observed and the observer are to be considered confidential and to enhance teaching practices. A teacher may choose to include the peer observation as part of his/her evaluation by initialing on the peer observation summary form.

Component 6: Teacher Self-Assessment

At least 2 weeks prior to the scheduled Summary Evaluation Conference (Component 7) the teacher shall present a completed self-assessment (using the TEPG Rubric) and evidence portfolio to the administrator.

Component 7: Summary Evaluation Conference

Prior to the scheduled conference, the administrator shall complete a *draft* TEPG Summary Rating Form based on evidence gathered from multiple sources, including e.g., the teacher's self-assessment and evidence portfolio. Where multiple ratings exist for a standard or component of the system, an average of the ratings will be used as the initial summary rating for that standard/component. The administrator will also develop draft recommendations for professional development. This draft Summary Evaluation Form will be provided to the teacher in advance of the scheduled conference.

During the Summary Evaluation Conference the administrator and teacher shall discuss the teacher's self-assessment, the teacher's current year student learning and professional growth goals, classroom observations, artifacts and other items included in the teacher's evidence portfolio. At the conclusion of the Summary Evaluation Conference, after all evidence is discussed, the administrator shall: prepare the final rating for each Standard and goal* in the TEPG Rubric; provide the teacher with the opportunity to add comments to the Summary Evaluation Form, and review the completed form with the teacher.   The administrator and teacher will sign the final Summary Evaluation Form before it is placed in the teacher's personnel file.

*In some cases, the summary evaluation conference will occur before the student assessment results and applicable goal ratings are available. Final results will be added to the summary rating form and shared with the teacher before the end of the school year.

Use of TEPG Summary Rating

The summary rating for each teacher will be based on a maximum of 100 point broken down as follows:

Maximum Points	Area		
68	17 National Board Standards valued up to 4 points each as detailed below		
	Level	Rating	Description
	4	Distinguished	Clear, consistent, and convincing evidence of accomplished instructional practice
	3	Effective	Clear evidence of accomplished instructional practice
	2	Developing	Limited evidence of accomplished instructional practice
	1	Ineffective	Limited or no evidence of accomplished instructional practice
10	Student Growth Measurements Identified on Teacher Scorecard		
14	Student Growth Goal		
8	Professional Growth Goal		

Note: The measurements used in an individual teacher's scorecard will be identified by the District Steering Committee prior to the beginning of the applicable school year. The Committee may also determine that a particular standard or goal is not applicable to a certain position. In such case, the points shall be scaled upward so that the relative relationship among the remaining elements is unchanged.

Each teacher will be classified as distinguished, effective, developing or ineffective based on their summary performance rating (i.e., number of points received) as shown below.

Summary Performance Rating	Classification
80+	Distinguished
65-79	Effective
50-64	Developing
Below 50	Ineffective

