



# Southeast Island School District Certified Staff Evaluation Instrument

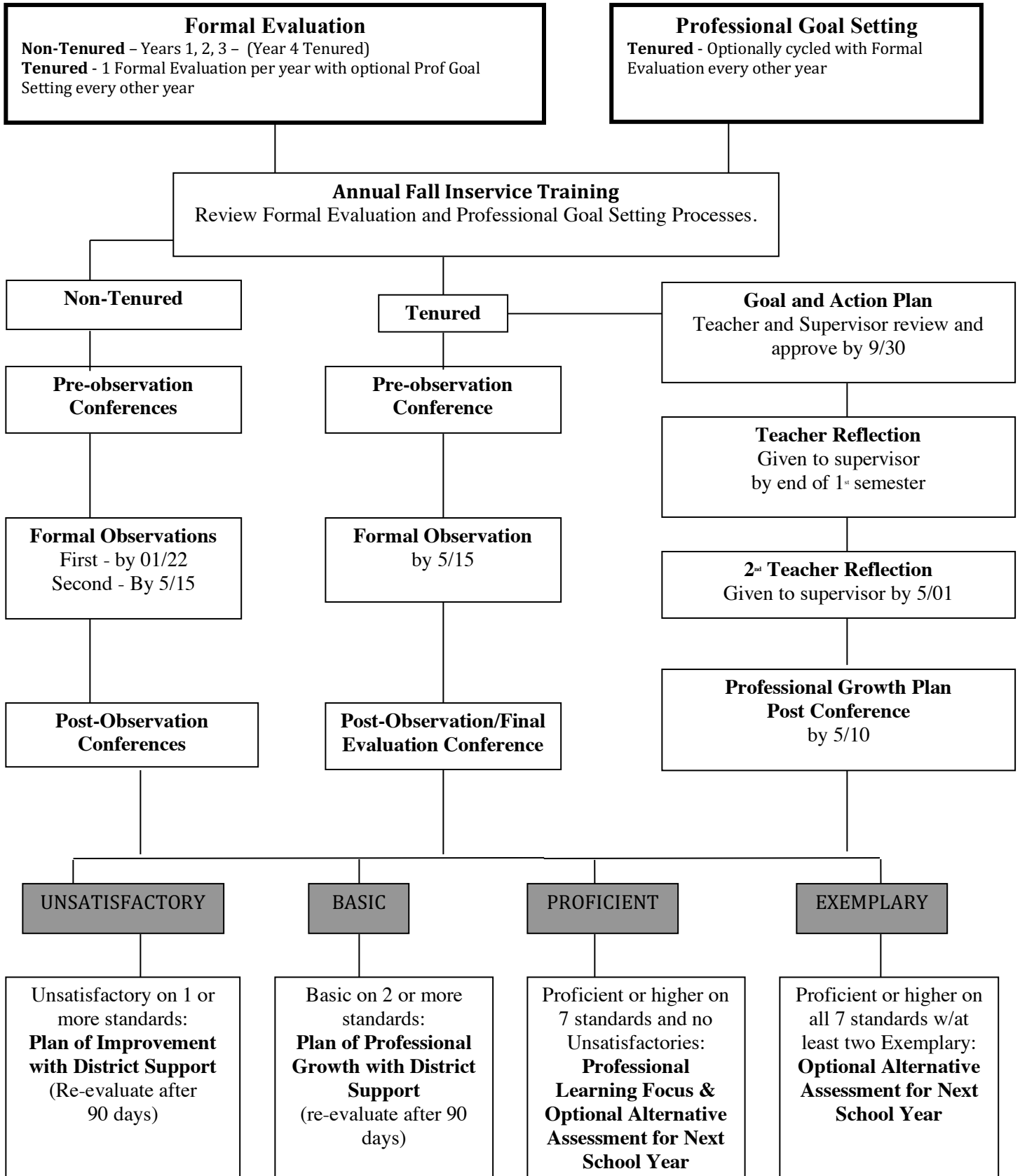


2023 - 2024

## **Mission Statement**

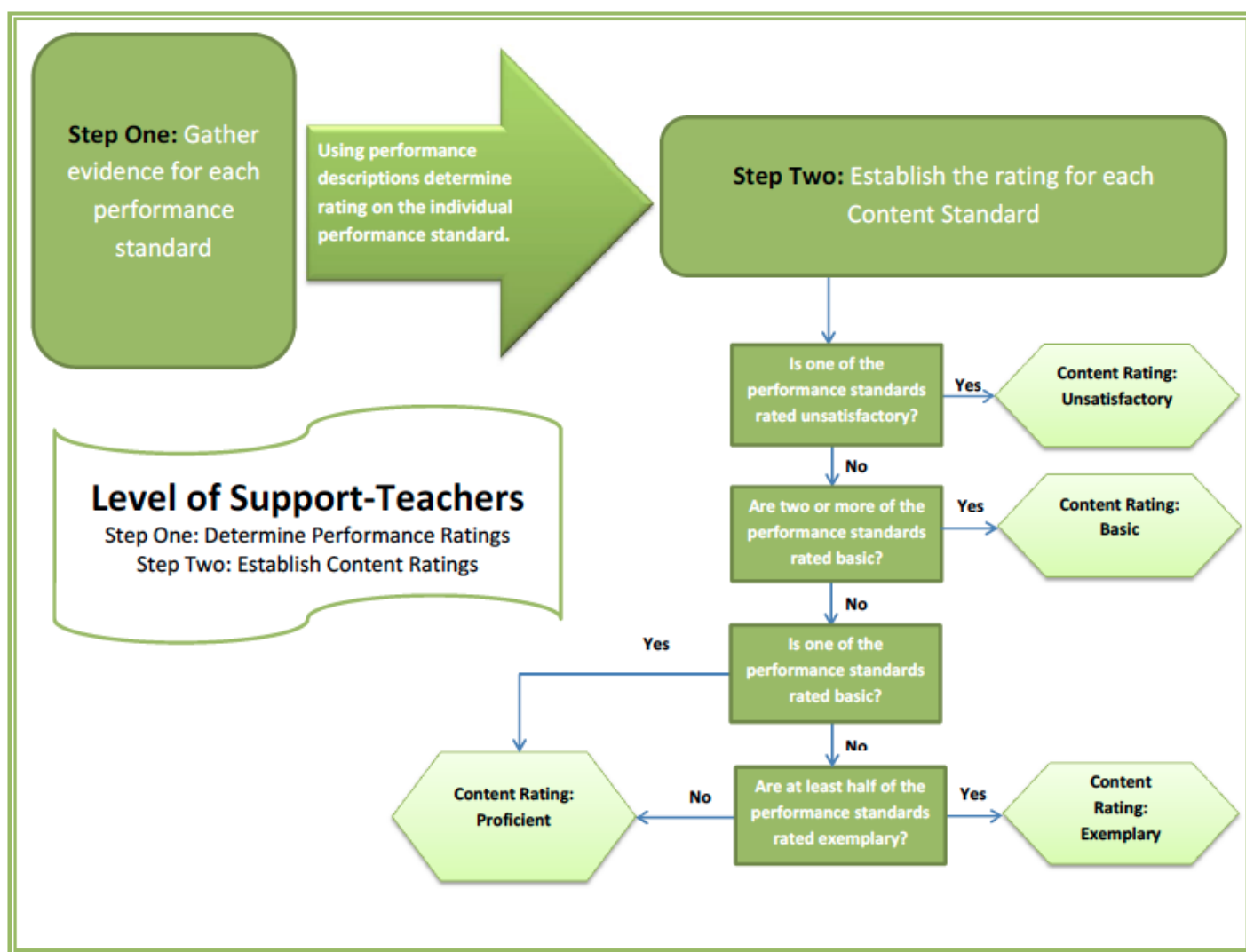
"All groups within Southeast Island School District (students, parents, community and staff) will work together to foster the development of positive, personal, social and academic skills, which will enable students to become productive, service-minded, global citizens. Our students will possess the skills necessary to excel in a rapidly changing world and become life-long learners."

