

MONROE SCHOOL DISTRICT #1J

CODE: GCN/GDN-AR-2

ADOPTED: 04/14/14

REVISED: 09/08/14

REVIEWED:



Professional Growth and Evaluation Handbook for Teachers

A Comprehensive System of Growth and Evaluation Designed to
Support Best Practices in Teaching and Learning



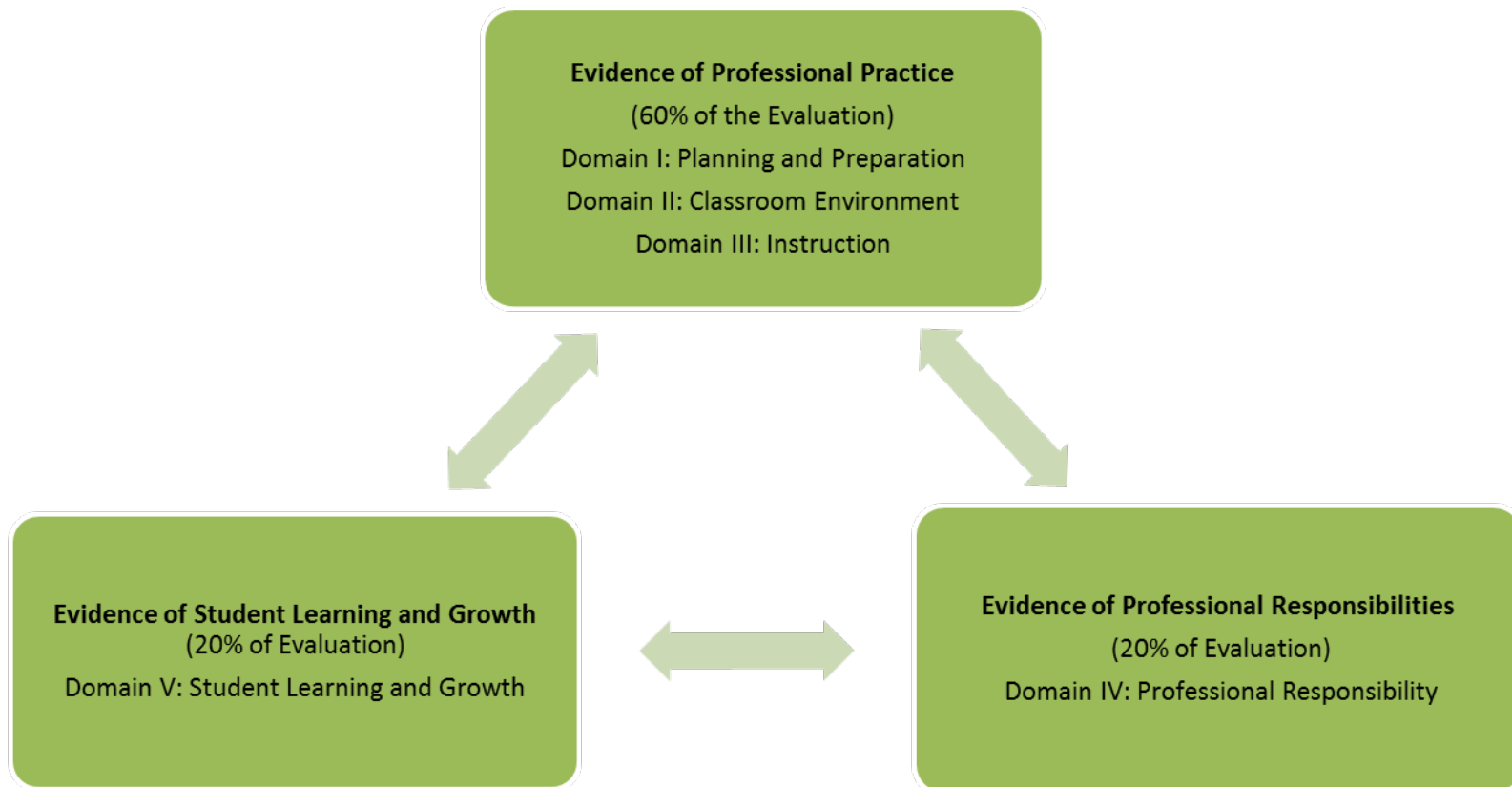
This Document, based on the InTASC Standards and adapted from the Pendleton School District, serves as a framework for supporting teachers in the Monroe School District through mentoring, meaningful, aligned professional development, and a focus on teacher collaboration. Teacher practices in concert with effective supervision and evaluation procedures will yield increased student achievement.

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Multiple Measures of Educator Practice

The Monroe School District's evaluation system will include multiple measures to evaluate teacher performance and effectiveness. Due to the complex nature of teaching, a single measure does not provide sufficient evidence to evaluate performance. When combined, the multiple measures provide a body of evidence that informs the educator's evaluation resulting in a more accurate and valid judgment about performance and professional growth needs. As illustrated below, the multiple measures of the MSD Evaluation Framework (Domains I – IV) also provide information as to the teacher's contribution to student growth.



Each of the Domains listed above can be further broken down into research-based performance standards that define best practice in the teaching profession. Potential evidence of those standards is listed within the performance rubric.

A Timeline for the Evaluation Process and Improvement of Instruction Guide

	Probationary Teachers	Contract Teachers
August/ September	<ul style="list-style-type: none"> ❖ Sign Job Description ❖ Meeting with building administrator to discuss Evaluation and Supervision Process ❖ Mini-observations and formal observations begin** ❖ *Complete Start of Year Self-Assessment and Professional Growth Goal by September 30th 	<ul style="list-style-type: none"> ❖ Sign Job Description ❖ Overview of Evaluation and Supervision Process ❖ Mini-observations begin ❖ *Complete Start of Year Self-Assessment and Professional Growth Goal by September 30th
October	<ul style="list-style-type: none"> ❖ Mini- and/or formal observations** ❖ *Goal Conference/Submit written goals – by November 1st. 	<ul style="list-style-type: none"> ❖ Mini-observations ❖ *Goal Conference/Submit written goals – by November 1st.
November	<ul style="list-style-type: none"> ❖ Mini- and/or formal observations** ❖ Meeting with building administrator to discuss goal progress 	<ul style="list-style-type: none"> ❖ Mini-observations
December	<ul style="list-style-type: none"> ❖ Mini- and/or formal observations** 	<ul style="list-style-type: none"> ❖ Mini-observations
January	<ul style="list-style-type: none"> ❖ Mini- and/or formal observations** ❖ Mid-Year Goals Conference 	<ul style="list-style-type: none"> ❖ Mini-observations ❖ Mid-Year Goals Conference
February	<ul style="list-style-type: none"> ❖ *2 formal observations by February 15th ❖ *3 mini-observations by February 15th ❖ Meeting with building administrator to discuss contract renewal/non-renewal 	<ul style="list-style-type: none"> ❖ *3 mini-observations by February 15th.
March	<ul style="list-style-type: none"> ❖ Board action on renewal/extension ❖ *Notification of Employment – March 15 ❖ *3rd Formal Observation for 1st year teachers by March 15 ❖ Mini-observations** 	<ul style="list-style-type: none"> ❖ Board action on renewal/extension ❖ *Notification of Employment – March 15 ❖ Mini-observations
April	<ul style="list-style-type: none"> ❖ Check progress on goals ❖ Mini- and formal observations** 	<ul style="list-style-type: none"> ❖ Check progress on goals ❖ Mini-observations
May/June	<ul style="list-style-type: none"> ❖ *5 mini-observations by May 15th ❖ Mini- and formal observations** ❖ Complete End of Year Self-Assessment ❖ Final goals assessment concluded (planning new goals) ❖ *Summative Evaluation - prior to last work day for teachers 	<ul style="list-style-type: none"> ❖ *5 mini-observations by May 15th ❖ Complete End of Year Self-Assessment ❖ Final goals assessment concluded (planning new goals) ❖ *Summative Evaluation - prior to last work day for teachers

A program of Assistance for Improvement may be initiated at any point of Evaluation/Supervision process.

* Indicates deadline

****Probationary teachers should receive face to face feedback from their supervisor at least once per month.**

PERFORMANCE EVALUATION CYCLE

All teachers in the Monroe School District will be evaluated annually. Each performance evaluation cycle will include self-assessment, goal setting, observations and a written evaluation. The written evaluation will assess teacher performance using the following scale:

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice	Implications for Professional Growth
Unsatisfactory	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice	Program of Assistance for Improvement (PAI)
Basic	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan	Targeted Goal Setting
Proficient	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning	Teacher Leadership Opportunities
Exemplary	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities	Teacher Leadership Opportunities

GOAL SETTING

Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (see table below). They also specify what evidence will be provided to document progress on each goal:

- a) Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.
- b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

Types of Measures for Student Learning and Growth for Teacher Evaluations

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments, Fitnessgram
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, work samples, tests, graduation rates, dropout rates, attendance data, student behavior data

From the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, July 2012

MINI-OBSERVATION

Mini-observations will take place throughout the school year for ALL teachers. These observations will be approximately 10 minutes in length and will take place at different times of the day. They may occur by the supervisor dropping in as well as by teacher invitation.

Feedback will be given to the teacher after each mini-observation and will be given in written form using a variety of tools. In addition, there will be a minimum of **at least three (3) face-to-face opportunities for feedback in the year**. Mini-observations can occur during any phase of the teacher's duties – in the classroom; while supervising students in the hallway or playground; in meetings with parents or staff, etc.

**A minimum of three (3) mini-observations is required for all teachers by February 15th, with a minimum of five (5) by May 15th.

FORMAL OBSERVATION PROCESS

I. Pre-Conference*

The supervisor and teacher meet to discuss items of mutual interest concerning the observation. The data collection to be used during the observation will be identified and mutually understood by the supervisor and teacher. (* May be waived by mutual consent of teacher and supervisor)

II. Observation

During the classroom observation, the supervisor will collect specific data based on the following 3 Domains and 11 Standards where applicable.