Professional growth plans will be tailored to teachers based on their overall summary performance rating. Teacher performance may be a consideration in providing additional leadership roles. Teachers performing at a Distinguished or Effective level of performance will be placed in a 3-year Individualized Growth Plan. Teachers performing at a Developing level will be placed in a 1-year Monitored Growth Plan, while teachers rated as Ineffective will be placed in a 1-year Directed Improvement Plan. Descriptions of each of these professional growth plan follow (Figure 4).
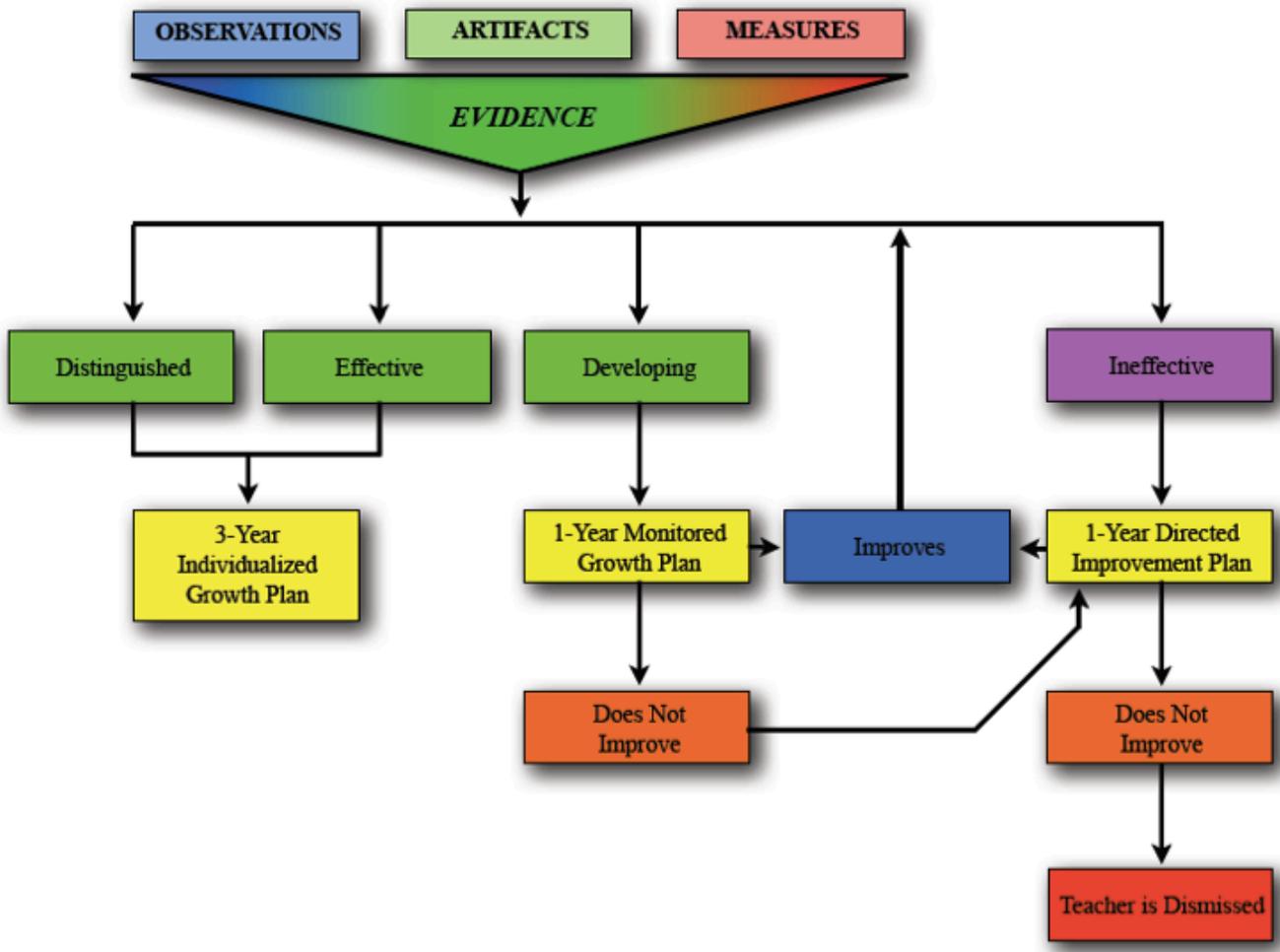
Figure 4

Individualized Growth Plan

Continuing contract teachers with a summary performance classification of "Effective" or "Distinguished" shall be exempt from Component 4a except for the third year of the three-year cycle. Teachers will complete a reflective summary of their annual goals and submit to his/her administrator by May 1. The teacher will participate in a spring conference with his/her administrator. Multiple unplanned observations will be conducted on ALL teachers yearly. If at any time an administrator has evidence that a teacher is no longer performing at the Effective or Distinguished level, the teacher may be placed into an annual evaluation cycle.

Monitored Growth Plan

A continuing contract teacher with a summary performance classification of "Developing" shall be placed on a one-year Monitored Growth Plan. A teacher on a monitored growth plan will participate in all components of the evaluation system.

A Monitored Growth Plan shall, at a minimum, identify the Standards to be improved, the goals to be accomplished, the activities the teacher should undertake, and a timeline to achieve a performance classification of "Effective." The "Developing" teacher will be assigned an "Effective" or "Distinguished" teacher to assist him/her.

A teacher on a Monitored Growth Plan who subsequently receives a summary performance classification of "Effective" or "Distinguished" shall have successfully completed the Monitored Growth Plan. A teacher who subsequently receives a summary performance classification of "Developing" or "Ineffective" shall be placed on a Directed Improvement Plan for one year.

Directed Improvement Plan

A continuing contract teacher with a summary performance classification of "Ineffective" shall be placed on a Directed Improvement Plan. A continuing contract teacher with a summary performance classification of "Developing" for two (2) sequential years shall be placed on a Directed Improvement Plan. A teacher on a directed improvement plan will participate in all components of the evaluation system.