# TEACHER EVALUATION PROCESS



## DETERMINING LEVEL OF SUPPORT

- 1. Evaluation Alternative:** A teacher may select an Evaluation Alternative *for the next school year* if at least two of the standards are rated as *Exemplary*, with the remaining standards rated no lower than *Proficient*.
- 2. Professional Focus:** In collaboration with the evaluator, a teacher should select a professional focus for the following school year if at least seven of the standards are rated as *Proficient* or *Exemplary*, with the remaining standard rated no lower than *Basic*.
- 3. District Support/Plan of Professional Growth:** A teacher must receive District Support or collaborate with district to create a Plan of Professional Growth if no standard is rated *Unsatisfactory* and two or more standards are rated *Basic*.
- 4. Plan of Improvement:** An educator will follow a Plan of Improvement created by the district if any standard is rated *Unsatisfactory*.



## Certified Teacher Evaluation Tool

<b>Teacher:</b>				<b>School Year:</b>	
<b>School:</b>				<b>Grade or Subjects Taught:</b>	
<b>Mentor:</b>				<input type="checkbox"/> <b>Tenured</b>	<input type="checkbox"/> <b>Non-Tenured</b>
				<input type="checkbox"/> <b>1<sup>st</sup> Evaluation</b> <input type="checkbox"/> <b>2<sup>nd</sup> Evaluation</b>	
<b>Evaluator:</b>				<b>Date:</b>	
Unsatisfactory (1)	Basic (2)	Proficient (3)	Exemplary (4)		

### Standard 1: Understanding Student Needs

				Demonstrates knowledge of students, their skills, learning process, special needs and culture
				Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence
				Identifies and teaches to the developmental ability of students
				Applies learning theory in practice to accommodate differences in how students learn.
				Draws from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context to meet individual student needs.
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <i>Average Overall Rating for Standard 1 = Total Points ÷ 5 =</i> </div>				

### Standard 2: Differentiation of Instruction

				Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence
				Sets instructional outcomes with sequence, clarity, and suitable for diverse learners
				Teacher coordinates knowledge of content of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.
				Identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <i>Average Overall rating for Standard 2 = Total Points ÷ 4 =</i> </div>				

### Standard 3: Content Knowledge and Instruction

				Communicates with student's expectations for learning, directions and procedures, explanation of content
				Designs coherent instruction utilizing materials, resources, instructional groups, learning activities and lessons and unit structure.
				Teacher's plans and practices reflect extensive knowledge.
				Incorporates characteristics of the student's and local community's culture into instructional strategies.
				Organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum.
				Creates, selects, adapts, and uses a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations.
				Creates, selects, adapts, and uses a variety of assessment strategies that provide information about and reinforce student learning and that assists students in reflecting on their own progress.
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <i>Average Overall rating for Standard 3 = Total Points ÷ 7 =</i> </div>				

Unsatisfactory (1)	Basic (2)	Proficient (3)	Exemplary (4)	
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### Standard 4: Assessment of Student Learning

				Uses assessment in instruction to assess criteria, monitor student learning, give feedback to students and promote student self-assessment
				Utilizes student assessments that are congruent with instructional outcomes, aligned to standards and uses formative assessment.
				Creates, selects, adapts and uses a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress.
				Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.

*Average Overall rating for Standard 4 = Total Points ÷ 4 =*

### Standard 5: Creates a Positive Learning Environment

				Creates and maintains a stimulating, safe learning community in which students take intellectual risks and work independently and collaboratively.
				Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn.
				Communicates high standards for student performance and clear expectations of what students will learn.
				Assists students in understanding their role in sharing responsibility for their learning.

*Average Overall rating for Standard 5 = Total Points ÷ 4 =*

### Standard 6: Family and Community

				Promotes and maintains regular and meaningful communication between the classroom and students' families.
				Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.
				Connects through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community.
				Involves parents and families in setting and monitoring student learning goals.

*Average Overall rating for Standard 6 = Total Points ÷ 4 =*

### Standard 7: Professional Practice

				Maintains Knowledge of the teacher's content area or areas and best teaching practice.
				Shows professionalism through integrity and ethical conduct, service and advocacy to students and decision-making skills.
				Maintains accurate records, student progress, completion of assignments and non-instructional records.
				Engages in instructional development activities to improve or update classroom, or district programs.
				Communicates, works cooperatively, and develops professional relationships with colleagues.