I. Planning and Preparation

1. Knowledge of Content
2. Knowledge of Students
3. Instructional Goal Setting
4. Lesson Design
5. Assessment Planning

II. Classroom Environment

6. Climate of Respect and Learning
7. Classroom Procedures and Physical Environment
8. Managing Student Behavior

III. Instruction

9. Lesson Delivery
10. Feedback to Students
11. Assessment for Learning

The length of observation will be no less than a cohesive portion of an instructional period or meeting.

III. Reflection Sheet

This format is intended to be available to use and be completed by the teacher being observed. The post-observation conference will focus on the data collected by the administrator and input from the teacher regarding the items on the Reflection Sheet.

IV. Reflection Conference

As soon as is practical after the observation, a conference will be scheduled. The supervisor and teacher will discuss the data. From this evidence, areas of reinforcement and /or improvement could be established. The date and time of the next observation may be set. A written observation report will be completed.

V. Frequency

1st year teachers – at least 2 Formal by February 15th with a total of 3 Formal by March 15th
 2nd and 3rd year teachers – at least 2 Formal by February 15th

PLAN OF ASSISTANCE FOR IMPROVEMENT

The Plan of Assistance for Improvement is a formal process of supervision designed to focus on improvement needed because of performance below district standard(s) in one or more areas.

The conference between the staff member and the supervisor will be scheduled to discuss the Plan of Assistance for Improvement, which is to include:

1. A description of the deficiency(ies) which need(s) to be changed (in a teacher's conduct or performance), citing specific criterion of the job description and performance standards.
2. A description of the supervisor's expectations of how the teacher is to remedy the deficiency.
3. Assistance for achieving the desired expectation to meet the desired level of performance including criteria for measurement, assessment techniques and resources to be used.
4. Peer assistance will be used where reasonable and practicable. The district supports the utilization of peer assistance whenever practicable and reasonable to aid teachers to better meet the needs of students. Peer assistance is voluntary and thereby no witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding that may occur as a result of the Program of Assistance for Improvement.
5. The date by which the plan must be completed.

During the Plan of Assistance for Improvement, follow-up observations will occur within a specified time. Unless the plan has been revised and the observation schedule altered, the staff member will, when the specified time for completion is reached, be notified that one of three actions will be taken:

1. Return to the regular evaluation program because of satisfactory improvement.
2. Continuation and extension of current Plan of Assistance for Improvement.
3. Continued recommendation for contract non-extension
4. Dismissal or non-renewal

Monroe School District
Standards of Professional
Practice
and
Scoring Rubric

Monroe School District Standards of Professional Practice

Domain I: Planning & Preparation
Standard 1: Knowledge of Content
1.1 Shows an effective command of the subject to guide student learning.
1.2 Uses effective instructional resources, including technology, to communicate content knowledge.
1.3 Takes an active role in adopting new content standards and frameworks to their teaching.
1.4 Creates opportunities for students to learn practice and master academic language in their content.
Standard 2: Knowledge of Students
2.1 Builds upon students' knowledge and experience.
2.2 Uses school and district resources to support and advocate for student needs.
2.3 Recognizes and addresses students' learning styles.
Standard 3: Instructional Goal Setting
3.1 Selects appropriate instructional goals based upon national, state, and local standards.
3.2 Selects goals that are measurable and states them in terms of student learning.
3.3 Selects goals appropriate for students.
Standard 4: Lesson Design
4.1 Designs coherent instruction that reflects research-based best practice.
4.2 Designs instruction that promotes critical thinking and problem solving.
4.3 Ensures that the curriculum is relevant to student needs.
4.4 Adheres to approved Scope and Sequence of subject matter.
4.5 Develops and implements supports for learner literacy development across content areas.
Standard 5: Assessment Planning
5.1 Is familiar with content area, school, district, and state assessment methods and options.
5.2 Uses assessments that are congruent with instructional goals.
5.3 Develops and uses a variety of formative and summative assessment tools and information for planning, instruction, feedback, and reflection.
Domain II: Classroom Environment
Standard 6: Climate of Respect and Learning
6.1 Creates an environment that promotes equity, respect, and positive interpersonal interactions.
6.2 Interactions are appropriate to developmental and cultural norms.
6.3 High expectations for student success, quality work, and student achievement.
6.4 Students are actively engaged.
Standard 7: Classroom Procedures and Physical Environment
7.1 Develops and employs classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs.
7.2 Designs a safe and accessible classroom environment for all students.
7.3 Facilitates smooth transitions with little loss of instructional time.
7.4 Ensures all students have access to materials, technology, and necessary resources.
Standard 8: Managing Student Behavior
8.1 Clearly communicates and enforces classroom and school expectations.
8.2 Addresses inappropriate behavior consistently and appropriately.
8.3 Proactively addresses student behavior.

Domain III: Instruction
Standard 9: Lesson Delivery
9.1 Exhibits lesson delivery that is clear, reflects appropriate pacing, and uses a variety of effective teaching strategies.
9.2 Activates students' prior knowledge.
9.3 Differentiates instruction to meet the needs of diverse learners.
9.4 Uses a variety of questioning and discussion techniques that elicit student reflection and higher order thinking.
9.5 Uses technology effectively.
9.6 Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, and writing.
Standard 10: Feedback to Students
10.1 Demonstrates ability to listen to students and responds appropriately.
10.2 Provides constructive feedback that facilitates learning and academic growth.
10.3 Provides constructive feedback that is consistent, ongoing, timely and in a variety of forms.
Standard 11: Assessment for Learning
11.1 Uses assessment data to prepare for individual and group instruction, including re-teaching when necessary.
11.2 Uses formative assessment during classroom instruction to facilitate student learning.
11.3 Demonstrates the ability to use summative assessments to guide and inform instruction through the collection, maintenance, and analysis of classroom, district, and state assessments.
11.4 Engages students in assessing their own learning.
Domain IV: Professional Responsibilities
Standard 12: Professional Growth
12.1 Actively participates in professional development opportunities relevant to teaching assignment.
12.2 Actively engages in meaningful goal setting.
12.3 Pursues professional growth through reflection, self assessment, learning, and knowledge of best practices.
Standard 13: Record Keeping and Communication
13.1 Carries out duties as assigned.
13.2 Maintains accurate records according to district and building protocols.
13.3 Knows and adheres to district job description and standards of performance including Competent and Ethical Educator Standards.
13.4 Maintains appropriate confidentiality.
13.5 Communicates effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor.
13.6 Facilitates meetings effectively.
13.7 Effectively and appropriately collaborates with colleagues and other professionals.
Standard 14: Commitment to Instructional Initiatives
14.1 Is aware of, and supports, building and district instructional priorities.
14.2 Knows and actively participates in building and district instructional initiatives.
Domain V: Student Learning and Growth
Standard 15: Student Growth on Formative/Summative Assessments
15.1 Is aware of student academic growth.
15.2. Can show proof of student growth.
Standard 16: Student Growth Measured by Performance on Standardized Assessments
16.1 Administers/utilizes appropriate standardized assessments adhering to professional guidelines.
16.2. Designs and delivers instruction based on content standards to prepare students for standardized assessments.
Standard 17: Student Growth on Performance Assessments
17.1 Maintains appropriate records to document student growth.
17.2. Uses an appropriate proficiency based rubric to assess student growth.

		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
		<p style="text-align: center;">Standard 1: Knowledge of Content</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ show an effective command of the subject to guide student learning? ➤ use effective instructional resources, including technology, to communicate content knowledge? ➤ take an active role in adopting new content standards and frameworks to teaching? ➤ create opportunities for students to learn, practice and master academic language in their content? 	<p>The teacher does not have a command of the subject. There are many student misconceptions about content material covered. Very few resources are used to communicate content knowledge. The content taught is seldom related to national, state, or district standards. The teacher is unaware or has little knowledge of content standards. The teacher does not correct student errors. The teacher does not advocate, model, and/or teach safe, legal and ethical use of information and technology including appropriate documentation of sources.</p>	<p>The teacher has a satisfactory command of subject knowledge. Adequate resources are used to communicate content knowledge, and the content taught is sometimes related to national, state, or district standards. The teacher is aware of some content standards and uses them to guide instruction. The teacher sometimes advocates, models, and teaches safe, legal and ethical use of information and technology including appropriate documentation of sources.</p>	<p>The teacher has a strong command of the subject. Resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has strong content knowledge and uses that knowledge to guide instruction. The teacher advocates, models, and teaches safe, legal and ethical use of information and technology including appropriate documentation of sources.</p>
<p style="text-align: center;">Standard 2: Knowledge of Students</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ build upon students' knowledge and experience? ➤ use school and district resources to support and advocate for student needs? ➤ recognize and address students' learning styles? 	<p>The teacher does not build upon students' prior knowledge or experience. The teacher is unaware of a students' cultural background, and puts forth little effort to understand student background, culture, learning style and meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) to scaffold the next level of development.. The teacher rarely accesses school or district resources to meet student needs. The teacher seldom understands or seeks out the learning styles, interests or special needs of his/her students and plans collaboratively with professionals who have specialized expertise to design and jointly deliver as appropriate learning experiences to meet unique learning needs.</p>	<p>The teacher builds upon students' prior knowledge and experiences. The teacher is sometimes aware of the cultural differences in a student's background, and sometimes puts forth effort to understand student background, culture, learning style and meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) to scaffold the next level of development. The teacher uses this knowledge to adjust whole group instruction, but rarely adjusts or accommodates individual instruction. The teacher occasionally access school or district resources to meet student needs and plans collaboratively with professionals who have specialized expertise to design and jointly deliver as appropriate learning experiences to meet unique learning needs.</p>	<p>The teacher frequently builds upon students' prior knowledge and experiences and is aware of the cultural differences of the majority of the students. The teacher puts forth effort to understand student background, culture, learning style and meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) to scaffold the next level of development. -The teacher accesses school or district resources to meet student needs and plans collaboratively with professionals who have specialized expertise to design and jointly deliver as appropriate learning experiences to meet unique learning needs.</p>	<p>The teacher builds upon students' prior knowledge and experiences and is acutely aware of the cultural differences of all students. The teacher puts forth great effort to understand student background, culture, and learning style and frequently makes instructional and individual adjustments based upon this knowledge to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds to the next level of development. The teacher often accesses school or district resources to meet student needs. The teacher seeks out the learning styles of the students and actively designs instruction that will most closely match the learning needs of all students.</p>	