The Directed Improvement Plan shall, at a minimum, identify the Standards to be improved, the goals to be accomplished, the activities the teacher shall undertake, and a timeline to achieve a performance classification of "Effective." The teacher on a Directed Improvement Plan be assigned an "Effective" or "Distinguished" teacher to assist him/her.

Any teacher on a Directed Improvement Plan will be observed by a second administrator, who will participate in the determination of the summary performance classification.

 ♦ A teacher who subsequently receives a summary performance classification of "Effective" or "Distinguished" shall have successfully completed their Directed Improvement Plan.
 ♦ A teacher who subsequently receives a summary performance classification of "Ineffective" (or if in Year 2 of a Growth Plan based on successive ratings as "Developing") will, with the approval of the Superintendent, be presented to the MSAD #24 Board of Directors for nonrenewal.

♦ If a continuing contract teacher is granted a third developing year and does not score an "Effective" or "Distinguished" classification, the teacher will, with the approval of the Superintendent, be presented to the MSAD #24 Board of Directors for nonrenewal.

Probationary Teachers

All probationary teachers shall be placed on a Monitored Growth Plan for each year of the probationary period. An administrator must generally rate a final year probationary teacher with a summary performance classification of "Effective" or "Distinguished" on the most recent Teacher Summary Rating Form before recommending that teacher for continuing contract status.

Teacher Evaluation and Professional Growth Rubric

➢ **NBPTS Core Proposition #1 - Teachers are committed to students and their learning.**

Standard 1.1 - Teacher recognizes individual differences in their students and adjusts practice accordingly.

Ineffective Little or no evidence	**Developing** Limited evidence	**Effective** Clear evidence	**Distinguished** Clear, consistent and convincing evidence
Unaware or unable to identify individual different student learning needs and goals within their classroom. Instructional practice is uniform without adaptation for individual student needs or learning styles.	Limited level of awareness of individual student needs and learning styles. Occasionally adapts instructional practice and sets goals to meet these individual student needs and learning styles.	Moderate level of awareness of individual student needs and learning styles. Frequently adapts instructional practice and implements appropriate goals to meet these individual student needs and learning styles.	High level of awareness of individual student needs and learning styles. Consistently adapts instructional practice and implements high and meaningful goals to meet these individual student needs and learning styles.

Possible evidence
- Uses information on students to inform lesson objectives, plans, instructional strategies, and learning goals
- Includes differentiated goals/activities to address lesson plans and provide for student success
- Uses multiple modes of teaching toward mastery
- Other

Standard 1.2 - Teacher has an understanding of how students develop and learn and know the backgrounds, abilities, and interests of students.

Ineffective Little or no evidence	**Developing** Limited evidence	**Effective** Clear evidence	**Distinguished** Clear, consistent and convincing evidence
Makes connections that may be very weak or absent with the students and caregivers.	Makes occasional connections that are general and/or sporadic with the students and caregivers which increase teacher knowledge of the student.	Makes regular connections that are clear and ongoing with the students and caregivers which increase teacher knowledge of the student.	Makes frequent connections that are strong and ongoing with the students and caregivers which increase teacher knowledge of the student.

Possible evidence
- Engages other adults to learn about students
- Engages in conversations with students about high interest topics
- Communicates in multiple ways with caregivers
- Acknowledges differences in student backgrounds
- Meets the needs of parents whose first language is not English
- Other

Standard 1.3 - Teacher treats students equitably and fosters a stimulating and collaborative environment where all students are encouraged to participate.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Establishes an inconsistent classroom environment where few students participate and work, collaboratively, toward a safe and effective learning environment.	Establishes an inconsistent classroom environment where some students participate and work, collaboratively, toward a safe and effective learning environment.	Establishes a classroom community that is supportive. Most students take intellectual risks, participate and work collaboratively toward a safe and effective learning environment.	Establishes a classroom community that is equitable, accessible, and fair. Virtually all students take intellectual risks, participate and work, collaboratively, toward a safe and effective learning environment.

Possible evidence
- Environment encourages students to express their answers and ideas
- Models strategies to diffuse stress and build rapport with students
- Feedback is timely, specific and provided in various ways, such as written comments, conferences, non-verbal gestures
- Makes use of peer mentoring/evaluation techniques as a means of providing feedback to students learning
- Groups students in a variety of ways to promote collaboration and effective learning
- Other

Standard 1.4 - Teacher's mission extends beyond the cognitive capacity of students.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Develops classroom expectations that are inappropriate or absent, rarely addressing students' self-concept and motivation.	Develops classroom expectations that are inconsistent, sometimes addressing students' self-concept and motivation.	Develops classroom expectations that encourage character, aspirations, and civic virtues and address students' self-concept, motivation and an emerging sense of personal responsibility.	Develops classroom expectations that demand strong character, aspirations, and civic virtues and nurture students' self-concept, motivation and sense of personal responsibility.

