Stronge+

Teacher Effectiveness Performance Evaluation System

Handbook

Fairfield Teaching Staff Reminders:

Standard indicators have been revamped for the 2015-2016 school year.
TEPES – refer to p. 41 and ESPES refer to p. 45

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ACKNOWLEDGEMENTS

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Effectiveness is the goal.
Evaluation is merely the means.©

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FOREWORD

The Stronge Teacher Effectiveness Performance Evaluation System (TEPES) is a key component of the Stronge Teacher and Leader Effectiveness System. Our Effectiveness System contains components for hiring, developing, evaluating, and supporting educators through a set of uniform, aligned criteria. The evaluation component contains parallel, but unique sets of performance standards for all types of educators--teachers, educational specialists, principals and assistant principals, central office leaders, and superintendents. This handbook focuses on the teacher component.

Stronge^{+} is an enhanced version of the original Stronge Teacher Effectiveness Performance Evaluation System. We have taken lessons-learned from users throughout the United States and internationally to make modifications to the framework where warranted. These changes include the following:

General:

- Clarified which portions of the framework could be tailored.
- Clarified unclear or redundant wording.
- Clarified teacher practice versus student outcome measures.
- Replaced "tenured" and "non-tenured" with "new" and "veteran" to allow districts leeway in categorizing teacher experience.
- Added a self-assessment section.
- Updated research references in Part II.

Performance standards:

- All performance standard names remain the same, but the wording of standards 2, 3, 4, 6, and 7 were adjusted slightly for clarity.

Performance indicators:

- Modified the wording of performance indicators in each performance standard to provide clarity and added additional research-based indicators, when warranted.

Performance Appraisal Rubrics:

- Added the caveat of "in addition to meeting the requirements of *Effective*..." to the header of each *Highly Effective* rating rather than including it in the wording of the rating, itself.
- Clarified the wording of the various rating levels for each performance standard.

Growth Measures:

- Retitled and modified wording on the Multiple Measures section.
- Added detail on the Student Learning Objectives process.

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Performance Improvement:

- Clarified the criteria by which a teacher may be removed from or remain on a *Performance Improvement Plan*.

Forms:

- Standardized administrative information on forms.
- Changed the name and format of the *Teacher Observation/Document Review Form* to *Formative Feedback Form 1* to clarify that it may be used for any type of feedback.
- Added and modified *Formative Feedback Form 2*, which was previously not available in all user locations.
- Modified the format of the *Documentation Log Cover Sheet* to make it more concise.
- Included an optional *Support Dialogue Form,* which was not previously available in all locations.
- Modified the *Performance Improvement Plan Form* to include the option for the teacher to remain on an improvement plan, which was explained in the text, but not on the form.

The biggest change you will notice is in the format of this handbook. The main text now focuses totally on the Stronge TEPES framework, rather than attempting to incorporate changing state policies, timelines, specific state student outcome measures, weighting, and so forth. This will allow for a more enduring handbook that remains current for several years. A state-specific appendix that may be more frequently updated is included for certain user locations.

One of the hallmarks of the Stronge model is the ability to modify certain aspects of it to meet school district needs. Consequently, one of the most significant changes to the handbook is that we have specifically annotated where the system is able to be tailored. We have also highlighted key points and have provided a series of tips that school districts and administrators might wish to consider. The modifications, highlights, and tips are identified with arrows to the right side of the text. School districts are encouraged to thoughtfully review these areas and tailor this handbook to "make it their own."

As always, we encourage your feedback and look forward to working with you as you continue your important work of improving teacher and leader effectiveness.

Kind Regards,

James H. Stronge, Ph.D.
President, Stronge & Associates Educational Consulting, LLC

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PART I: INTRODUCTION AND PROCESS

INTRODUCTION TO TEPES

The Stronge Teacher Effectiveness Performance Evaluation System (TEPES) uses the Goals and Roles Performance Evaluation Model© (short title: Goals and Roles Model©) developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. TEPES provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

Purposes and Characteristics of TEPES

The primary purposes and distinguishing characteristics of TEPES are shown in Figures 1 and 2.

Figure 1: Primary Purposes of TEPES

PRIMARY PURPOSES
Optimizes student learning and growth
Improves the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness
Contributes to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district
Provides a basis for instructional improvement through productive teacher performance appraisal and professional growth
Encourages collaboration between the teacher and evaluator through an evaluation system that promotes self-growth, instructional effectiveness, and improvement of overall job performance

Figure 2: Distinguishing Characteristics of TEPES

DISTINGUISHING CHARACTERISTICS
Focuses on the relationship between professional performance and improved learner academic achievement
Provides sample performance indicators for each of the teacher performance standards
Documents teacher performance based on multiple data sources
Provides procedures for conducting performance reviews that stress accountability, promote professional improvement, and increase the involvement of teachers in the evaluation process
Includes a support system for providing assistance when needed

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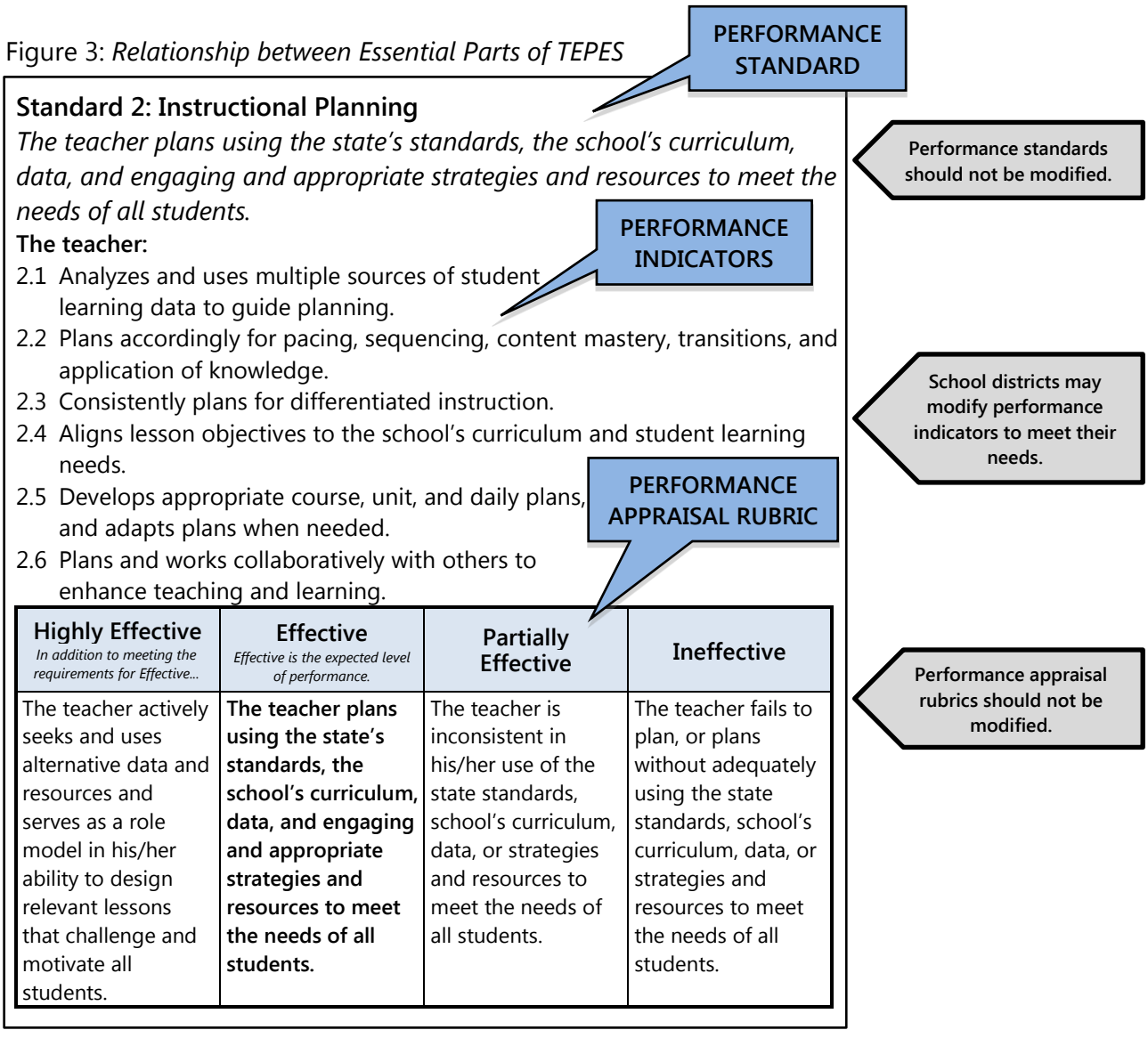
Essential Components of TEPES

Clearly defined professional responsibilities for teachers constitute the foundation for the Teacher Effectiveness Performance Evaluation System. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators will reasonably understand their job expectations. TEPES uses a two-tiered approach consisting of seven performance standards and multiple performance indicators, to define the expectations for teacher performance. Teachers will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 3.

Figure 3: *Relationship between Essential Parts of TEPES*



The *effective* column is bolded throughout the handbook as it is the expected level of performance.

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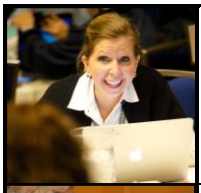
Performance Standards

Performance standards refer to the major duties performed by a teacher. Figure 4 shows the seven performance standards in TEPES that serve as the basis for a teacher's evaluation. Standards 1-6 relate to a teacher's practice whereas standard 7 focuses on the results of the teacher's work as evidenced by student growth.

Figure 4: *Performance Standards*



1. Professional Knowledge
The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

2. Instructional Planning
The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.

3. Instructional Delivery
The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

4. Assessment of/for Learning
The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

5. Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

6. Professionalism
The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

7. Student Progress
The work of the teacher results in acceptable, measurable, and appropriate student progress.

Some districts/states prefer to incorporate student outcome measures directly into a teacher's evaluation, rather than incorporating them under the overarching umbrella of standard 7.

Performance Indicators

Performance indicators help teachers and their evaluators clarify job expectations by providing samples of observable, tangible behaviors for each standard (see Part II). That is, the performance indicators are examples of the types of performance that will occur if a standard is being successfully met. The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. All performance indicators may not be applicable to a particular work assignment. Further teachers are not expected to demonstrate each performance indicator. It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects. Figure 3, shown previously, depicts the sample performance indicators for the *Instructional Planning* standard.

Ratings are made at the performance standard level, NOT at the performance indicator level.

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Performance Appraisal Rubrics

The performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. Teachers who earn a *highly effective* rating must meet the requirements for the *effective* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. Part II includes rubrics related to each performance standard. Figure 3, shown previously, depicts the performance appraisal rubric for the *Instructional Planning* standard.

The description provided in the *effective* level of the rubric is the actual performance standard; thus *effective* is the expected level of performance.

Responsibilities of Site Administrators

The site administrator has the ultimate responsibility for ensuring that TEPES is executed faithfully and effectively in the school. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback, thus administrators other than the site administrator, such as assistant principals, may be designated by the evaluator to supervise, monitor, and assist with the multiple data source collection.

TEACHER PRACTICE MEASURES

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic "performance portrait" of the teacher's work. Observations, the documentation folder and student surveys provide valuable information for the teacher practice portion of a teacher's evaluation. Measures of student progress, while typically associated with outcome measures, are also listed in Figure 5 as they may provide supplemental information related to the performance standards.

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Figure 5: *Data Sources for Teacher Evaluation*

Data Source	Description
Observations	Formal classroom observations focus directly on the teacher performance standards. Informal observations or walk-throughs are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Documentation Log	The Documentation Log includes both specific required artifacts and teacher-selected artifacts that provide evidence of meeting performance standards. Teachers should submit authentic artifacts created in their day-to-day work and should reflect on them as appropriate.
Student Surveys	Surveys provide information to the teachers about perceptions of job performance and may assist with professional goal-setting. The actual survey responses are seen only by the teacher who prepares a survey summary for inclusion in the Documentation Log.
Measures of Student Progress	Depending on grade level, content area, and students' ability level, appropriate measures of academic performance are identified to provide information on learning gains. In addition, Student Learning Objectives and their attainment provide another important source of information on student progress.

Alignment of Performance Standards with Data Sources

Some performance standards are best documented through observation; other standards may require additional documentation techniques. Therefore, multiple data sources are used. Figure 6 shows the data sources that are likely to provide the most powerful evidence related to each performance standard.

Figure 6: *Multiple Data Sources Aligned with Performance Standards*

Performance Standards \ Data Sources	Observations	Documentation Log	Student Surveys	Measures of Student Progress
Professional Knowledge	P	S	S	S
Instructional Planning	S	P	S	S
Instructional Delivery	P	S	S	S
Assessment of/for Learning	S	P		S
Learning Environment	P	S	S	
Professionalism	S	P	S	
Student Progress				P

P-Primary source S-Supplemental source

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Observations

Observations are intended to provide information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities. These day-to-day observations are not necessarily noted in writing, but they do serve as a source of information.

The timeline, number, and duration of observations described in this section are minimum requirements for TEPES. School districts may modify these aspects to meet their district/state requirements.

Formal Observations

Classroom observations provide key information on several of the performance standards. New teachers will be observed at least three times per year. These observations may be announced or unannounced. It is recommended that two of these observations occur prior to the end of the first semester and the third by March 1. Veteran teachers will be observed at least once per year. Additional observations for any staff member will be at the site administrator's discretion. All observations will include a classroom observation of at least 30 consecutive minutes and a post-observation conference. A pre-observation conference may be conducted at the request of the teacher or the administrator. A sample pre-observation conference form is shown in Part III.

School districts should determine the criteria for what constitutes a "new" versus "veteran" teacher.

Evaluators use observations as one source of information to determine whether a teacher is meeting the performance standards. The evaluator provides feedback about the observation using one of the observation or feedback forms (see Part III) and through a post-observation conference with the teacher.

Other observation forms may be used at the evaluator's discretion.

Informal Observations

Additional informal observations may be conducted for any teacher at the discretion of the evaluator. These informal observations may be of shorter duration and may be documented using an appropriate observation or feedback form (see Part III). Evaluators will provide feedback from informal observations through any appropriate means.

Observation documentation will be given to the teacher and one copy will be maintained by the evaluator for the entire evaluation cycle to document growth and development.

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Documentation Log

The purpose of the Documentation Log (see Part III) is to provide evidence of performance related to specific standards. Some items may be required by the school district; however, other documents may be included upon evaluator request and/or teacher choice. These documents provide administrators with information they likely would not receive in an observation. Specifically, the Documentation Log should include artifacts that result from the day-to-day work of the teachers; artifacts should not be created solely for the purpose of evaluation. The Documentation Log provides the teacher with an opportunity for self-reflection, allows demonstration of quality work, and creates a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented. A cover sheet (see Part III) should be placed at the front of the required and optional documents if the Documentation Log is submitted in hard-copy.

Schools/districts should make clear their expectations related to the number and format (hard-copy or electronic) of artifacts.

The reflective aspect of artifacts provides one of the key benefits for teachers. Teachers should be encouraged to reflect on how the artifact was used and how it might be improved.

Administrators are free to maintain their own documentation (e.g., evaluator notes or running records) relative to the teacher's performance.

The Documentation Log is a work in progress and should be updated throughout the evaluation cycle, but should be available for review at any time per the administrator's request. At a minimum, evaluators will review and provide feedback on the Documentation Log annually. Additionally, new teachers will meet with administrators and/or evaluators to review their Documentation Log by the end of the first semester. Figure 7 shows examples of items that may be included in the Documentation Log. This is not an all-inclusive list.

Figure 7: *Sample Items in a Documentation Log*

School districts are free to add additional required items or to modify the *Examples of Evidence* listing.

Perf. Stnd.	Examples of Evidence
Professional Knowledge	• Transcripts of coursework • Annotated Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher
Instructional Planning	• Differentiation in lesson planning and practice • Analysis of classroom assessment • Data-driven curriculum revision work, such as sample lesson or unit plans, course syllabus, intervention plan, substitute lesson plan, or annotated learning objectives **TEPES Requirement**: Evidence of using data about student learning to guide planning and instruction

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Perf. Stnd.	Examples of Evidence
Instructional Delivery	• Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units
Assessment of/for Learning	• Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool • Brief report describing your record keeping system and how it is used to monitor student progress • Copy of scoring rubrics • Photographs or photocopies of student work with written comments • Samples of educational reports, progress reports or letters prepared for parents or students • Copy of disaggregated analysis of student achievement scores on standardized test • Copy of students' journals of self-reflection and self-monitoring **TEPES Requirement**: Evidence of the use of baseline and periodic assessments
Learning Environment	• Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures
Professionalism	• Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community such as a copy of classroom newsletter or other parent information documents or a sample copy of interim reports **TEPES Requirement**: Evidence of commitment to professional growth; communication with parents
Student Progress	• Assessment results showing student progress or achievement **TEPES Requirement**: Student Learning Objective document – Revised at midterm and end of year

Teachers should be encouraged to collaborate on the types of artifacts they may wish to submit based on their grade/subject area.

Student Surveys

The purpose of the student survey is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for growth and development. The student survey may provide information that may not be accurately obtained in observations.

Student Surveys are optional, but highly recommended, as they provide teachers with the perception of the receivers of their services.

Four different versions of the student survey are provided to reflect developmental differences. Teachers of grades K-8 administer the survey to the entire class. In situations where students change classes, teachers should administer surveys to at least two classes. Teachers of grades 9-

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12 administer the surveys to at least two classes per semester. Teachers may add additional questions to the surveys at their discretion.

Survey questions address the teacher standards and have been written at the appropriate readability level using the Flesch-Kincaid Readability Scale.

The teacher retains sole access to the results of the student surveys, but should include the *Survey Summary Form* (see Part III) in the Documentation Log. It is recommended that surveys be administered near the end of the first semester so teachers can use the information for formative feedback. Teachers have the option of surveying their students again at the end of the year to see if their perceptions have changed.

Self-Assessment

Self-assessment is an optional, but highly recommended practice.

At the beginning of the school year, it is highly recommended that teachers conduct a self-assessment of professional practice to reflect on their strengths, areas for improvement, and strategies for growth. Teachers should consider all relevant information, including previous feedback from their evaluator, previous survey results, and student growth measures. Based on areas that need improvement, teachers should consider developing professional practice goals which they can share with their evaluator for ideas on strategies they might consider to help achieve the goal. A sample self-assessment form is in Part III.

STUDENT OUTCOME MEASURES

Multiple Measures

In the TEPES model, performance standard 7, Student Progress, is used as an organizing framework to incorporate various measures of student progress. It is important to note that the rating on this performance standard should never be based on a single measure of student progress.

States typically provide explicit guidance on the type of student outcome measures that may be used, the weighting of these measures, and decision rules for their implementation. School districts should modify this portion of the handbook to reflect applicable guidance.

