

CENTRAL CITY PUBLIC SCHOOLS



POLICIES AND PROCEDURES MANUAL FOR THE OBSERVATION AND EVALUATION OF CERTIFIED STAFF

Adopted: Summer of 2016

**Central City School District
Policies and Procedures for
Observation and Evaluation**

Evaluation/Supervision

It is universally accepted that good teaching is the most important element in a sound educational program, and teacher appraisal is an essential part of that process.

Appraisal of teaching service should serve four purposes:

1. To aid the individual teacher to grow professionally
2. To raise the standards of the teaching profession as a whole
3. To raise the quality of instruction and educational services to the children of the district
4. To make employment decisions

Therefore, the board delegates to the professional staff the responsibility of developing, organizing and implementing a system-wide program for evaluating the instructional process to ensure high quality instruction.

Evaluation Criteria

All teachers shall be evaluated on the Standards for Teaching of the Central City School District. These standards describe the district expectations for (1) Instructional Performance; (2) Classroom Organization and Management; and (3) Personal and Professional Conduct. A rubric for the framework is included as part of the attached procedures.

Evaluation Frequency

Probationary teachers shall be formally observed a minimum of one class session a semester. At least one formal observation must occur during each semester, with the final observation and summative evaluation provided to the probationary teacher, prior to April 15th. Probationary teachers will be evaluated in writing by the building principal.

Tenured: Professional Development teachers will have a minimum of one formal observation and two informal observations during a three-year cycle. As part of that evaluation process, teachers in this track will develop and implement a Professional Growth Plan.

Tenured: Assistance Plan teachers will have a minimum of two formal observations per semester, with the final observation and summative evaluation provided to the teacher, prior to April 15th following placement in Track III. Information that is more specific will be included in the teacher's written assistance plan.

All evaluation reports written by an administrator shall be reviewed with the evaluated teacher, during a personal conference with the administrator. The teacher shall be given the opportunity to submit a written response within five working days to any evaluation document.

A copy of each written report shall be furnished by principals to:

1. the superintendent
2. the teacher

Formal Observation Duration

Formal observations upon which written reports are based shall be documented for a minimum of an entire instructional period.

Deficiencies

Should deficiencies be noted in the work performance of a probationary teacher, the evaluator shall provide the teacher with written recommendations for improvement and with assistance, including time, materials, resources, and consultative services to implement the recommendations. The evaluator may secure assistance from other sources to assist the teacher in overcoming the deficiencies defined in the observation or evaluation report.

At any time during the year, should deficiencies be noted in the work performance of a Tenured: Professional Development teacher, that teacher may be placed into the Tenured, Track III: Assistance Plan. The evaluator shall provide the teacher with written recommendations for improvement and with assistance, including time (during the work day), materials, resources, and consultative services to implement the recommendations. The evaluator may secure assistance from other sources to assist the teacher in overcoming the deficiencies defined in the observation or evaluation report. The teacher shall be given a timeline (set forth on the form) to implement the specific recommendations and to correct the deficiencies defined in the observation or evaluation report.

Evaluator Certificate

All evaluators of instructional teachers in the Central City School District shall possess a valid Nebraska Supervisory and Administrative Certificate.

Procedure for Evaluator Training

All evaluators shall be trained to use the evaluation system employed by the district. The Superintendent or his/her designee shall conduct the training. Training sessions shall include, but not be limited to:

1. A review of the district's teacher evaluation policies and procedures
2. A review of the expectations for evaluation
3. A review of the evaluation instruments
4. A discussion of evaluation skills

Provisions for Communicating the Evaluation Procedures

All evaluators will communicate the evaluation procedure according to the following guideline: Copies of the *Central City Schools Teacher Evaluation: Policies and Procedures* will be distributed annually to each faculty member during the faculty workshop day(s) prior to the opening of school.

Definitions

Formal observation - Scheduled observation including pre-observation form and/or conference and a post-observation conference. Formal observations will be for a predetermined period of time and for a minimum of an entire instructional period.

Informal observations – Informal evaluations can be conducted by administration regardless of Track placement at any given time throughout the school year. These may be announced or unannounced observations and may include written or oral feedback.

Summative evaluation – Evaluator-directed assessment of employee performance.