Possible evidence
- Communicates belief in students' abilities to accomplish challenging learning goals
- Encourages students to persevere in challenging situations
- Uses positive tone used when speaking with students
- Connects learning to needs and events present in the school, local community and the world
- Models behaviors that encourage students to treat others with respect
- Employs positive behavioral interventions and supports to encourage personal responsibility
- Other

➢ **NBPTS Core Proposition #2 - Teachers know the subjects they teach and how to teach those subjects to students.**

Standard 2.1 - Teacher appreciates how knowledge in the subject is created, organized, and linked to other disciplines.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Presents factual information only. Rarely or never exposes students to critical thinking and higher order thinking skills.	Hints at, but does not explore organizing concepts and factual information. Provides limited exposure to critical thinking and higher order thinking skills. Presents some perspectives.	Addresses some, but not all organizing concepts as well as factual information. Frequently develops critical thinking and higher order thinking skills. Presents and critiques multiple perspectives.	Consistently addresses central organizing concepts as well as factual information, developing critical thinking and higher order thinking skills. Critiques and fosters multiple perspectives, questioning prevailing beliefs and assumptions to help themselves. Makes connections to other disciplines.

Possible evidence
- Structures content around essential questions
- Employs higher order questioning strategies (Bloom's Taxonomy)
- Plans and integrates instruction and activities to highlight cross curricular connections
- Stays current in their content specialty and/or specialities
- Integrates literacy and language strategies in all content areas
- Other

Standard 2.2 - Teacher commands specialized knowledge of how to convey a subject to students.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Chooses instructional techniques based solely on ease and availability.	Generally teaches material compatible with approved curriculum, chooses appropriate instructional techniques for most students. Has some knowledge of curricular resources, new materials, methods, technological developments.	Teaches material consistent with approved curriculum, displays adequate pedagogical content knowledge by using information about students to choose appropriate instructional techniques. Frequently anticipates common misconceptions. Has knowledge of curricular resources, new materials, methods, technological developments and incorporates these into daily practice.	Teaches the approved curriculum with fidelity, displays strong pedagogical content knowledge by using information about students to choose the most appropriate instructional techniques. Consistently anticipates and addresses common misconceptions. Regularly expands knowledge of curricular resources, new materials, methods, technological developments and incorporates these into daily practice.

Sample evidence
- Demonstrates short and long-term planning aligned with approved curriculum and/or standards
- Identifies appropriate learning goals and clearly communicates goals to students
- Uses strategies to check for understandings and address misconceptions
- Uses instructional strategies such as probing, redirection, and reinforcement to improve the quality of student responses
- Using a broad range of current tools and resources to support the learning goals
- Creates authentic tasks, problems and/or simulations
- Other

Standard 2.3 - Teacher generates multiple paths to knowledge.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Teacher demonstrates a particular method or strategy to be used by students to approach a set of problems or body of work.	Teacher provides more than one method or strategy to be used by students to approach a set of problems or body of work.	Teacher frequently provides multiple methods or strategies for students to approach issues from different angles, considering multiple criteria and multiple solutions.	Teacher consistently provides multiple methods or strategies for students to approach issues from different angles, considering multiple criteria and multiple solutions. Teacher challenges students to apply knowledge and pose new problems and solutions.

Possible evidence
- Provides different options for student activities to address multiple intelligences
- Multiple solutions/strategies offered to, and accepted from students
- Offers options within curriculum for student choice
- Plans learning activities that build on student strengths, talents and learning preferences (i.e., music, art, movement, etc.)
- Integrates relevant modern technology to engage students and enhance learning
- Other

- **NBPTS Core Proposition #3 - Teachers are responsible for managing and monitoring student learning.**

Standard 3.1 - Teacher calls on multiple methods to meet goals.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Uses limited instructional skills, learning environment remains the same regardless of the learning objectives.	Uses limited instructional skills, implementing them appropriately. Learning environment supports the learning objectives.	Uses a range of instructional skills knowing when to implement, structuring the learning environment to meet the learning objectives.	Uses a wide range of clear, consistent, and compelling instructional skills which successfully engage students in active learning. Knowing when to implement, structuring the learning environment to maximize the learning objectives.