Depending on state guidance, measures of student progress may account for a significant percentage of a teacher's evaluation. It is important to understand that *approximately 30 percent* of public school teachers will have a direct measure of student progress based on state standards assessment results. However, there must be additional measures for the remaining approximately 70 percent of teachers and to ensure there are one or more

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additional measures for the approximately 30 percent of teachers who can appropriately use the state assessment results as one of multiple growth measures in the evaluation. Quantitative measures of growth based on validated achievement measures that already are being used locally should be considered when determining local growth measures.

Student Learning Objectives[1] (SGOs)

Some states call these *Student Growth Objectives* or *Student Achievement Goal Setting*.

The description in this section illustrates a practical way of implementing the SLO process. When mandated, school districts should follow state guidelines for creating and evaluating SLOs.

One approach to linking student progress to teacher performance involves building the capacity for teachers and their evaluators to interpret data so that target objectives for student improvement can be set. Setting learning objectives based squarely on student performance is a powerful way to enhance professional performance and, in turn, positively impact student achievement. Student learning objectives are designed to improve student learning.

Teachers have a definite and powerful impact on student learning and academic performance. Depending on grade level, content area, and learners' ability level, appropriate measures of learner performance are identified to provide information on learning gains. Performance measures may include standardized test results as well as other pertinent data sources. Teachers set objectives for improving student progress based on the results of performance measures. The student learning objectives and their attainment constitute an important data source for evaluation.

The Intent of Student Learning Objectives

One of the purposes of student learning objectives includes focusing attention on instructional improvement. This process is based on determining baseline performance, developing strategies for improvement, monitoring progress and assessing results at the end of the academic year. Figure 8 specifies the intent of student learning objectives.

Figure 8: *Intent of Student Learning Objectives*

Make explicit the connection between teaching and learning
Make instructional decisions based upon student data
Provide a tool for school improvement
Increase the effectiveness of instruction via continuous professional growth
Focus attention on student results
Increase student achievement

[1] Portions of this section were adapted from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education. Adapted with permission.

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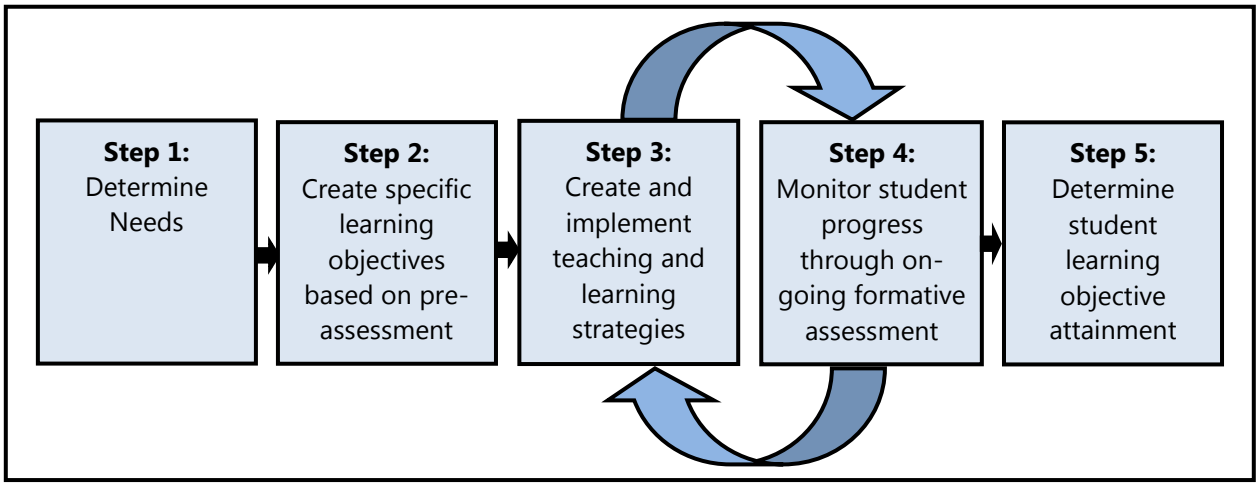
Student Learning Objectives Process

Creating student learning objectives involves several steps, beginning with knowing where students are in relation to what is expected of them. Once that is known, the teacher can set specific, measurable objectives based on the demands of the curriculum, educational environment, and needs of the students. The next part of the process is recursive in that the teacher creates and implements strategies and monitors progress. As progress is monitored, the teacher makes adjustments to the teaching and learning strategies. Finally, a summative judgment is made regarding student learning for a specific period of time. Figure 9 depicts these steps.

Figure 9: *Student Learning Objectives Process*[1]



Step 1: Determine Needs

To begin this process, teachers need to determine the area on which to focus and how broad or narrow that focus should be. They should consider the skills and knowledge necessary for mastery, the understanding students currently have, and the differences between students.

A review of data from previous years, curricular/student needs, and/or school vision/mission can help teachers determine a focus area.

Once a focus is determined, teachers must choose the assessment they will use to measure the focus area. Pre-assessment is necessary to obtain baseline data on each student. Assessments should have as high of validity and reliability as possible. Assessments must be able to offer

Assessments to consider include: criterion- or norm-referenced tests; standardized achievement tests; school adopted benchmark assessments, and authentic measures.

[1] This process, as laid out by Stronge, J.H., & Grant, L. H. (2009), is known as the Student Achievement Goal Setting Process; however, it may be modified to be the Student Learning Objective Process.

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ways to pre-and post-assess students' knowledge and skills, be cumulative in nature, and linked to important curricular outcomes. Post-assessment data must be available prior to the summative evaluation.

Step 2: Create Specific Learning Objectives Based on Pre-Assessment Data

Each teacher, using the results of the pre-assessment, sets an annual objective for improving learner/program outcomes. The objectives describe observable behavior and/or measurable results that will occur when an objective is achieved. The acronym SMART (Figure 10) is a useful way to self-assess an objective's feasibility and worth.

The terms used in the SMART acronym may be slightly different in various locations.

Figure 10: *Acronym for Developing Student Learning Objectives*

Specific	The objective is focused, for example, by content area, by learners' needs.
Measurable	An appropriate instrument/measure is selected to assess the objective.
Appropriate	The objective is within the teacher's control to effect change.
Realistic, but rigorous	The objective is feasible for the teacher.
Time-bound	The objective is contained within a single school year.

Figure 11 contains samples of the objectives that teachers may develop. They are intended to serve as models for how student learning objectives may be written. Based on the results of the pre-assessment, teachers may consider writing whole group, tiered, individual, or program objectives (if applicable).

Figure 11: *Sample Student Learning Objectives*

High School French 1

During the current school year, all students will make measurable progress in French I vocabulary and speaking as measured by the school-developed assessment. All students will improve their pre-assessment score by 65 percentage points on the post-assessment.

Third Grade Reading

During the current school year, all students will make measurable progress in the area of reading comprehension as measured by the STAR reading assessment.

- Students scoring 2.7 and below will score at least 1.3 years higher on the post-assessment than the pre-assessment.
- Students scoring between 2.9 and 4.2 will score at least 1.0 years higher on the post-assessment than the pre-assessment.

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Step 3: Create and Implement Teaching and Learning Strategies

A part of the SLO development process, teachers must determine strategies to help their students achieve the objective. Figure 12 provides examples of strategies teachers might select to help improve student learning.

Figure 12: *Examples of Strategies to Improve Student Learning*

Modified teaching/work arrangement
Cooperative planning with master teachers, team members, department members
Demonstration lessons/service delivery by colleagues, curriculum specialists, teacher mentors
Visits to other classrooms
Use of a variety of instructional strategies
Focused classroom observation
Development of curricular supplements
Completion of workshops, conferences, coursework
Co-teaching; collaborative teaching

Research-based, high-yield instructional strategies should be used when possible.

Step 4: Monitor Progress through on-going Formative Assessment

Throughout the year, teachers should collect informal and formal data pertaining to the objective. They should reflect on the progress toward the achievement of the objective and the effectiveness of the strategies they have been using. If progress is not apparent from using a particular strategy, modifications to the strategy should be made or a new strategy should be implemented.

Strategies should be adjusted as needed. Unless there are extenuating circumstances, the objective, itself, should not be adjusted.

Step 5: Determine Student Learning Objective Attainment

At the end of the course/year, teachers administer the post-assessment and analyze the results. It is crucial that the post-assessment measure the same content/skill as the pre-assessment. Results of the post-assessment are then compared with the established objective.

Administrative Process

Initial Approval of Objective

Teachers are responsible for submitting their objectives to their evaluator within the first month of the school year. The evaluator and the teacher then meet to discuss data from the initial assessment and review the annual objective. A new objective is identified each year. The

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Student Learning Objective Progress Form (see Part III) may be used for developing and assessing the annual objective.

Mid-Year Review of Objective

A mid-year review of progress on the objective is held for all teachers. At the principal's discretion, this review may be conducted through peer teams, coaching with the evaluator, sharing at a staff meeting or professional day, or in another format that promotes discussion, collegiality, and reflection. The mid-year review should be held within 30 days of the end of the first semester. It is the principal's responsibility to establish the format and select the time of the review.

End-of-Year Review of Objective

By the appropriate date, as determined by the principal, each teacher is responsible for assessing the growth made on the objective and for submitting documentation to the evaluator. The school district must determine a method by which to rate student learning objective achievement as *highly effective, effective, partially effective*, or *ineffective*. This criteria needs to be established and communicated at the beginning of the year.

The school district must determine the method by which to rate SLO achievement. Also decision rules for absenteeism, newcomers, and other extenuating circumstances should be determined at the state/district level.

RATING TEACHER PERFORMANCE

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed.

Teachers are rated on performance standards, not performance indicators.

Teachers will be rated on each performance standard using a performance appraisal rubric (see Part II). As previously discussed, the rubric is a behavioral summary scale that describes performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Figure 13 explains the four levels of ratings.

Teachers are expected to perform at the *effective* level.

School districts/states may modify the rating level names.

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Figure 13: *Rating Levels*

Level	Description	Definition
Highly Effective	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently and considerably surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary.	**Exceptional performance**: • sustains high performance over a period of time • consistently exhibits behaviors that have a strong positive impact on student learning and the school climate • serves as a role model to others
Effective	The teacher consistently meets the performance standard in a manner that is aligned with the school's mission and goals.	**Proficient performance**: • meets the requirements contained in the performance standard • exhibits behaviors that have a positive impact on student learning and the school climate • demonstrates willingness to learn and apply new skills
Partially Effective	The teacher's performance is inconsistent in meeting the established performance standard and/or in working toward the school's mission and goals. The teacher may be starting to exhibit desirable traits related to the standard, but has not yet reached the full level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).	**Developing/needs improvement performance**: • requires support in meeting the performance standard • results in less than expected quality of student performance • leads to areas for teacher improvement being jointly identified and planned between the teacher and evaluator
Ineffective	The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals.	**Unacceptable performance**: • does not meet the requirements contained in the performance standard • results in minimal student learning • may contribute to a recommendation for the teacher not being considered for continued employment

Interim Evaluation

All new teachers will receive a mid-year interim review to provide systematic feedback prior to the summative review. These teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards. Evaluators will use the *Interim Performance Report* (see Part III) and should discuss the results with the teacher at an interim evaluation conference. During the

School districts may choose to include veteran teachers.

Because sufficient evidence likely will not have been accrued by mid-year, an actual rating for each standard is not given on the interim evaluation.

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conference, evaluators should also provide mid-year feedback on the Documentation Log (including survey results) and the progress students are making toward the objective identified in the *Student Learning Objective Progress Form*.

Summative Evaluation

In making judgments for the summative assessment on each of the seven performance standards the evaluator should determine where the "preponderance of evidence" exists, based on evidence from the multiple data sources. Preponderance of evidence as used in this context is intended to mean the overall weight of evidence. In many instances, there will be performance evidence that may fit in more than one rating category. When aggregating the total set of data and making a summative decision, the question to be asked is, "In which rating category does the evidence best fit?"

Evaluators should consider all evidence from multiple data sources as well as the wording of the rubric to determine the appropriate rating level.

Evaluators will use the *Summative Performance Report* (Part III) to rate and provide evidence pertaining to each performance standard. The results of the evaluation will be discussed with the teacher at a summative evaluation conference.

Single Summative Rating

In addition to receiving a diagnostic rating for each of the seven performance ratings, the teacher will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the employee. The intent is not to replace the diagnostic value of the seven performance standards; rather it is to provide an overall rating of the employee's performance. The overall summative rating will be judged to be *highly effective, effective, partially effective*, or *ineffective*.

A single summative rating is an optional calculation based on state guidance.

Performance standards 1-6 are weighted equally as a percentage of the total evaluation, with Standard 7 accounting for a larger portion as determined by the state or school district, as applicable. Scores will be calculated using the following scale:

The actual weighting of performance standards should be determined by the school district based on state guidance.

Ineffective = 1
Partially Effective = 2
Effective = 3
Highly Effective = 4

Figure 14 shows an example of how a cumulative summative rating would be calculated if performance standards 1-6 were weighted as 50 percent (8.3 percent each), with Standard 7 accounting for 50 percent of the evaluation.

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Figure 14: ***Example of Weighted Calculations – These are NOT the NJ weighted percentages. For NJ specifics regarding weighting, please see Appendix p. 87.***

Performance Standard	Performance Rating	Points	Weight	Weighted Total (Points x Weight)
Standard 1	Highly Effective	4	.083	.332
Standard 2	Effective	3	.083	.249
Standard 3	Effective	3	.083	.249
Standard 4	Effective	3	.083	.249
Standard 5	Effective	3	.083	.249
Standard 6	Highly Effective	4	.083	.332
Standard 7	Highly Effective	4	.500	2.000
Cumulative Summative Rating				**3.660**

School districts may prefer to convert this calculation to a 100 point scale.

The overall summative rating will be judged as *highly effective, effective, partially effective,* or *ineffective* using the following suggested range of scores:

Ineffective = 1.00 –.1.74
Partially Effective = 1.75 – 2.49
Effective = 2.50 – 3.49
Highly Effective = 3.50 – 4.00

The summative rating range should be determined by the school district based on state guidance.

Note: Regardless of the overall total points earned, three or more *partially effective* ratings on individual performance standards will result in an overall rating of *partially effective* or *ineffective*. Similarly, one *ineffective* rating on any one performance standard may result in an overall *ineffective* rating.

School districts may modify these criteria.

Evaluation Schedule

Summative evaluations are to be completed before the last week of school for all contract types. Figure 15 details the recommended evaluation schedule for all components of the evaluation system. If non-renewal of a teacher is anticipated, the summative evaluation ideally occurs at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the *Performance Improvement Plan* activities (described in the next section of this handbook).

Prior to the beginning of the school year, school districts should modify the evaluation schedule to meet their own needs.

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Figure 15: *Recommended TEPES Evaluation Schedule* – ***See schedule distributed via email***

Timeline	Activity for Professional Improvement	Task or Document	Responsibility of	
			Administrator	Teacher
During the 1st month	• Conduct optional self-assessment (all teachers) • Establish student learning objective (all teachers)	*Self-Assessment Form* *Student Learning Objective Progress Form*	 ✓	✓ ✓
Before the end of the 1st quarter	Observation of all new teachers	*Observation or Formative Feedback Form*	✓	
Before the end of the 2nd quarter	Observation of all new teachers	*Observation or Formative Feedback Form*	✓	
Before end of the 1st semester	Summary of student survey feedback (all teachers)	*Student Surveys and Student Survey Summary Form*		✓
Mid-year	• Mid-year review of student learning objective (all teachers) • Review of new teachers' Documentation Log • Interim performance evaluation of new teachers	*Student Learning Objective Progress Form* *Documentation Log* *Interim Performance Report*	✓ ✓ ✓	✓ ✓
During the 2nd semester	Observation of all teachers	*Observation or Formative Feedback Form*	✓	
10 calendar days prior to summative evaluation date	• End-of-year review of student learning/program objective (all teachers) • Submit Documentation Log (all teachers)	*Student Learning/Program Objective Progress Form* *Documentation Log*	✓ ✓	✓ ✓
Before last week of school	Summative evaluation (all teachers)	*Summative Performance Report*	✓	

Documentation Records

Documentation records are maintained by both the teacher and the principal/evaluator for the entire evaluation period. If the teacher transfers among the district's schools, the documentation may be forwarded to the receiving school's site administrator. At the end of an evaluation cycle, the evaluator retains copies of the *Student Learning Objective Progress Form*, *Documentation Log Cover Sheet*, *Observation or Formative Feedback Form(s)*, and *Summative Performance Report* at the school/worksite.

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IMPROVING PROFESSIONAL PERFORMANCE

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards.

Two tools are provided in TEPES that may be used at the discretion of the evaluator. The first is the *Support Dialogue*, a school-level discussion between the administrator and the teacher. It is a conversation about performance needs in order to address the needs. The second is the *Performance Improvement Plan* which has a more formal structure and is used for notifying a teacher of *ineffective* performance. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 16 shows the differences between the two processes.

Figure 16: *Tools to Improve Professional Performance*

	Support Dialogue	Performance Improvement Plan
Purpose	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often ineffective.	For teachers: • whose professional practice would benefit from additional support; • who receive two or more "not evident" annotations on an interim review; or • who receive two or more standards rated as *partially effective* or one or more standards rated as *ineffective* on a summative evaluation.
Initiates Process	Evaluator, administrator, or teacher	Evaluator*
Documentation	Optional: *Support Dialogue Form* Memo or other record of the discussion/other forms of documentation at the building/ worksite level	Required: *Performance Improvement Plan Form* Building/Worksite Level Human Resource Department is notified
Outcomes	• Sufficient improvement – no more support needed • Some progress – continued support • Little or no progress – teacher may be moved to a *Performance Improvement Plan*	• Sufficient improvement – no longer on *Performance Improvement Plan* • Some progress – continue on *Performance Improvement Plan* • Little or no progress – teacher may be recommended for dismissal

*The evaluator for teachers may be the principal or district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the *Performance Improvement Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Performance Improvement Plan* and makes the recommendation to the superintendent about the employee's progress.

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Support Dialogue

The *Support Dialogue* is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support. It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher's growth, and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes. The entire *Support Dialogue* process is intended to be completed within a predetermined time period as it offers targeted support.

It is important to note that the support dialogue process is not intended to be punitive. Teachers should feel free to request the targeted support it offers.

The desired outcome would be that the teacher's practice has improved to a proficient level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the employee may be placed on a *Performance Improvement Plan*. Sample prompts for conversations with the teacher are shown in Figure 17.

Figure 17: *Sample Prompts*

Sample Prompts for the Initial Conversation

What challenges have you encountered in addressing _____ (tell specific concern)?
What have you tried to address the concern of _____ (tell specific concern)?
What do you need in order to address your concerns?

Sample Prompts for the Follow-Up Conversation

Last time we met, we talked about _____ (tell specific concern). What has gone well? What has not gone as well?

Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a *Performance Improvement Plan* (see Part III). A *Performance Improvement Plan* is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. In addition, a teacher will be placed on a *Performance Improvement Plan* if he or she receives the following:

School districts may modify this section to meet their specific policies.

- Two or more performance standards annotated as "Not Evident" on an *Interim Performance Report:*
- Two or more performance standards rated as *partially effective* on a *Summative Performance Report*, or

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- One or more performance standards rated as *ineffective* on a *Summative Performance Report*.

Implementation of Performance Improvement Plan

When a teacher is placed on a *Performance Improvement Plan,* the evaluator must:

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed, and
- formulate a *Performance Improvement Plan* in conjunction with the teacher, and
- review the results of the *Performance Improvement Plan* with the teacher immediately following the predetermined time period, or according to the specifically established target dates.

Assistance may include:

- support from a professional peer or supervisor, or
- conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator meets with the teacher to review progress made on the *Performance Improvement Plan*, according to the timeline. The options for a final recommendation are:

- Sufficient improvement has been achieved; the teacher is no longer on a *Performance Improvement Plan* and is rated *effective* on the applicable standard(s) based on all available evidence.
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan* and is rated *partially effective* on the applicable standard(s) based on all available evidence.
- Little or no improvement has been achieved; the teacher is rated *ineffective* on the applicable standard(s) based on all available evidence.

When a teacher is rated *ineffective*, the teacher may be recommended for dismissal. If not dismissed, a new improvement plan will be implemented. Following completion of the *Performance Improvement Plan*, if the teacher is rated *ineffective* a second time, the teacher will be recommended for dismissal.

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Request for Review of an Ineffective Rating

The teacher may request a review of the evidence in relation to an *ineffective* rating received on a summative evaluation, or as a result of a *Performance Improvement Plan*, in accordance with the policies and procedures of the school district.

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PART II: PERFORMANCE STANDARDS

Teachers are evaluated on each performance standard using the performance appraisal rubrics found beneath the listing of performance standards and indicators in this section. The performance indicators are provided as samples of activities that address the standard. A brief description of the research base for each performance standard is provided after the rubric.

Teachers do not need to be in an official teacher leader position to be rated as highly effective.

The list of performance indicators is not exhaustive and is not intended to be prescriptive or used as a checklist. Teachers may not be expected to demonstrate each performance indicator, depending on local policy.

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators (*Examples may include, but are not limited to the following.)*

The teacher:

1.1 Addresses relevant curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates an accurate, current, and deep knowledge of the subject matter and a working knowledge of relevant technology.

1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.

1.6 Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

1.8 Demonstrates an understanding of appropriate accommodations for diverse learners (e.g., English learners, gifted learners, students with special needs, etc.).

1.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.

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Professional Knowledge **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Partially Effective**	**Ineffective**
The teacher continually enriches the curriculum and serves as a role model in his/her knowledge of the subject matter and the proper pedagogy for the content and developmental needs of students.	**The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.**	The teacher is inconsistent in demonstrating an understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher demonstrates an inadequate understanding of the curriculum, content, or student development, or fails to use the knowledge in practice.

Research Base

Contemporary research has found that an effective teacher:

- Has a deep understanding of the facts, concepts, principles, methodology, and important generalizations of subject area.[1]
- Has solid content knowledge and such knowledge has positive associations with students' learning at all grade levels.[2]
- Has solid pedagogical content knowledge – knowledge of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction. The knowledge also includes teachers' understanding of how students learn, or fail to learn, and practice that is highly topic, person, and situation specific.[3]
- Is more likely to ask higher-level questions, encourage students to explore alternative explanations, engage students in inquiry-based learning and student-directed activities, due to his or her strong professional knowledge.[4]
- Makes connections across subject areas to engage students in challenging, integrated, and exploratory learning around personal and social concerns that appeal to them.[5]

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Performance Standard 2: Instructional Planning
The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.

Sample Performance Indicators (*Examples may include, but are not limited to the following.)*

The teacher:

2.1 Analyzes and uses multiple sources of student learning data to guide planning.

2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.

2.3 Consistently plans for differentiated instruction.

2.4 Aligns lesson objectives to the school's curriculum and student learning needs.

2.5 Develops appropriate course, unit, and daily plans, and adapts plans when needed.

2.6 Plans and works collaboratively with others to enhance teaching and learning.

Instructional Planning **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Partially Effective**	**Ineffective**
The teacher actively seeks and uses alternative data and resources and serves as a role model in his/her ability to design relevant lessons that challenge and motivate all students.	**The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.**	The teacher is inconsistent in his/her use of the state standards, school's curriculum, data, or strategies and resources to meet the needs of all students.	The teacher fails to plan, or plans without adequately using the state standards, school's curriculum, data, or strategies and resources to meet the needs of all students.

Research Base

Contemporary research has found that an effective teacher:

- Systematically develops objectives, questions, and activities that reflect higher-level and lower-level cognitive skills as appropriate for the content and the students.[6]
- Relates current lesson to past and future lesson, and takes into account the needs of their students and the nature of what he/she wants to teach.[7]
- Mentally walks through the lesson presentations beforehand, anticipating where problems of understanding or organization might occur and makes adjustments up until the last minute.[8]
- Maximizes the amount, depth, and coherence of content coverage, which significantly impact student learning.[9]
- Uses student assessment data in the planning of instruction; based on data drawn from frequent assessments, he/she makes data-driven decisions about what goals and objectives to address and what learning materials to select.[10]

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Performance Standard 3: Instructional Delivery *The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.*
Sample Performance Indicators (*Examples may include, but are not limited to the following.)* **The teacher:** 3.1 Builds upon students' existing knowledge and skills. 3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs. 3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure. 3.4 Develops higher-order thinking through questioning and problem-solving activities. 3.5 Uses a variety of relevant instructional strategies and resources. 3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning. 3.7 Uses appropriate instructional technology to enhance student learning. 3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Instructional Delivery **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Partially Effective**	**Ineffective**
The teacher fluidly modifies strategies, materials, and groupings to optimize students' opportunities to learn and serves as a role model on how to keep all students challenged in focused work in which they are active problem-solvers and learners.	**The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.**	The teacher is inconsistent in his/her use of relevant instructional strategies or in engaging students in active learning, promoting key skills, or meeting individual learning needs.	The teacher fails to use relevant instructional strategies or is inadequate in engaging students in active learning, promoting key skills, or meeting individual learning needs of all students.

Research Base

Contemporary research has found that an effective teacher:

- Uses a repertoire of instructional strategies to communicate and interact with students around academic content, and to support student engagement.[11]

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- Uses multiple instructional materials, activities, strategies, and assessment techniques to meet students' needs and maximize the learning of all students.[12]
- Provides clear, in-depth explanations of academic content and covers higher-order concepts and skills thoroughly.[13]
- Is supportive and persistent in keeping students on task and encouraging them to actively integrate new information with prior learning.[14]
- Uses multiples levels (particularly higher cognitive levels) of questioning to stimulate student thinking and monitor student learning.[15]
- Makes the learning process and the outcomes of learning have authentic "bearing" on students' life.[16]

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Performance Standard 4: Assessment of/for Learning
The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

Sample Performance Indicators (*Examples may include, but are not limited to the following.)*

The teacher:

4.1 Involves students in setting learning goals and monitoring their own progress.

4.2 Uses high quality questioning to gauge student understanding.

4.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and/or make recommendations or decisions that are in the best interest of the learner/school/district.

4.4 Collaborates with others to develop common assessments, when appropriate.

4.5 Aligns student assessment with approved curriculum standards and benchmarks.

4.6 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.

4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members, as appropriate).

Assessment of/for Learning **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Partially Effective**	**Ineffective**
The teacher collaborates with colleagues to use assessment data, re-examines and fine-tunes teaching based on these data, teaches students how to monitor their own progress, and serves as a role model in using assessment to impact student learning.	**The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents and stakeholders.**	The teacher uses a limited selection of assessment strategies or is inconsistent in linking assessment to intended learning outcomes, using assessment data to plan/modify instruction, or in providing timely feedback.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions, or fails to provide student feedback in a timely manner.

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Research Base

Contemporary research has found that an effective teacher:

- Offers regular, timely, and specific feedback that helps students to reach a different viewpoint, indicates alternative strategies, indicates directions that should be pursued, and provides extra information or elaboration when needed.[17]
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.[18]
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure. [19]
- Treats mistakes as opportunities to learn; targets students' specific misconceptions or errors that occur in a content area or a skill set and provides informative guidance on what they need to do to maximize their performance.[20]
- Provides feedback that focuses on task/product, process, and student self-regulation and is actionable in terms of empowering students to take further actions, rather than just telling students whether their answer is right or wrong.[21]

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Performance Standard 5: Learning Environment
The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators (*Examples may include, but are not limited to the following.)*

The teacher:

5.1 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.

5.2 Maximizes instructional time and minimized disruptions.

5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.4 Encourages student engagement, inquiry, and intellectual risk-taking.

5.5 Promotes respectful interactions and an understanding of students' diversity, including language, culture, race, gender, and special needs.

5.6 Actively listens and makes accommodations for all student needs, both intellectually and affectively.

5.7 Promotes an environment that is academically appropriate, stimulating, and challenging.

Learning Environment **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Partially Effective**	**Ineffective**
The teacher serves as a role model in creating a dynamic learning environment where students monitor their own behavior and develop a sense of responsibility.	**The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.**	The teacher is inconsistent in using resources, routines, and procedures or in providing a respectful, positive, safe, student-centered environment.	The teacher is inadequate in addressing student behavior issues, displays a detrimental attitude, ignores safety standards, or fails to otherwise provide an environment that is conducive to learning.

Research Base

Contemporary research has found that an effective teacher:

- Establishes and communicates classroom rules and expectations, monitors student behavior, keeps students on task, and infuses humor, care, and respect into the classroom interactions, so as to develop a climate that is conducive to student development across cognitive, motivational, emotional, and behavioral domains.[22]
- Creates a positive learning environment that is defined by attributes of caring, enthusiastic, supportive, safe, challenging, and academically robust.[23]

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- Develops functional floor plans with teacher and student work areas and furniture/materials placement for optimal benefit.[24]
- Orchestrates smooth transitions and maintains momentum throughout teaching and learning.[25]
- Protects instruction from disruption and makes the most out of every instructional moment.[26]
- Builds teacher-student relationships that are characterized by empathy, warmth, genuineness, non-directiveness, higher-order thinking, encourage learning/challenge, and adapt to individual and social differences.[27]

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Performance Standard 6: Professionalism
The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Sample Performance Indicators (*Examples may include, but are not limited to the following.)*

The teacher:

6.1 Adheres to federal and state laws, school policies, ethical guidelines, and procedural requirements.

6.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).

6.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

6.4 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of personal knowledge and skills.

6.5 Participates in professional growth activities and incorporates learning into professional practices.

6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being and success.

6.7 Builds positive and professional relationships with parents through frequent and appropriate communication concerning students' progress.

6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues/school/district/agency/community.

6.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

6.10 Performs assigned duties in a timely manner.

6.11 Respects and maintains confidentiality.

6.12 Sets measurable goals for improvement of skills and professional performance.

6.13 Mentors, trains, and/or supports colleagues and professional growth opportunities.

Professionalism **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Partially Effective**	**Ineffective**
The teacher serves as a role model in professional behavior, uses optimal means of communication, and initiates activities that contribute to the development of	**The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional**	The teacher is inconsistent in displaying professional judgment, collaborating or communicating with relevant stakeholders, participating in professional growth	The teacher fails to adhere to legal, ethical, or professional standards, demonstrates a reluctance or disregard toward school policy, or infrequently takes advantage of

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colleagues and the enrichment of the wider school community.	**growth that results in the enhancement of student learning.**	opportunities, or applying learning from growth opportunities in the classroom.	professional growth opportunities.

Research Base

Contemporary research has found that an effective teacher:

- Values and practices the principles, standards, ethics, and legal responsibilities of teaching; and demonstrates professional competence, performance, and conduct that reflect appropriate goals, purposes, values and beliefs.[28]
- Has high self-efficacy and the self-perceived abilities to accomplish desired outcomes are related to the effort he/she invests in teaching, the goals he/she sets, and persistence when setbacks occur. [29]
- Has a commitment to continuous improvement and perpetual learning; actively engages in self-directed learning based on a set of established goals and in community with like professionals.[30]
- Acts individually and collectively to advance the teaching profession, and acts as a shaper, promoter, and well-informed critic of educational policies, instructional innovations, and internal changes that impact on student learning.[31]
- Uses multiple forms of communication between school and home, such as home visits, frequent positive calls home (not centering on students' academic problems, misbehavior, or negative attitudes), on-line connections for homework and information sharing, parent-teacher-student conferences, exhibitions of student work, and parent participation in school activities. [32]

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Performance Standard 7: Student Progress
The work of the teacher results in acceptable, measurable, and appropriate student progress.

Sample Performance Indicators (*Examples may include, but are not limited to the following.)*

The teacher:

7.1 Sets acceptable, measurable and appropriate achievement goals for student progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Student Progress **Rubric**

Highly Effective *In addition to meeting the requirements for Effective...*	**Effective** *Effective is the expected level of performance.*	**Partially Effective**	**Ineffective**
The teacher is a role model in that his/her work results in an exceptional level of student progress with all populations of learners.	**The work of the teacher results in acceptable, measurable, and appropriate student progress.**	The work of the teacher results in student progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher fails to result in acceptable student progress.

Research Base

Contemporary research has found that an effective teacher:

- Monitors student progress systematically to use student performance data to continuously evaluate the effectiveness of his/her teaching and make more informed instructional decisions.[33]
- Aligns intended learning outcomes, instruction, and assessment.[34]
- Develops learning goals based on student achievement data, and the goals meet the criteria of SMART – specific, measurable, achievable, realistic/rigorous, and time-bound.[35]
- Connects learning tasks with students' goals to increase the value of the task and thus increase motivation; and provides specific feedback so that students can evaluate their own performance and mark their progress.[36]
- Gathers assessment information informally every day and formally on a regular basis, and makes sure the data are actionable and instructionally tractable in order to move instruction and learning forward.[37]

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PART III: FORMS AND LOGS

INTRODUCTION

Part III contains copies of forms supporting the evaluation of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The evaluator maintains the forms and provides copies to the teacher. At a minimum, the evaluator retains copies of the completed *Student Learning Objective Progress Form, Documentation Log Cover Sheet* (if used), *Observation* or *Feedback Forms, Summative Performance Report,* and *Performance Improvement Plan* (if needed).

School districts may modify these forms to meet their needs.

The electronic version of each form contains the same information, but may be in a different format.

Figure 18: *Forms and Logs*

Area	Form	Documentation Completed by	
		Evaluator	Teacher
Self-Reflection	Self-Assessment Form		✓
Observation/ Formative Feedback	Pre-Observation Conference Record	✓	
	Formative Feedback Form 1	✓	
	Formative Feedback Form 2	✓	
	Time-on-Task Chart	✓	
	Questioning Techniques Analysis	✓	
Documentation Log	Documentation Log Cover Sheet		✓
	Communication Log		✓
	Professional Development Log		✓
Surveys	Student Surveys Grade K-2 Student Survey Grade 3-5 Student Survey Grade 6-8 Student Survey Grade 9-12 Student Survey		
	Student Survey Summary		✓
Student Growth	Student Learning Objective Progress Form	✓	✓
Evaluation	Interim Performance Report	✓	
	Summative Performance Report	✓	
Improvement	Support Dialogue Form	✓	✓
	Performance Improvement Plan Form	✓	✓

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Self-Assessment Form

Directions: *This is an optional form that teachers may use to do a self-assessment of their performance related to each standard. The indicators are examples of what successful performance of that standard may entail, but they should not be viewed as a checklist of behaviors.*

Date: _____

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

1.1 Addresses relevant curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates an accurate, current, and deep knowledge of the subject matter and a working knowledge of relevant technology.

1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.

1.6 Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

1.8 Demonstrates an understanding of appropriate accommodations for diverse learners (e.g., English learners, gifted learners, students with special needs, etc.).

1.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.

Strengths:

Areas for Growth:

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2. Instructional Planning

The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.

2.1 Analyzes and uses multiple sources of student learning data to guide planning.

2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.

2.3 Consistently plans for differentiated instruction.

2.4 Aligns lesson objectives to the school's curriculum and student learning needs.

2.5 Develops appropriate course, unit, and daily plans, and adapts plans when needed.

2.6 Plans and works collaboratively with others to enhance teaching and learning.

Strengths:

Areas for Growth:

3. Instructional Delivery

The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

3.1 Builds upon students' existing knowledge and skills.

3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.

3.4 Develops higher-order thinking through questioning and problem-solving activities.

3.5 Uses a variety of relevant instructional strategies and resources.

3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.

3.7 Uses appropriate instructional technology to enhance student learning.

3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Strengths:

Areas for Growth:

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4. Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

4 .1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

4.2 Involves students in setting learning goals and monitoring their own progress.

4.3 Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content and for the student population.

4.4 Uses high quality questioning to gauge student understanding.

4.5 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.

4.6 Collaborates with others to develop common assessments, when appropriate.

4.7 Aligns student assessment with approved curriculum standards and benchmarks.

4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.

4.9 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members, as appropriate).

Strengths:

Areas for Growth:

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

5.1 Arranges the classroom to maximize learning while providing a safe environment.

5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.

5.3 Maximizes instructional time and minimizes disruptions.

5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.5 Encourages student engagement, inquiry, and intellectual risk-taking.

5.6 Promotes respectful interactions and an understanding of students' diversity, including language, culture, race, gender, and special needs.

5.7 Actively listens and makes accommodations for all student needs, both intellectually and affectively.

5.8 Promotes an environment that is academically appropriate, stimulating, and challenging.

Strengths:

Areas for Growth:

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6. Professionalism

The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

6.1 Adheres to federal and state laws, school policies, ethical guidelines, and procedural requirements.

6.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).

6.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

6.4 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of personal knowledge and skills.

6.5 Engages in activities outside the classroom intended for school and student enhancement.

6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being and success.

6.7 Builds positive and professional relationships with parents through frequent and appropriate communication concerning students' progress.

6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.

6.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Strengths:

Areas for Growth:

7. Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student progress.

7.1 Sets acceptable, measurable and appropriate achievement goals for student progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Strengths:

Areas for Growth:

Comments:

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Pre-Observation Conference Record

Teacher: _____ Grade/Subject: _____

Evaluator: _____ Date: _____

Inquiries	Notes
1. Describe the lesson that will be observed. What have/will you have done instructionally with students in the days prior to the observation?	
2. Describe the population of the class.	
3. What will be observed?	
4. What instructional methods will be used?	
5. What would you like to be highlighted in this lesson?	
6. What do you believe to be any areas of concern?	