DOMAIN I: PLANNING AND PREPARATION	<p style="text-align: center;">Standard 3: Instructional Goal Setting</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ select appropriate instructional goals based upon national, state and local standards? ➤ select goals that are measurable and state them in terms of student learning? ➤ select goals appropriate for students? 	<p>The teacher has minimal knowledge of state content standards. Lesson plans are minimal. Goals that are developed are not stated in terms of student learning, and are difficult to measure. Few goals are designed for students with different learning styles or cultural backgrounds. Outcomes often lack rigor.</p>	<p>The teacher has adequate knowledge of state content standards. Lesson plans sometimes include instructional goals that cannot be easily measured. The teacher has limited goals for students with different learning styles or cultural backgrounds.</p>	<p>The teacher has definite knowledge of state content standards. Lesson plans include daily learning goals/objectives. Instructional goals are stated in terms of student learning. Students are encouraged to be a part of the goal setting process. The teacher monitors goals they have set and adjusts them based upon student learning.</p>	<p>The teacher has an expert knowledge of state content standards. Lesson plans are detailed and include daily learning goals/objectives. Instructional goals are stated in terms of student learning and can be measured. The teacher is able to set goals for students with different learning styles or cultural backgrounds and use those goals to guide instruction. The teacher consistently monitors goals they have set and adjusts them based upon student learning. All outcomes represent rigor and important learning.</p>
	<p style="text-align: center;">Standard 4: Lesson Design</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ design coherent instruction that reflects research-based best practices? ➤ design instruction that promotes critical thinking and problem solving? ➤ ensure that the curriculum is relevant to student needs? ➤ adhere to the approved scope and sequence of the subject matter? ➤ develop and implement supports for learner literacy development across content areas? 	<p>The teacher's long-range instructional plans are very limited. Lessons are not thoughtful, relevant, and engaging for students. The plans that have been developed tend to be only for the near future and are limited to activities rather than outcomes. The teacher does recognize or address learner misconceptions. Teacher does not seek out extra resources.</p>	<p>The teacher has developed long-range instructional plans and has a system for lesson design that promotes critical thinking and problem-solving. The curriculum design is somewhat relevant to student needs and is occasionally focused on measurable outcomes. The teacher inconsistently recognizes learner misconceptions. The teacher sometimes uses appropriate resources beyond the textbook.</p>	<p>The designed lessons have articulated long range and short term outcomes that are almost always focused on student learning. The lesson design reflects research-based best practices, critical thinking, real world problem-solving in local and global contexts and project-based learning. The planned lesson is almost always relevant to student needs and interests, and is adjusted as the learning progresses throughout the year, and to address learner misconceptions. The teacher uses resources beyond the textbook to enhance instruction, and incorporates tools of language development to make content accessible to English language learners.</p>	<p>The designed lessons have articulated long range and short term outcomes that are always focused on student learning. The lesson design reflects research-based best practices, promotes critical thinking, real world problem-solving in local and global contexts and project-based learning. The planned lesson is highly relevant to student needs and interests and is adjusted as the learning progresses throughout the year, so that it is always current, relevant, and engaging. The teacher consistently and effectively addresses learner misconceptions. The teacher uses resources beyond the textbook to enhance instruction, and incorporates tools of language development to make content accessible to English language learners.</p>

DOMAIN I: PLANNING AND PREPARATION	<p style="text-align: center;">Standard 5: Assessment Planning</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ remain familiar with the content area and with school, district and state assessment methods and options? ➤ use assessments that are congruent with instructional goals? ➤ develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection? 	<p>The teacher is not familiar with the wide variety of state, district, and school assessment methods and options. As a result, the teacher is not able to use those assessments effectively and does not use them to guide instruction. The teacher does not or inconsistently evaluates learner’s content knowledge in their primary language. The teacher uses very few formative and summative assessment tools and rarely collaborates when it comes to assessment planning.</p>	<p>The teacher is partially aware of district, school, and state assessments and occasionally uses formative and summative assessments to guide instruction. The assessments are at times congruent with instructional goals. The assessments evaluate learner’s content knowledge in their primary language. The teacher sometimes collaborates with colleagues in the planning and use of assessments.</p>	<p>The teacher is generally aware of district, school, and state assessments and as a rule uses formative and summative assessments to guide instruction. The assessments are congruent with whole group and individual instructional goals and evaluate learner’s content knowledge in their primary language. The teacher usually collaborates with others to plan common assessments.</p>	<p>The teacher is acutely aware of district, school, and state assessments and effectively uses a variety of formative and summative assessments to guide instruction. The assessments are strongly congruent with whole group and individual instructional goals and evaluate learner’s content knowledge in their primary language. The teacher also designs formative assessments and frequently collaborates with others to plan common assessments. Students participate in designing rubrics and assessments that match teacher specified learning.</p>
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Possible evidence to look for:

- ✓ Deep knowledge of content is communicated in a variety of forms (classroom artifacts, resources made available to students, etc.).
- ✓ Student success on classroom-based assessments.
- ✓ The teacher has a strong command of subject matter and possesses deep content knowledge.
- ✓ The teacher is always learning new things about the content.
- ✓ The teacher has set learning goals for students that can be measured.
- ✓ Year-long, unit, and weekly lesson plans have been developed that include instructional goals and learning outcomes.
- ✓ Lesson and unit objectives are written on the board or posted in the classroom for students to see and understand.
- ✓ Standards, goals and learning objectives are communicated with stakeholders.
- ✓ Teacher practice reflects understanding of topics and concepts and provides a link to prior knowledge.
- ✓ Lesson quality reflects rigorous and important learning in the content material.

		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
		DOMAIN II: CLASSROOM ENVIRONMENT	<p>Standard 6: Climate of Respect and Learning</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ create an environment that promotes equity, respect and positive interpersonal interactions? ➤ interact with students appropriately to developmental and cultural norms? ➤ have high expectations for student success, quality work and student achievement? ➤ keep students actively engaged? 	<p>The teacher has not been able to create a classroom environment that promotes equity, respect, positive interactions and respect for others including in the use of social media. Inappropriate interactions between students are common. The teacher does not have high expectations for student success, quality work, or achievement. Passive, retreating, or rebellious actions mark student behavior. Students are occasionally engaged and demonstrating learning.</p>	<p>The teacher has created an environment that sometimes supports equity, respect, positive interactions and respect for others including in the use of social media. Student to student interactions are sometimes positive and appropriate to cultural norms. There are expectations for student success, quality work, and achievement, but those expectations only sometimes result in student engagement and learning. Students are engaged and sometimes demonstrate learning and achievement in a variety of ways.</p>
	<p>Standard 7: Classroom Procedures and Physical Environment</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? ➤ design a safe and accessible classroom environment for all students? ➤ facilitate smooth transitions with little loss of instructional time? ➤ ensure all students have access to materials, technology and necessary resources? 	<p>The teacher does not have a clear system to manage classroom procedures; as a result, student learning is compromised. The classroom environment is not always safe and accessible for all. There is loss of instructional time during transitions and students do not have consistent access to the materials they need to be successful. There are low to medium expectations for student achievement.</p>	<p>The teacher has a somewhat clear system to manage classroom procedures; as a result, student learning is sometimes supported. Most of the time the classroom environment is safe and accessible for all. There is some loss of instructional time during transitions and students do not usually have access to the materials they need to be successful. The classroom culture is characterized by a low commitment to learning.</p>	<p>The teacher has developed an effective and efficient system to manage classroom procedures; as a result, student learning is frequently supported. The classroom environment is safe and accessible for all. There is little loss of instructional time during transitions and students have consistent access to materials they need to be successful. Students complete work of high quality.</p>	<p>The teacher has developed an extremely effective and efficient system to manage classroom procedures; as a result, student learning is consistently supported. The classroom environment is safe and accessible for all. There is no loss of instructional time during transitions and students have high access to the materials they need to be successful. Students take initiative in improving the quality of their learning.</p>

DOMAIN II: CLASSROOM ENVIRONMENT		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	<p>Standard 8: Managing Student Behavior</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ clearly communicate and enforce classroom and school expectations? ➤ address inappropriate behavior consistently and appropriately? ➤ proactively address student behavior? 	<p>The teacher does not have a clear system of classroom expectations and does not clearly communicate or enforce classroom and school expectations. As a result, inappropriate student behavior occurs on a regular basis. The teacher reacts to negative behavior rather than proactively promoting positive behavior. There is little evidence that students know or follow an established routine.</p>	<p>The teacher has developed classroom expectations that are sometimes effective. Classroom and school expectations are communicated and enforced on a regular basis; however, student behavior is appropriate only some of the time. The teacher is sometimes proactive, and is not able to prevent negative behavior through monitoring, pre-teaching, reminders and positive reinforcement.</p>	<p>The teacher has developed classroom expectations that are frequently effective. Classroom and school expectations are frequently communicated and enforced. The teacher is involved in supporting positive behavior beyond the classroom. Student behavior is usually appropriate. The teacher is frequently proactive and able to prevent negative behavior through monitoring, pre-teaching, reminders, and positive reinforcement.</p>	<p>The teacher has developed consistently effective classroom expectations. Classroom and school expectations are consistently communicated and enforced. The teacher is involved in supporting positive behavior beyond the classroom. Student behavior is almost always appropriate. The teacher is consistently proactive, and is able to prevent negative behavior through monitoring, pre-teaching, reminders, positive reinforcement and a host of other strategies. Students take an initiative to ensure that their classroom runs smoothly.</p>