*Average Overall rating for Standard 7 = Total Points ÷ 5 =*

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**Evaluation Narrative Summary**

<b>Standards</b>	One	Two	Three	Four	Five	Six	Seven	<b>Overall Average Rating</b>
<b>Average</b>								
<b>*Rating</b>								

**\*Professional Performance Standards Rating Scale**

3.5 ≤ Exemplary ≤ 4.0	1.5 ≤ Basic < 2.5
2.5 ≤ Proficient < 3.5	1.0 ≤ Unsatisfactory < 1.5

**Overall Rating Determination (CIRCLE ONE)**

Proficient or higher on all 7 standards with at least 2 Exemplaries	<b>Exemplary</b>	Basic on 2 or more standards	<b>Basic</b>
Proficient or higher on 7 standards with no Unsatisfactories	<b>Proficient</b>	Unsatisfactory on 1 or more standards	<b>Unsatisfactory</b>

**LEVEL OF SUPPORT (CHECK ONE BOX)**

- Plan of Improvement (Unsatisfactory rating)**
 **District Support (Basic rating)** *(or Plan for Professional Growth)*
 **Professional Focus (Proficient rating)**
 **Evaluation Alternative (Exemplary rating)**

After completion of the evaluation process, the teacher may retain the evaluation for a period of 72 hours prior to signing it for the purpose of reviewing and commenting upon it. The following signatures indicate that the teacher and supervisor have met, but may or may not indicate agreement with the contents of the evaluation. The teacher is invited to add a written copy of comments or concerns.

Please check here if any additional documents have been attached.

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

# STANDARDS

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## FOR ALASKA'S TEACHERS

### **1 A teacher understands how students learn and develop, and applies that knowledge in the teacher's practice.**

*Performances that reflect attainment of this standard include*

- a. accurately identifying and teaching to the developmental abilities of students; and
- b. applying learning theory in practice to accommodate differences in how students learn, including accommodating differences in student intelligence, perception, and cognitive style.

### **2 A teacher teaches students with respect for their individual and cultural characteristics.**

*Performances that reflect attainment of this standard include*

- a. incorporating characteristics of the student's and local community's culture into instructional strategies that support student learning;
- b. identifying and using instructional strategies and resources that are appropriate to the individual and special needs of students; and
- c. applying knowledge of Alaska history, geography, economics, governance, languages, traditional life cycles and current issues to the selection of instructional strategies, materials, and resources.

### **3 A teacher knows the teacher's content area and how to teach it.**

*Performances that reflect attainment of this standard include*

- a. demonstrating knowledge of the academic structure of the teacher's content area, its tools of inquiry, central concepts, and connections to other domains of knowledge;
- b. identifying the developmental stages by which learners gain mastery of the content area, applying appropriate strategies to assess a student's stage of learning in the subject, and applying appropriate strategies, including collaborating with others, to facilitate students' development;
- c. drawing from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context;
- d. connecting the content area to other content areas and to practical situations encountered outside the school; and
- e. staying current in the teacher's content area and demonstrating its relationship with and application to classroom activities, life, work, and community.

### **4 A teacher facilitates, monitors, and assesses student learning.**

*Performances that reflect attainment of this standard include*

- a. organizing and delivering instruction based on the characteristics of the students and the goals of the curriculum;
- b. creating, selecting, adapting, and using a variety of instructional resources to facilitate curricular goals and student attainment of performance standards
- c. creating, selecting, adapting, and using a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress;
- d. organizing and maintaining records of students' learning and using a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences; and
- e. reflecting on information gained from assessments and adjusting teaching practice, as appropriate, to facilitate student progress toward learning and curricular goals.



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**5** A teacher creates and maintains a learning environment in which all students are actively engaged and contributing members.

*Performances that reflect attainment of this standard include*

- a. creating and maintaining a stimulating, inclusive, and safe learning community in which students take intellectual risks and work independently and collaboratively;
- b. communicating high standards for student performance and clear expectations of what students will learn;
- c. planning and using a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn; and
- d. assisting students in understanding their role in sharing responsibility for their learning.

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**6** A teacher works as a partner with parents, families, and the community.

*Performances that reflect attainment of this standard include*

- a. promoting and maintaining regular and meaningful communication between the classroom and students' families;
- b. working with parents and families to support and promote student learning;
- c. participating in school-wide efforts to communicate with the broader community and to involve parents and families in student learning;
- d. connecting, through instructional strategies, the school and classroom activities with student homes and cultures, work places, and the
- e. community; and involving parents and families in setting and monitoring student learning goals.

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**7** A teacher participates in and contributes to the teaching profession.

*Performances that reflect attainment of this standard include*

- a. maintaining a high standard of professional ethics;
- b. maintaining and updating both knowledge of the teacher's content area or areas and best teaching practice;
- c. engaging in instructional development activities to improve or update classroom, school, or district programs; and
- d. communicating, working cooperatively, and developing professional relationships with colleagues.



## SOUTHEAST ISLAND SCHOOL DISTRICT

### Evaluation Alternative

#### Rationale

- **Evaluation Alternative:** A tenured teacher may select an Evaluation Alternative if at least two of the standards were rated as *Exemplary*, with the remaining standards rated no lower than *Proficient* in the previous year's evaluation.

#### Evaluation Alternative Process

- Unless directed by the supervisor, the teacher may choose a goal representing any of the seven teaching domains. This goal may be based on a prior performance evaluation, replicate a district wide or school improvement goal, and/or be an individual or group goal.
- Example goal statements include the following:
  - Improve my fifth grade classroom reading scores by 20 percentile points on the Spring MAPS testing by using guided reading components and strategies on a daily basis.
  - Improve middle school social students instruction by replacing one traditional assignment with a performance task each nine weeks.
  - Redesign at least four science assignments by adding a writing component that incorporates at least some of the six writing traits.
- Once developed, the teacher and supervisor will review and approve the goal and action plan by the end of September, as indicated by both signatures of approval.

#### Teacher's Reflections

- The teacher will write a reflection each semester, summarizing their own progress and growth as well as identifying any obstacles or needs.
- The teacher will provide the supervisor with a copy of the first reflection by the end of the first semester, at which time, a personal conference may be requested by either the teacher or supervisor.
- The teacher will provide the supervisor with a copy of the second reflection by May 1<sup>st</sup> or prior to the scheduled summative evaluation conference.