Possible evidence
- Goals are posted and drive instruction
- Students demonstrate that they understand the goals.
- Uses efficient methods for transitions and materials distribution.
- Physical arrangement fosters student learning and allows the teacher to monitor students
- Effectively engages and mobilizes other appropriate adults as teaching assistants.
- Maximizes instructional time
- Provides the time and process for students to reflect on the learning that has occurred
- Other

Standard 3.2 - Teacher orchestrates learning in group settings.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Sets low or inappropriate expectations for interactions with peers and teacher. Has not developed classroom management systems.	Sets appropriate basic expectations for interactions with peers and teacher. Helps students take responsibility for their own learning. Has developed limited classroom management systems that minimize disruption.	Sets social norms and higher expectations for interactions with peers and teacher. Helps students take responsibility for their own learning and that of their peers. Has well-developed classroom management systems that minimize disruptions and facilitate learning.	Sets social norms and highest expectations for interactions with peers and teacher to focus on and enhance learning. Helps students adopt roles and responsibilities for their own learning and that of their peers. Has developed sophisticated classroom management systems that minimize disruptions and facilitate learning.

Possible evidence
- Encourages students to build upon one another's answers and to stimulate dialogue among learners
- Teaches and models strategies to work effectively with others
- Deliberate decisions are made re student seating/grouping
- Teacher has clear purpose and plan for group work
- Employs effective and efficient routines and procedures that promote student interaction within groups
- Solicits connections from students and models how to listen and respond to other perspectives
- Encourages student independence combined with a sense of personal accountability to classmates
- Other

Standard 3.3 - Teacher places a premium on student engagement.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Uses limited strategies and engages few students. Does not build upon student interests. Limited encouragement of students to overcome reluctance.	Uses some strategies to engage students and monitors that engagement. Builds upon student interests. Encourages students to overcome personal setbacks, doubts or reluctance.	Uses a variety of strategies to motivate. Engages most students and monitors that engagement. Bridges between current student knowledge and ability and their potential by building upon student interests. Encourages students to overcome personal setbacks, doubts or reluctance.	Uses a wide variety of strategies to motivate and engage virtually all students and monitors that engagement. Bridges between current student knowledge and ability and their potential by building and expanding upon student interests. Encourages students to overcome personal setbacks, doubts or reluctance to push them to a higher level of learning.

Possible evidence
- Communicates high expectations to all students
- Stimulates student interest and engagement
- Makes clear to students what they are expected to learn in a way that generates interest and engagement
- Makes connections to real life situations (e.g., extends knowledge that sparks student curiosity for learning beyond required coursework)
- Learning is active and requires participation of all students
- Other

Standard 3.4 - Teacher regularly assesses student progress.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Little to no monitoring of individual or class learning. Uses limited evaluation methods. Provides limited feedback to students.	Seldom monitors individual or class learning and makes instructional, data-driven decisions. Uses some evaluation methods. Provides feedback to students.	Frequently monitors individual and class learning and makes instructional, data-driven decisions. Uses multiple evaluation methods. Provides constructive feedback to students, parents and self. Periodically engages students in self-assessment.	Consistently monitors individual and class learning and makes instructional, data-driven decisions. Understands the purposes, timing and focus of multiple evaluation methods and adjusts instruction accordingly. Provides constructive feedback in varied forms to students, parents and self. Regularly engages students in self-assessment.

Possible evidence
- Interprets students' facial expressions and other nonverbal behaviors to determine if further cues or explanations are needed.
- Moves among students to check progress and understanding and provides constructive feedback
- Uses multiple formative assessment techniques (such as observations, conversations, running records, summarizing, self and/or peer assessment, exit slips, and authentic tasks with rubrics) aligned to goals
- Uses assessment results in planning for individuals and groups and adjusts/differentiates instruction based on progress
- Other

- ➢ **NBPTS Core Proposition #4 - Teachers think systematically about their practice and learn from experience.**

Standard 4.1 - Teacher is continually making difficult choices that test his/her judgment.