Possible evidence to look for:

- ✓ Classroom and student displays promote a climate of learning and respect.
- ✓ Students treat other students, staff, and community in positive and appropriate ways.
- ✓ The teacher promotes a classroom of respect and learning; genuine warmth, caring and sensitivity is shown to students.
- ✓ The teacher demonstrates knowledge of behavior systems and uses them effectively.
- ✓ Students treat equipment, materials, and facilities with respect.
- ✓ Classroom is organized and welcoming.
- ✓ Transitions are smooth and maximize instructional time.
- ✓ The teacher has a clear and articulated system for managing all classroom procedures.
- ✓ Students know, understand, and can explain classroom procedure to others and show initiative in improving their classroom experience.
- ✓ Classroom displays are appropriate and relevant to teaching assignment
- ✓ The teacher is familiar with, and uses, effective behavior strategies to maintain positive behavior in the classroom.
- ✓ Students are well-behaved, treat one another with respect, and follow directions.
- ✓ Classroom expectations are posted, regularly taught, re-taught and reinforced.
- ✓ Students demonstrate awareness of the classroom and school expectations.

		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
		DOMAIN III: INSTRUCTION	<p>Standard 9: Lesson Delivery</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? ➤ activate students' prior knowledge? ➤ differentiated to meet the needs of diverse learners? ➤ use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking? ➤ use technology effectively? ➤ use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing? 	<p>The teacher's lesson is unclear or difficult to understand. The teacher is unaware of the need and importance of activating students' prior knowledge. There is little evidence of higher level thinking or problem-solving. The teacher occasionally uses effective questioning techniques and rarely differentiates instruction to meet the needs of students. Students are occasionally engaged in learning. There is no use of technology in the classroom, or the teacher ineffectively uses the available technology. There is no evidence of various modes such as speaking, listening, reading or writing to expand learners' communication.</p>	<p>Sometimes the teacher's lesson is clear and easy to understand. The teacher only sometimes applies strategies to access students' prior knowledge. There is some evidence of higher level thinking and problem-solving. The teacher uses some effective questioning techniques, and sometimes differentiates instruction to meet the needs of students. Students are engaged in learning some of the time. There is limited or uneven use of technology in the classroom. There is some evidence of various modes such as speaking, listening, reading or writing to expand learners' communication.</p>
	<p>Standard 10: Feedback to Students</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ demonstrate the ability to listen to students and respond appropriately? ➤ provide constructive feedback that facilitates learning and academic growth? ➤ provide constructive feedback that is consistent, ongoing, timely and in a variety of forms? 	<p>Teacher feedback provided to students is not respectful, not constructive, and/or does not motivate students to improve their academic or behavior performance. Appropriate feedback techniques are not used. Interactions are only teacher to student'; students are not invited to speak to one another.</p>	<p>Teacher feedback provided to students is sometimes respectful, and/or motivates students to improve their academic behavior. Appropriate feedback techniques are sometimes used. There is a limited amount of peer to peer feedback that is respectful and positive.</p>	<p>Teacher feedback provided to students is usually respectful, constructive and motivates students to improve their academic or behavior performance. Appropriate feedback techniques are used. Peer to peer feedback is respectful and positive.</p>	<p>Teacher feedback provided to students is consistently respectful, constructive and motivates students to improve their academic or behavior performance. Appropriate feedback techniques are used. Peer to peer feedback is consistently respectful and positive.</p>

DOMAIN III: INSTRUCTION	<p>Standard 11: Assessment for Learning Does the teacher...</p> <ul style="list-style-type: none"> ➤ use assessment data to prepare for individual and group instruction, including re-teaching when necessary? ➤ use formative assessments during classroom instruction to facilitate student learning? ➤ demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments? ➤ engage students in assessing their own learning? 	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
		<p>Assessment data is not used to guide instruction. The teacher is unfamiliar with how assessments can be used to inform instruction; as a result, the instruction delivered is frequently irrelevant. The teacher does not support students to use self-assessment as a reflection of learning.</p>	<p>Assessment data is sometimes used to inform instruction. The teacher is unsure when to use formative assessments and when to use summative assessments. The teacher does not have a clear system of tracking assessments, and therefore does not accurately know the performance level of students. The teacher sometimes makes self-assessment tools available to students for reflecting upon their own learning.</p>	<p>Assessment data is used to inform instruction; as a result the instruction is relevant and engaging for most students. Students are somewhat familiar with their own assessment data and have ownership over their learning. The teacher effectively tracks assessments and accurately addresses the performance levels of most of her students. Knowledge and practice of assessments beyond the district and state options are usually present. The teacher frequently engages students in self-assessment of their own learning.</p>	<p>Assessment data is used to inform instruction; as a result the instruction is relevant and engaging for all students. Students are familiar with their own assessment data and have ownership over their learning. The teacher has an effective and clear system of tracking assessments and accurately addresses the performance levels of her students. Deep knowledge and practice of assessments beyond the district and state options are clearly present. The students clearly understand and self-assessment to monitor their own learning. Students are aware and monitor their own understanding.</p>

Possible evidence to look for:

- ✓ Students are actively engaged in learning.
- ✓ The teacher is organized, knows the required learning targets, and effectively communicates objectives to students.
- ✓ Students are able to communicate learning targets and objectives are clear to the students.
- ✓ The teacher uses questioning strategies throughout lesson delivery.
- ✓ Instructional delivery is differentiated to meet the learning needs of all students.
- ✓ A variety of strategies, (i.e. technology, cooperative learning, use of art, service learning) are used to deliver instruction.
- ✓ Students are not afraid to make mistakes or ask questions and are willing to take risks in their learning.
- ✓ Students show motivation and initiative in understanding the content of instruction; they can revise, add detail or help peers.
- ✓ The teacher sets high expectations through meaningful feedback and encourages students to meet those high expectations by providing the necessary support.
- ✓ The teacher can produce evidence of systems designed to facilitate frequent, consistent, specific feedback.
- ✓ Teacher designs questions with the purpose of determining student understanding so that they can provide meaningful feedback.
- ✓ Frequency, specificity, and consistency of feedback.
- ✓ The teacher can describe how assessment is used prior to, during, and after instruction.
- ✓ The teacher knows the difference and distinct uses of formative and summative assessments.
- ✓ The teacher maintains detailed assessment data and records of student performance.
- ✓ The teacher provides multiple ways for students to demonstrate knowledge and skills.

		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
		DOMAIN IV: PROFESSIONAL RESPONSIBILITY	<p>Standard 12: Professional Growth</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ actively participate in professional development opportunities relevant to his or her teaching assignment? ➤ actively engage in meaningful goal setting? ➤ pursue professional growth through reflection, self-assessment, learning and knowledge of best practices? 	<p>The teacher does not take advantage of professional development opportunities when they arise. The teacher does not engage in meaningful goal setting. The teacher has little knowledge about best practices. The teacher avoids discussion on professional practices.</p>	<p>The teacher sometimes takes advantage of professional development opportunities when they arise. The teacher sometimes engages in meaningful goal setting. The teacher is somewhat knowledgeable about best practices.</p>
	<p>Standard 13: Record Keeping and Communication</p> <p>Does the teacher...</p> <ul style="list-style-type: none"> ➤ carry out assigned duties? ➤ maintain accurate records according to district and building protocol? ➤ know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? ➤ maintain appropriate confidentiality? ➤ communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? ➤ facilitate meetings effectively? ➤ effectively and appropriately collaborate with colleagues and other professionals? 	<p>The teacher's record-keeping is not accurate or complete, and has trouble explaining it to others. The teacher does not effectively communicate with stakeholders. The teacher is frequently not available to others and does not return phone communications consistently. At times the teacher does not respond in a professional manner. The teacher does not effectively collaborate. The teacher does not effectively facilitate necessary meetings. The teacher struggles to follow directions and carry out assigned duties. The teacher needs constant reminders to turn in paperwork and complete required reports.</p>	<p>The teacher carries out most duties as assigned, maintains accurate records but sometimes needs reminders to complete necessary paperwork or reports. The teacher responds professionally most of the time and is available to others when needed. The teacher sometimes returns communications in a timely manner. The teacher sometimes communicates with stakeholders. The teacher sometimes collaborates effectively. The teacher sometimes effectively facilitates necessary meetings.</p>	<p>The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The teacher responds professionally in most situations and is available to others when needed. The teacher returns communications in a timely manner. The teacher frequently initiates communication with stakeholders. The teacher frequently communicates effectively with stakeholders. The teacher frequently collaborates effectively. The teacher effectively facilitates necessary meetings. Students have access to information about completed or missing assignments.</p>	<p>The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The teacher responds professionally in all situations and is available to others when needed. The teacher returns phone calls and e-mails in a timely manner. The teacher initiates communication with stakeholders. The teacher consistently communicates effectively with stakeholders. The teacher consistently collaborates effectively. The teacher consistently and effectively facilitates necessary meetings. Students have explicit knowledge of missing or incomplete assignments.</p>