<p align="center">Track I Probationary</p>	<p align="center">Track II Tenure: Professional Development</p>	<p align="center">Track III Tenure: Assistance Plan</p>
<p>Who:</p> <ul style="list-style-type: none"> Teachers with three or less years teaching experience in Central City Public Schools <p>Purpose:</p> <ul style="list-style-type: none"> To ensure that Standards for Effective Teaching are understood, accepted, and demonstrated To provide support in implementing the Standards To provide accountability for decisions to continue employment <p>What:</p> <ul style="list-style-type: none"> For observations and evaluations of performance Reflection Two-Year Mentor Program <p>Method:</p> <ul style="list-style-type: none"> Pre-conferences to assess methods Formal and informal classroom observations with feedback Post-conferences after formal observation Discussion of professional practices Mentor support (First Two Years) 	<p>Who:</p> <ul style="list-style-type: none"> Tenured teachers who are demonstrating the Standards for Effective Teaching <p>Purpose:</p> <ul style="list-style-type: none"> To ensure professional growth To improve student achievement To provide feedback on professional issues To focus on school improvement initiatives <p>What:</p> <ul style="list-style-type: none"> Formal and informal observations and evaluations of performance Develop and implement Professional Growth Plan <p>Method:</p> <ul style="list-style-type: none"> Ongoing formal and informal observations of teacher performance with feedback Teacher teams/individual teacher develop a Professional Growth Plan Collaboration between teacher teams/teacher and admin. Establish indicators of progress Administrative support of teacher teams/teacher Feedback to teacher teams/teacher 	<p>Who:</p> <ul style="list-style-type: none"> Teachers in need of specific professional guidance in identified area(s) of the Standards for Effective Teaching <p>Purpose:</p> <ul style="list-style-type: none"> To give a tenured teacher the opportunity to seek assistance in any Standard To provide a more structured process for a tenured teacher who may benefit from more support To provide due process for disciplinary action <p>What:</p> <ul style="list-style-type: none"> Three Phases (A teacher may enter into any of these phases and at any time move into another phase or back into Track II.) <ol style="list-style-type: none"> Awareness/Assistance Phase Intensive Assistance Phase <p>Placement in any phase is dependent upon:</p> <ul style="list-style-type: none"> Formal and informal observations and evaluations of performance Develop and implement a specific Professional Growth Plan <p>Method:</p> <ul style="list-style-type: none"> Observation and feedback focused specifically on identified areas(s) of needed improvement

Central City Public Schools
Track I
Probationary (Years 1-3)

Purpose:

From the beginning of the first year and continuing through the third year, the teacher and administrator work collaboratively to understand the standards of the district and work toward a high level of teaching towards those standards. There are two major components to this process:

1. To ensure that Standards for Effective Teaching are understood, accepted, and demonstrated and to provide support in implementing the Standards.

The procedures, processes, and relationships established and supported within Track I should help new staff develop professionally and personally, promote an environment that will encourage teachers and administrators to understand the importance and usefulness of evaluation and support the practice of reflection and personal learning. Each probationary teacher will have a mentor during the first two years to provide an opportunity for collaboration. Teachers and their administrator will work closely together addressing the standards for effective teaching.

2. To generate usable and reliable data that will support making a decision to continue employment.

While teachers are in their probationary years, data will be collected in a variety of ways to provide accountability for decisions to continue employment.

Data could be collected in the following ways:

- Formal and Informal observations
- Pre- and post-conference discussions
- Observations throughout the school year

Observation Cycle

The work performances of all probationary teachers shall be evaluated in writing by the building principal. Probationary teachers shall be formally observed a minimum of one class session per semester. At least one observation with a pre-conference form and/or conference and post-conference must occur during each semester. Informal and formal evaluations may occur at any given time during Track I.

Evaluation

All probationary staff will be summatively evaluated each year, prior to April 15.

**Central City Public Schools
Track II
Tenured: Professional Development**

Purpose:

From the beginning of the first tenure year and continuing throughout the teacher's professional career, the teacher and administrator work collaboratively to ensure the strengthening of the district's standards. There are two major components to this process:

1. Demonstration of district's Standards for Effective Teaching.

Demonstration of the standards is an ongoing process and is assessed by the administrator through informal and formal observations in classrooms and other school settings, (i.e. faculty meetings, committee work, in-service training, parent conferences, parent communications, and/or extra and co-curricular activities). The administrator or the teacher may arrange for a conference to discuss performance related to the standards as needed.

2. A continued Professional Growth Plan

Planning for Professional Growth is the second component. It is both proactive and collaborative. The teacher and the administrator collaborate to identify goals and develop a plan that will meet those goals. Each teacher is held accountable for the districts standards; therefore, the Professional Growth Plan must reflect those standards as well as district and building goals. Although achieving the identified goal is the objective, it is the process of working toward these goals that demonstrates the individual's professional growth.