#### Supervisor's Evaluation

- Based on the teacher's feedback, observations, and other data, the supervisor will evaluate the goal as fully accomplished, partially accomplished, or not accomplished. When a goal has been evaluated as "partially accomplished, or "not accomplished," the supervisor will communicate in the section "Supervisor's Evaluation and Comments" whether the goal must be continued for the following school year in addition to the teacher's formal evaluation.
- The supervisor and teacher will conference together by May 15 or during the summative evaluation conference, as indicated by their signatures, to review and evaluate the teacher's achievement of the goal. The teacher's signature will indicate the review and receipt of, not necessarily agreement with, the evaluation. The teacher may write additional comments and attach a written response.



# SOUTHEAST ISLAND SCHOOL DISTRICT

## Plan of Professional Growth

**Professional Goal:**

**Highlight most appropriate Standard(s) that your goal addresses:**

Standard 1: Understanding Student Need Planning and Preparation	Standard 2: Differentiation of Instruction	Standard 3: Content Knowledge and Instruction	Standard 4: Assessment and Student Learning
<ul style="list-style-type: none"> <li>- Demonstrates knowledge of students, their skills, learning process, special needs and culture</li> <li>- Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence</li> <li>- Identifies and teaches to the developmental ability of students</li> <li>- Applies learning theory in practice to accommodate differences in how students learn.</li> <li>- Draws from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context to meet individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence</li> <li>- Sets instructional outcomes with sequence, clarity, and suitable for diverse learners</li> <li>- Teacher coordinates knowledge of content of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</li> <li>- Identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students</li> </ul>	<ul style="list-style-type: none"> <li>- Communicates with student's expectations for learning, directions and procedures, explanation of content</li> <li>- Designs coherent instruction utilizing materials, resources, instructional groups, learning activities and lessons and unit structure.</li> <li>- Teacher's plans and practices reflect extensive knowledge.</li> <li>- Incorporates characteristics of the student's and local community's culture into instructional strategies.</li> <li>- Organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum.</li> <li>- Creates, selects, adapts, and uses a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations.</li> <li>- Creates, selects, adapts, and uses a variety of assessment strategies that provide information about and reinforce student learning and that assists students in reflecting on their own progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses assessment in instruction to assess criteria, monitor student learning, give feedback to students and promote student self-assessment</li> <li>- Utilizes student assessments that are congruent with instructional outcomes, aligned to standards and uses formative assessment.</li> <li>- Creates, selects, adapts and uses a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress.</li> <li>- Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.</li> </ul>

Standard 5: Creates a Positive Learning Environment	Standard 6: Family and Community	Standard 7: Professional Practice
<ul style="list-style-type: none"> <li>- Creates and maintains a stimulating, safe learning community in which students take intellectual risks and work independently and collaboratively.</li> <li>- Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn.</li> <li>- Communicates high standards for student performance and clear expectations of what students will learn.</li> <li>- Assists students in understanding their role in sharing responsibility for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Promotes and maintains regular and meaningful communication between the classroom and students' families.</li> <li>- Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.</li> <li>- Connects through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community.</li> <li>- Involves parents and families in setting and monitoring student learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintains Knowledge of the teacher's content area or areas and best teaching practice.</li> <li>- Shows professionalism through integrity and ethical conduct, service and advocacy to students and decision-making skills.</li> <li>- Maintains accurate records, student progress, completion of assignments and non-instructional records.</li> <li>- Engages in instructional development activities to improve or update classroom, or district programs.</li> <li>- Communicates, works cooperatively, and develops professional relationships with colleagues.</li> </ul>

### **Action Plan**

<b>Activities and Strategies</b>	<b>Timelines</b>	<b>Evaluation Indicators</b>

### **Approval of Goal and Action Plan**

**Teacher's Name:** \_\_\_\_\_ **Initials:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Supervisor's Name:** \_\_\_\_\_ **Initials:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Both signatures of approval are due by the end of September**



# SOUTHEAST ISLAND SCHOOL DISTRICT

## Teacher Reflection

Teacher's Reflection (Progress/Growth, Obstacles and Needs):

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

The teacher will provide the supervisor with a copy of the reflection, at which either the teacher or supervisor may request time for a personal conference.

# SOUTHEAST ISLAND SCHOOL DISTRICT

## Supervisor's Comments and Professional Goal Setting Results

Supervisor's Comments:

### Professional Goal Setting Results

After completion of the evaluation process, the teacher may retain the evaluation for a period of 72 hours prior to signing it for the purpose of reviewing and commenting upon it. The following signatures indicate that the teacher and supervisor have met, but may or may not indicate agreement with the contents of the evaluation. The teacher is invited to add a written copy of comments or concerns.

\_\_\_\_\_ Please check here if any additional documents have been attached.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

# **SOUTHEAST ISLAND SCHOOL DISTRICT**

## **PLAN OF IMPROVEMENT**

When a certified employee is rated with one or more "unsatisfactory" on their teacher evaluation during an evaluation period, the teacher shall be placed on a Plan of Improvement for a period of not less than 90 workdays and not more than 180 workdays unless the minimum time is shortened by agreement between the evaluator and the certified employee.

The evaluating administrator shall consult with the teacher in the development of the Plan of Improvement. The Plan of Improvement shall be based on the SISD and Alaska Standards for Teachers and specify clear, specific performance expectations to be included in the Plan of Improvement.

The performance expectations must be achieved during the period of the Plan of Improvement. The evaluator must observe the teacher at least "twice" during the course of the plan. The employee and supervisor must sign the plan.

The Plan of Improvement shall be submitted to the Superintendent for review and approval prior to implementation.

The result of a Plan of Improvement will be reported to the superintendent in the form of a culminating employee evaluation using the appropriate employee evaluation form.

Failure to achieve the performance indicators stipulated in the Plan of Improvement may result in a recommendation for non-retention from the evaluator to the superintendent.

A recommendation for non-retention will result in a review of the teacher's performance and of the evaluation process by an administrator appointed by the superintendent.

A successful evaluation at the end of a Plan of Improvement period will help in deciding retention of the employee.