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	<p>Standard 14: Commitment to Instructional Initiatives Does the teacher...</p> <ul style="list-style-type: none"> ➤ support building and district instructional priorities? ➤ know and actively participate in building and district instructional initiatives? 	<p>The teacher is not aware of building or district instructional initiatives and rarely directs effort toward learning about the initiatives or altering practices to change in the direction of the building or district. The teacher does not implement strategies toward the building and district instructional initiatives. The teacher has demonstrated by action and unwillingness to change, learn, or grow as a professional.</p>	<p>The teacher is sometimes aware of building and district instructional initiatives and directs some effort toward learning about the initiatives. The teacher sometimes alters practice to implement building and district instructional initiatives. The teacher sometimes demonstrates a willingness to change, learn, and grow as a professional.</p>	<p>The teacher is aware of building and district instructional initiatives and directs significant effort toward learning about the initiatives. The teacher frequently alters practices in order to change toward the building or district instructional initiatives. The teacher demonstrates a willingness to change, learn, and grow as a professional.</p>	<p>The teacher is aware of building and district instructional initiatives and directs significant effort toward learning about the initiatives. Not only does the teacher alter practice in order to change but is usually a leader in helping others to embrace the change process toward the building or district instructional initiatives. The teacher demonstrates a willingness to change, learn, and grow as a professional, but is also able and willing to lead others.</p>

Possible evidence to look for:

- ✓ The teacher can describe best practices when it comes to instruction, and is able to incorporate instructional initiatives.
- ✓ The teacher pursues professional growth opportunities and applies the learning.
- ✓ The teacher displays the qualities of a learner that include the habits of reading, writing, reflection, and sharing with others.
- ✓ The teacher is seeking to improve performance through professional growth opportunities.
- ✓ The teacher can be counted on to complete all required duties, reports, paperwork and grades.
- ✓ The teacher's record-keeping system is clear, organized, up-to-date, and easy to understand.
- ✓ The teacher makes an effort to be available and returns communications in a timely manner.
- ✓ The teacher initiates communication with stakeholders.
- ✓ The teacher is an effective facilitator and is able to develop meetings, agendas, adjourn meetings on time, and develops action steps.
- ✓ The teacher has a high value for collaboration and frequently is involved in projects and activities that require collaboration.
- ✓ The teacher has a high value for positive relationships and does not engage in rumors or gossip.
- ✓ The teacher supports building and district instructional priorities through increased knowledge and a change in teaching practices.
- ✓ The teacher is able to inspire others to adopt and support building and district instructional initiatives.
- ✓ The teacher is considered a leader in terms of honesty, integrity and confidentiality.

Aligned Professional Development Plan

Levels of Need For Professional Development

District Level: based on data from all schools' assessment and evaluation outcomes, new curriculum or initiatives, state or federal initiatives

School Level: based on aggregated classroom data, student and family contexts, school-wide data, issues or whole school initiatives

Grade, Subject, Team or Professional Learning Community Level: based on data indicating needs of a specific subgroup of students or in a specific content area

Individual Level: based on classroom data, student context, evaluation data, teaching standards, or induction for new teachers or for new assignments.

Standards for Professional Development

Professional development that increases educator effectiveness and raises student achievement includes...

Learning Communities: The Monroe School District is committed to establishing/maintaining Professional Learning Communities and Data Teams. These groups are important in developing cycles of continuous improvement including: creation of common assessments, analysis of data to determine student and educator learning needs, review and implementation of evidence based strategies.

Leadership: MSD has established leadership roles and responsibilities for teachers with an overall rating of proficient or exemplary. These roles include, but are not limited to: PLC/Team leaders, mentors, professional development facilitators, and data-driven decision making teams who support district initiatives. These teacher leaders will work in collaboration with the MSD administrative team to develop capacity, advocate, and create support systems for professional development.

Resources: Professional development increases educator effectiveness through human, fiscal, material, technology, and time resources to achieve student growth goals.

Resource allocation is decided through student and educator learning needs to achieve intended outcomes of written goals. MSD is committed to prioritizing the resources to increase educator effectiveness.

Resources in MSD include: after-school meetings, Professional Learning Communities/Data Teams, in-district credits, tuition reimbursement, mentoring, job imbedded prep times and technology resources, such as online student grading.

MSD uses recommendations from leadership stakeholders to examine, adjust, or change coordinated resources that affect professional development.

Data: Evaluation data and results from common assessments collected throughout the year will be used to assess student growth goal progress. Multiple measures will be used to evaluate a teacher’s professional practice, professional responsibility and impact on student growth. Professional needs should have links to current student data as well as the results of the previous year’s evaluation deficits. Teachers will reflect upon this data when completing their self-assessment at the beginning and end of the school year.

Data about students, educators and systems will be used in MSD to drive plans for professional development. The areas of greatest deficit will be identified by a professional development leadership team and used to create a district-wide professional development plan for the following year.

Data will be collected on the effectiveness of professional development opportunities through internal and external evaluations and links to increased educator effectiveness and raised student achievement.

Learning Designs: Integrating theories, research, and human learning models into planning and design will increase effectiveness of professional development.

MSD uses many different types of frameworks to design and facilitate the learning needs of students. These include active engagement, Sheltered Instruction Observation Protocol (SIOP), modeling, formative & summative assessments, common assessments, data analysis, use of technology, student learning objectives, and outcome and project based learning.

MSD educators take active roles to choose and construct appropriate learning designs that will maximize learning and achieve the intended student outcomes. Educators will have ongoing practice, reflections, assessment, and feedback from peers and administration.

Implementation: Educator effectiveness improves student learning if changes in professional development are implemented and support is sustained over a long period of time. MSD is committed to supporting embedded professional development. Administration has access to a variety of formative observation tools that are linked directly to aligned professional development. Teachers may request to be observed using a specific tool or administrators may initiate use of a tool based on a teacher’s evaluation. MSD continues to support professional development that is relevant to district initiatives. This adheres to a commitment of long-term change, deeper understanding and expectations for implementation with fidelity. Professional Learning Communities and Teams provide time and sharing of resources for: planning lessons with new strategies, sharing experiences about implementation, analyzing student work, reflecting on outcomes and assessing progress towards student growth goals and professional development needs.

Outcomes: Professional growth plans are based first and foremost on needs and outcomes linked directly to student growth goals. Professional development will include differentiated instructional practices to support teachers in defining equitable outcomes in order for all students to achieve. Standards in the MSD evaluation handbook require teachers to have a clear understanding of CCSS (Common Core State Standards) and other state/national standards for student learning. Professional growth plans and support systems will be focused on a clear understanding and application of such learning standards.

Adapted from *Learning Forward Standards for Professional Learning*



Forms

FORMAL PRE-OBSERVATION REPORT

Teacher Name: _____ School: _____

Grade/Subject: _____ Date: _____

1. Objective(s) of the lesson and relevant standard(s):

2. Procedure(s):

3. Teacher's plan to evaluate student achievement objective(s):

How do you plan to make use of the results of the assessment?

4. Specific request for observation (e.g., skills, techniques, pupil interactions, etc.):

Start of Year Self-Assessment Form

Teacher	
Contract Status/Year	
Grade/Subject	
School	
Date	

Domain I: Planning & Preparation	U	B	P	E	NA
Standard 1: Knowledge and Content * Do I show an effective command of the subject to guide student learning? * Do I use effective instructional resources, including technology, to communicate content knowledge? * Do I take an active role in adopting new content standards and frameworks to teaching? * Do I create opportunities for students to learn, practice and master academic language in the content?					
Standard 2: Knowledge of Students * Do I build upon students' knowledge and experience? * Do I use school and district resources to support and advocate for student needs? * Do I recognize and address students' learning styles?					
Standard 3: Instructional Goal Setting * Do I select appropriate instructional goals based upon national, state and local standards? * Do I select goals that are measurable and state them in terms of student learning? * Do I select goals appropriate for students?					
Standard 4: Lesson Design * Do I design coherent instruction that reflects research-based best practices? * Do I design instruction that promotes critical thinking and problem solving? * Do I ensure that the curriculum is relevant to student needs? * Do I adhere to the approved scope and sequence of the subject matter? * Do I develop and implement supports for learner literacy development across content areas?					
Standard 5: Assessment Planning * Am I familiar with the content area and with school, district and state assessment methods and options? * Do I use assessments that are congruent with instructional goals? * Do I develop and use a variety of formative and summative assessment tools and information for planning, instruction, feedback, and reflection?					
Comments:					
Domain II: Classroom Environment	U	B	P	E	NA
Standard 6: Climate of Respect and Learning * Do I create an environment that promotes equity, respect and positive interpersonal interactions? * Are my interactions with students appropriate to developmental and cultural norms? * Do I have high expectations for student success, quality work, and student achievement? * Are students actively engaged?					
Standard 7: Classroom Procedures and Physical Environment * Do I develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? * Do I design a safe and accessible classroom environment for all students? * Do I facilitate smooth transitions with little loss of instructional time? * Do I ensure all students have access to materials, technology and necessary resources?					
Standard 8: Managing Student Behavior * Do I clearly communicate and enforce classroom and school expectations? * Do I address inappropriate behavior consistently and appropriately? * Do I proactively address student behavior?					
Comments:					
Domain III: Instruction	U	B	P	E	NA
Standard 9: Lesson Delivery * Do I exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? * Do I activate students' prior knowledge? * Do I differentiate to meet the needs of diverse learners?					