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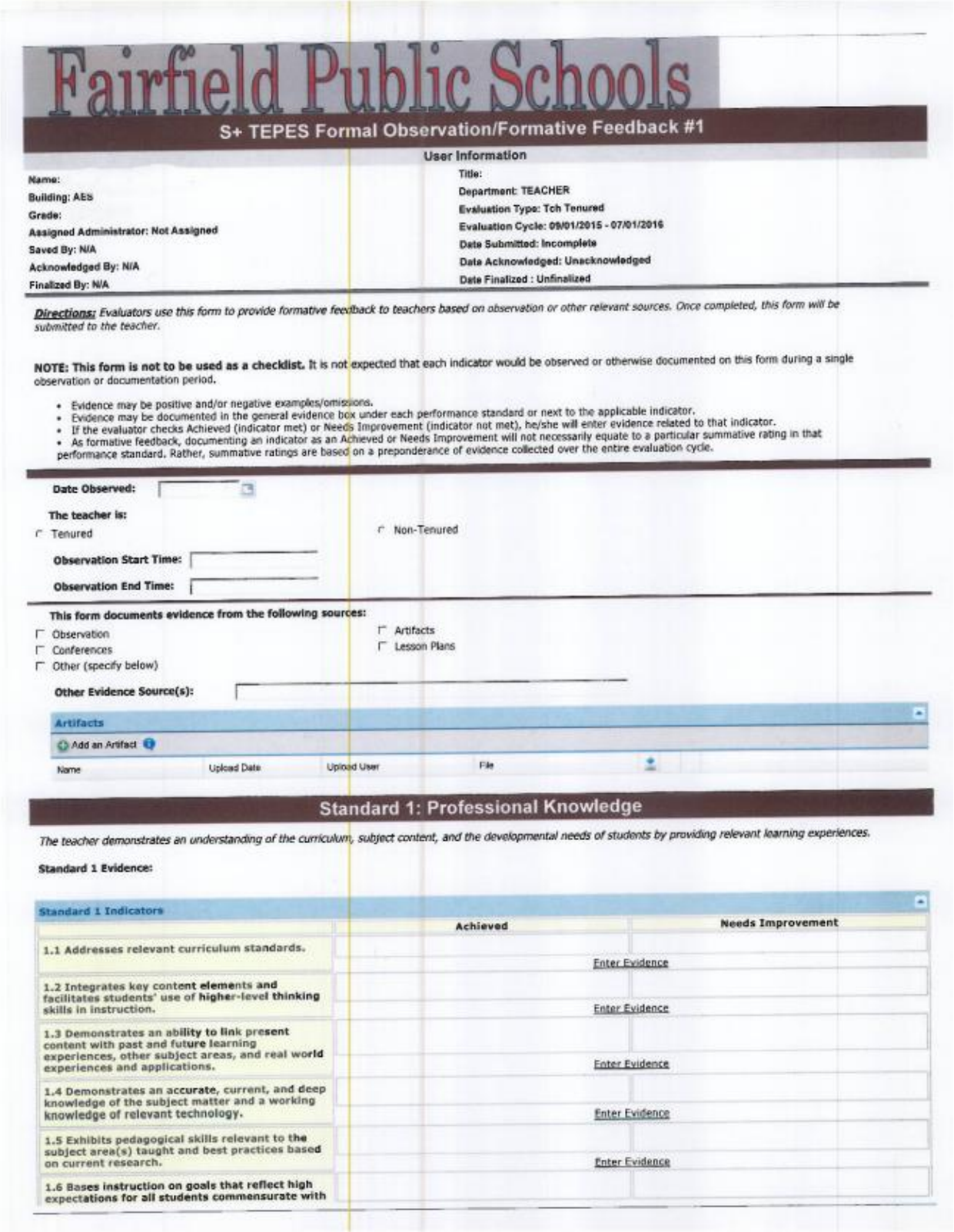
S+ TEPES Formal Observation/Formative Feedback Form



Fairfield Public Schools

S+ TEPES Formal Observation/Formative Feedback #1

User Information

Name:
Building: AES
Grade:
Assigned Administrator: Not Assigned
Saved By: N/A
Acknowledged By: N/A
Finalized By: N/A

Title:
Department: TEACHER
Evaluation Type: Tch Tenured
Evaluation Cycle: 09/01/2015 - 07/01/2016
Date Submitted: Incomplete
Date Acknowledged: Unacknowledged
Date Finalized : Unfinalized

Directions: *Evaluators use this form to provide formative feedback to teachers based on observation or other relevant sources. Once completed, this form will be submitted to the teacher.*

NOTE: This form is not to be used as a checklist. It is not expected that each indicator would be observed or otherwise documented on this form during a single observation or documentation period.

- Evidence may be positive and/or negative examples/omissions.
- Evidence may be documented in the general evidence box under each performance standard or next to the applicable indicator.
- If the evaluator checks Achieved (indicator met) or Needs Improvement (indicator not met), he/she will enter evidence related to that indicator.
- As formative feedback, documenting an indicator as an Achieved or Needs Improvement will not necessarily equate to a particular summative rating in that performance standard. Rather, summative ratings are based on a preponderance of evidence collected over the entire evaluation cycle.

Date Observed:

The teacher is:

☐ Tenured ☐ Non-Tenured

Observation Start Time:

Observation End Time:

This form documents evidence from the following sources:

☐ Observation ☐ Artifacts
☐ Conferences ☐ Lesson Plans
☐ Other (specify below)

Other Evidence Source(s):

Artifacts

Add an Artifact

Name	Upload Date	Upload User	File

Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Standard 1 Evidence:

Standard 1 Indicators

	Achieved	Needs Improvement
1.1 Addresses relevant curriculum standards.	Enter Evidence	
1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.	Enter Evidence	
1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.	Enter Evidence	
1.4 Demonstrates an accurate, current, and deep knowledge of the subject matter and a working knowledge of relevant technology.	Enter Evidence	
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.	Enter Evidence	
1.6 Bases instruction on goals that reflect high expectations for all students commensurate with		

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their developmental levels.	Enter Evidence
1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.	Enter Evidence
1.8 Demonstrates an understanding of appropriate accommodations for diverse learners (e.g., English learners, gifted learners, students with special needs, etc.).	Enter Evidence
1.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.	Enter Evidence

Standard 2: Instructional Planning

The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.

Standard 2 Evidence:

Standard 2 Indicators	Achieved	Needs Improvement
2.1 Analyzes and uses multiple sources of student learning data to guide planning.	Enter Evidence	
2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.	Enter Evidence	
2.3 Consistently plans for differentiated instruction.	Enter Evidence	
2.4 Aligns lesson objectives to the school's curriculum and student learning needs.	Enter Evidence	
2.5 Develops appropriate course, unit, and daily plans, and adapts plans when needed.	Enter Evidence	
2.6 Plans and works collaboratively with others to enhance teaching and learning.	Enter Evidence	

Standard 3: Instructional Delivery

The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

Standard 3 Evidence:

Standard 3 Indicators	Achieved	Needs Improvement
3.1 Builds upon students' existing knowledge and skills.	Enter Evidence	
3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	Enter Evidence	
3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.	Enter Evidence	
3.4 Develops higher-order thinking through questioning and problem-solving activities.	Enter Evidence	
3.5 Uses a variety of relevant instructional strategies and resources.	Enter Evidence	
3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.	Enter Evidence	
3.7 Uses appropriate instructional technology to enhance student learning or to deliver services and programs.	Enter Evidence	
3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.	Enter Evidence	

Standard 4: Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

Standard 4 Evidence:

Standard 4 Indicators

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	Achieved	Needs Improvement
4.1 Involves students in setting learning goals and monitoring their own progress.	Enter Evidence	
4.2 Uses high quality questioning to gauge student understanding.	Enter Evidence	
4.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and/or make recommendations or decisions that are in the best interest of the learner/school/district.	Enter Evidence	
4.4 Collaborates with others to develop common assessments, when appropriate.	Enter Evidence	
4.5 Aligns student assessment with approved curriculum standards and benchmarks.	Enter Evidence	
4.6 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.	Enter Evidence	
4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members, as appropriate).	Enter Evidence	

Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Standard 5 Evidence:

Standard 5 Indicators

	Achieved	Needs Improvement
5.1 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.	Enter Evidence	
5.2 Maximizes instructional time and minimizes disruptions.	Enter Evidence	
5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.	Enter Evidence	
5.4 Encourages student engagement, inquiry, and intellectual risk-taking.	Enter Evidence	
5.5 Promotes respectful interactions and an understanding of students' diversity, including language, culture, race, gender, and special needs.	Enter Evidence	
5.6 Actively listens and makes accommodations for all student needs, both intellectually and affectively.	Enter Evidence	
5.7 Promotes an environment that is academically appropriate, stimulating, and challenging.	Enter Evidence	

Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Standard 6 Evidence:

Standard 6 Indicators

	Achieved	Needs Improvement
6.1 Adheres to federal and state laws, school policies, ethical guidelines, and procedural requirements.	Enter Evidence	
6.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).	Enter Evidence	
6.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.	Enter Evidence	
6.4 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of personal knowledge and skills.	Enter Evidence	

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6.5 Participates in professional growth activities and incorporates learning into professional practices.	Enter Evidence
6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being and success.	Enter Evidence
6.7 Builds positive and professional relationships with parents through frequent and appropriate communication concerning students' progress.	Enter Evidence
6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues/ school/ district/ agency/ community.	Enter Evidence
6.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.	Enter Evidence
6.10 Performs assigned duties in a timely manner.	Enter Evidence
6.11 Respects and maintains confidentiality.	Enter Evidence
6.12 Sets measurable goals for improvement of skills and professional performance.	Enter Evidence
6.13 Mentors, trains, and/or supports colleagues and professional growth opportunities.	Enter Evidence

Standard 7: Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student progress.

Standard 7 Evidence:

Standard 7 Indicators	Achieved	Needs Improvement
7.1 Sets acceptable, measurable and appropriate achievement goals for student progress based on baseline data.	Enter Evidence	
7.2 Documents the progress of each student throughout the year.	Enter Evidence	
7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.	Enter Evidence	
7.4 Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.	Enter Evidence	

Comments:

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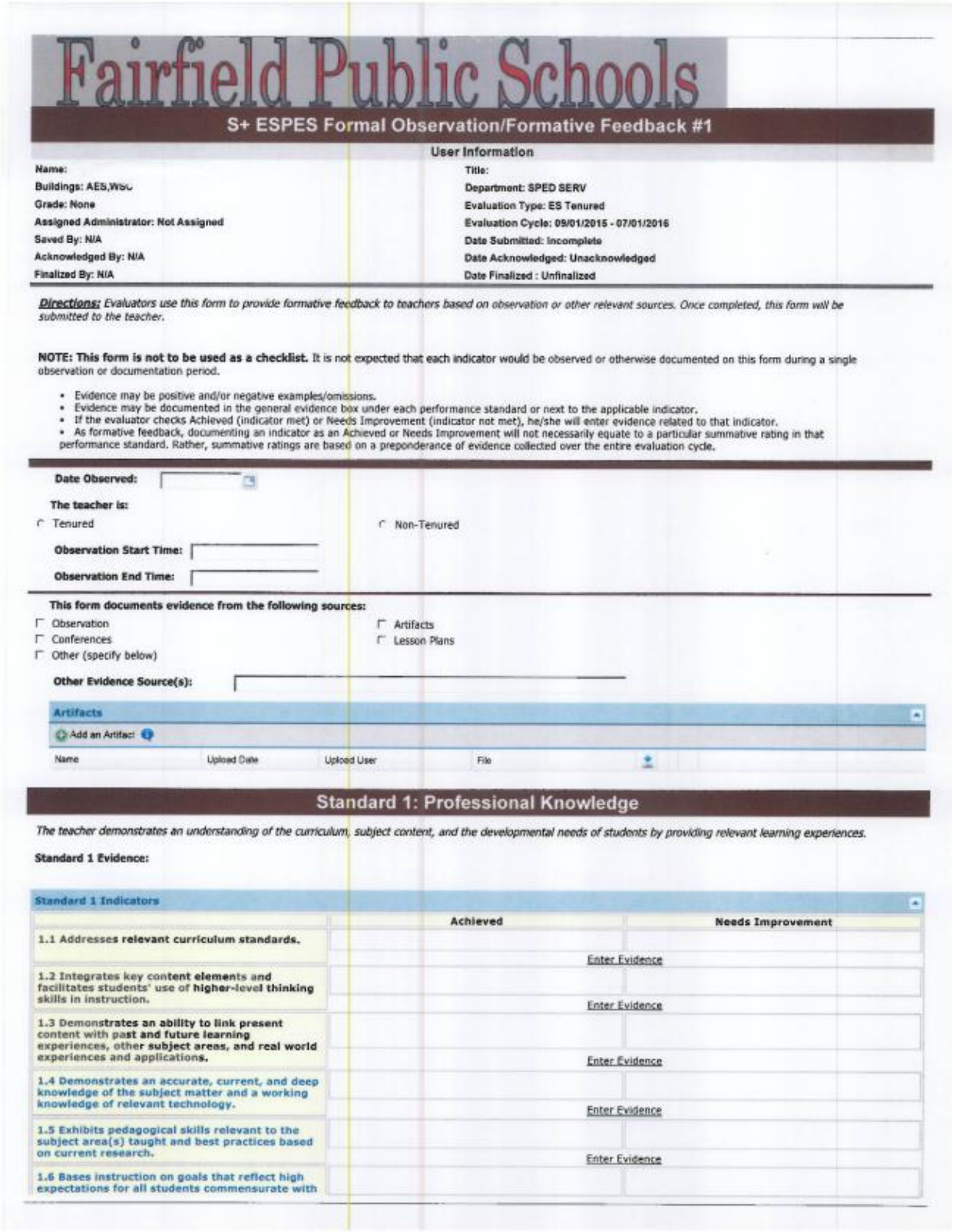
S+ ESPES Formal Observation/Formative Feedback Form



Fairfield Public Schools

S+ ESPES Formal Observation/Formative Feedback #1

User Information

Name:
Buildings: AES,WSC
Grade: None
Assigned Administrator: Not Assigned
Saved By: N/A
Acknowledged By: N/A
Finalized By: N/A

Title:
Department: SPED SERV
Evaluation Type: ES Tenured
Evaluation Cycle: 09/01/2015 - 07/01/2016
Date Submitted: Incomplete
Date Acknowledged: Unacknowledged
Date Finalized : Unfinalized

Directions: *Evaluators use this form to provide formative feedback to teachers based on observation or other relevant sources. Once completed, this form will be submitted to the teacher.*

NOTE: This form is not to be used as a checklist. It is not expected that each indicator would be observed or otherwise documented on this form during a single observation or documentation period.

- Evidence may be positive and/or negative examples/omissions.
- Evidence may be documented in the general evidence box under each performance standard or next to the applicable indicator.
- If the evaluator checks Achieved (indicator met) or Needs Improvement (indicator not met), he/she will enter evidence related to that indicator.
- As formative feedback, documenting an indicator as an Achieved or Needs Improvement will not necessarily equate to a particular summative rating in that performance standard. Rather, summative ratings are based on a preponderance of evidence collected over the entire evaluation cycle.

Date Observed:

The teacher is:

C Tenured C Non-Tenured

Observation Start Time:

Observation End Time:

This form documents evidence from the following sources:

☐ Observation ☐ Artifacts
☐ Conferences ☐ Lesson Plans
☐ Other (specify below)

Other Evidence Source(s):

Artifacts

Add an Artifact

Name	Upload Date	Upload User	File

Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Standard 1 Evidence:

Standard 1 Indicators

	Achieved	Needs Improvement
1.1 Addresses relevant curriculum standards.		
	Enter Evidence	
1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.		
	Enter Evidence	
1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.		
	Enter Evidence	
1.4 Demonstrates an accurate, current, and deep knowledge of the subject matter and a working knowledge of relevant technology.		
	Enter Evidence	
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.		
	Enter Evidence	
1.6 Bases instruction on goals that reflect high expectations for all students commensurate with		

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their developmental levels.	Enter Evidence
1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.	Enter Evidence
1.8 Demonstrates an understanding of appropriate accommodations for diverse learners (e.g., English learners, gifted learners, students with special needs, etc.).	Enter Evidence
1.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.	Enter Evidence
1.10 Demonstrates knowledge and skills relevant to the profession.	Enter Evidence
1.11 Uses district, school, family, and community resources to help meet learner and/or program needs.	Enter Evidence
1.12 Identifies various students' learning styles and individual needs to assist in the implementation of intervention plans.	Enter Evidence
1.13 Understands one's responsibility to the school system.	Enter Evidence
1.14 Collaborates in order to meet student needs.	Enter Evidence

Standard 2: Program Planning and Management

The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.