# SOUTHEAST ISLAND SCHOOL DISTRICT

## Plan of Improvement and Action Plan

Teacher's Name:	Date:
School:	Start Date for Plan:
Supervisor:	Targeted End Date (Not less than 90 workdays):

### Highlight most appropriate Standard(s) that address your plan:

Standard 1: Understanding Student Need Planning and Preparation	Standard 2: Differentiation of Instruction	Standard 3: Content Knowledge and Instruction	Standard 4: Assessment and Student Learning
<ul style="list-style-type: none"> <li>- Demonstrates knowledge of students, their skills, learning process, special needs and culture</li> <li>- Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence</li> <li>- Identifies and teaches to the developmental ability of students</li> <li>- Applies learning theory in practice to accommodate differences in how students learn.</li> <li>- Draws from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context to meet individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence</li> <li>- Sets instructional outcomes with sequence, clarity, and suitable for diverse learners</li> <li>- Teacher coordinates knowledge of content of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</li> <li>- Identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students</li> </ul>	<ul style="list-style-type: none"> <li>- Communicates with student's expectations for learning, directions and procedures, explanation of content</li> <li>- Designs coherent instruction utilizing materials, resources, instructional groups, learning activities and lessons and unit structure.</li> <li>- Teacher's plans and practices reflect extensive knowledge.</li> <li>- Incorporates characteristics of the student's and local community's culture into instructional strategies.</li> <li>- Organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum.</li> <li>- Creates, selects, adapts, and uses a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations.</li> <li>- Creates, selects, adapts, and uses a variety of assessment strategies that provide information about and reinforce student learning and that assists students in reflecting on their own progress.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses assessment in instruction to assess criteria, monitor student learning, give feedback to students and promote student self-assessment</li> <li>- Utilizes student assessments that are congruent with instructional outcomes, aligned to standards and uses formative assessment.</li> <li>- Creates, selects, adapts and uses a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress.</li> <li>- Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.</li> </ul>

Standard 5: Creates a Positive Learning Environment	Standard 6: Family and Community	Standard 7: Professional Practice	Standard 8: Student Growth
<ul style="list-style-type: none"> <li>- Creates and maintains a stimulating, safe learning community in which students take intellectual risks and work independently and collaboratively.</li> <li>- Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn.</li> <li>- Communicates high standards for student performance and clear expectations of what students will learn.</li> <li>- Assists students in understanding their role in sharing responsibility for their learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Promotes and maintains regular and meaningful communication between the classroom and students' families.</li> <li>- Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.</li> <li>- Connects through instructional strategies, the school and classroom activities with student homes and cultures, work places and the community.</li> <li>- Involves parents and families in setting and monitoring student learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintains Knowledge of the teacher's content area or areas and best teaching practice.</li> <li>- Shows professionalism through integrity and ethical conduct, service and advocacy to students and decision-making skills.</li> <li>- Maintains accurate records, student progress, completion of assignments and non-instructional records.</li> <li>- Engages in instructional development activities to improve or update classroom, or district programs.</li> <li>- Communicates, works cooperatively, and develops professional relationships with colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>- Student Growth needs to be measurable, long-term, and attainable academic growth that the teacher sets at the beginning of the year for all students or for subgroups of students.</li> <li>- Student Learning Objectives help define what is going to be measured and how.</li> <li>- Student Learning Objectives must be aligned to SMART goals</li> <li>- SMART is an acronym for: S = Specific M = Measurable A = Attainable R = Results Based T = Time Bound</li> <li>- A Student Learning Objective needs to pass all 5 SMART goal initiatives in order for it to be a valid SLO</li> </ul>

Goal:
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Activities and Strategies	Timelines	Evaluation Indicators
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**Observation One**

<p>Supervisor's Comments:</p>    <p>Signature: Date:</p>
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**Observation Two**

<p>Supervisor's Comments:</p>    <p>Signature: Date:</p>
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**Final Conference Notes:**

<p> </p>
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\_\_\_ Teacher has successfully completed performance indicators stipulated in the Plan of Improvement period.

\_\_\_ Teacher failed to achieve the performance indicators stipulated in the Plan of Improvement.

My signature indicates that I have met with my evaluator and read my plan. My signature may or may not indicate agreement with the contents of the plan.

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<b>Standard 1: Understanding Student Needs</b>				
<b>1.1. Demonstrates knowledge of students, their skills, learning process, special needs and culture</b>	Teacher demonstrates no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher demonstrates some basic/minimal knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and occasionally seeks such understanding.	<p>Teacher actively seeks knowledge of most students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.</p> <p>Teacher demonstrates knowledge of most students' backgrounds, cultures, skills, language proficiency, interests, and special needs.</p>	<p>Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for each student.</p> <p>Teacher demonstrates deep knowledge of all students' backgrounds, cultures, skills, language, proficiency, interests, and special needs.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>1.2 Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence</b></p>	<p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little to no intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Some activities and assignments, materials, and groupings of students are appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in basic/minimal intellectual engagement. The lesson has basic/minimal structure and its pacing could use improvement.</p>	<p>Most activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. Most students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>All students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of all individuals, and the structure and pacing allow for student reflection and closure.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>1.3 Identifies and teaches to the developmental ability of students</b></p>	<p>Teacher demonstrates no knowledge of students’ developmental ability, and does not seek such understanding.</p> <p>Teacher’s questions are low-level or inappropriate, eliciting limited to no student participation, and recitation rather than discussion.</p>	<p>Teacher demonstrates basic/minimal knowledge of students’ developmental ability, and occasionally seeks such understanding.</p> <p>Teacher’s questions are basic to moderate, eliciting some student participation, with some students participating in the discussion.</p>	<p>Teacher demonstrates knowledge of most students’ developmental abilities, and actively seeks such understanding.</p> <p>Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Most students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>Teacher demonstrates thorough knowledge of all students’ developmental abilities, and continually seeks such understanding from a variety of sources.</p> <p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>1.4 Applies learning theory in practice to accommodate differences in how students learn.</b></p>	<p>The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure.</p>	<p>The series of learning experiences are minimally aligned with the instructional outcomes and occasionally represent a coherent structure. They are suitable for only some students.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to most students. The lesson or unit has a clear structure and is likely to engage most students in significant learning.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of exceptional learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and engages them in exceptional learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>1.5</b>  <b>Draws from a wide repertoire of strategies, including, where appropriate, instructional applications of technology, and adapting and applying these strategies within the instructional context to meet individual student needs.</b></p>	<p>The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. Lessons demonstrate ineffective use of available technology and do not engage students.</p>	<p>The series of learning experiences are minimally aligned with the instructional outcomes and rarely represent a coherent structure. They are suitable for some students. Lessons demonstrate a basic use of available technology and minimally engage students.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and engages most students in significant learning. Effectively uses available technology to support teaching.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and engages them in exceptional learning. The lesson or unit's structure is clear and allows for different pathways according to student needs. Available technology is used to enrich teaching.</p>
<b>Standard 2: Differentiation of Instruction</b>				