* Do I use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking? * Do I use technology effectively? * Do I use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing?					
Standard 10: Feedback to Students *Do I demonstrate the ability to listen to students and respond appropriately? *Do I provide constructive feedback that facilitates learning and academic growth? *Do I provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?					
Standard 11: Assessment for Learning * Do I use assessment data to prepare for individual and group instruction, including re-teaching when necessary? * Do I use formative assessments during classroom instruction to facilitate student learning? * Do I demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments? * Do I engage students in assessing their own learning?					
Comments:					
Domain IV: Professional Responsibilities					
Standard 12: Professional Growth * Do I actively participate in professional development opportunities relevant to my teaching assignment? * Do I actively engage in meaningful goal setting? * Do I pursue professional growth through reflection, self assessment, learning and knowledge of best practices?					
Standard 13: Record Keeping and Communication * Do I carry out assigned duties? * Do I maintain accurate records according to district and building protocols? * Do I know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? * Do I maintain appropriate confidentiality? * Do I communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? * Do I facilitate meetings effectively? *Do I effectively and appropriately collaborate with colleagues and other professionals?					
Standard 14: Commitment to Instructional Initiatives * Am I aware of and do I support building and district instructional priorities? * Do I know and actively participate in building and district instructional initiatives?					
Comments:					
Domain V: Student Learning and Growth					
Standard 15: Student Growth on Formative/Summative Assessments * Am I aware of student academic growth? * Can I show proof of student growth?					
Standard 16: Student Growth Measured by Performance on Standardized Assessments * Do I administer/ utilize appropriate standardized assessments adhering to professional guidelines? * Do I design and deliver instruction based on content standards to prepare students for standardized assessments?					
Standard 17: Student Growth on Performance Assessments * Do I maintain appropriate records to document growth? * Do I use an appropriate proficiency based rubric to assess student growth?					
Comments:					
Professional Growth Goal Statement					
Strategies and Support How has my self-assessment informed my professional development needs? What professional development will help me accomplish my goal? How might I team with colleagues in professional development toward my goal?					
Teacher Signature:	Date:	Administrator Signature:	Date:		

End of Year Self-Assessment Form

Teacher	
Contract Status/Year	
Grade/Subject	
School	
Date	

Domain I: Planning & Preparation	U	B	P	E	NA
Standard 1: Knowledge and Content * Do I show an effective command of the subject to guide student learning? * Do I use effective instructional resources, including technology, to communicate content knowledge? * Do I take an active role in adopting new content standards and frameworks to teaching? * Do I create opportunities for students to learn, practice and master academic language in the content?					
Standard 2: Knowledge of Students * Do I build upon students' knowledge and experience? * Do I use school and district resources to support and advocate for student needs? * Do I recognize and address students' learning styles?					
Standard 3: Instructional Goal Setting * Do I select appropriate instructional goals based upon national, state and local standards? * Do I select goals that are measurable and state them in terms of student learning? * Do I select goals appropriate for students?					
Standard 4: Lesson Design * Do I design coherent instruction that reflects research-based best practices? * Do I design instruction that promotes critical thinking and problem solving? * Do I ensure that the curriculum is relevant to student needs? * Do I adhere to the approved scope and sequence of the subject matter? * Do I develop and implement supports for learner literacy development across content areas?					
Standard 5: Assessment Planning * Am I familiar with the content area and with school, district and state assessment methods and options? * Do I use assessments that are congruent with instructional goals? * Do I develop and use a variety of formative and summative assessment tools and information for planning, instruction, feedback, and reflection?					
Comments:					
Domain II: Classroom Environment	U	B	P	E	NA
Standard 6: Climate of Respect and Learning * Do I create an environment that promotes equity, respect and positive interpersonal interactions? * Are my interactions with students appropriate to developmental and cultural norms? * Do I have high expectations for student success, quality work, and student achievement? * Are students actively engaged?					
Standard 7: Classroom Procedures and Physical Environment * Do I develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? * Do I design a safe and accessible classroom environment for all students? * Do I facilitate smooth transitions with little loss of instructional time? * Do I ensure all students have access to materials, technology and necessary resources?					
Standard 8: Managing Student Behavior * Do I clearly communicate and enforce classroom and school expectations? * Do I address inappropriate behavior consistently and appropriately? * Do I proactively address student behavior?					
Comments:					
Domain III: Instruction	U	B	P	E	NA
Standard 9: Lesson Delivery * Do I exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? * Do I activate students' prior knowledge? * Do I differentiate to meet the needs of diverse learners?					

<ul style="list-style-type: none"> * Do I use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking? * Do I use technology effectively? * Do I use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing? 						
Standard 10: Feedback to Students <ul style="list-style-type: none"> *Do I demonstrate the ability to listen to students and respond appropriately? *Do I provide constructive feedback that facilitates learning and academic growth? *Do I provide constructive feedback that is consistent, ongoing, timely and in a variety of forms? 						
Standard 11: Assessment for Learning <ul style="list-style-type: none"> * Do I use assessment data to prepare for individual and group instruction, including re-teaching when necessary? * Do I use formative assessments during classroom instruction to facilitate student learning? * Do I demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments? * Do I engage students in assessing their own learning? 						
Comments:						
Domain IV: Professional Responsibilities		U	B	P	E	NA
Standard 12: Professional Growth <ul style="list-style-type: none"> * Do I actively participate in professional development opportunities relevant to my teaching assignment? * Do I actively engage in meaningful goal setting? * Do I pursue professional growth through reflection, self assessment, learning and knowledge of best practices? 						
Standard 13: Record Keeping and Communication <ul style="list-style-type: none"> * Do I carry out assigned duties? * Do I maintain accurate records according to district and building protocols? * Do I know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? * Do I maintain appropriate confidentiality? * Do I communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? * Do I facilitate meetings effectively? *Do I effectively and appropriately collaborate with colleagues and other professionals? 						
Standard 14: Commitment to Instructional Initiatives <ul style="list-style-type: none"> * Am I aware of and do I support building and district instructional priorities? * Do I know and actively participate in building and district instructional initiatives? 						
Comments:						
Domain V: Student Learning and Growth		U	B	P	E	NA
Standard 15: Student Growth on Formative/Summative Assessments <ul style="list-style-type: none"> * Am I aware of student academic growth? * Can I show proof of student growth? 						
Standard 16: Student Growth Measured by Performance on Standardized Assessments <ul style="list-style-type: none"> * Do I administer/ utilize appropriate standardized assessments adhering to professional guidelines? * Do I design and deliver instruction based on content standards to prepare students for standardized assessments? 						
Standard 17: Student Growth on Performance Assessments <ul style="list-style-type: none"> * Do I maintain appropriate records to document growth? * Do I use an appropriate proficiency based rubric to assess student growth? 						
Comments:						
Professional Growth Goal Statement						
Professional Growth Reflection						
What growth have I made towards my professional goal? What activities/training have I been involved in? What additional professional growth needs do I have based upon my self-assessment?						
Teacher Signature:		Date:	Administrator Signature:		Date:	

Formative Evaluation Form

Teacher	
Contract Status/Year	
Grade/Subject	
School	
Date	

Domain I: Planning & Preparation	U	B	P	E	NA
Standard 1: Knowledge and Content *Does the teacher show an effective command of the subject to guide student learning? * Does the teacher use effective instructional resources, including technology, to communicate content knowledge? * Does the teacher take an active role in adopting new content standards and frameworks to teaching? * Does the teacher create opportunities for students to learn practice and master academic language in their content?					
Standard 2: Knowledge of Students * Does the teacher build upon students' knowledge and experience? * Does the teacher use school and district resources to support and advocate for student needs? * Does the teacher recognize and address students' learning styles?					
Standard 3: Instructional Goal Setting * Does the teacher select appropriate instructional goals based upon national, state and local standards? * Does the teacher select goals that are measurable and state them in terms of student learning? * Does the teacher select goals appropriate for students?					
Standard 4: Lesson Design * Does the teacher design coherent instruction that reflects research-based best practices? * Does the teacher design instruction that promotes critical thinking and problem solving? * Does the teacher ensure that the curriculum is relevant to student needs? * Does the teacher adhere to the approved scope and sequence of the subject matter? * Does the teacher develop and implement supports for learner literacy development across content areas?					
Standard 5: Assessment Planning * Is the teacher familiar with the content area and with school, district and state assessment methods and options? * Does the teacher use assessments that are congruent with instructional goals? * Does the teacher develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?					
Comments:					
Domain II: Classroom Environment	U	B	P	E	NA
Standard 6: Climate of Respect and Learning * Does the teacher create an environment that promotes equity, respect and positive interpersonal interactions? * Are the teacher's interactions with students appropriate to developmental and cultural norms? * Does the teacher have high expectations for student success, quality work and student achievement? * Are students actively engaged?					
Standard 7: Classroom Procedures and Physical Environment *Does the teacher develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? *Does the teacher design a safe and accessible classroom environment for all students? * Does the teacher facilitate smooth transitions with little loss of instructional time? * Does the teacher ensure all students have access to materials, technology and necessary resources?					
Standard 8: Managing Student Behavior * Does the teacher clearly communicate and enforce classroom and school expectations? * Does the teacher address inappropriate behavior consistently and appropriately? * Does the teacher proactively address student behavior?					
Comments:					
Domain III: Instruction	U	B	P	E	NA
Standard 9: Lesson Delivery * Does the teacher exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? * Does the teacher activate students' prior knowledge?					