Standard 2 Evidence:

Standard 2 Indicators

	Achieved	Needs Improvement
2.1 Analyzes and uses multiple **sources of** student learning data to guide **planning.**	Enter Evidence	
2.2 Plans accordingly for **pacing, sequencing,** content mastery, transitions, and **application of** knowledge.	Enter Evidence	
2.3 Consistently plans for differentiated instruction.	Enter Evidence	
2.4 Aligns lesson objectives to the school's curriculum and student learning needs.	Enter Evidence	
2.5 Develops appropriate course, unit, and daily plans, and adapts plans when needed.	Enter Evidence	
2.6 Plans and works collaboratively with others to enhance teaching and learning.	Enter Evidence	
2.7 Understands and follows applicable local, state and federal regulations, policies, guidelines, and procedures.	Enter Evidence	
2.8 Provide a safe and appropriate environment for service delivery.	Enter Evidence	
2.9 Organizes and maintains appropriate program and learner records.	Enter Evidence	
2.10 Demonstrates effective scheduling and time management skills.	Enter Evidence	
2.11 Identifies and manages available resources (human and financial) to address learner and program needs.	Enter Evidence	
2.12 Adheres to proper procedures for using, maintaining, updating, and securing program materials.	Enter Evidence	
2.13 Maintains fidelity in delivering programs and services.	Enter Evidence	

Standard 3: Program Delivery

The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

Standard 3 Evidence:

Standard 3 Indicators

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	Achieved	Needs Improvement
3.1 Builds upon students' existing knowledge and skills.		
	Enter Evidence	
3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.		
	Enter Evidence	
3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.		
	Enter Evidence	
3.4 Develops higher-order thinking through questioning and problem-solving activities.		
	Enter Evidence	
3.5 Uses a variety of relevant instructional strategies and resources.		
	Enter Evidence	
3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.		
	Enter Evidence	
3.7 Uses appropriate instructional technology to enhance student learning or to deliver services and programs.		
	Enter Evidence	
3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.		
	Enter Evidence	
3.9 Selects, develops, organizes, implements, and supports curriculum for specific learner and/or program needs.		
	Enter Evidence	
3.10 Presents information and provides services using a variety of strategies or approaches to meet the needs of the learning community.		
	Enter Evidence	
3.11 Collaborates with instructional staff to design, implement, or support services for specific learner or program needs.		
	Enter Evidence	
3.12 On a continual basis, consults with administration, parents, community agencies, school, and support personnel to resolve issues and/or communicate progress related to the provision of programs/services to individual learners.		
	Enter Evidence	
3.13 Provides services that will support mastery of state and national standards.		
	Enter Evidence	
3.14 Interprets policies, programs, and procedures related to the delivery of services to learners.		
	Enter Evidence	

Standard 4: Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

Standard 4 Evidence:

Standard 4 Indicators

	Achieved	Needs Improvement
4.1 Involves students in setting learning goals and monitoring their own progress.		
	Enter Evidence	
4.2 Uses high quality questioning to gauge student understanding.		
	Enter Evidence	
4.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning and/or make recommendations or decisions that are in the best interest of the learner/school/district.		
	Enter Evidence	
4.4 Collaborates with others to develop common assessments, when appropriate.		
	Enter Evidence	
4.5 Aligns student assessment with approved curriculum standards and benchmarks.		
	Enter Evidence	
4.6 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.		
	Enter Evidence	
4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members, as appropriate).		
	Enter Evidence	
4.8 Demonstrates proficiency in administering,		

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scoring, evaluating, and interpreting data from instruments or records.	Enter Evidence	
4.9 Uses assessment data to modify strategies, interventions, services, and programs.	Enter Evidence	
4.10 Uses data to assess learner and/or program needs.	Enter Evidence	
4.11 Uses data to assess learner and/or program outcomes.	Enter Evidence	
4.12 Documents learner and/or program outcomes.	Enter Evidence	

Standard 5: Communication and Collaboration

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Standard 5 Evidence:

Standard 5 Indicators

	Achieved	Needs Improvement
5.1 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.	Enter Evidence	
5.2 Maximizes instructional time and minimizes disruptions.	Enter Evidence	
5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.	Enter Evidence	
5.4 Encourages student engagement, inquiry, and intellectual risk-taking.	Enter Evidence	
5.5 Promotes respectful interactions and an understanding of students' diversity, including language, culture, race, gender, and special needs.	Enter Evidence	
5.6 Actively listens and makes accommodations for all student needs, both intellectually and affectively.	Enter Evidence	
5.7 Promotes an environment that is academically appropriate, stimulating, and challenging.	Enter Evidence	
5.8 Supports, promotes, and communicates the mission, vision, and goals of the school and the district.	Enter Evidence	
5.9 Uses effective written, verbal, and nonverbal communication skills.	Enter Evidence	
5.10 Initiates, maintains, and appropriately documents communication to support the needs and progress of the learning community.	Enter Evidence	
5.11 Supports learner success and well-being by working collaboratively with stakeholders.	Enter Evidence	
5.12 Collaborates with stakeholders to design, implement, and/or support services for specific learner or program needs.	Enter Evidence	
5.13 Responds promptly to learner, family, staff, and community concerns.	Enter Evidence	
5.14 Actively assumes an advocacy role for learners and families.	Enter Evidence	
5.15 Uses resources, including technology, to effectively communicate with stakeholders.	Enter Evidence	

Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

Standard 6 Evidence:

Standard 6 Indicators

	Achieved	Needs Improvement
6.1 Adheres to federal and state laws, school policies, ethical guidelines, and procedural requirements.	Enter Evidence	
6.2 Maintains positive professional behavior		

instruments or records.

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(e.g., appearance, demeanor, punctuality, and attendance).	Enter Evidence
6.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.	Enter Evidence
6.4 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of personal knowledge and skills.	Enter Evidence
6.5 Participates in professional growth activities and incorporates learning into professional practices.	Enter Evidence
6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being and success.	Enter Evidence
6.7 Builds positive and professional relationships with parents through frequent and appropriate communication concerning students' progress.	Enter Evidence
6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues/ school/ district/ agency/ community.	Enter Evidence
6.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.	Enter Evidence
6.10 Performs assigned duties in a timely manner.	Enter Evidence
6.11 Respects and maintains confidentiality.	Enter Evidence
6.12 Sets measurable goals for improvement of skills and professional performance.	Enter Evidence
6.13 Mentors, trains, and/or supports colleagues and professional growth opportunities.	Enter Evidence

Standard 7: Learner/Program Progress

The work of the teacher results in acceptable, measurable, and appropriate student progress.

Standard 7 Evidence:

Standard 7 Indicators	Achieved	Needs Improvement
7.1 Sets acceptable, measurable and appropriate achievement goals for student progress based on baseline data.	Enter Evidence	
7.2 Documents the progress of each student throughout the year.	Enter Evidence	
7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.	Enter Evidence	
7.4 Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.	Enter Evidence	
7.5 Assesses prerequisite developmental knowledge and skills to determine initial level of service delivery.	Enter Evidence	

Comments:

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Time-on-Task Chart

Teacher: _____ Grade/Subject: _____
Number of Students: _____

Observer:_____ Date: _____
Start/End Time: _____

Interval	Task, activity, event, question	Off-Task Behaviors *(Note # of students)*	Teacher Management Strategy
5 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐ *Comments:*
10 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐ *Comments:*
15 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐ *Comments:*
20 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐ *Comments:*
25 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐ *Comments:*
30 min		Disrupting Others _____ # Visibly Disengaged _____ #	Verbal ☐ Nonverbal ☐ Positive ☐ Negative ☐ *Comments:*

Notes:

Disrupting Others includes students who are not only off-task, but also are distracting others for the teacher-assigned tasks.

Visibly Disengaged includes students who are not focusing on the teacher-assigned tasks (e.g. daydreaming), but who are not distracting other students

Teacher Management Strategy is any action taken by the teacher in response to (or in anticipation of) a lack of attention by students.

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Questioning Techniques Analysis

***Directions**: Record all the questions asked by the teacher orally and in writing during the lesson. Place the question in the space beneath the appropriate level. Then tally the number of questions by level and calculate a percentage.*

Teacher: _____ Grade/Subject: _____

Observer: _____ Date/Time: _____

Type of Question	Total #	Percent
Low Cognitive (Recall)		
Intermediate Cognitive (Comprehension)		
Application and High Cognitive (analysis, synthesis, evaluation)		
Total of all questions		

Based on the percentages what level of thinking was targeted?

How clearly worded were the questions?

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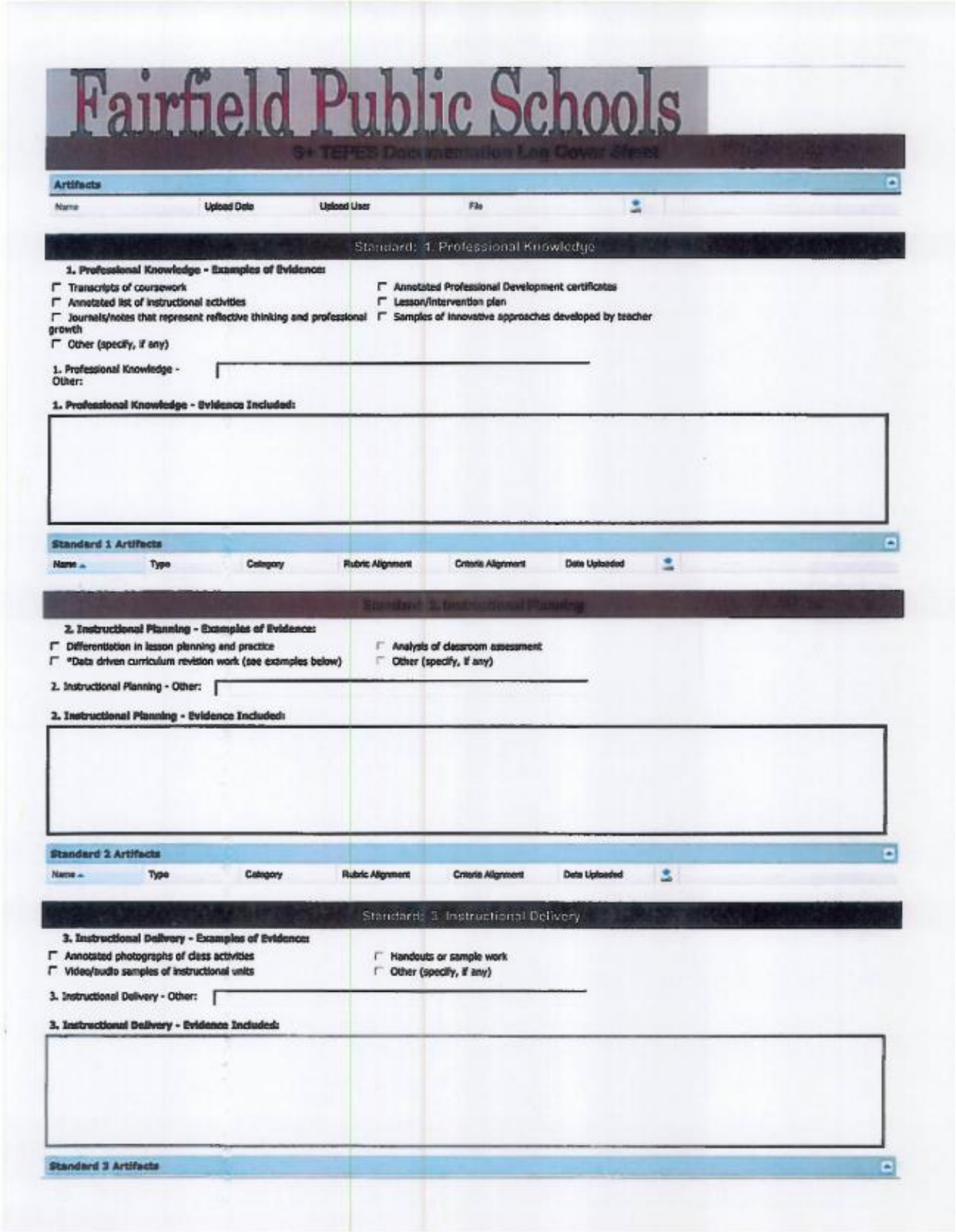
S+ TEPES Documentation Log Cover Sheet



Fairfield Public Schools

S+ TEPES Documentation Log Cover Sheet

Artifacts

Name | Upload Date | Upload User | File

Standard: 1 Professional Knowledge

1. Professional Knowledge - Examples of Evidence:

- ☐ Transcripts of coursework
- ☐ Annotated list of instructional activities
- ☐ Journals/notes that represent reflective thinking and professional growth
- ☐ Other (specify, if any)
- ☐ Annotated Professional Development certificates
- ☐ Lesson/intervention plan
- ☐ Samples of innovative approaches developed by teacher

1. Professional Knowledge - Other:

1. Professional Knowledge - Evidence Included:

Standard 1 Artifacts

Name | Type | Category | Rubric Alignment | Criteria Alignment | Date Uploaded

Standard 2 Instructional Planning

2. Instructional Planning - Examples of Evidence:

- ☐ Differentiation in lesson planning and practice
- ☐ *Data driven curriculum revision work (see examples below)
- ☐ Analysis of classroom assessment
- ☐ Other (specify, if any)

2. Instructional Planning - Other:

2. Instructional Planning - Evidence Included:

Standard 2 Artifacts

Name | Type | Category | Rubric Alignment | Criteria Alignment | Date Uploaded

Standard: 3 Instructional Delivery

3. Instructional Delivery - Examples of Evidence:

- ☐ Annotated photographs of class activities
- ☐ Video/audio samples of instructional units
- ☐ Handouts or sample work
- ☐ Other (specify, if any)

3. Instructional Delivery - Other:

3. Instructional Delivery - Evidence Included:

Standard 3 Artifacts

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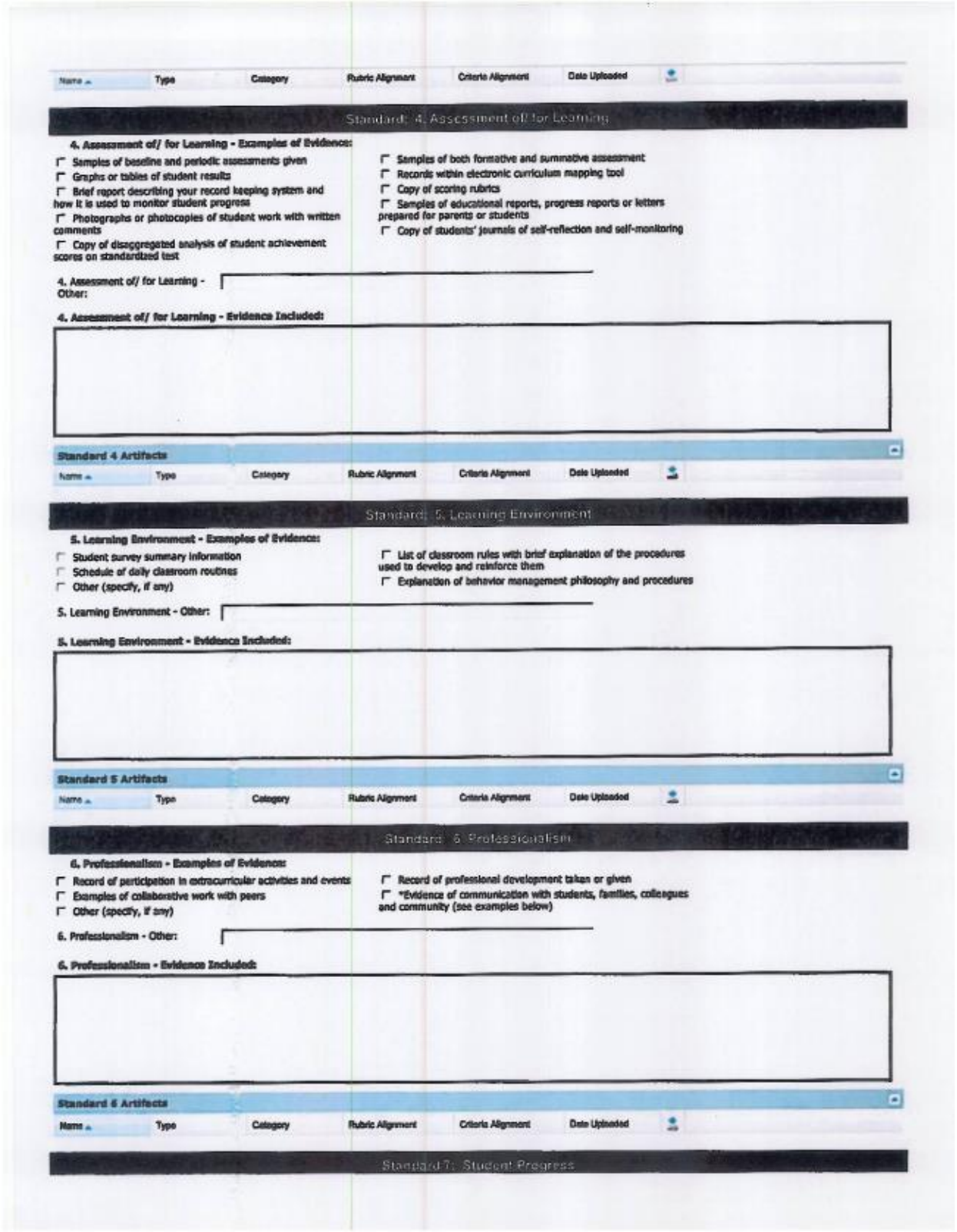

Name | Type | Category | Rubric Alignment | Criteria Alignment | Date Uploaded

Standard 4: Assessment of/ for Learning

4. Assessment of/ for Learning - Examples of Evidence:

- ☐ Samples of baseline and periodic assessments given
- ☐ Graphs or tables of student results
- ☐ Brief report describing your record keeping system and how it is used to monitor student progress
- ☐ Photographs or photocopies of student work with written comments
- ☐ Copy of disaggregated analysis of student achievement scores on standardized test
- ☐ Samples of both formative and summative assessment
- ☐ Records within electronic curriculum mapping tool
- ☐ Copy of scoring rubrics
- ☐ Samples of educational reports, progress reports or letters prepared for parents or students
- ☐ Copy of students' journals of self-reflection and self-monitoring

4. Assessment of/ for Learning - Other:

4. Assessment of/ for Learning - Evidence Included:

Standard 4 Artifacts

Name | Type | Category | Rubric Alignment | Criteria Alignment | Date Uploaded

Standard 5: Learning Environment

5. Learning Environment - Examples of Evidence:

- ☐ Student survey summary information
- ☐ Schedule of daily classroom routines
- ☐ Other (specify, if any)
- ☐ List of classroom rules with brief explanation of the procedures used to develop and reinforce them
- ☐ Explanation of behavior management philosophy and procedures

5. Learning Environment - Other:

5. Learning Environment - Evidence Included:

Standard 5 Artifacts

Name | Type | Category | Rubric Alignment | Criteria Alignment | Date Uploaded

Standard 6: Professionalism

6. Professionalism - Examples of Evidence:

- ☐ Record of participation in extracurricular activities and events
- ☐ Examples of collaborative work with peers
- ☐ Other (specify, if any)
- ☐ Record of professional development taken or given
- ☐ *Evidence of communication with students, families, colleagues and community (see examples below)

6. Professionalism - Other:

6. Professionalism - Evidence Included:

Standard 6 Artifacts

Name | Type | Category | Rubric Alignment | Criteria Alignment | Date Uploaded

Standard 7: Student Progress

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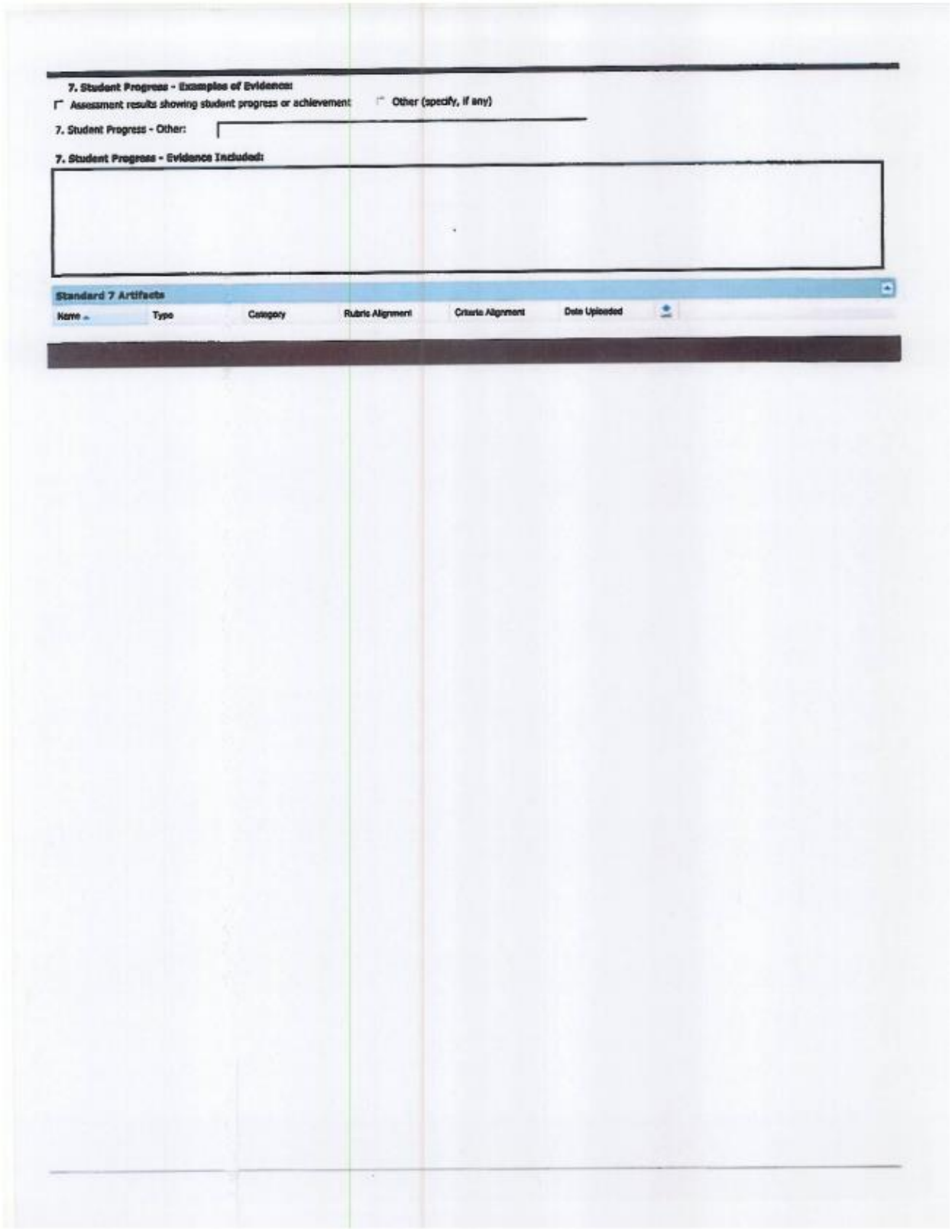

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This cover sheet is optional if artifacts are uploaded electronically.