Professional Growth Plan Components:

Goals

Goals should reflect building or district goals that result in the continuous improvement of student learning. The goals must be directly linked to the district's Teacher Performance Standards rubric.

Individual or Team Participants

Teachers are encouraged to participate as part of a team with grade-level or subject-area colleagues, others in the district, or a combination of the above; however, teachers may elect to work individually. An administrator will act as facilitator/advisor to each team or individual.

Activities/Methods:

Methods/Strategies to reach goals could include:

- Action research
- Peer Coaching
- Video taping
- Self-assessment
- Mentoring
- College Courses
- Workshops
- Conferences
- Classroom observations
- Teacher academies
- Development of teaching material/instructional units/discussion groups
- Other

Indicators of Progress

- Professional portfolios
- Videotapes of classes
- Peer observations
- Administrator observations
- Parent responses
- Curriculum work
- Student responses
- Statistical measures
- Performance assessment
- Student work portfolios
- Case study analysis
- Benchmarks
- Anecdotal records
- Other

Resources:

Consideration will be given to requests for the following resources as they are related to a Teacher's Professional Growth Plan:

- | | | |
|-----------------------|--------------------------|--------------------------|
| • Classroom materials | • Books | • Collegial support |
| • Student materials | • Collegial time | • Release time |
| • Journals | • Appropriate technology | • Administrative support |
| • Workshops | • Mentoring | • Other |

Documentation of the Professional Growth Plan

Year One

- The teacher(s) will complete a Professional Growth Plan and submit it to the administrator no later than October 1.
- The teacher(s) will complete the first semester reflection on their Interim Goal Evaluation Form and submit it to the administrator before the end of the first semester. The teacher or administrator may request a meeting at that time.
- The teacher(s) will complete the second semester reflection by April 15. The teacher(s) and administrator will have a concluding meeting during the second semester, prior to May 15, to review the progress of the Professional Growth Plan. At this meeting the teacher and administrator will mark if the plan has been fully accomplished, partially accomplished, or not accomplished.

Year Two

- The teacher(s) will complete a new Professional Growth Plan and submit it to the administrator no later than October 1.
- OR
- The teacher(s) will continue with their previous Professional Growth Plan as marked the following year.
 - The teacher(s) will complete the first semester reflection on their Interim Goal Evaluation Form and submit it to the administrator before the end of the first semester. The teacher or administrator may request a meeting at that time.
 - The teacher(s) will complete the second semester reflection by April 15. The teacher(s) and administrator will have a concluding meeting during the second semester, prior to May 15, to review the progress of the Professional Growth Plan. At this meeting the teacher and administrator will mark if the plan has been fully accomplished, partially accomplished, or not accomplished.

Year Three

- The teacher(s) will complete a new Professional Growth Plan and submit it to the administrator no later than October 1.
- OR
- The teacher(s) will continue with their previous Professional Growth Plan as marked the following year.
 - The teacher(s) will complete the first semester reflection on their Interim Goal Evaluation Form and submit it to the administrator before the end of the first semester. The teacher or administrator may request a meeting at that time.
 - The teacher(s) will complete the second semester reflection by April 15. The teacher(s) and administrator will have a concluding meeting during the second semester, prior to May 15, to review the completion of the Professional Growth Plan.

Revisions:

In the event a Professional Growth Plan needs to be revised, all revisions must be reviewed and approved by the administrator.

The Components of the Professional Growth Plan:

- A “Professional Growth Plan Form”
- An “Interim Goal Evaluation Form” (following the Interim Meeting)
- A “Professional Growth Plan Final Summary” at the conclusion of the plan

Evaluation

Teachers will have a minimum of one formal observation and two informal observations during a three-year cycle. As part of that evaluation process, teachers in this track will develop and implement a Professional Growth Plan.

All continuing contract/tenured staff shall be “summatively evaluated” **every third year.**

Central City Public Schools
Track III
Tenured: Assistance Plan

Awareness/Assistance Phase:

1. The administrator and/or the teacher identify in writing the need for assistance.
2. The administrator and the teacher set up a specific time to collaborate and attempt to resolve the concern.
3. At the conclusion of the Awareness/Assistance Phase, the administrator will review the progress and will make one of the following recommendations:
 - a. The teacher moves back into Professional Development Track II, or
 - b. In the event the concern is not resolved or becomes a disciplinary issue, the teacher is placed into either the Intensive Assistance Phase or Disciplinary Phase.