Ineffective Little or no evidence	**Developing** Limited evidence	**Effective** Clear evidence	**Distinguished** Clear, consistent and convincing evidence
Inconsistently follows provided content scope and sequence using a limited variation of instructional strategies without regard to individual student needs or competencies	Follows provided content scope and sequence. Makes limited judgments about curricular objectives and instructional strategies based on individual student needs and assessed competencies	Demonstrates thorough knowledge of content scope and sequence. Makes informed judgments about curricular objectives and materials and instructional strategies based on clear understanding of individual student needs and assessed prior competencies	Demonstrates exemplary knowledge of content scope and sequence. Makes insightful judgments grounded in established theory about curricular objectives and materials and instructional strategies based on clear and consistent understanding of individual student needs and assessed prior competencies

Possible evidence
- Models and facilitates student use of higher-level thinking.
- Facilitates and productively guides student discussion
- Pursues divergent patterns and novel approaches to curricular objectives
- Demonstrates informed risk taking
- Other

Standard 4.2 - Teacher seeks the advice of others and draws upon education research and scholarship to improve practice.

Ineffective Little or no evidence	**Developing** Limited evidence	**Effective** Clear evidence	**Distinguished** Clear, consistent and convincing evidence
Does not reflect on their teaching in order to improve, nor solicit feedback from peers, and administrators.	Sometimes reflects on their teaching in order to improve, drawing upon best practices. Occasionally solicits feedback from peers and administrators.	Frequently reflects on their teaching in order to improve, drawing upon best practices. Often solicits feedback, including observations and critiques, from peers, students, parents, and administrators.	Continually reflects on their teaching in order to improve, drawing upon current research and best practices. Consistently solicits and incorporates feedback, including observations and critiques, from peers, students, parents, and administrators.

Possible evidence
- Shares ideas with and soliciting ideas from peers
- Initiates participation in PD workshops and coursework
- Creative/critical thinking strategies and activities utilized
- Reviews student feedback surveys incorporating results in professional development
- Invites peer observation and critique
- Employs research-based practices
- Other

- ➢ **NBPTS Core Proposition #5 - Teachers are members of learning communities.**
  - *Standard 5.1 - Teacher contributes to school effectiveness by collaborating with other professionals.*

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Contributions to professional development and school-wide improvements are limited to those mandated by district policies regarding professional development and attendance.	Works on professional development and school-wide improvements in pursuit of excellence in teaching and learning experiences for students.	Works and collaborates on professional development and school-wide improvements in a continuous pursuit of excellence in teaching and learning experiences for students.	Initiates, works and collaborates on professional development and school-wide improvements in a continuous pursuit of excellence in teaching and learning experiences for students. Assumes proactive and creative leadership roles within and outside of their learning communities. Challenges negative attitudes and models a solution-oriented disposition.

Possible evidence
- Appropriately applies strategies for conflict resolution
- Participates in curriculum work and discussions (common core, etc..) at school and district level
- Initiate conversations with guidance, social work, other resources to support students
- Utilize RTI / SAT process for academic and non-academic concerns to get support for students (literacy, math, guidance, behavior)
- Works with unified arts teachers to integrate content and learning experiences
- Keeps apprised of 504 and IEP accommodations
- Works with colleagues across disciplines to find alternative/creative solutions for at-risk students
- Offers to take on leadership roles
- Other

Standard 5.2 - Teacher works collaboratively with parents.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Communicates in a limited fashion with guardians to inform them of their child's progress. Makes little or no attempt to address the physical, academic and social/emotional needs of each student.	Communicates with guardians inconsistently to inform them of their child's progress. Aware of the physical, academic, social/emotional needs of each student and attempts to address them.	Communicates with guardians by enlisting their support in fostering learning and good habits, informing them of their child's progress. Understands the familial barriers and the physical, academic, social/emotional needs of each student and employs skills and strategies to address them.	Communicates consistently with guardians, enlisting their support in fostering learning and good habits, informing them of school programs and their child's progress. Understands traditional cultural and familial barriers and the physical, academic, social/emotional needs of each student and employs skills and strategies to address them.

Possible evidence
- Are partners with parents in the education of their children
- Provides constructive feedback to parents using rubrics, progress reports, conferences, communication logs.
- Considers the needs and schedules of families when planning classroom events
- Solicits parent feedback through surveys, meetings and/or technology
- Collaborates with parents to offer support for students outside of direct instruction
- Supports students before/after school
- Other

Standard 5.3 - Teacher takes advantage of community resources.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Unaware of community's character. Unfamiliar with the community, its diversity and students' backgrounds.	Somewhat aware of community's character and its effects on students. Somewhat understands the community, its diversity and students' backgrounds as resources for learning.	Cultivates expanded knowledge about the community's character and its effects on students. Capitalizes on the community, its diversity and students' backgrounds as resources for learning.	Cultivates comprehensive knowledge about the community's character and its effects on school and students. Capitalizes on and engages the community, its diversity and students' backgrounds and employs them as powerful resources for learning.