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>2.1</b>  <b>Demonstrates flexibility and responsiveness through adjustment of lessons, appropriate responses to students and persistence</b></p>	<p>Teacher’s questions are low-level or inappropriate, eliciting limited or no student participation, and recitation rather than discussion.</p>	<p>Teacher’s questions are basic or minimal, eliciting some student participation, and recitation rather than discussion.</p>	<p>Most of the teacher’s questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. Most students participate in the discussion, with the teacher stepping aside when appropriate.</p>	<p>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</p>
<p><b>2.2</b>  <b>Sets instructional outcomes with sequence, clarity, and suitable for diverse learners</b></p>	<p>Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.</p>	<p>Instructional outcomes are unsuitable for some students, represent basic/minimal learning, or are stated as activities. They rarely permit viable methods of assessment.</p>	<p>Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.</p>	<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>2.3</b>  <b>Teacher coordinates knowledge of content of students and of resources to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.</b></p>	<p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.</p>	<p>Activities and assignments, materials, and groupings of students are minimally appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in some intellectual engagement. The lesson has basic/minimal structure and pacing could use improvement.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. Most students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.</p>	<p>All students are highly engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p>
<p><b>2.4</b>  <b>Identifies and uses instructional strategies and resources that are appropriate to the individual and special needs of students</b></p>	<p>Teacher demonstrates little or no knowledge of instructional strategies and resources that are appropriate to the individual and special needs of students.</p>	<p>Teacher demonstrates some knowledge of instructional strategies and resources that are appropriate to the individual and special needs of students and occasionally seeks such understanding. Teacher applies this knowledge to some lessons and activities.</p>	<p>Teacher demonstrates knowledge of instructional strategies and resources that are appropriate to the individual and special needs of most students and frequently seeks such understanding. Teacher applies this knowledge to most lessons and activities.</p>	<p>Teacher actively seeks knowledge of instructional strategies and resources for all students' individual and special needs from a variety of sources, and attains and applies this knowledge to all lessons and activities for all students exceptionally well.</p>
<p><b>Standard 3: Content Knowledge and Instruction</b></p>				



Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<b>3.1 Communicates with student's expectations for learning, directions and procedures, explanation of content</b>	Teacher does not communicate expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students.	Teacher communicates basic expectations for learning. Directions, procedures, and explanations of content are often unclear or confusing to students.	Teacher clearly communicates expectations for learning. Directions, procedures, and explanations of content are clear to most students.	Teacher clearly communicates expectations for learning. Directions, procedures, and explanations of content are clear to all students.
<b>3.2 Designs coherent instruction utilizing materials, resources, instructional groups, learning activities and lessons and unit structure.</b>	Teacher designs incoherent instruction utilizing little to no materials, resources, or instructional groups for learning activities and lessons.	Teacher designs coherent instruction utilizing some appropriate materials, resources, or instructional groups for learning activities and lessons.	Teacher designs coherent instruction utilizing a variety of appropriate materials, resources, or instructional groups for most learning activities and lessons.	Teacher designs exceptional instruction utilizing a variety of appropriate materials, resources, and instructional groups for all learning activities and lessons.
<b>3.3 Teacher's plans and practices reflect extensive knowledge.</b>	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher sometimes accurately assesses the effectiveness of the lesson, and has some ideas about how the lesson could be improved.	Most of the time, the teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher demonstrates active reflection as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicting the likely success of each.

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>3.4</b>  <b>Incorporates characteristics of the student's and local community's culture into instructional strategies.</b></p>	<p>Teacher demonstrates no knowledge of the students' and local community's culture and does not seek such understanding.</p> <p>Activities and assignments, materials, and groupings of students are inappropriate to the student's and/or community's culture, resulting in little to no engagement.</p>	<p>Teacher demonstrates a basic knowledge of the students' and local community's culture and occasionally seeks such understanding.</p> <p>Activities and assignments, materials, and groupings of students are somewhat appropriate to the student's and/or community's culture, resulting in some engagement.</p>	<p>Teacher demonstrates knowledge of most students' and the local community's cultures, and actively seeks such understanding.</p> <p>Activities and assignments, materials, and groupings of students are fully appropriate to the students' and the local community's cultures. Most students are engaged in work of a high level of rigor.</p>	<p>Teacher demonstrates thorough knowledge of all students' and the local community's cultures, and continually seeks such understanding from a variety of sources.</p> <p>All students are highly engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials, which have been tailored to reflect the students' and local community's cultures. The lesson is adapted as needed to the needs of individuals.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>3.5 Organizes and delivers instruction based on the characteristics of the students and the goals of the curriculum.</b></p>	<p>Teacher demonstrates no knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.</p> <p>Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes or the characteristics of the students, resulting in little to no engagement. The lesson does not reflect the goals of the curriculum</p>	<p>Teacher demonstrates basic/minimal knowledge of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and occasionally seeks such understanding.</p> <p>Activities and assignments, materials, and groupings of students are somewhat appropriate to the instructional outcomes or the characteristics of the students, resulting in some engagement. The lesson minimally reflect the goals of the curriculum</p>	<p>Teacher demonstrates knowledge of most students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and actively seeks such understanding.</p> <p>Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes and the characteristics of the students. Most students are engaged in work of a high level of rigor. The lesson reflects the goals of the curriculum.</p>	<p>Teacher demonstrates thorough knowledge of all students’ backgrounds, cultures, skills, language proficiency, interests, and special needs, and continually seeks such understanding from a variety of sources.</p> <p>Students are highly engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals and fully reflects the goals of the curriculum.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>3.6</b>  <b>Creates, selects, adapts, and uses a variety of instructional resources to facilitate curricular goals and student attainment of performance standards and grade level expectations.</b></p>	<p>Teacher demonstrates no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.</p>	<p>Teacher demonstrates some familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher occasionally seeks such knowledge.</p>	<p>Teacher is fully aware of the resources available throughout the school or district to enhance own knowledge, to use in teaching, or for students who need them.</p>	<p>Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.</p>
<p><b>3.7</b>  <b>Creates, selects, adapts, and uses a variety of assessment strategies that provide information about and reinforce student learning and that assists students in reflecting on their own progress.</b></p>	<p>Teacher’s plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have no impact on the design of future instruction.</p>	<p>Teacher’s plan for assessing student learning contains basic criteria and standards, is minimally aligned with the instructional outcomes, or is inappropriate to some students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>Teacher’s plan for student assessment is aligned with the instructional outcomes, using clear criteria, and is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>
<p><b>Standard 4: Assessment of Student Learning</b></p>				