Documentation Log Cover Sheet

Directions: *In addition to the required items specified by the school district, teachers should include other artifacts of their choosing that show evidence that they are meeting the standards.*

Teacher: _____ School Year: _____

Perf. Stnd.	Examples of Evidence	Evidence Included
Professional Knowledge	• Transcripts of coursework • Annotated Professional Development certificates • Annotated list of instructional activities • Lesson/intervention plan • Journals/notes that represent reflective thinking and professional growth • Samples of innovative approaches developed by teacher	
Instructional Planning	• Differentiation in lesson planning and practice • Analysis of classroom assessment • Data-driven curriculum revision work, such as sample lesson or unit plans, course syllabus, intervention plan, substitute lesson plan, or annotated learning objectives **TEPES Requirement**: Evidence of using data about student learning to guide planning and instruction	
Instructional Delivery	• Annotated photographs of class activities • Handouts or sample work • Video/audio samples of instructional units	

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Perf. Stnd.	Examples of Evidence	Evidence Included
Assessment of/for Learning	• Samples of baseline and periodic assessments given • Samples of both formative and summative assessment • Graphs or tables of student results • Records within electronic curriculum mapping tool • Brief report describing your record keeping system and how it is used to monitor student progress • Copy of scoring rubrics • Photographs or photocopies of student work with written comments • Samples of educational reports, progress reports or letters prepared for parents or students • Copy of disaggregated analysis of student achievement scores on standardized test • Copy of students' journals of self-reflection and self-monitoring **TEPES Requirement**: Evidence of the use of baseline and periodic assessments	
Learning Environment	• Student survey summary information • List of classroom rules with brief explanation of the procedures used to develop and reinforce them • Schedule of daily classroom routines • Explanation of behavior management philosophy and procedures	
Professionalism	• Record of participation in extracurricular activities and events • Record of professional development taken or given • Examples of collaborative work with peers • Evidence of communication with students, families, colleagues and community such as a copy of classroom newsletter or other parent information documents or a sample copy of interim reports **TEPES Requirement**: Evidence of commitment to professional growth; communication with parents	
Student Progress	• Assessment results showing student progress or achievement **TEPES Requirement**: Student Learning Objective document – Revised at midterm and end of year	

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Communication Log

Teacher: _____ School Year: _____

Date	Person	Purpose	Mode	Notes
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
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			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	
			☐ Conference ☐ Email ☐ Note/Letter ☐ Telephone	

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Professional Development Log

Teacher: _____ School Year: _____

Professional Development Activity	Date	Location	Evidence of Satisfactory Completion Received
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____
			☐ Grade ☐ Certificate ☐ Other_____

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Grade K-2 Student Survey

Directions: As your teacher reads the sentence, color the face that shows what you think.

Teacher: _____ Date: _____

	Yes	Sometimes	No
1. My teacher knows a lot about what he or she is teaching.			
2. My teacher is ready to teach every day.			
3. My teacher makes learning interesting.			
4. My teacher explains things so I understand.			
5. My teacher uses different ways help me learn.			
6. My teacher helps me when learning is hard.			
7. I can do the work my teacher gives me.			
8. My teacher knows what I'm good at.			

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	Yes	Sometimes	No
9. My teacher lets my parents know how I am doing in school.			
10. I can ask and answer questions in my class.			
11. I know what the rules are in my class.			
12. I am happy when I am in class.			
13. I learn new things in my class.			
14. My teacher is eager to learn new things.			
15. My teacher listens to me.			
*			

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

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Grade 3-5 Student Survey

Directions: DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as your teacher reads the statements. Respond to the statements by placing a checkmark (✓) beneath the response—"YES," "SOMETIMES," or "NO"—that best describes how you feel about the statement.

Teacher: _____ Date: _____

	Yes	Sometimes	No
1. My teacher knows a lot about what is taught.			
2. My teacher is prepared and ready for teaching every day.			
3. My teacher explains things so I understand.			
4. My teacher makes class interesting and challenging.			
5. My teacher uses different ways to teach and help me learn.			
6. I am able to do the work my teacher gives me.			
7. My teacher allows me to show my learning in a variety of ways.			
8. My teacher lets my parents know how I am doing in school.			
9. My teacher returns my work with helpful comments on it.			
10. My teacher makes it okay for me to ask questions when I don't understand something.			
11. My teacher shows respect to all students.			
12. I know what the rules are in my class.			

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	Yes	Sometimes	No
13. I learn new things in my class.			
14. My teacher is enthusiastic and eager to learn.			
15. My teacher listens to me.			
*			
*			

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

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Grade 6-8 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

Directions: *DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, date, and class/period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.*

Teacher: _____ Date: _____ Class/Period: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. My teacher knows a lot about what is taught.					
2. My teacher uses a variety of teaching practices during class.					
3. My teacher prepares materials in advance and has them ready to use.					
4. My teacher plans activities that help me learn.					
5. My teacher explains things so I understand.					
6. My teacher makes class interesting and challenging.					
7. My teacher uses different ways to teach and help me learn.					
8. My teacher gives me help when I need it.					
9. I am able to do the work my teacher gives me.					
10. My teacher allows me to demonstrate my learning in a variety of ways.					
11. My teacher lets my parents know how I am doing in school.					
12. My teacher uses lots of different tests, quizzes, and assignments to find my strengths and where I need help.					
13. My teacher makes it okay for me to ask questions when I don't understand something.					
14. My teacher shows respect to all students.					
15. My teacher handles classroom disruptions well.					
16. I learn new things in my class.					

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	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
17. My teacher sets high learning standards for the class.					
18. My teacher is enthusiastic and eager to learn himself/herself.					
19. My teacher gives clear instructions.					
20. My teacher listens to me.					
*					
*					

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

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Grade 9-12 Student Survey

The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

***Directions**: DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, date, and class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.*

Teacher: _____ Date: _____ Class/Period: _____

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. My teacher has deep knowledge about the subject he/she teaches.					
2. My teacher uses a variety of teaching strategies during class.					
3. My teacher creates well-organized and well-developed lessons.					
4. My teacher's lessons have clear and appropriate learning objectives for the subject area taught.					
5. My teacher uses a variety of activities and methods to engage me.					
6. My teacher makes class interesting and challenging.					
7. My teacher recognizes us as individual learners with varying learning backgrounds, abilities, needs and preferences.					
8. My teacher modifies his/her teaching approaches when I don't understand.					
9. My teacher allows me to demonstrate my learning in a variety of ways.					
10. My teacher uses a variety of assessments to determine what I have learned.					
11. My teacher uses assessment results to identify my strengths and the areas in which I need help.					
12. My teacher shares feedback about my learning progress with me and my parents.					
13. My teacher shows respect to all students.					

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	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
14. My teacher communicates and maintains classroom rules, routines, and procedures.					
15. My teacher makes the learning experience challenging but rewarding.					
16. My teacher sets high learning standards for the class.					
17. My teacher is enthusiastic and eager to improve teaching practice.					
18. My teacher is passionate about teaching and has a commitment for student learning.					
19. My teacher is approachable and listens to me.					
20. My teacher contacts my parents to involve them in my learning.					
*					
*					

*Add other elements if needed, such as school-wide goals, or subject-specific elements.

Comments:

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Student Survey Summary

Teacher: _____ School Year: _____

Grade(s): _____ Subject(s): _____

Survey Version Given: ☐ Grades K-2 ☐ Grades 3-5 ☐ Grades 6-8 ☐ Grades 9-12

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Student Satisfaction Analysis

Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

Analyze survey responses and answer the following questions:

A) What did students perceive as your major strengths?

B) What did students perceive as your major weaknesses?

C) How can you use this information for continuous professional growth?

You may include a copy of this form in the *Learning Environment* section of the Documentation Log.

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Student Learning Objective Progress Form

For New Jersey specifics please reference *SGO 2.1* manual and Appendix p. 86

Directions: *This form is a tool to assist teachers in setting an objective that results in measurable learner progress. NOTE: When applicable, learner progress should be the focus of the objective.*

Teacher: _____ School Year: _____

Grade(s): _____ Subject(s): _____

Initial Objective Submission (due by _____ to the evaluator)

I. Setting (Describe the population and special learning circumstances)	
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data)	
III. Baseline Data (What is shown by the current data?)	☐ Data attached
IV. Objective Statement (Describe what you want learners/program to accomplish)	

V. Means for Attaining Objective
(Strategies used to accomplish the objective)

Strategy	Evidence	Target Date

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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VI. Mid-Year Review (Describe objective progress and other relevant data)	Mid-year review conducted on_____ Initials: _____(teacher) _____(evaluator) ☐ *Data attached*

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

End-of-Year Review

☐ Appropriate Data Received

Strategies used and data provided demonstrate appropriate Student Growth ☐ Yes ☐ No

Evaluator's Signature: _____ Date: _____

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Interim Performance Report

Directions: *Evaluators use this form to maintain a record of evidence documented for each teacher performance standard. Evidence can be drawn from formal observations, informal observations, documentation log review, and other appropriate sources. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the teacher held within appropriate timelines.*

Teacher: _____ Grade/Subject: _____

Evaluator: _____ Date: _____

Strengths:

Areas of Improvement:

Teacher's Name: _____

Teacher's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

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1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

1.1 Addresses relevant curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher-level thinking skills in instruction.

1.3 Demonstrates an ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.

1.4 Demonstrates an accurate, current, and deep knowledge of the subject matter and a working knowledge of relevant technology.

1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practices based on current research.

1.6 Bases instruction on goals that reflect high expectations for all students commensurate with their developmental levels.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

1.8 Demonstrates an understanding of appropriate accommodations for diverse learners (e.g., English learners, gifted learners, students with special needs, etc.).

1.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.

Comments:

☐ Evident ☐ Not Evident

2. Instructional Planning

The teacher plans using the state's standards, the school's curriculum, data, and engaging and appropriate strategies and resources to meet the needs of all students.

2.1 Analyzes and uses multiple sources of student learning data to guide planning.

2.2 Plans accordingly for pacing, sequencing, content mastery, transitions, and application of knowledge.

2.3 Consistently plans for differentiated instruction.

2.4 Aligns lesson objectives to the school's curriculum and student learning needs.

2.5 Develops appropriate course, unit, and daily plans, and adapts plans when needed.

2.6 Plans and works collaboratively with others to enhance teaching and learning.

Comments:

☐ Evident ☐ Not Evident

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3. Instructional Delivery

The teacher uses a variety of research-based instructional strategies relevant to the content area to engage students in active learning, to promote key skills, and to meet individual learning needs.

3.1 Builds upon students' existing knowledge and skills.

3.2 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.

3.3 Motivates students for learning, reinforces learning goals consistently throughout the lesson, and provides appropriate closure.

3.4 Develops higher-order thinking through questioning and problem-solving activities.

3.5 Uses a variety of relevant instructional strategies and resources.

3.6 Provides remediation, enrichment, and acceleration to further student understanding of material and learning.

3.7 Uses appropriate instructional technology to enhance student learning.

3.8 Communicates clearly, checks for understanding using multiple levels of questioning, and adjusts instruction accordingly.

Comments:

☐ Evident ☐ Not Evident

4. Assessment of/for Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

4 .1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

4.2 Involves students in setting learning goals and monitoring their own progress.

4.3 Uses a variety of formal and informal assessment strategies and instruments that are valid and appropriate for the content and for the student population.

4.4 Uses high quality questioning to gauge student understanding.

4.5 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.

4.6 Collaborates with others to develop common assessments, when appropriate.

4.7 Aligns student assessment with approved curriculum standards and benchmarks.

4.8 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.

4.9 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members, as appropriate).

Comments:

☐ Evident ☐ Not Evident

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5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

5.1 Arranges the classroom to maximize learning while providing a safe environment.

5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.

5.3 Maximizes instructional time and minimizes disruptions.

5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.5 Encourages student engagement, inquiry, and intellectual risk-taking.

5.6 Promotes respectful interactions and an understanding of students' diversity, including language, culture, race, gender, and special needs.

5.7 Actively listens and makes accommodations for all student needs, both intellectually and affectively.

5.8 Promotes an environment that is academically appropriate, stimulating, and challenging.

Comments:

☐ Evident ☐ Not Evident

6. Professionalism

The teacher maintains a commitment to professional ethics, collaborates and communicates appropriately, and takes responsibility for personal professional growth that results in the enhancement of student learning.

6.1 Adheres to federal and state laws, school policies, ethical guidelines, and procedural requirements.

6.2 Maintains positive professional behavior (e.g., appearance, demeanor, punctuality, and attendance).

6.3 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.

6.4 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of personal knowledge and skills.

6.5 Engages in activities outside the classroom intended for school and student enhancement.

6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote students' well-being and success.

6.7 Builds positive and professional relationships with parents through frequent and appropriate communication concerning students' progress.

6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.

6.9 Uses precise language, correct vocabulary and grammar, and acceptable forms of oral and written communication.

Comments:

☐ Evident ☐ Not Evident

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7. Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student progress.

7.1 Sets acceptable, measurable and appropriate achievement goals for student progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Comments:

☐ Evident ☐ Not Evident

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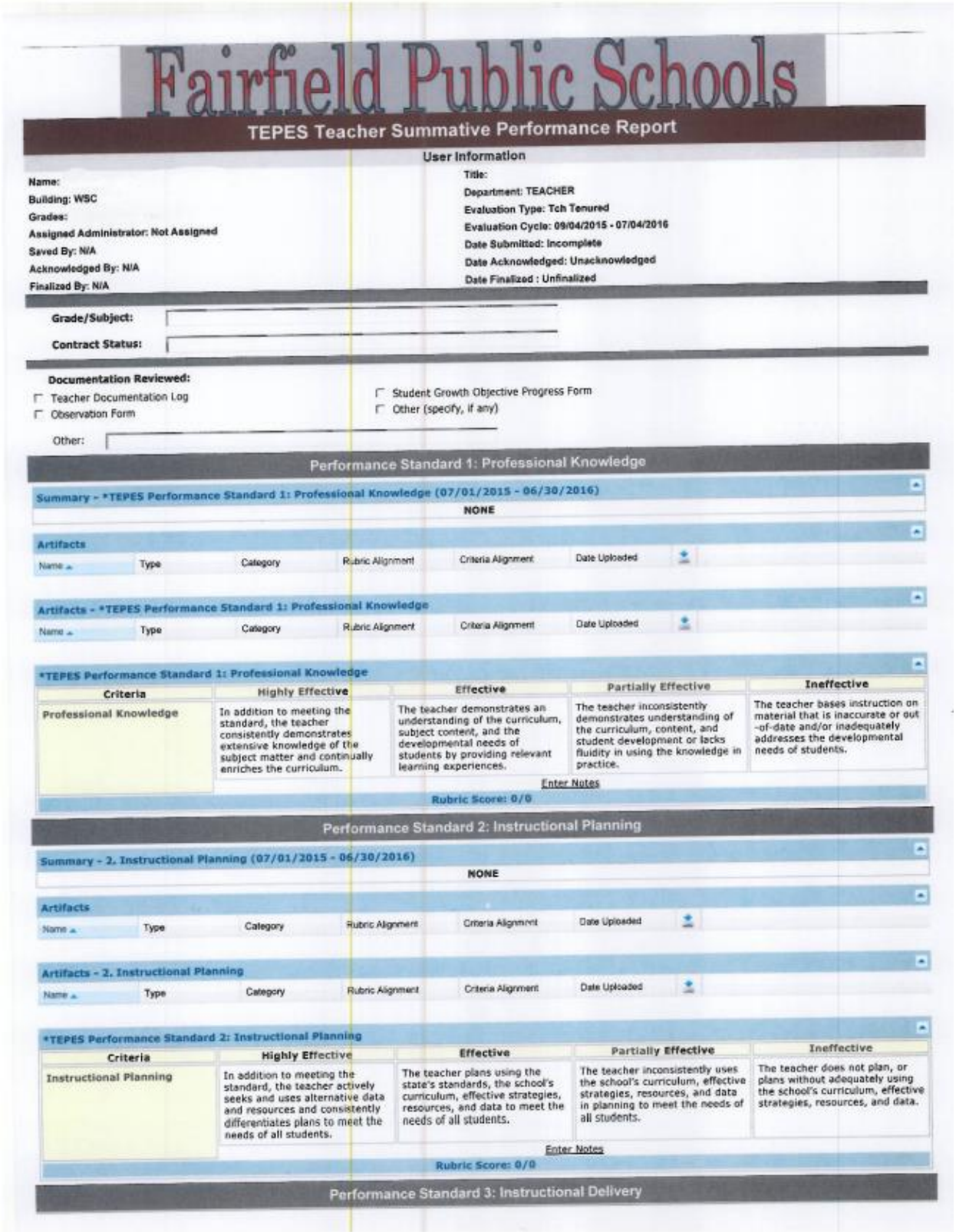
TEPES Teacher Summative Performance Report



Fairfield Public Schools

TEPES Teacher Summative Performance Report

User Information

Name:
Building: WSC
Grades:
Assigned Administrator: Not Assigned
Saved By: N/A
Acknowledged By: N/A
Finalized By: N/A

Title:
Department: TEACHER
Evaluation Type: Tch Tenured
Evaluation Cycle: 09/04/2015 - 07/04/2016
Date Submitted: Incomplete
Date Acknowledged: Unacknowledged
Date Finalized : Unfinalized

Grade/Subject:

Contract Status:

Documentation Reviewed:

- ☐ Teacher Documentation Log
- ☐ Observation Form
- ☐ Student Growth Objective Progress Form
- ☐ Other (specify, if any)

Other:

Performance Standard 1: Professional Knowledge

Summary - *TEPES Performance Standard 1: Professional Knowledge (07/01/2015 - 06/30/2016)

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

Artifacts - *TEPES Performance Standard 1: Professional Knowledge

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

*TEPES Performance Standard 1: Professional Knowledge

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Professional Knowledge	In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates understanding of the curriculum, content, and student development or lacks fluidity in using the knowledge in practice.	The teacher bases instruction on material that is inaccurate or out -of-date and/or inadequately addresses the developmental needs of students.

