Ewing-Northern District #115

Teacher Evaluation and

Student Growth

Forms



**Professional Practice**

**Forms**

**Pre-Conference Form**

The teacher will complete this form and submit to the evaluator prior to the pre-conference. The teacher should reflect on the Teaching Performance Rubric to complete this form and to prepare for the pre-observation conference.

|  |  |
| --- | --- |
| Teacher: |  |
| Evaluator:  |  |
| Date of Pre-Conference Observation: |  |
| Date of Classroom Observation:  |  |
| Grade Level/Curriculum Area Observed:  |  |
| Date of Scheduled Post-Observation Conference:  |  |

Evidence of teaching performance will be gathered for all components of the Teaching Performance Evaluation Rubric. During the pre-and post-observation, evidence of planning, preparation and professional responsibilities (Domain 1 and 4) will be gathered through the review and/or discussion of instructional artifacts.

1. What is the topic of the lesson and learning standards will be address during this lesson?
2. How does this learning “fit” in the sequence of learning for this class?
3. What is the objective of the lesson? What do you want students to be able to do?
4. How will you engage students in learning?
	1. What will you do?
	2. What will students do?
5. How will you differentiate instruction for different individuals or groups of students in the class?
6. How and when will you know whether the students have learned what you intended?
7. Is there anything you would like to be specifically observed during the lesson?

**Post Conference/Reflection Form**

*\*\*Required as part of the post-observation conference*

|  |  |
| --- | --- |
| Teacher: |  |
| Evaluator:  |  |
| Date of Classroom Observation:  |  |
| Grade Level/Curriculum Area Observed:  |  |
| Date of Scheduled Post-Observation Conference:  |  |

1. In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what did you do/will you do for those students? (3d,4a)
2. If you were able to bring samples of student work, what do those samples reveal about those students’ levels of engagement and understanding of the content taught? (3d, 3c)
3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning? (2c,2d,2e)
4. Did you depart from you plan? If so, how and why? (3e)
5. Comment on the different aspects of your instructional delivery (e.g. activities, grouping of students, materials and resources) To what extent were they effective? (2a,2b,3c,3e,1d,1e)
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently, from planning to execution? (4a)

**Summative Professional Practice Rating Worksheet**

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_Grade/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Informal Observation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*All ratings will be rounded to nearest whole number. (Ex. 3.5 rating would round to a 4 rating)

|  |  |  |  |
| --- | --- | --- | --- |
|  | Formal Observation 1Date: | Formal Observation 2Date:  | Summative Rating  |
| **Domain 1: Planning and Preparation** |  |  |  |
| 1a: Demonstrating Knowledge of Content and Pedagogy |  |  |  |
| 1b: Demonstrating Knowledge of Students  |  |  |  |
| 1c: Setting Instructional Outcomes  |  |  |  |
| 1d: Demonstrating Knowledge of Resources  |  |  |  |
| 1e: Designing Coherent Instruction  |  |  |  |
| 1f: Designing Student Assessments  |  |  |  |
| ***Overall Rating for Domain 1*** |  |  |  |
|  |  |  |  |
| **Domain 2: Classroom Environment** |  |  |  |
| 2a: Creating an Environment of Respect and Rapport  |  |  |  |
| 2b: Establishing a Culture for Learning  |  |  |  |
| 2c: Managing Classroom Procedures  |  |  |  |
| 2d: Managing Student Behavior  |  |  |  |
| 2e: Organizing Physical Space  |  |  |  |
| ***Overall Rating for Domain 2*** |  |  |  |
|  | Formal Observation 1Date: | Formal Observation 2Date:  | Summative Rating  |
| **Domain 3: Instruction** |  |  |  |
| 3a: Communicating With Students  |  |  |  |
| 3b: Using Questioning and Discussion Techniques  |  |  |  |
| 3c: Engaging Students in Learning  |  |  |  |
| 3d: Using Assessment in Instruction  |  |  |  |
| 3e: Demonstrating Flexibility and Responsiveness  |  |  |  |
| ***Overall Rating for Domain 3*** |  |  |  |
|  |  |  |  |
| **Domain 4: Professional Responsibilities**  |  |  |  |
| 4a: Reflecting on Teaching  |  |  |  |
| 4b: Maintaining Accurate Records  |  |  |  |
| 4c: Communicating With Families  |  |  |  |
| 4d: Participating in a Professional Community  |  |  |  |
| 4e: Growing and Developing Professionally  |  |  |  |
| 4f: Showing Professionalism  |  |  |  |
| ***Overall Rating for Domain 4*** |  |  |  |
|  |  |  |  |
| ***Overall Observation Rating:***  |  |  |  |

|  |
| --- |
| **Teaching Performance Rating Based on Final Summative** |
| Unsatisfactory (1) | Needs Improvement (2) | Proficient (3) | Excellent (4) |
|  |  |  |  |