Possible evidence
- Utilizes older students to engage/mentor younger students
- Directs students toward needed community resources as appropriate
- Actively encourages and uses parent and community volunteers
- Promotes field trips that connect history and culture to the students' community
- Uses community based learning projects (e.g. oral history, cultural journalism, etc.)
- Other

That we Standard 5.4 - Teacher considers his/her professional ethics in interactions with students, colleagues, primary caregivers, and the public.

Ineffective Little or no evidence	Developing Limited evidence	Effective Clear evidence	Distinguished Clear, consistent and convincing evidence
Limited understanding of basic standards of honesty, integrity, confidentiality and discretion in their words and actions; neglects to consider the needs of students when interacting with colleagues, students, and the public; bases judgment on hearsay rather than hard information; Demonstrates limited awareness and compliance with school and district policies regarding professional behavior and confidentiality.	Displays basic standards of honesty, integrity, confidentiality and discretion in their words and actions; sometimes considers the needs of students when interacting with colleagues, students, and the public; may base judgment on hearsay rather than hard information; attempts to demonstrate awareness and compliance with school and district policies regarding professional behavior and confidentiality.	Displays high standards of honesty, integrity, confidentiality and discretion in their words and actions; routinely considers the needs of students when interacting with colleagues, students, and the public; bases judgments and decisions on hard information rather than on hearsay and tradition; Consistently complies with school and district policies regarding professional behavior and confidentiality.	Facilitates a professional vision by displaying the highest standards of honesty, integrity, confidentiality and discretion in their words and actions; consistently considers the needs of students when interacting with colleagues, students, and the public; uses influence to convince others of the importance of maintaining this vision when interacting with colleagues, students and the public; consistently adheres to and upholds school and district policies regarding professional behavior and confidentiality.

Possible evidence
- Bases judgment and recommendations on hard information rather than on hearsay and tradition
- Operates with best interest of students in mind
- Models and creates conditions in which students and adults act altruistically
- Influences other members of the learning community to be good citizens and contribute in a positive manner to the broader community.
- Recognizes potential bias in the learning community and intervenes when practices may marginalize students
- Is a positive role model for the learning community
- Other

Student Growth Measurement (based upon present measurements)
Goal Achievement (1-10 points)

Ineffective Little or no evidence (1 Point)	Developing Limited evidence (3 Points)	Effective Clear evidence (8 Points)	Distinguished Clear, consistent and convincing evidence (10 Points)
No improvement over base and less than 50% of students are meeting growth target(s).	Improvement over base but less than 55% of students are meeting growth target(s).	55% or more of students are meeting growth target(s)	Maximum stated goal of 65% reached or surpassed on all student growth measurements.

Student Learning Goal
Goal Development (1-4 points)

Ineffective Little or no evidence (1 Point)	Developing Limited evidence (2 Points)	Effective Clear evidence (3 Points)	Distinguished Clear, consistent and convincing evidence (4 Points)
. Teacher did not bring a student learning goal to the Fall Conference.. A goal was developed with the Administrator.	Teacher did bring a student learning goal to the Fall Conference, but the goal was not clearly defined and measurable. A goal was developed with the Administrator.	Teacher did bring a clearly defined and measurable student learning goal to the Fall Conference. The goal was edited in the Fall Conference with Administrator.	Clearly defined and measurable student learning goal and directly tied to school and district objectives.

Goal Achievement (1-10 points)

Ineffective Little or no evidence (1 Point)	Developing Limited evidence (3 Points)	Effective Clear evidence (8 Points)	Distinguished Clear, consistent and convincing evidence (10 Points)
No measurable progress toward achieving goal.	Some measurable progress toward achieving goal.	Goal achieved.	Goal surpassed.

Professional Growth Goal
Goal Development (1-4 points)

Ineffective Little or no evidence (1 Point)	Developing Limited evidence (2 Points)	Effective Clear evidence (3 Points)	Distinguished Clear, consistent and convincing evidence (4 Points)
No defined professional growth goal.	Somewhat defined professional growth goal.	Clearly defined and measurable professional growth goal.	Clearly defined and measurable professional growth goal with application to school and district objectives.

Goal Achievement (1-4 points)

Ineffective Little or no evidence (1 Point)	Developing Limited evidence (2 Points)	Effective Clear evidence (3 Points)	Distinguished Clear, consistent and convincing evidence (4 Points)
No measurable progress toward achieving goal.	Some measurable progress toward achieving goal.	Goal achieved.	Goal surpassed.