Enter Notes

Rubric Score: 0/0

Performance Standard 2: Instructional Planning

Summary - 2. Instructional Planning (07/01/2015 - 06/30/2016)

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

Artifacts - 2. Instructional Planning

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

*TEPES Performance Standard 2: Instructional Planning

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Instructional Planning	In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher inconsistently uses the school's curriculum, effective strategies, resources, and data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the school's curriculum, effective strategies, resources, and data.

Enter Notes

Rubric Score: 0/0

Performance Standard 3: Instructional Delivery

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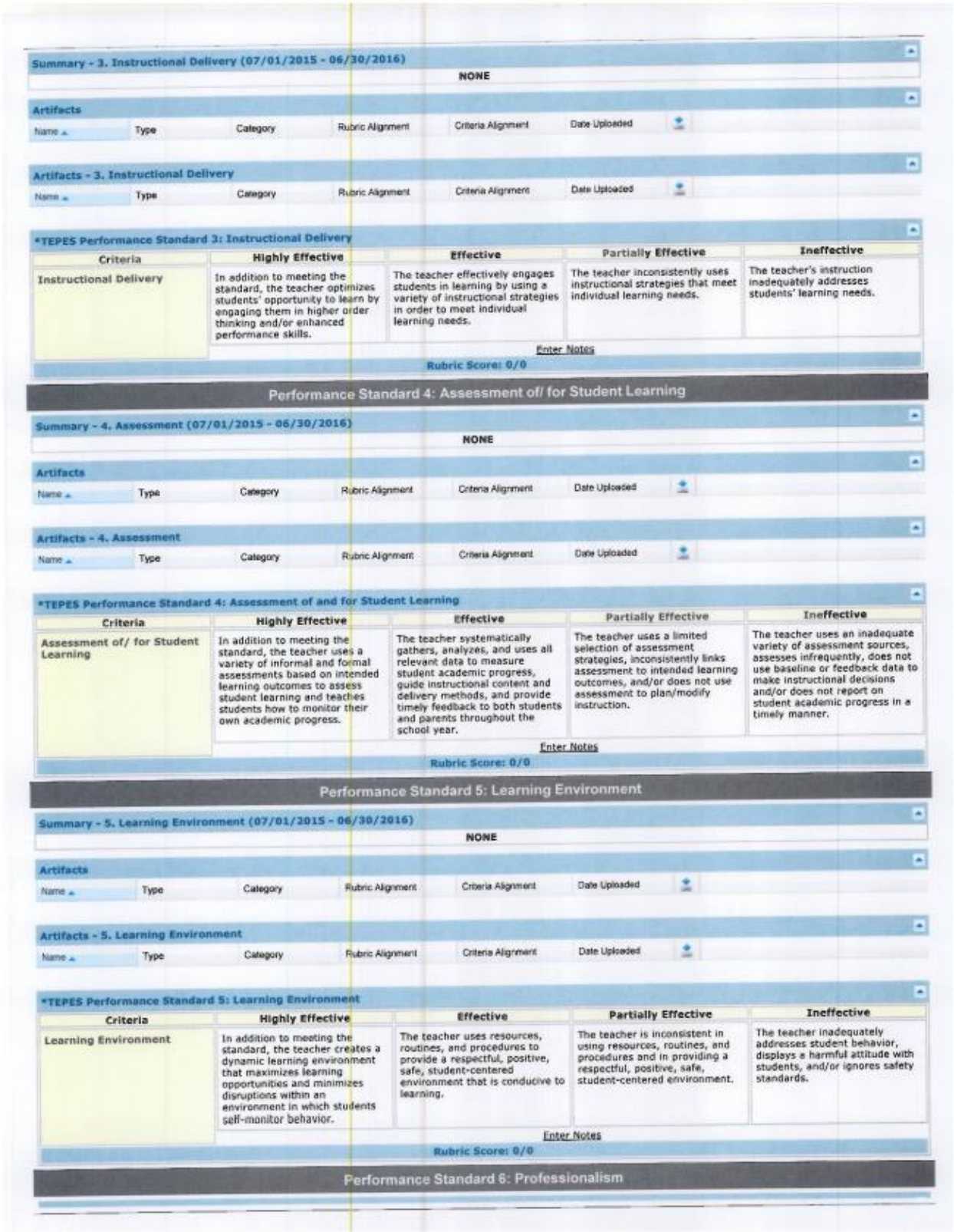

Summary - 3. Instructional Delivery (07/01/2015 - 06/30/2016)

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

Artifacts - 3. Instructional Delivery

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

*TEPES Performance Standard 3: Instructional Delivery

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Instructional Delivery	In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.

Enter Notes

Rubric Score: 0/0

Performance Standard 4: Assessment of/ for Student Learning

Summary - 4. Assessment (07/01/2015 - 06/30/2016)

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

Artifacts - 4. Assessment

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

*TEPES Performance Standard 4: Assessment of and for Student Learning

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Assessment of/ for Student Learning	In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessment sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.

Enter Notes

Rubric Score: 0/0

Performance Standard 5: Learning Environment

Summary - 5. Learning Environment (07/01/2015 - 06/30/2016)

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

Artifacts - 5. Learning Environment

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

*TEPES Performance Standard 5: Learning Environment

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Learning Environment	In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.

Enter Notes

Rubric Score: 0/0

Performance Standard 6: Professionalism

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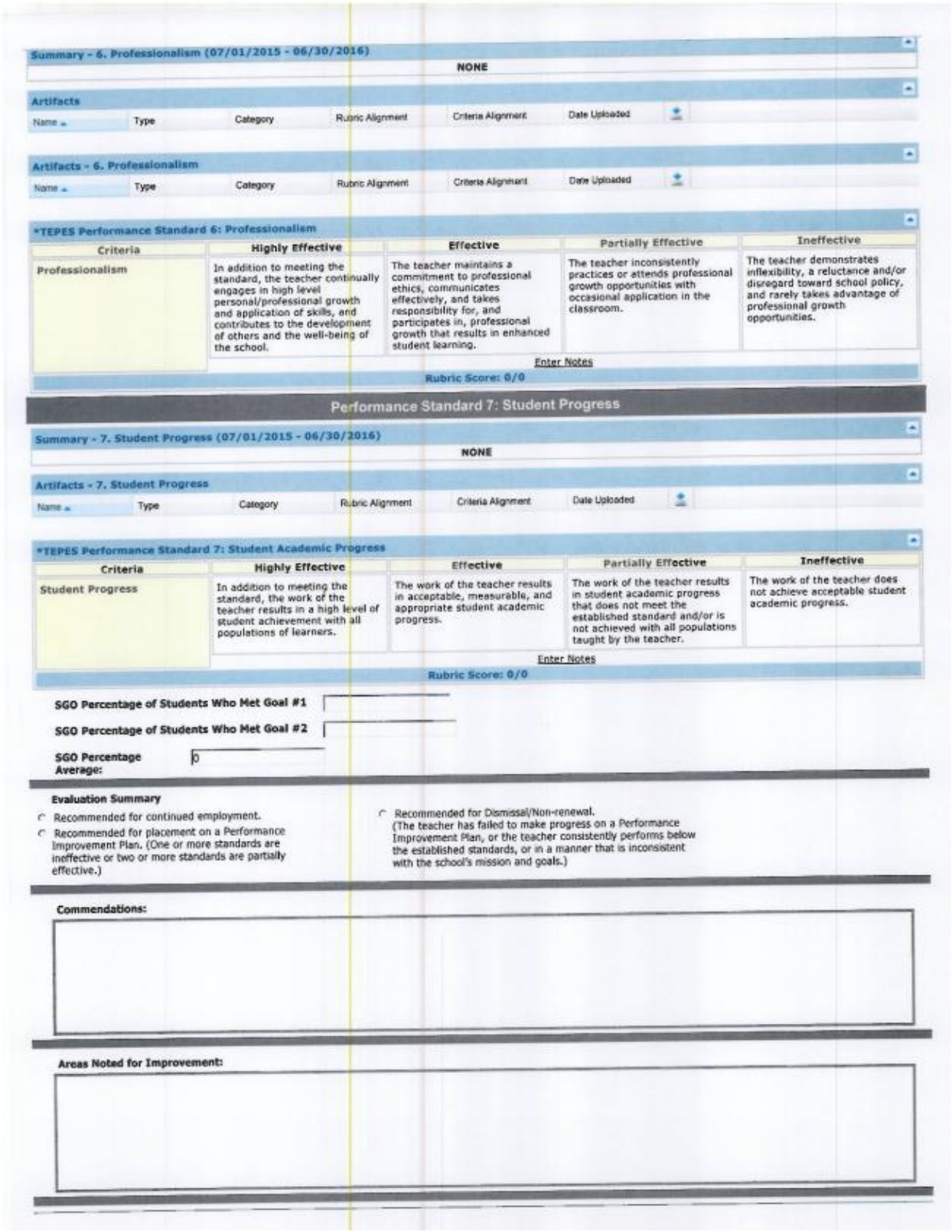

Summary - 6. Professionalism (07/01/2015 - 06/30/2016)

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

Artifacts - 6. Professionalism

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

*TEPES Performance Standard 6: Professionalism

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Professionalism	In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for, and participates in, professional growth that results in enhanced student learning.	The teacher inconsistently practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.

Enter Notes

Rubric Score: 0/0

Performance Standard 7: Student Progress

Summary - 7. Student Progress (07/01/2015 - 06/30/2016)

NONE

Artifacts - 7. Student Progress

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

*TEPES Performance Standard 7: Student Academic Progress

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Student Progress	In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.

Enter Notes

Rubric Score: 0/0

SGO Percentage of Students Who Met Goal #1

SGO Percentage of Students Who Met Goal #2

SGO Percentage Average: 0

Evaluation Summary

- Recommended for continued employment.
- Recommended for placement on a Performance Improvement Plan. (One or more standards are ineffective or two or more standards are partially effective.)
- Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a Performance Improvement Plan, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

Commendations:

Areas Noted for Improvement:

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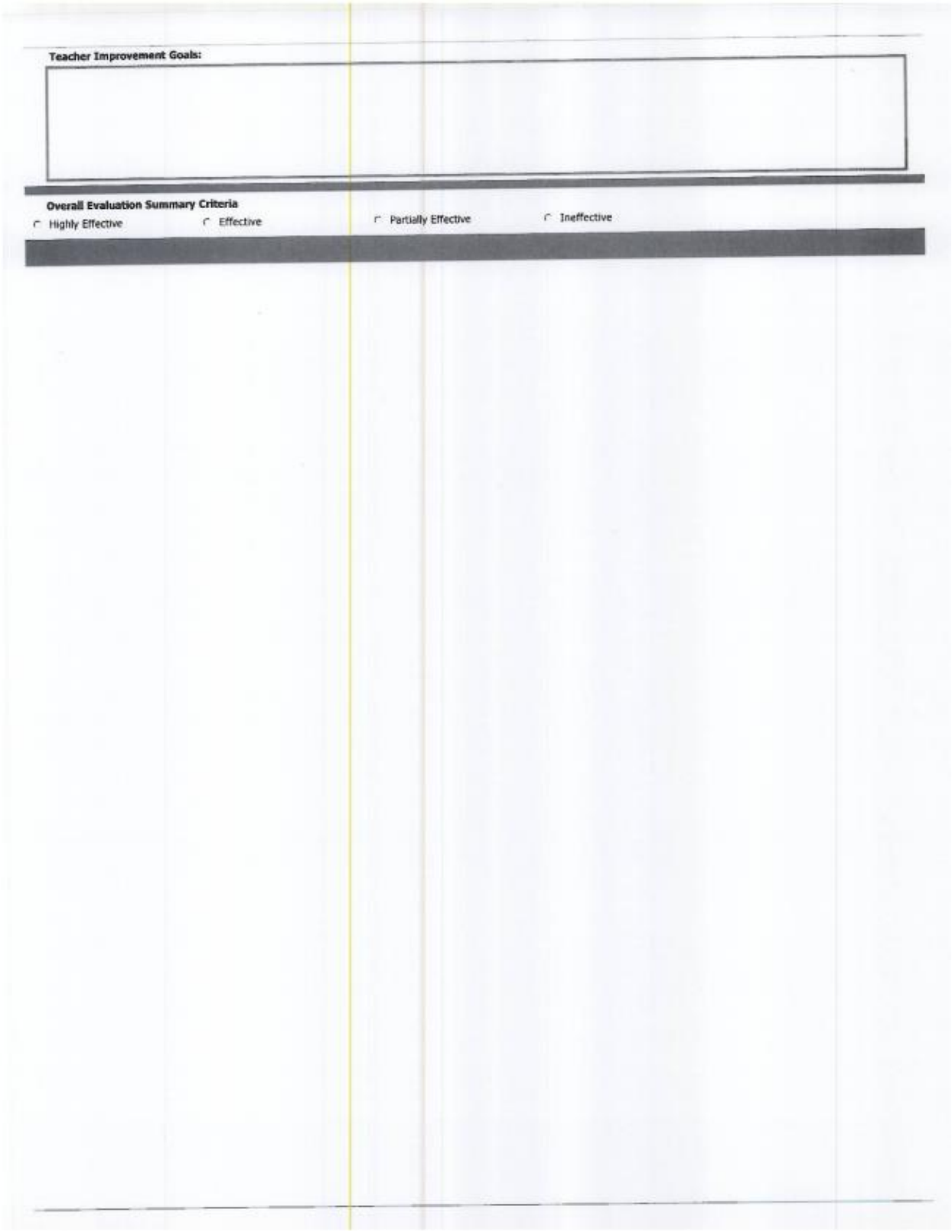

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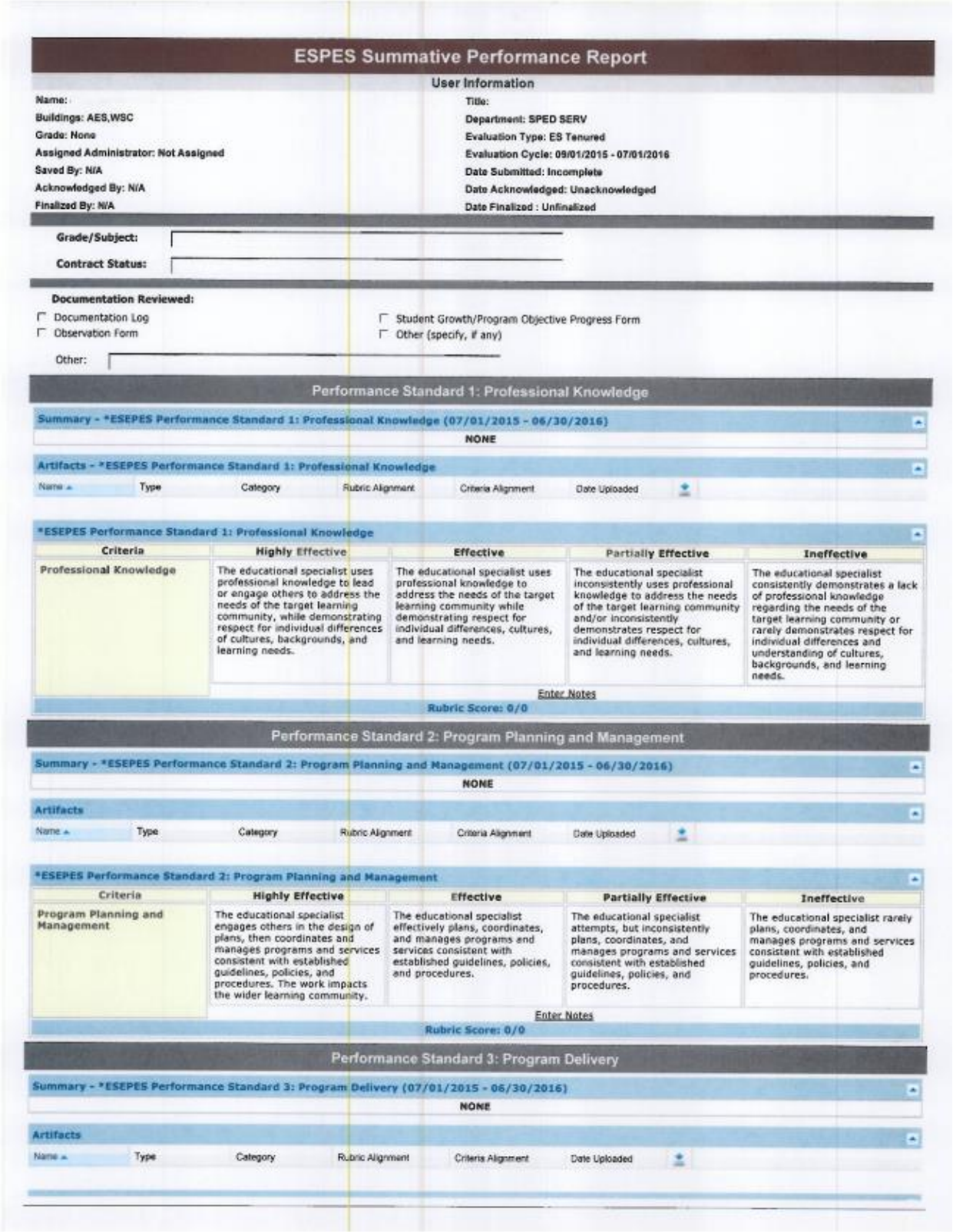
ESPES Summative Performance Report



ESPES Summative Performance Report

User Information

Name:
Buildings: AES,WSC
Grade: None
Assigned Administrator: Not Assigned
Saved By: N/A
Acknowledged By: N/A
Finalized By: N/A

Title:
Department: SPED SERV
Evaluation Type: ES Tenured
Evaluation Cycle: 09/01/2015 - 07/01/2016
Date Submitted: Incomplete
Date Acknowledged: Unacknowledged
Date Finalized : Unfinalized

Grade/Subject:

Contract Status:

Documentation Reviewed:

- ☐ Documentation Log
- ☐ Observation Form
- ☐ Student Growth/Program Objective Progress Form
- ☐ Other (specify, if any)

Other:

Performance Standard 1: Professional Knowledge

Summary - *ESEPES Performance Standard 1: Professional Knowledge (07/01/2015 - 06/30/2016)

NONE

Artifacts - *ESEPES Performance Standard 1: Professional Knowledge

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

***ESEPES Performance Standard 1: Professional Knowledge**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Professional Knowledge	The educational specialist uses professional knowledge to lead or engage others to address the needs of the target learning community, while demonstrating respect for individual differences of cultures, backgrounds, and learning needs.	The educational specialist uses professional knowledge to address the needs of the target learning community while demonstrating respect for individual differences, cultures, and learning needs.	The educational specialist inconsistently uses professional knowledge to address the needs of the target learning community and/or inconsistently demonstrates respect for individual differences, cultures, and learning needs.	The educational specialist consistently demonstrates a lack of professional knowledge regarding the needs of the target learning community or rarely demonstrates respect for individual differences and understanding of cultures, backgrounds, and learning needs.