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>4.1</b>  <b>Uses assessment in instruction to assess criteria, monitor student learning, give feedback to students and promote student self-assessment</b></p>	<p>Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p>	<p>Assessment is sometimes used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, and through feedback to students.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p>
<p><b>4.2</b>  <b>Utilizes student assessments that are congruent with instructional outcomes, aligned to standards and uses formative assessment.</b></p>	<p>Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.</p>	<p>Teacher's plan for assessing student learning contains some clear criteria or standards, is sometimes aligned with the instructional outcomes, but can be inappropriate to some students. The results of assessment have some impact on the design of future instruction.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria or standards, and is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>4.3</b>  <b>Creates, selects, adapts and uses a variety of assessment strategies that provide information about and reinforce student learning and that assist students in reflecting on their own progress.</b></p>	<p>Assessment strategies are not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p>	<p>Assessment strategies are sometimes used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.</p>	<p>Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.</p>	<p>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.</p>
<p><b>4.4</b>  <b>Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences</b></p>	<p>Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion. Teacher communication with families, about the instructional program, or about individual students, is non-existent.</p>	<p>Teacher's systems for maintaining both instructional and non-instructional records sometimes result in errors and confusion. Teacher communication with families, about the instructional program, or about individual student progress, is sporadic.</p>	<p>Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful. Teacher communicates frequently with families and successfully engages them in the instructional program, or about individual progress.</p>	<p>Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful. Teacher's communication with families is frequent and students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<b>Standard 5: Creates a Positive Learning Environment</b>				
<p><b>5.1</b>  <b>Creates and maintains a stimulating, safe learning community in which students take intellectual risks and work independently and collaboratively.</b></p>	<p>Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.</p> <p>The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.</p>	<p>Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize some interactions between teacher and students, and/or among students.</p> <p>The physical environment meets minimal safety requirements. There is some alignment between the physical arrangement and the lesson activities.</p>	<p>Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.</p> <p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.</p>	<p>Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.</p> <p>The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<b>5.2 Plans and uses a variety of classroom management techniques to establish and maintain an environment in which all students are able to learn.</b>	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize some interactions between teacher and students, and/or among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.



Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>5.3</b>  <b>Communicates high standards for student performance and clear expectations of what students will learn.</b></p>	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Communications are minimally appropriate to students' cultures and levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.</p>	<p>Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>5.4</b>  <b>Assists students in understanding their role in sharing responsibility for their learning.</b></p>	<p>Teacher does not communicate with students about their role in sharing responsibility for learning or the communication is unclear or confusing.</p> <p>There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.</p>	<p>Teacher shares minimal/basic information with students about their role in sharing responsibility for learning.</p> <p>There is some evidence that standards of conduct have been established, and basic teacher monitoring of student behavior. Response to student misbehavior is somewhat effective and minimally respectful of student dignity.</p>	<p>Teacher helps most students understand their role in sharing responsibility for their learning.</p> <p>Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.</p>	<p>All students understand their shared responsibility for learning.</p> <p>Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.</p>
<b>Standard 6: Family and Community</b>				
<p><b>6.1</b>  <b>Promotes and maintains regular and meaningful communication between the classroom and students' families.</b></p>	<p>Teacher communication with families is sporadic. Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher communication with families is very minimal. Teacher makes some attempts to engage families in the instructional program.</p>	<p>Teacher communicates frequently with families and successfully engages them in the instructional program.</p>	<p>Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>6.2 Organizes and maintains records of students' learning and uses a variety of methods to communicate student progress to students, parents, administrators, and other appropriate audiences.</b></p>	<p>Teacher's systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion. Teacher communication with families, about the instructional program, or about individual students, is non-existent.</p>	<p>Teacher's systems for maintaining both instructional and non-instructional records sometimes result in errors and confusion. Teacher communication with families, about the instructional program, or about individual student progress, is sporadic.</p>	<p>Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful. Teacher communicates frequently with families and successfully engages them in the instructional program, or about individual progress.</p>	<p>Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful. Teacher's communication with families is frequent and students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.</p>
<p><b>6.3 Connects through instructional strategies, the school and classroom activities with student homes and cultures, workplaces and the community.</b></p>	<p>Teacher demonstrates little or no connection through instructional strategies, the school and classroom activities with student homes and cultures, workplaces and the community.</p>	<p>Teacher demonstrates minimal/basic connection through instructional strategies, the school and classroom activities with student homes and cultures, workplaces and the community.</p>	<p>Teacher demonstrates some connection through instructional strategies, the school and classroom activities with student homes and cultures, workplaces and the community.</p>	<p>Teacher ensures the success of all students, using an extensive repertoire of instructional strategies that connects student homes and cultures, workplaces and the community.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>6.4 Involves parents and families in setting and monitoring student learning goals.</b></p>	<p>Teacher communication with families, about setting and monitoring student learning goals is sporadic. Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher communication with families, about setting and monitoring student learning goals is minimal/basic. Teacher makes some attempts to engage families in the instructional program.</p>	<p>Teacher communicates frequently with families about setting and monitoring student learning goals and successfully engages them in the instructional program.</p>	<p>Teacher’s communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program and in setting and monitoring student learning goals.</p>
Standard 7: Professional Practice				
<p><b>7.1 Maintains Knowledge of the teacher’s content area or areas and best teaching practice.</b></p>	<p>Teacher’s plans and practice display minimal knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.</p>	<p>Teacher’s plans and practice display some knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.</p>	<p>Teacher’s plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.</p>	<p>Teacher’s plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.</p>

Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<b>7.2 Shows professionalism through integrity and ethical conduct, service and advocacy to students and decision-making skills.</b>	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students.	Teacher demonstrates basic/minimal professionalism through integrity and ethical conduct, service and advocacy to students and decision making skills.	Teacher displays professionalism through integrity and ethical conduct, service and advocacy to students and decision making skills.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, service and advocacy to students and decision making skills.
<b>7.3 Maintains accurate records, student progress, completion of assignments and non-instructional records.</b>	Teacher’s systems for maintaining both instructional and non-instructional records are either non-existent or in disarray, resulting in errors and confusion.	Teacher’s systems for maintaining both instructional and non-instructional records sometimes result in errors and confusion but corrections are made quickly.	Teacher’s systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for maintaining both instructional and non-instructional records, which are accurate, efficient and successful
<b>7.4 Engages in instructional development activities to improve or update classroom, or district programs.</b>	Teacher rarely if at all participates in instructional/professional development activities to improve or update classroom, or district programs.	Teacher usually participates in instructional/professional development activities to improve or update classroom, or district programs.	Teacher frequently seeks out opportunities for instructional/professional development to update classroom activities based on an individual assessment of need.	Teacher actively pursues instructional/professional development opportunities, and actively shares expertise with others to assist in updating district programs.