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Evaluator’s Signature / Date Teacher’s Signature / Date \*\*Signature indicates only that teacher has read and understands the evaluation**

**Overall Teacher Rating**

Teacher Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Year: \_\_\_\_\_\_\_\_\_\_\_\_\_Grade/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Summative Professional Practice Rating:  | \_\_\_\_\_\_ x 75% =  |
| Summative Student Growth Assessment 1 Rating:  | \_\_\_\_\_\_ x 12.5% = |
| Summative Student Growth Assessment 2 Rating: | \_\_\_\_\_\_ x 12.5% = |

|  |
| --- |
| Summative Performance Evaluation Ratings: \_\_\_\_\_\_\_\_ Professional Practice + \_\_\_\_\_\_\_\_\_\_ Assessment 1 + \_\_\_\_\_\_\_\_\_Assessment 2 = \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |  |  |
| --- | --- | --- | --- |
| Unsatisfactory (1) | Needs Improvement (2) | Proficient (3) | Excellent (4)  |
| ☐ | ☐ | ☐ | ☐ |

|  |
| --- |
| We have conducted a summative evaluation conference. The teacher has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file. Educator comments attached: \_\_\_ Yes \_\_\_\_No  |
| Teacher Signature and Date: \*Signature indicates only that teacher has read and understands the evaluation.  |
| Evaluator Signature and Date:  |

***Tenured Educator (Needs Improvement) Professional Development Plan (PDP)***

|  |  |
| --- | --- |
| Educator:  | Evaluator:  |
| Date of PDP: *\*\*Within 30 days of receiving a summative rating of “Needs Improvement”*  | Mid-Plan PDP Conference  |
| Anticipated End date of PNP:  |  |

Directions: Use a separate form for each Domain identified as an area of improvement in the PDP.

Domain: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Component Name and Letter  |  |
| Rationale for area of improvement  |  |
| Improvement Strategies  |  |
| Tasks to Complete  |  |
| Support and Resources  |  |
| Indicators of Progress  |  |

Evaluator Comments:

Educator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Note: Signatures indicate that the evaluator, in consultation with the educator, developed the plan.

***Tenured Educator (Needs Improvement) Mid-Plan Conversation for the***

***Professional Development Plan (PDP)***

|  |  |
| --- | --- |
| Educator:  | Evaluator:  |
| Mid-Plan PDP Conference  | Others in Attendance (optional)  |

Topics from Educator:

Topics from Evaluator:

Notes from Meeting:

What is working?

Areas to Modify:

Challenges/Concerns (if any):

Educator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Tenured Educator (Unsatisfactory) Remediation Plan***

|  |  |
| --- | --- |
| Educator:  | Evaluator:  |
| Consulting Teacher:  | Date of Remediation Plan: *\*\*Within 30 days of receiving a summative rating of “Unsatisfactory”* |
| Mid-Plan Conference Date:  | Anticipated End date of the plan: *\*\* Plan completed within 90 School Days* |

Directions: Use a separate form for each Domain / Student Growth Objectives identified as an area of improvement in the remediation plan.

|  |  |
| --- | --- |
| Domain and Component Name / Letter  |  |
| Goal Statement for this Component  |  |
| Rationale for area of improvement in this Component  |  |
| Improvement Strategies / Interventions |  |
| Tasks to Complete  |  |
| Support and Resources  |  |
| Person(s) responsible for providing support |  |
| Indicators of Progress  |  |
| Expected Behaviors Demonstrated upon completion of the plan. (Include sample evidence) |  |

Evaluator Comments:

Educator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_Consulting’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_Note: Signatures indicate that the evaluator, in consultation with the educator, developed the plan.

***Tenured Educator (Unsatisfactory) Mid-Plan Conversation for the***

***Remediation Plan***

|  |  |
| --- | --- |
| Educator:  | Evaluator:  |
| Consulting Teacher:  | Date of Mid-Plan Meeting:  |

|  |  |
| --- | --- |
| Domain and Component Name / Letter  |  |
| Topics from Educator  |  |
| Topics from Evaluator |  |
| Progress of Strategies / Interventions |  |
| Tasks Completed |  |
| Support and Resources * What is working?
* Areas to Modify?
 |  |
| Person(s) responsible for providing support (if additional supports are provided)  |  |
| Progress Demonstrated to date |  |
| Evidence of expected behaviors to be demonstrated upon completion of the plan. (Include sample evidence) |  |

Educator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Growth**

**Forms**

**Standards Alignment and Rigor Analysis Chart (SARA Chart) *Teacher Complete***

Teacher(s):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course/Class: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Assessment: \_\_\_\_\_\_Type I \_\_\_\_\_Type II or \_\_\_\_\_Type III Assessment Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*\* Note: The following chart must be completed for all Type III assessments.**

Directions: After aligning assessment items or tasks to key standards, use the chart below to list assessment questions with the corresponding standards to which they are aligned and rigor level.