Enter Notes

Rubric Score: 0/0

Performance Standard 2: Program Planning and Management

Summary - *ESEPES Performance Standard 2: Program Planning and Management (07/01/2015 - 06/30/2016)

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

***ESEPES Performance Standard 2: Program Planning and Management**

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Program Planning and Management	The educational specialist engages others in the design of plans, then coordinates and manages programs and services consistent with established guidelines, policies, and procedures. The work impacts the wider learning community.	The educational specialist effectively plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.	The educational specialist attempts, but inconsistently plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.	The educational specialist rarely plans, coordinates, and manages programs and services consistent with established guidelines, policies, and procedures.

Enter Notes

Rubric Score: 0/0

Performance Standard 3: Program Delivery

Summary - *ESEPES Performance Standard 3: Program Delivery (07/01/2015 - 06/30/2016)

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

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*ESEPES Performance Standard 3: Program Delivery

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Program Delivery	The educational specialist uses professional knowledge in an innovative manner to provide a variety of exceptional services for the targeted learning community.	The educational specialist uses professional knowledge to implement a variety of services for the targeted learning community.	The educational specialist attempts to use professional knowledge to implement services, but efforts are inconsistent in addressing the needs of the targeted learning community.	The educational specialist rarely uses professional knowledge to implement services to meet the needs of the targeted learning community.

Enter Notes

Rubric Score: 0/0

Performance Standard 4: Assessment

Summary - *ESEPES Performance Standard 4: Assessment (07/01/2015 - 06/30/2016)

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

*ESEPES Performance Standard 4: Assessment

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Assessment	The educational specialist consistently demonstrates a high level of performance and takes a leadership role in gathering, analyzing and using data to guide instructional and program planning, and provides timely feedback to learners, families, staff, and community.	The educational specialist gathers, analyzes, and uses data to determine learner/program needs, measure learner/program progress, guide instruction and intervention, and provide timely feedback to learners, families, staff, and community.	The educational specialist attempts, but is inconsistent in gathering, analyzing, and using data, and/or providing timely feedback to learners, families, staff, and community.	The educational specialist rarely uses data to measure learner progress, implement program planning, guide instruction, or to provide timely feedback to learners, families, staff, and the community.

Enter Notes

Rubric Score: 0/0

Performance Standard 5: Communication and Collaboration

Summary - *ESEPES Performance Standard 5: Communication and Collaboration (07/01/2015 - 06/30/2016)

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

*ESEPES Performance Standard 5: Communication and Collaboration

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Communication and Collaboration	The educational specialist demonstrates initiative in enhancing effective communication and collaboration techniques among the learners, families, staff, and the community.	The educational specialist communicates and collaborates effectively with learners, families, staff, and the community to promote student learning and well-being.	The educational specialist attempts, but is inconsistent in communicating, and has difficulty collaborating with learners, families, staff, and the community.	The educational specialist rarely communicates and collaborates effectively with learners, families, staff, and the community.

Enter Notes

Rubric Score: 0/0

Performance Standard 6: Professionalism

Summary - *ESEPES Performance Standard 6: Professionalism (07/01/2015 - 06/30/2016)

NONE

Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded

*ESEPES Performance Standard 6: Professionalism

Criteria	Highly Effective	Effective	Partially Effective	Ineffective
Professionalism	The educational specialist is a professional role model for others, engages in a high level of personal professional growth, and/or contributes to the development of others and the well-being of the profession.	The educational specialist exhibits behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth.	The educational specialist demonstrates limited understanding of professional ethics, inconsistently participates in professional growth opportunities, or inconsistently applies learning from professional development in a way that contributes to the profession.	The educational specialist exhibits unethical behavior, rarely participates in professional growth opportunities, or rarely applies learning from professional development in a way that contributes to the profession.

Enter Notes

Rubric Score: 0/0

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Evaluation Summary:

- ☐ Recommended for continued employment.
- ☐ Recommended for dismissal/non-renewal. (The educational specialist has failed to make progress on a Performance Improvement Plan, or the educational specialist consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)
- ☐ Recommended for placement on a Performance Improvement Plan. (One or more standards are ineffective or two or more standards are partially effective.)

Commendations:

Overall Evaluation Summary Criteria

☐ Highly Effective ☐ Effective ☐ Partially Effective ☐ Ineffective

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Support Dialogue Form

Directions: *Teachers and evaluators may use this form to facilitate discussion on areas that need additional support. This form is optional.*

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Teacher's Name: _____

Teacher's Signature: _____ Date: _____

Evaluator's Name: _____

Evaluator's Signature: _____ Date: _____

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Performance Improvement Plan Form

Teacher: _____ Grade/Subject: _____

Evaluator: _____ School: _____

Performance Standard Number	Performance Deficiencies within the Standard to be Corrected	Resources/Assistance Provided Activities to be Completed by the Employee	Target Dates

	The teacher's signature denotes receipt of the form, and acknowledgment that the evaluator has notified the employee of ineffective performance.
_____ Evaluator's Signature/Date Initiated	_____ Teacher's Signature/Date Initiated

Results of Performance Improvement Plan[1]:

Performance Standard Number	Performance Deficiencies within the Standard to be Corrected	Comments	Review Dates[2]

Final recommendation based on outcome of Improvement Plan:

- ☐ The performance deficiencies have been satisfactorily corrected: The teacher is no longer on a *Performance Improvement Plan*.
- ☐ Partial improvement has been achieved but more improvement is needed; the teacher remains on a *Performance Improvement Plan*
- ☐ The deficiencies were not corrected: The teacher is recommended for non-renewal/dismissal.

_____ Evaluator's Signature/Date Reviewed

_____ Teacher's Signature/Date Reviewed
Signature denotes the review occurred, not necessarily agreement with the final recommendation.

[1] These sections are to be completed collaboratively by the evaluator and the teacher. Pages may be added, if needed.
[2] Review dates should be prior to target dates for each improvement objective. Each review is intended to document support and assistance provided to the teacher.

___ **Additional Pages Attached**

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APPENDIX: New Jersey Specific Requirements

Nancy Richmond, Ed.D.
Stronge New Jersey Coordinator

This appendix articulates the evaluation requirements mandated by the state of New Jersey. Districts should follow this guidance when implementing the Stronge Teacher Effectiveness Performance Evaluation System. Please contact Dr. Nancy Richmond at (757) 986-0756 or Nancy.Richmond@StrongeandAssociates.com if you have questions.

Formal Observations

The New Jersey Department of Education (NJDOE)[1] has specified the following observation requirements:

- **Non-tenured Teachers in Years 1 and 2**: Two long observations (at least 40 minutes with a pre-and post-conference) and one short observation (20 minutes with a post-conference). Multiple observers are *required*.
- **Non-tenured teachers in Years 3 and 4**: One long observation (at least 40 minutes with a pre- and post-conference) and two short observations (20 minutes with a post-conference). Multiple observers are *required*.
- **Tenured teachers**: Three short observations (20 minutes with a post-conference). Multiple observers are *recommended*.

Within the minimum requirements, all teachers must have at least one unannounced and one announced observation. Additional observations for any staff member will be at the site administrator's discretion. Long observations, beyond the minimum requirements, do not require pre-conferences. After the first year, teachers who receive an overall *ineffective* or *partially effective* rating on their summative evaluation (and therefore on a Corrective Action Plan) are required to have one additional observation, and multiple observers are required.

Measures of Student Progress

The New Jersey Department of Education has specified that Student Achievement (Standard 7 in the Stronge Evaluation System) will account for 30% of the evaluation for teachers of tested grades and subjects and 20% for teachers of non-tested grades/subjects[2]. The sections below explain two such measures—Student Growth Percentiles (SGPs) and Student Growth Objectives (SGOs).

[1] AchieveNJ: May 7, 2013
[2] AchieveNJ: New Jersey Department of Education, July, 2014

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Student Growth Percentile Scores

Student growth percentiles (SGPs) describe the progress students make from one year to the next compared to students with similar state standards-based achievement test history. This provides an understanding of how much progress students made based on where they started–regardless of whether they started as low, moderate, or high achieving students. The NJDOE will provide data in the form of median Student Growth Percentile (mSGP) scores to be used by teachers who have a direct measure of student progress based on state standards assessment results. The NJDOE has determined that for teachers of tested grades and subjects, mSGPs will account for 10 percent of the Student Achievement component. The student enrollment requirement for attributing students to a teacher for an SGP score will be 60 percent of the school year. A teacher must have 20 tested students to receive an SGP.[1] If not, the teacher will have two SGOs. The NJDOE will provide individual SY14-15 teacher and school mSGP scores to districts as they become available.

Student Growth Objectives

The *Student Outcome* Measures section of the handbook contains a detailed description of the Student Learning Objectives (SLO) process. In New Jersey, SLOs are referred to as Student Growth Objectives (SGOs). While the handbook contains an extensive description of this process, the most valuable source of information about the use of SGOs in NJDOE/AchieveNJ. The NJDOE offers on-line training in the development and monitoring of the SGO process.

The NJDOE published the following guidelines for the 2014-15 school year:[2]

1. All teachers who receive an SGP scores must set between 1 and 2 SGOs.
2. Teachers who do not receive an SGP score must set 2 SGOs.
3. A teacher develops SGOs in consultation with (and with the approval of) his or her principal.
4. SGOs must be aligned to New Jersey Core Curriculum Content Standards (NJCCCS) or Common Core State Standards (CCSS) and measure student achievement and/or growth between two points of time.
5. SGOs must be specific and measurable and based on students' prior learning data when available.
6. A teacher's final SGO rating is determined by the principal.

[1] AchieveNJ, *Overview of Student Growth Percentiles*, May 7, 2013
[2] NJDOE/AchieveNJ, June 2014

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SMART Acronym

New Jersey uses as slightly different acronym for SMART objectives[1] than depicted in the main handbook:

- **S**pecific: how many students learn what or grow by how much?
- **M**easurable: use assessments to compare starting points to ending points
- **A**mbitious, but achievable: determine a reasonable amount of growth
- **R**elevant: aligned to standards
- **T**ime-bound: set an appropriate instructional period

SGO Scoring[2]

School districts will comply with New Jersey Department of Education guidelines to determine a method by which to rate student growth objective achievement as *exceptional, full, partial*, or *insufficient*. These criteria should be communicated to teachers at the beginning of the year. The specific approach to scoring an SGO must be determined at the local level (district and school) and will depend in large part on the approach the individual teacher is taking, the subject that is being taught, and the quality of the assessment being used. The figure below provides the NJDOE's basic example of SGO scoring (details of the actual goal are omitted).

Figure A1: *Example SGO Scoring Plan (for 60 Students from 2 Class Periods)*

	Objective Attainment Based on Number of Students Achieving Target/Growth Score			
Class Size	4	3	2	1
60 students	*90% (54 or More Students)	80% (48 -53 Students)	70% (42-47 Students)	70% or less (Fewer than 42 students)

*These numbers will be determined by the teacher and principal based on knowledge of students to create a rigorous and attainable goal.

In scoring an SGO, the 1 – 4 rating should be based on the number of targeted students that reached the goal (teachers may set SGOs for specific groups of students, rather than a whole class). As noted in Figure A1, this number can be expressed as a percentage or as a whole number. An SGO form and SGO scoring for are available on MLPOASYS.

Summative Evaluation

Figure A2 shows the weighting of each standard taking into account the weighting for the Teacher Practice and Student Achievement components prescribed by the NJDOE:

[1] NJDOE/AchieveNJ, June 2014
[2] AchieveNJ SGO Training Module One, May 7, 2013

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Figure A2: *Weighting of Performance Standards*

Component		Teachers in Tested Grades and Subjects	Teachers in Non-Tested Grades and Subjects
Teacher Practice (Standards 1-6)	Standard 1	11.66%	13.33%
	Standard 2	11.66%	13.33%
	Standard 3	11.66%	13.33%
	Standard 4	11.66%	13.33%
	Standard 5	11.66%	13.33%
	Standard 6	11.66%	13.33%
Student Achievement (Standard 7)	SGOs	20%	20%
	SGP	10%	N/A

Scores will be calculated using the following scale:

Ineffective = 1
Partially Effective = 2
Effective = 3
Highly Effective = 4

Figure A3 shows an example of how a cumulative rating for the Teacher Practice component would be calculated.

Figure A3: *Example of Teacher Practice Calculations*

Performance Standard	Performance Rating	Points
Standard 1	Effective	3
Standard 2	Effective	3
Standard 3	Partially Effective	2
Standard 4	Effective	3
Standard 5	Effective	3
Standard 6	Partially Effective	2
Teacher Practice (Standards 1-6)		16 ÷ 6 = **2.66**

Final Summative Rating Calculation Examples[1]

Figure A4 illustrates the conversation of the raw score for each component of teacher evaluation multiplied by its weight to result in a final summative score. In this case, the teacher had an average score of 2.66 on the teacher practice component which accounts for 70 percent of the total evaluation.

[1] AchieveNJ and Evaluation Scoring Updates, November 6, 2013

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Figure A4 *Example of a Final Summative Rating for a Teacher*

Component	Raw Score	Weight	Weighted Score
Teacher Practice	2.66	0.70	1.86
Student Growth Percentile *48	3.00	0.10	0.30
Student Growth Objective	2.75	0.20	0.55
Sum of the Weighted Scores			**2.71**

*This is the mSGP score this particular teacher received which is then converted as per the NJDOE/SGP conversion table.

Once the scores for all evaluation measures are finalized, each educator will receive a final summative rating on a scale from 1 – 4. The overall summative rating will be judged as *highly effective, effective, partially effective,* or *ineffective* using the scale in Figure A5 released by the NJDOE.[1]

Figure A5: *SY14-15 Summative Rating Performance Level Ranges*

Ineffective	Partially Effective	Effective	Highly Effective
1.0-1.84	1.85-2.64	2.65-3.49	3.50 – 4.00

In the example above, the teacher earned a final summative rating of 2.71, which corresponds to a rating of *effective*.

Note: Regardless of the overall total points earned, three of more *partially effective* ratings on individual performance standards will result in an overall rating of *partially effective* or *ineffective*. Similarly, one *ineffective* rating on any one performance standard may result in an overall *ineffective* rating. In compliance with NJDOE guidelines, a teacher who receives a summative rating of *partially effective* or *ineffective* must be placed on a *Corrective Action Plan*.

Improving Professional Performance

The *Support Dialogue* and *Performance Improvement Plan* are described in the main section of the handbook. A third tool, the *Corrective Action Plan*, is mandated by NJDOE for teachers whose overall summative evaluation rating is *partially effective* or *ineffective*. Figure A6 shows the differences between these processes in New Jersey.

[1] AchieveNJ and Evaluation Scoring Updates, November 6, 2013

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Figure A6: *Tools to Increase Professional Performance*

	Support Dialogue	Performance Improvement Plan	Corrective Action Plan
Purpose	For teachers who are in need of additional support. These teachers attempt to fulfill the standard, but are often deficient in an area.	For teachers: • who have not made sufficient progress as a result of a Support Dialogue; • whose professional practice would benefit from additional support; • who receive two or more "not evident" ratings on an interim review; or • who receive two or more standards rated as *partially effective* or one or more standards rated as *ineffective* on a summative evaluation.	For teachers whose overall summative evaluation rating is *partially effective* or *ineffective*
Initiates Process	Evaluator, administrator, or teacher	Evaluator	Evaluator* (required by NJDOE)
Documentation	Form provided: *Support Dialogue Form (optional)* Memo or other record of the discussion/other forms of documentation at the building/worksite level	Form provided: *Performance Improvement Plan Form*	Form required: *Corrective Action Plan* Building/Worksite Level Superintendent is informed Human Resource Department is notified
Outcomes	• Performance improves to proficient level – no more support needed at this time • Some progress – continued support • Little or no progress – teacher is moved to a *PIP*	• Sufficient improvement – no longer on *PIP* • Some progress, but more needed –continue on *PIP*	• Sufficient improvement – recommendation to continue employment • Inadequate improvement – recommendation to non-renew or dismiss the employee

*The evaluator for teachers may be the principal or district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the *Corrective Action Plan*. The evaluator is responsible for the overall supervision of personnel in the worksite/department/school and as such monitors the *Corrective Action Plan* and makes the recommendation to the superintendent about the employee's progress.

Corrective Action Plan

Teachers who receive an <u>overall</u> summative rating of *partially effective* or *ineffective* will be placed on a *Corrective Action Plan*, per NJDOE. Evaluators should follow district or NJDOE guidance related to *Corrective Action Plans*. A suggested *Corrective Action Plan Form* is shown on the following page.

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Corrective Action Plan Form

Teacher: _____ School: _____

Grade/Subject: _____ School Year: _____

Evaluator: _____ Date: _____

Area of Concern Related to Performance Standard _____:

Evidence for Concern:

Activity	Timeline	Administrative Responsibility	Teacher Responsibility	Evidence of Successful Completion
1.				
2.				
3.				
4.				

Teacher Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Activity #1: Date Completed: _____ Activity #2: Date Completed: _____
Activity #3: Date Completed: _____ Activity #4: Date Completed: _____

Teacher Comments:

Evaluator Comments:

Use a separate page for each identified deficiency.

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