<ul style="list-style-type: none"> * Does the teacher differentiated to meet the needs of diverse learners? * Does the teacher use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking? * Does the teacher use technology effectively? * Does the teacher use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing? 					
Standard 10: Feedback to Students <ul style="list-style-type: none"> *Does the teacher demonstrate the ability to listen to students and respond appropriately? *Does the teacher provide constructive feedback that facilitates learning and academic growth? *Does the teacher provide constructive feedback that is consistent, ongoing, timely and in a variety of forms? 					
Standard 11: Assessment for Learning <ul style="list-style-type: none"> * Does the teacher use assessment data to prepare for individual and group instruction, including re-teaching when necessary? * Does the teacher use formative assessments during classroom instruction to facilitate student learning? * Does the teacher demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments? * Does the teacher engage students in assessing their own learning? 					
Comments:					
Domain IV: Professional Responsibilities	U	B	P	E	NA
Standard 12: Professional Growth <ul style="list-style-type: none"> * Does the teacher actively participate in professional development opportunities relevant to his or her teaching assignment? * Does the teacher actively engage in meaningful goal setting? * Does the teacher pursue professional growth through reflection, self assessment, learning and knowledge of best practices? 					
Standard 13: Record Keeping and Communication <ul style="list-style-type: none"> * Does the teacher carry out assigned duties? * Does the teacher maintain accurate records according to district and building protocols? * Does the teacher know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? * Does the teacher maintain appropriate confidentiality? * Does the teacher communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? * Does the teacher facilitate meetings effectively? *Does the teacher effectively and appropriately collaborate with colleagues and other professionals? 					
Standard 14: Commitment to Instructional Initiatives <ul style="list-style-type: none"> * Is the teacher aware of and does the teacher support building and district instructional priorities? * Does the teacher know and actively participate in building and district instructional initiatives? 					
Comments:					
Domain V: Student Learning and Growth	U	B	P	E	NA
Standard 15: Student Growth on Formative/Summative Assessments <ul style="list-style-type: none"> * Is the teacher aware of student academic growth? * Can the teacher show proof of student growth? 					
Standard 16: Student Growth Measured by Performance on Standardized Assessments <ul style="list-style-type: none"> * Does the teacher administer/ utilize appropriate standardized assessments adhering to professional guidelines? * Does the teacher design and deliver instruction based on content standards to prepare students for standardized assessments? 					
Standard 17: Student Growth on Performance Assessments <ul style="list-style-type: none"> * Does the teacher maintain appropriate records to document growth? * Does the teacher use an appropriate proficiency based rubric to assess student growth? 					
Comments:					

Teacher

Supervisor

Date

This Evaluation has been discussed between the supervisor and teacher.

Summative Evaluation Form

Teacher	
Contract Status/Year	
Grade/Subject	
School	
Date	

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
Unsatisfactory	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
Basic	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan
Proficient	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning
Exemplary	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities
Summative Rating	The Summative Rating is determined by compiling the ratings from each of the five (5) domains with each rating receiving the following point values: Unsatisfactory (1); Basic (2); Proficient (3); and Exemplary (4). Scores will be totaled to reflect the following summative ratings: 9 or below Unsatisfactory 10 – 13 Basic 14 – 17 Proficient 18 – 20 Exemplary

Domain I: Planning & Preparation

	U	B	P	E	NA
Standard 1: Knowledge and Content					
Standard 2: Knowledge of Students					
Standard 3: Instructional Goal Setting					
Standard 4: Lesson Design					
Standard 5: Assessment Planning					
Domain I: Planning & Preparation Rating (transfer to summative section)					
Comments:					

Domain II: Classroom Environment

	U	B	P	E	NA
Standard 6: Climate of Respect and Learning					
Standard 7: Classroom Procedures and Physical Environment					
Standard 8: Managing Student Behavior					
Domain II: Classroom Environment Rating (transfer to summative section)					
Comments:					

Domain III: Instruction

	U	B	P	E	NA
Standard 9: Lesson Delivery					
Standard 10: Feedback to Students					
Standard 11: Assessment for Learning					
Domain III: Instruction Rating (transfer to summative section)					
Comments:					

Domain IV: Professional Responsibilities

	U	B	P	E	NA
Standard 12: Professional Growth					
Standard 13: Record Keeping and Communication					
Standard 14: Commitment to Instructional Initiatives					
Domain IV: Professional Responsibilities Rating (transfer to summative section)					
Comments:					

Domain V: Student Learning & Growth

	U	B	P	E	NA
Progress on Student Growth Goal 1: <ul style="list-style-type: none"> Standard 15: Student Growth on Formative/Summative Assessments Standard 16: Student Growth Measured by Performance on Standardized Assessments Standard 17: Student Growth on Performance Assessments 					
Progress on Student Growth Goal 2: <ul style="list-style-type: none"> Standard 15: Student Growth on Formative/Summative Assessments Standard 16: Student Growth Measured by Performance on Standardized Assessments Standard 17: Student Growth on Performance Assessments 					
Domain V: Student Learning & Growth Rating (transfer to summative section)					
Comments:					

Summative Rating and Additional Comments	U	B	P	E	NA
Domain I: Planning & Preparation Rating					
Domain II: Classroom Environment Rating					
Domain III: Instruction Rating					
Domain IV: Professional Responsibilities Rating					
Domain V: Student Learning & Growth Rating					
Summative Rating:					
Comments:					

Recommendation:

Contract Extension Contract Renewal Other Details: _____

The teacher has attached comments to this conference form: Yes No

Teacher Supervisor Date

This Evaluation has been discussed between the supervisor and teacher.

Original to District Office

Copy to Supervisor

Copy to Teacher

MONROE SCHOOL DISTRICT TEACHER GOALS PROCESS TEMPLATE

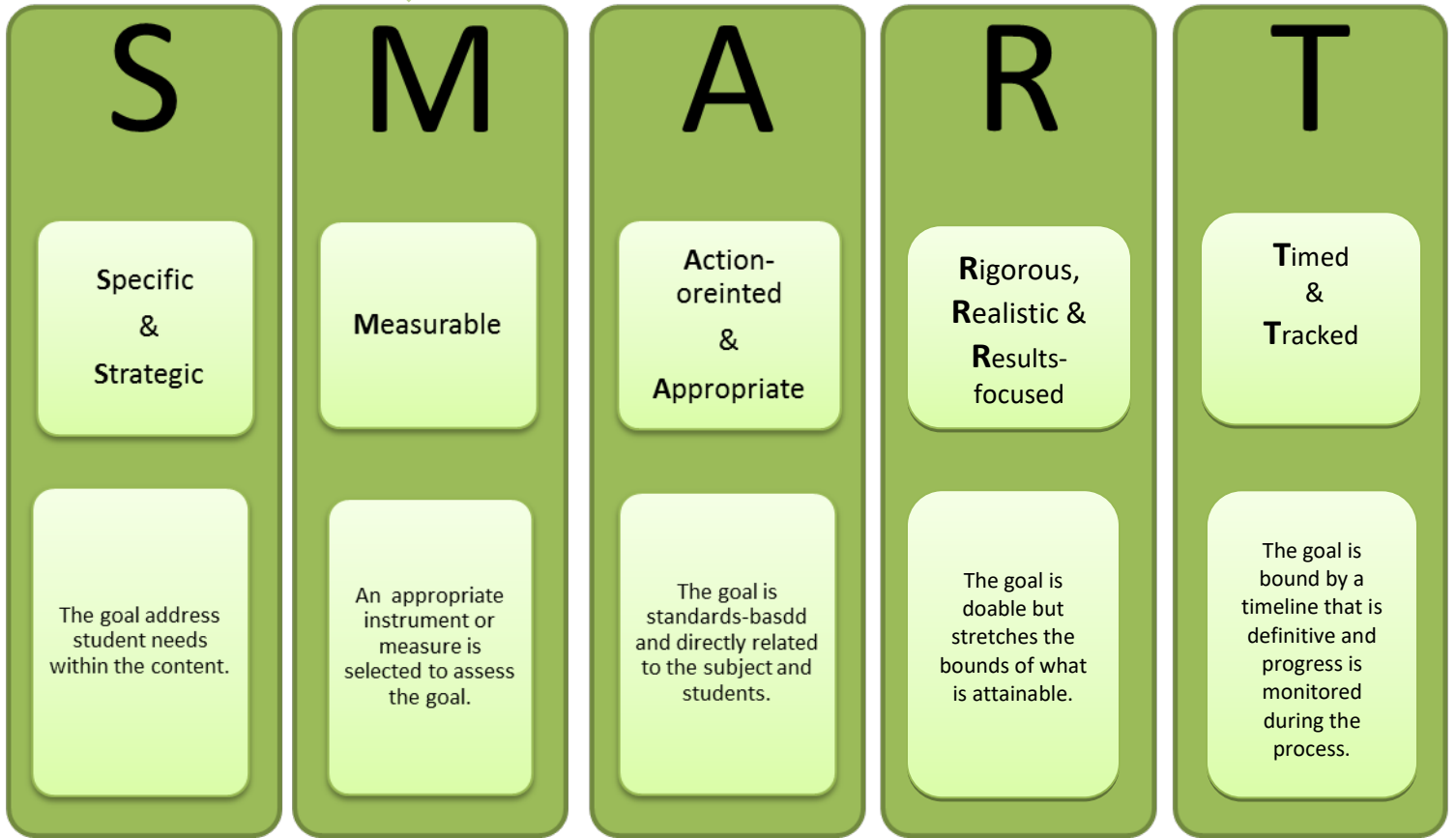
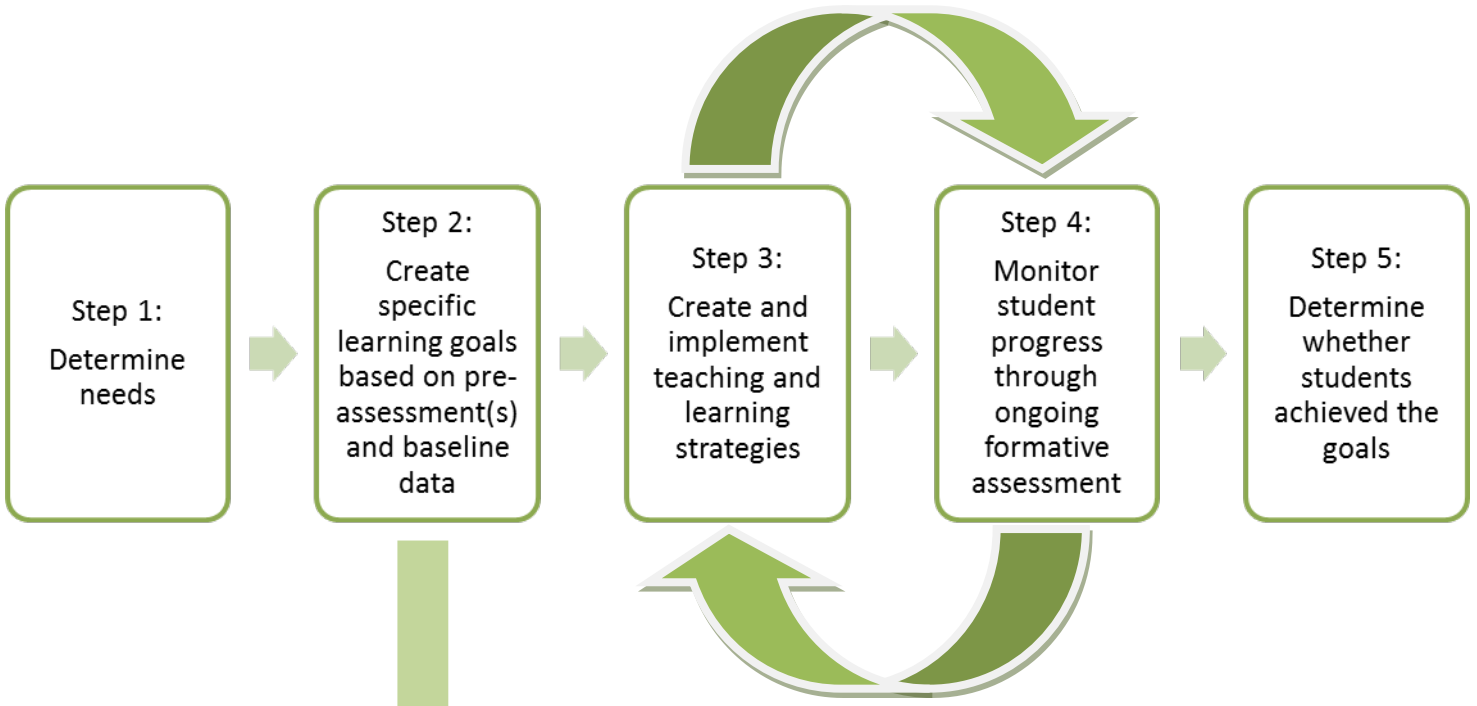
Teacher	
Contract Status/Year	
Grade/Subject	
School	
Date	