Intensive Assistance Phase:

1. The administrator and/or the teacher identify in writing the need for assistance or review all documentation and/or the recommendations from the Awareness/Assistance Phase.
 - Not meeting the standards for effective teaching as defined by the Central City Public Schools.
 - Just cause defined by § 79-824, § 79-826, §79-827, §79-829, §79-830.
 - Specific policy or rule violation(s).
2. A specific plan will be developed, which will include:
 - Growth-promoting goals that are specific, measurable, action oriented, realistic, and time bound
 - Strategies for resolution of the concern
 - Timelines
 - Indicators of progress
 - Resources and support needed
3. The administrator and the teacher set up a specific time to review what progress has been made.
4. One of the following recommendations will be made upon reviewing the teacher's progress:
 - The concern is resolved and the teacher is moved to the Awareness/Assistance Phase, **or**
 - to the Professional Development Track II, **or**
 - Discussion of termination of contract if goals of plan are not met

Evaluation

All staff in Track III will have a minimum of two formal observations per semester, with the final observation and summative evaluation provided to the teacher, prior to April 15th following placement in Track III. Information that is more specific will be included in the teacher's written assistance plan. Staff members in Track III will be "summatively evaluated" by April 15th of each year.

**Central City Public Schools
Central City, Nebraska**

Pre-Observation Inventory

All teachers should complete this form and submit it to their administrator
prior to a prearranged classroom visitation/observation.

Teacher: _____ Class/Subject: _____

Observer: _____ Date: _____ Room: _____

- **Objectives:** Include a statement about what students are expected to know, comprehend, apply or do upon completion of the lesson.

- **Methods:** Include methods of student/teacher interaction (lecture, discussion, small group, etc.)

- **Materials or resources:** Include items used that will enhance instruction (texts, maps, whiteboard, computers, computer projected images, etc.)

- **Anticipated student behaviors:** Include reactions to lessons, concerns, expected involvement, etc.

- **Instruction to supervisor:** Are there any additional items the supervisor may observe? Include information that will help in the evaluation of the effectiveness of the plan.

Central City Public Schools Formal Evaluation Form

Teacher _____ Class _____ Period/Time _____ Date _____

CLASS PREPARATION

M / NM

NA

- 1) Demonstrates adequate organization & preparation for class _____
- 2) Possesses a strong knowledge of content _____

INSTRUCTIONAL PERFORMANCE

M / NM

NA

- 1) Teacher states objectives and provides bell ringer _____
- 2) Teacher Presentation – possesses a strong command of the content and related instructional strategies _____
- 3) Maintains active participation of students in learning activities _____
- 4) Integrates a variety of resources, including technology _____
- 5) Checks for understanding _____
- 6) Provides students with quality feedback _____
- 7) Differentiates Instructions _____
- 8) Provides closure to the lesson _____

CLASSROOM ORGANIZATION & MANAGEMENT

M / NM

NA

- 1) Manages instructional time effectively _____
- 2) Manages transitions appropriately _____
- 3) Maintains a positive classroom atmosphere conducive to learning while establishing expectations for behavior _____

INTERPERSONAL RELATIONSHIPS

M / NM

NA

- 1) Demonstrates positive interpersonal relationships w/ students _____

NARRATIVE/COMMENTS/FEEDBACK

Teacher Signature _____

Date _____

Administrator _____

Date _____

***KEY: M= MET, NM = NOT MET, NA – NOT APPLICABLE

The teacher's signature verifies receipt of a copy of this document. It does not necessarily imply agreement with the contents. A written response to this document may be attached and will remain in the teacher's personnel file. The written response must be presented within five days.