TEPG Summary Rating Form

For use in the teacher self-assessment and the summary review.

Name: Date completed:

School: School year:

Evaluator:

Status (check one)

      Probationary Teacher

Evaluator title: Continuing Contract Teacher

Part I: Instructional Practice Performance Ratings

Core Proposition 1: ***Teachers are committed to students and their learning***

		Ineffective-1	Developing -2	Effective-3	Distinguished-4
1.1	Teacher recognizes individual differences in students and adjusts their practice accordingly.				
1.2	Teacher has an understanding of how students develop and learn and know the backgrounds, abilities, and interests of students.				
1.3	Teacher treats students equitably and fosters a stimulating and collaborative environment where all students are encouraged to participate.				
1.4	Teacher's' mission extends beyond the cognitive capacity of their students.				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

Core Proposition 2: ***Teachers know the subjects they teach and how to teach those subjects to student***	1	2	3	4
2.1 Teacher appreciates how knowledge in their subject is created, organized, and linked to other disciplines.				
2.2 Teacher commands specialized knowledge of how to convey a subject to students.				
2.3 Teacher generates multiple paths to knowledge.				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

Core Proposition 3: *Teachers are responsible for managing and monitoring student learning*

1 2 3 4

		1	2	3	4
3.1	Teacher calls on multiple methods to meet their goals.				
3.2	Teacher orchestrates learning in group settings.				
3.3	Teacher places a premium on student engagement.				
3.4	Teacher regularly assesses student progress.				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

Core Proposition 4: *Teachers think systematically about their practice and learn from experience*

1 2 3 4

		1	2	3	4
4.1	Teacher is continually making difficult choices that test their judgment.				
4.2	Teacher seeks the advice of others and draws upon educational research and scholarship to improve their practice.				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

Core Proposition 5: *Teachers are members of learning communities*

1 2 3 4

		1	2	3	4
5.1	Teacher contributes to school effectiveness by collaborating with other professionals.				
5.2	Teacher works collaboratively with parents.				
5.3	Teacher takes advantage of community resources.				
5.4	Teacher considers their professional ethics in all interactions				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

1 2 3 4

6.0 Student Learning Goal

		1	2	3	4
6.1	Goal Development				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

		1	2	3	4
6.2	Goal Achievement				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

7.0 Professional Growth Goal

		1	2	3	4
7.1	Goal Development				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

		1	2	3	4
7.2	Goal Achievement				

➢ Strengths:

➢ Growth opportunity:

➢ Other comments:

Required Signatures

Teacher Signature: Date

_____   _____

Administrator / Evaluator Signature: Date

_____   _____

Teacher Comments Attached (circle one):   Yes   No

Administrator / Evaluator Signature :   Date

_____   _____

(Signature indicates question above regarding comments has been addressed)

Note: The teacher's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the teacher has reviewed the report with the evaluator and may reply in writing. The signature of the administrator or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the policy.

TEPG GOAL SETTING FORM

STUDENT LEARNING

School Student Learning Goal(s)	1	
	2	
	3	

What is your student learning goal?
How is your goal linked to your school's student learning goal?
How will attainment of your goal be measured?
How will progress toward your goal be monitored?
What methods / strategies / activities that will be used to accomplish your goal?
What resources or support will be needed to reach your goal?

_____   ____ / ____ / ____   _____   ____ / ____ / ____

Teacher   Date   Administrator   Date

What is your professional growth goal?
What National Board Standard(s) does your goal relate to?
How will attainment of your goal be measured?
How will progress toward your goal be monitored?
What methods / strategies / activities that will be used to accomplish your goal?
What resources or support will be needed to reach your goal?

_____ ____ / ____ / ____   _____ ____ / ____ / ____

Teacher   Date   Administrator   Date

Peer Observation Summary

School Year:

Teacher:

List three teachers whom you would be comfortable observing you and at least three standards that you would like to have reviewed:

Teacher 1:

Teacher 2:

Teacher 3:

Standards:

_____ _____
Teacher's Initials   Date

Peer Observer
(selected by Principal)

Three Standards:
(selected by Principal)

_____ _____
Principal's Initials   Date

To Be Completed by Teacher and Peer Observer:
DATES:

Pre Conference: _____

Observation: _____

Post Conference: _____

Teacher Signature

Observer Signature

Original to Administrator for filing in personnel file

Optional: I choose to include my peer observation as part of my evaluation. ____ Initials