Appendix A

SISD Teacher Evaluation Tool - Performance Level Descriptions				
Standard	Unsatisfactory	Basic	Proficient	Exemplary
<p><b>7.5 Communicates, works cooperatively, and develops professional relationships with colleagues.</b></p>	<p>Teacher avoids participating in a professional community or in school and district events and projects that require communication and working cooperatively. Relationships with colleagues are negative or self-serving.</p>	<p>Teacher minimally participates in the professional community or in school and district events and projects that require communication and working cooperatively. Relationships with colleagues are basic.</p>	<p>Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.</p>	<p>Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.</p>














## Southeast Island School District

### Grades K-3 Student Survey























The teacher should read each item aloud to students. For each question, the student should mark or circle

 "YES" if they agree and  "NO" if they disagree.

MY TEACHER: \_\_\_\_\_

Learning Goals & Feedback	YES	NO
My teacher tells me what I am going to learn about.		
My teacher tells me how well I am doing in class.		
Rules & Procedures	YES	NO
My teacher tells me what the rules are for our classroom.		
My classroom is a good place to learn.		
New Information	YES	NO
My teacher tells me when I need to listen carefully because she/he is saying important things.		
Sometimes we work in groups in my class.		
My teacher helps me explore new ideas.		
Practicing & Deepening Knowledge	YES	NO
In my class, students help each other learn.		
In my class, we talk about how things are the same and different.		

## Appendix B

Applying Knowledge	YES	NO
My teacher asks me to solve problems in teams.		
My teacher will get me help if I need it.		
Engagement	YES	NO
My teacher likes it when I answer question and tell her what I think.		
It is okay if I disagree with other boys and girls as long as I don't hurt their feelings.		
Management	YES	NO
If a student breaks a rule, my teacher will give them consequences.		
If I follow the rules, my teacher notices and tells me . . . Good Job, Thank you for following directions, Thanks for listening . . .		
Relationships	YES	NO
My teacher likes me.		
My teacher wants to know more about me.		
Expectations	YES	NO
My teacher believes that I can learn.		
In my class, I have to answer hard questions.		
In my class, my teacher expects me to do my best. My teacher helps me select and monitor my learning goals.		



## STUDENT SURVEY - Teacher GRADES 4-5

This questionnaire is designed to give students the opportunity to provide information about teacher performance. Please check one response per question and feel free to comment on any question. Students are encouraged to talk with the teacher to discuss their concerns at any time.

Teacher's Name: \_\_\_\_\_ Date: \_\_\_\_\_

MY TEACHER:	YES	NO
1. Answers my questions.	<input type="checkbox"/>	<input type="checkbox"/>
2. Keeps the class organized.	<input type="checkbox"/>	<input type="checkbox"/>
3. Treats me fairly.	<input type="checkbox"/>	<input type="checkbox"/>
4. Is friendly and respectful.	<input type="checkbox"/>	<input type="checkbox"/>
5. Helps me when I need help.	<input type="checkbox"/>	<input type="checkbox"/>
6. Expects quality work.	<input type="checkbox"/>	<input type="checkbox"/>
7. Tries to make school interesting.	<input type="checkbox"/>	<input type="checkbox"/>

Appendix B

**STUDENT SURVEY – Teacher - GRADES 6-12**

This questionnaire is designed to give students the opportunity to provide information about teacher performance. Please check one response per question and feel free to comment on any question. Students are encouraged to talk with the teacher to discuss their concerns at any time

Teacher’s Name: \_\_\_\_\_

Date: \_\_\_\_\_

**MY TEACHER:**

**YES      NO      Sometimes**

- |   |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|
| 1. Keeps the class organized.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Keeps us informed of school news and changes.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Expects quality work.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Identifies classroom rules and student expectations.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Is reliable and fair.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Interacts in a respectful, positive way.                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Can and does answer my questions relating to course content.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Uses varied activities and teaching methods.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Clearly communicates what I am expected to learn.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Gives me feedback about my progress.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Gives assignments that support course content.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Is preparing me well to go on to the next grade/level/course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Comments:   |                          |                          |                          |

Student Signature (*Optional*): \_\_\_\_\_

Date: \_\_\_\_\_

## TEACHER EVALUATION FORM

### TEACHER EVALUATION BY PARENT, COMMUNITY MEMBER, STAFF

**Instructions:**

Please complete the evaluation by circling the most appropriate number.

This form should be returned to the building principal.

Teacher  
\_\_\_\_\_

Grade/Subject  
\_\_\_\_\_

Parent/Community/Staff Member  
\_\_\_\_\_

<i>The Teacher</i>	<i>Agree</i>	<i>Disagree</i>	<i>Not Observed</i>
1... brings a strong knowledge base and a variety of experience to the classroom	1 2 3 4 5		0
2... promotes a healthy social, emotional, physical and intellectual environment that encourages learning.	1 2 3 4 5		0
3... understands how students learn differently and uses a variety of teaching and learning activities in the classroom.	1 2 3 4 5		0
4... treats students like individuals, not just parts of a group.	1 2 3 4 5		0
5... uses a variety of assessments in order to evaluate students' performance levels.	1 2 3 4 5		0
6... communicates effectively orally and in writing.	1 2 3 4 5		0
7... gives clear directions on homework assignments and is open to questions.	1 2 3 4 5		0
8... has a positive attitude.	1 2 3 4 5		0
9... encourages parents to participate in the educational process.	1 2 3 4 5		0
10... shows an awareness, sensitivity and understanding of cultural differences.	1 2 3 4 5		0

Comments:

Have you met personally with this teacher? **Y**    **N**  
 Have you met personally with this teacher? **Y**    **N**

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**This form must be legibly signed to become a part of the evaluation process.**