**Central City Public Schools
Teacher Performance Standards - Instructional Performance**

Performance	Meets	Needs	Does Not Meet
Standard	District Expectations	Improvement	District Expectations
Stating the Objective & Provides a Bell Ringer	Teacher specifically communicates verbally and/or written to all students what the objective(s) are for the class. The objective(s) are written and stated.	Teacher communicates the objective(s) for the class period.	Teacher does not communicate the objective(s) to the class.
Teacher Presentation – Process Strong Command of the Content and Related Instructional Strategies	Teacher possesses strong command of the content and instructional language and uses multiple strategies and representations of the content.	Teacher possesses some command of the content and instructional language and uses one strategy and representations of the content.	Teacher possesses little to no command of the content and instructional language and uses limited instructional strategies and representations of the content.
Maintains Active Participation	Most students are actively engaged throughout the lesson.	Some students are actively engaged throughout the lesson.	Few students are actively engaged throughout the lesson.
Integrates a Variety of Resources, Including Technology	Teacher uses several resources and technology is utilized by students.	Teacher uses some resources and technology is occasionally used by students.	Teacher seldom uses additional resources and technology is seldom used by students.
Checks For Understanding	Teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Teacher's questions are virtually all of poor quality.
Provides Students with Quality Feedback	Feedback is consistent, timely, and of high quality.	Feedback is inconsistent in quality; Some elements of high quality are present, other are not.	Feedback is either not provided or is of uniformly poor quality.
Differentiates Instruction	Teacher uses a variety of teaching strategies to meet the needs of the multiple levels of learners in the classroom.	Teacher uses some teaching strategies to meet the needs of the some of the learners in the classroom.	Teacher uses some teaching strategies to meet the needs of the some of the learners in the classroom.
Provides Closure to the Lesson	Teacher demonstrates effective closure strategies to determine the direction of future instruction.	Teacher performs closure strategies but does not use that information to determine future instruction.	No closure activity is used.

**Central City Public Schools
Teacher Performance Standards – Classroom Organization & Management**

Performance	Meets	Needs	Does Not Meet
Standard	District Expectations	Improvement	District Expectations
Manages Instructional Time Effectively	Tasks for students are organized and managed to ensure most students are actively engaged in the classroom.	Tasks for students are not well-organized or communicated clearly and may result in some off-task behavior.	Tasks for students are not organized or communicated clearly and may result in student misbehavior.
Manages Transitions Appropriately	Transitions are consistently efficient with minimal loss of instructional time.	Transitions are sporadically efficient resulting in some loss of instructional time.	Much time is lost in transitions.
Maintains a Positive Classroom Atmosphere Conducive to Learning While Establishing Expectations for Behavior	Instructional goals and activities, interactions, and the classroom environment convey high and consistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey modest expectations for student achievement.

**Central City Public Schools
Teacher Performance Standards – Interpersonal Relationships**

Performance	Meets	Needs	Does Not Meet
Standard	District Expectations	Improvement	District Expectations
Demonstrates Positive Interpersonal Relationships with Students	Teacher-Student interactions are friendly and demonstrate respect. Such interactions are developmentally and culturally appropriate.	Teacher-Student interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher-Student interaction with at least some students is negative, demeaning, sarcastic or inappropriate to the age or culture of the students.

**Central City Public Schools
Teacher Performance Standards – Class Preparation**

Performance	Meets	Needs	Does Not Meet
Standard	District Expectations	Improvement	District Expectations
Demonstrates Adequate Organization & Preparation for Class	Teacher is well-organized and builds on prior lessons. Lessons are planned properly with adequate time and materials and no loss instructional time.	Teacher is somewhat organized and builds on prior lessons. Lessons are planned properly with adequate time and materials and with minimal loss of instructional time.	Teacher is not organized and instructional time is lost.
Possesses a Strong Knowledge of Content	Teacher has a thorough understanding of content and seeks opportunities to grow and exhibit knowledge in content area.	Teachers needs an improved understanding of content area.	Teachers does not exhibit an understanding of content area.