Identify which Standards were used to create assessment:

* Common Core Standards
* Next Generation Science Standards
* National/State Standards (PE, Art, Music, Technology and Social Studies)

\*\* List all standards that apply. (A specified numbers of standards per assessment are not required.)

\*\* Attach all three assessments (Pre, Mid, Post) to one Analysis Chart. Due to mirrored assessments, only one analysis chart if required.

|  |  |  |  |
| --- | --- | --- | --- |
| Standard Number  | Standard Description  | Question Number/Tasks  | Rigor Level  |
| Standard 1 |  |  |  |
| Standard 2 |  |  |  |
| Standard 3 |  |  |  |
| Standard 4 |  |  |  |
| Standard 5  |  |  |  |

**Assessment Approval Checklist – *Evaluator Completes***

Grade Level/Subject: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Evaluator Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Criterion Considerations (Check all that apply.) Assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Type: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Timeline  | * Approval of Assessments:
* Fall Assessment Administration: Approved by August 1st
* Spring Assessment Administration: Approved by January 10th
 |
| Criterion  | * Standards/Rigor Analysis Chart
 |
| Alignment  | * Items/tasks cover key subject/grade-level content standards.
* Common Core Standards
* Next Generation Science Standards
* National/State Standards (PE, Art, Music, Technology and Social Studies)
 |
| Rigor and Complexity  | * Overall, the items, tasks, rubrics, are appropriately challenging for the grade-level/course (e.g. correct reading level)
* Assess standards that are key to your grade level/subject
* Do standards possess endurance, leverage, and readiness for the next grade level
* 20% of test items require critical thinking at the higher level of Bloom’s/WDK (Applying, Evaluating, and Creating)
* \*\* Performance based assessments are considered high level and meet 20% expectation.
 |
| Format  | * Items/tasks/directions are written clearly
* Design of assessment is appropriate for grade level
* Standards are listed on the assessment (Optional)
* Standards/Skills are assessed across multiple items/tasks
* Question types and length of the assessment are appropriate for subject/grade level
* Tasks and open-ended questions have rubrics that (1) articulate what students are expected to know and/or do;

 (2) differentiate between levels of knowledge/mastery  |
| Approval  | * Approve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ OR Disapprove \_\_\_\_\_\_\_\_\_\_\_\_\_
* Schedule a meeting with Evaluator for assessment revisions prior to assessment administration deadline.
 |

\*\* The evaluator will determine, based on criterion, if the assessment is acceptable. If an agreement cannot be established between the teacher and the evaluator, then the PERA committee shall make the final decision.

Signature of evaluator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_ Signature of teacher(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_

*Reminder: Deadlines to administer Pre-Test are by* ***September 15th and / or January 15th*** *and SLO paperwork is due no later than 10 working days after test is administered.*

**Summative Student Growth Rating Worksheet**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Teacher Name:** |  | **Evaluator:**  |  | **School Year:**  |  |
|  |  |  |  |  |  |
| **Grade Level:**  |  | **Subject(s) Taught:**  |  | **Employee Status:**  |  |
| **Dates included in student growth evaluation:**  |
|  |
| **Growth Meeting Dates Year 1:** | **Initial Meeting:**  | **Midpoint Check: (Optional)** | **Final Meeting:**  | **Additional Meetings:**  |
| **Growth Meeting Dates Year 2:** | **Initial Meeting:**  | **Midpoint Check: (Optional)** | **Final Meeting:**  | **Additional Meetings:**  |
|  |
| **Overall Assessment 1 Rating:**  | **Unsatisfactory (1)** | **Needs Improvement (2)** | **Proficient (3)** | **Excellent (4)** |
|  |
| **Overall Assessment 2 Rating:**  | **Unsatisfactory (1)** | **Needs Improvement (2)** | **Proficient (3)** | **Excellent (4)** |
|  |
| **We have conducted a summative evaluation conference. The teacher has the right to attach written comments within (10) working days of completion of this form for inclusion in their personnel file. Educator comments attached: \_\_\_ Yes \_\_\_\_No**  |
| **Teacher Signature and Date: \*Signature indicates only that teacher has read and understands the evaluation.**  |
| **Evaluator Signature and Date:**  |