Initial Conference	Content The goal is being written around which grade/subject/level?				
	Context What are the characteristics or special learning circumstances of my class(es)?				
	Baseline Data What are the learning needs of my students? Attach supporting data.				
	Student Growth Goal Statement (written in SMART format)				
	Types of Measures/Evidence for SGG What data/evidence will be used to measure and show student growth towards the SGG?				
	Strategies for Improvement How will I help students attain this goal? Provide specific actions that will lead to goal attainment.				
	Levels of Performance Define the student performance for each level of teacher proficiency using SGG language. What level of student performance will be necessary to define my teacher performance as Unsatisfactory, Basic, Proficient, or Exemplary?	Unsatisfactory (1)	Basic (2)	Proficient (3)	Exemplary (4)
	Implications for Professional Growth What professional development will help me accomplish my goal? How has my self-assessment and evaluation informed my professional development needs? How might I team with colleagues in professional development toward my goal? How will my professional development impact my student growth goal?				
Teacher Signature:	Date:	Administrator Signature:	Date:		

Mid-Year Review	Collaborative Mid-Year Data Review What progress has been made? Attach supporting data.			
	Strategy Modification What adjustments need to be made to my strategies?			
	Implications for Professional Growth Has my professional growth to date been relative? How has my professional growth impacted student learning? Have my professional growth needs changed? If so, how?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Evaluation Conference	End-of-Year Data What does the end of the year data show? Attach data.			
	Reflection on Results Overall, what worked, or what should be refined?			
	Professional Growth Reflection How can I use the results to support my future professional growth? What additional professional growth needs do I have based on my self assessment?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Step-by Step SMART Goal Setting



Student Growth Goal Checklist

This checklist is provided as a resource to teachers and administrators in the writing and evaluation of Student Growth Goals (SGG).

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessments(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation of the SGG and establish the amount of growth that should take place within the time period?	Which Students will be included in the SGG? Include course, grade level and number of students.	What is the duration of the course that the SGG will cover? Include beginning and end dates.	What content will be the SGG target? To what related standards is the SGG aligned?	What assessment(s) will be used to measure student growth for the SGG?	Considering all available data and content requirements, what growth target(s) can students be expected to reach?	What is your rationale for setting the target(s) for student growth within the interval of instruction?
<ul style="list-style-type: none"> ○ Identifies sources of information about students (e.g. test scores from prior years, results of pre-assessments) ○ Draws upon trend data, if available ○ Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses 	<ul style="list-style-type: none"> ○ Identifies the class or subgroup of students covered by the SGG ○ Describes the student population and considers any contextual factors that may impact student growth (demographic, life event, etc.) ○ If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SGG 	<ul style="list-style-type: none"> ○ Matches the length of the course (e.g. quarter, semester, year) ○ Reflects students who receive at least 85% of the teacher's instruction for that course 	<ul style="list-style-type: none"> ○ Specifies how the SGG will address applicable Common Core State Standards ○ Represents the big ideas or domains of the content taught during the interval of instruction ○ Identifies core knowledge and skills students are expected to attain as required by the applicable standards 	<ul style="list-style-type: none"> ○ Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended ○ Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course ○ Provides a plan for combining assessments if multiple summative assessments are used 	<ul style="list-style-type: none"> ○ Uses baseline or pretest data to determine appropriate growth ○ Sets developmentally appropriate targets ○ Creates tiered targets when appropriate so that all students may demonstrate growth ○ Sets ambitious yet attainable targets 	<ul style="list-style-type: none"> ○ Demonstrates teacher knowledge of students and content ○ Explains why target is appropriate for the population ○ Addresses observed student needs ○ Uses data to identify student needs and determine appropriate growth targets ○ Explains how targets align with school and district goals ○ Sets rigorous expectations for students and teacher(s)

Plan of Assistance for Improvement Form

Teacher	
Contract Status/Year	
Grade/Subject	
School	
Date	

1. Area of Deficiency:

Domain(s) _____ Performance Standard(s) _____

Concerns:

2. Supervisor's Expectations:

3. Assistance to be provided to teacher in meeting expectations:

4. Timeline:

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Association Member Signature: _____ Date: _____

Original to Teacher

Copy to Supervisor

Copy to District Office

DOCUMENTATION OF PROFESSIONAL DEVELOPMENT

Teacher	
Contract Status/Year	
Grade/Subject	
School	
Date	

This form is to be maintained by the teacher as a record of the professional development necessary for license renewal.

List Professional Development Activities	Domain(s)	Number of PDU's

Domains:

- Subject matter of specialty
- Assessment strategies
- Methods and curriculum
- Understanding diversity
- State and national educational priorities
- Use of technology in education

Note:

- One clock hour = 1 PDU
- One quarter hour credit = 20 PDU's.
- One semester hour credit = 30 PDU's
- Minimum # of PDU's:**
- 75 for Basic License
- 125 for standard or continuing license

Teacher Evaluation System Glossary of Terms

Conference: It is understood that accurately evaluating a teacher's performance is much more than observing a teacher in the classroom. Information about many of the standards can only be obtained through conversations and conferences with teachers. Supervisors evaluate information from conferences when completing the Standards Review Form.

Contract Teacher: Any teacher that has completed three successful years as a Probationary teacher in Monroe School District. Contract teachers, by state law, have a two-year contract with the district that is up for renewal annually by the school board.

Formal Observation: A formal observation is a scheduled classroom visit by a supervisor that includes a pre-conference to discuss the lesson, an observation of the full instructional period and a post-conference to discuss the lesson. The teacher will be given written feedback from the supervisor. Formal observations will occur at least twice a year for all Probationary teachers and will be a component in a Program of Assistance for Improvement. However, they can occur for any teacher any time a supervisor deems necessary.

Formative Assessment: Formative assessments occur during an instructional unit. Formative assessments are used to inform and guide instruction.

Observation Year: An Observation Year is a school year where a teacher is formally observed and evaluated on the Summative Evaluation Form. Every year is an Observation Year for Probationary teachers, and one year out of three is an Observation Year for Contract teachers.

Performance Levels: Performance levels are used throughout this evaluation system. Levels used to rate teachers on the standards are based on the following scale: *Unsatisfactory, Basic, Proficient, and Exemplary*. It is important to realize that through this system defines how to evaluate teachers according to standards, determinations about teacher performance can also be made according to state law, and there are incidents when state law would supersede this evaluation system.

The descriptors for the performance levels are as follows:

- ❖ **Unsatisfactory (U):** Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice.
- ❖ **Basic (B):** Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan.
- ❖ **Proficient (P):** Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.
- ❖ **Exemplary (E):** Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.

Performance Standards: State law requires each district to establish performance standards that will be used to evaluate teacher performance. The development of performance standards must be in coordination with the local teachers' association. The Monroe Teacher Evaluation System has seventeen (17) performance standards, and components of these standards are used to set goals for teacher performance.

Probationary Teacher: Any teacher in their first three years of teaching in any district in Oregon.

Plan of Assistance for Improvement: When a teacher has an unsatisfactory evaluation or standards review, the teacher is placed on a Plan of Assistance for Improvement. The Plan of Assistance is formal and involves the District and Association. If a teacher does not improve through the Plan of Assistance, they will not be recommended for rehire to the School Board.

Summative Evaluation: The supervisor completes the Summative Evaluation by evaluating a teacher's performance on the seventeen (17) Monroe performance standards. When completing the Summative Evaluation, each standard is evaluated as a whole. Extended definitions on all of the standards including guiding questions, and evidence to look for can be found on the rubric pages of this manual.

Summative Assessment: Summative assessment occurs at the end of an instructional unit or period of time.

Temporary Teacher: Any teacher employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary teacher.