**Ewing Grades School’s**

**Student Learning Objective Template**

**Educator Information**

|  |  |
| --- | --- |
| Academic Year |  |
| Educator Name |  |
| Evaluator Name |  |

**Planning Information**

|  |  |
| --- | --- |
| Course/Subject Name |  |
| Grade Level(s) |  |
| Interval of Instruction |  |
| Pre-Test Administration Date: |  |

**Timeline and Sign-Off**

|  |  |
| --- | --- |
| Initial SLO Evaluator Sign-Off (Elements 1,2 and 3) |  |
| Midcourse Check-In Date (Optional) |  |
| Midcourse Check-In Notes:  |
| Due Date of Final SLO(Elements 4 and 5) |  |

**Element #1: Learning Goal**

A learning goal is a description of what students will be able to do at the end of a specified period of time aligned to appropriate learning standards. The development of a learning goal provides a solid foundation for meaningful, goal directed instruction and assessment. The learning goal encompasses a big idea that integrates multiple content standards.

|  |  |
| --- | --- |
| **Domain 1: Planning and Preparation**1a Demonstrating Knowledge of Content and Pedagogy1c Setting Instructional Outcomes1e Designing Coherent Instruction |  **Domain 3: Instruction** 3c Engaging Students in Learning |

|  |  |  |
| --- | --- | --- |
| ☐ | State the learning goal. |  |
| ☐ | Identify the content standards associated with the learning goal. (Include the text of the content standard.)  |  |
| ☐ | Describe the student population. |  |
| ☐ | Summarize the instructional strategies used to teach the learning goal. |  |
| ☐ | Identify the time span for teaching the learning goal (e.g., daily class-45 minutes for the entire school year).  |  |

**Element #2: Assessments and Scoring**

Assessments and evaluation procedures should be used to support and measure the learning goal. Consider how the assessment and evaluation procedures will be used to monitor student growth over multiple points in time in order to inform and differentiate instruction for all students.

|  |  |
| --- | --- |
| **Domain 1: Planning and Preparation**1d Demonstrating Knowledge of Resources1f Designing Student Assessments | **Domain 3: Instruction**3d Using Assessment in Instruction |

|  |  |  |
| --- | --- | --- |
| ☐ | Summarize the assessments and evaluation procedures (e.g., performance tasks, rubrics, teacher-created tests, portfolios, etc.) that measure students’ understanding of the learning goal. |  |
| ☐ | Describe how the assessments and evaluation procedures may be differentiated to meet the needs of all students described in the student population. |  |
| ☐ | Attach the assessment and specific rubric and /or evaluation criteria to be used.  |  |

**Element #3: Expected Growth Targets**

In order to identify expected growth targets, educators must first identify students’ actual performance through a review of available data reflecting students’ starting points (i.e., baseline) concerning the learning goal. After the expected growth targets are identified, both the teacher and evaluator should reflect on whether the growth targets are ambitious, yet realistic for students to achieve in the specified period of time.

|  |
| --- |
|  **Domain 1: Planning and Preparation**1b Demonstrating Knowledge of Students1c Setting Instructional Outcomes |

|  |  |  |
| --- | --- | --- |
| ☐ | Identify students’ baseline data. (Pre-assessment Score) | Attach Copy of Baseline Data |
| ☐ | Using students’ baseline data identify appropriate growth targets for your student population.\* Explain how growth targets were established.  | Attach Copy of Targets  |

**Element #4: Actual Outcomes**

|  |  |
| --- | --- |
| **Domain 3: Instruction**3e Demonstrating Flexibility and Responsiveness | **Domain 4: Professional Responsibilities**4a Reflecting on Teaching4b Maintaining Accurate Records |
| *☐* | Record the actual number or percentage of students who achieved the student growth targets. Be sure to include any appropriate subgroups. |   |
| *Please provide any comments you wish to include about the actual outcomes:* |

**Element #5: Teacher Rating**

**Required for Evaluator**

|  |  |  |
| --- | --- | --- |
| ☐ | Explain how the actual number or percentage of students who achieved student growth targets translates into an appropriate teacher rating. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| Less than 25% of Students Met the Indicated Growth Target(s). | 25% - 50% of Students Met the Indicated Growth Target(s). | 51% - 75% of Students Met the Indicated Growth Target(s). | 76% - 100% of Students Met the Indicated Growth Target(s). |
| ☐ | ☐ | ☐ | ☐ |
| Date: | Evaluator Signature: |
| Date: | Teacher Signature: |