**Central City Public Schools
Teacher Performance Standards – Professional Responsibilities**

Performance Standard	Meets District Expectations	Needs Improvement	Does Not Meet District Expectations
Aligns the Classroom Instruction with the School District's Standards, Curriculum, and Expectations	Aligns the classroom instruction with the school district's standards, curriculum, and expectations.	Does not consistently align the classroom instruction with the school district's standards, curriculum, and expectations.	Does not align the classroom instruction with the school district's standards, curriculum, and expectations.
Maintains and Provides Accurate Student Records, Gradebooks, Other Data	Consistently maintains student records, gradebooks, and other data.	Not consistent in maintaining student records, grade books, and other data.	Does not maintain student records, grade books, and other data.
Emergency/Safety Procedures	Knows and practices safety procedures with students.		Does not follow and practice safety procedures with students.
Service to the District	Actively contributes to the profession through district activities.	Seldom contributes to the profession through district activities when asked.	Does not contribute to the profession through.
Professional Growth	Participates in appropriate professional development activities.	Seldom participates in appropriate professional development activities.	Does not participate in appropriate professional development activities.
School Improvement	Demonstrates support of school improvement goals in classroom instruction.	Inconsistently demonstrates support of school improvement goals in classroom instruction.	Does not implement school improvement goals in classroom instruction.
Relationships with District Personnel	Maintains relationships with district personnel to fulfill the duties that school or district requires.	Relationships with district personnel interfere with duties that the school or district requires.	Relationships with district personnel are negative.
Professionalism with Students, Parents, and Community Members.	Communicates with parents about students' progress following the district/building required procedures. * Response to parental concerns is handled with sensitivity and confidentiality.	Makes minimal effort to communicate with parents about students' progress. * Response to parental concerns is not handled with sensitivity and confidentiality.	Does not communicate with parents and does not respond to parental concerns.
Appropriate channels for resolving concerns/problems	Follows proper organizational channels and works toward resolution.	Follows proper organizational channels, but does not work towards resolution.	Does not follow proper organizational channels.
Proper Dress	Dresses appropriately for his/her position and duties.		Fails to dress appropriately at times.
School Duty Day	Punctual and follows duty hours.	Does not consistently follow duty hours.	Does not follow duty hours.
Teacher Meetings	Attends required meetings unless excused by administration.		Fails to attend meetings called by a district administrator.
Takes Suggestions in a Mature, Objective Way	Teacher exhibits receptive attitude toward critiques of professional performance and suggestions made for improvement by the administration.	Teacher is somewhat receptive towards critiques of professional performance and suggestions made for improvement by the administration.	Teacher is not receptive towards critiques of professional performance and suggestions made for improvement by the administration.
Demonstrates a Positive Attitude Toward the Total School Program Both Within the Profession and Community	The teacher is receptive and supportive of district and school programs and initiatives.		The teacher is not receptive and supportive of district and school programs and initiatives.
Assumes His/Her Share of Responsibility.	Teacher is involved in several aspects of the district such as: School Improvement, meetings, sponsorship of activities and professional improvement.	Teacher is involved in some aspects of the district such as: School Improvement, meetings, sponsorship of activities and professional improvement.	Teacher is involved in few aspects of the district such as: School Improvement, meetings, sponsorship of activities and professional improvement.
Treats Confidential Information with Respect.	Teacher uses professional discretion in communicating any information about students, colleagues, or the school.	Teacher somewhat uses professional discretion in communicating any information about students, colleagues, or the school.	Teacher does not use professional discretion in communicating any information about students, colleagues, or the school.

**Central City Public Schools
Teacher Performance Standards – Professional Responsibilities**

Performance	Meets	Needs	Does Not Meet
Standard	District Expectations	Improvement	District Expectations
Utilizes multiple forms of data to guide instruction, monitor student progress, and provide meaningful feedback to each student.	Uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.	Occasionally uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.	Seldom uses both formative and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student.
Demonstrates teacher use and students use of technology in the classroom.	Teacher regularly integrates technology in their classroom and models student use of technology in the classroom.	Teacher somewhat integrates technology in their classroom and models student use of technology in the classroom.	Teacher seldom integrates technology in their classroom and models student use of technology in the classroom.

Summative Evaluation Form

Name: _____
 School: _____
 Grade/Subject: _____

Part I

Teacher Performance Standard	Meets	Needs Improvement	Does Not Meet
Instructional Performance			
States objectives and provides bell ringer			
Teacher Presentation – Possess strong command of the content and related instructional strategies			
Maintains active participation			
Integrates a variety of resources, including technology			
Checks for understanding			
Provides students with quality feedback			
Differentiates Instruction			
Provides closure to the lesson			
Classroom Organization & Management			
Manages instructional time effectively			
Manages transitions appropriately			
Maintains a positive classroom atmosphere conducive to learning while establishing expectations for behavior			
Interpersonal Relationships			
Demonstrates positive interpersonal relationships w/ students			
Class Preparation			
Demonstrates adequate organization & preparation for class			
Possesses a strong knowledge of content			
Professional Responsibilities			
Aligns the classroom instruction with the school district's standards, curriculum, and expectations			
Maintains and provides accurate student records, grade books, and other data			
Complies with district guidelines, policies, and procedures that align with State statute			
Emergency/safety procedures			
Service to the District			
Professional Growth			
School Improvement			
Relationships with District Personnel			
Professionalism with students and parents			
Appropriate channels for resolving concerns and problems			
Proper Dress			
School Duty Day			
Teacher Meetings			
Takes suggestions in a mature, objective way			
Demonstrates a positive attitude toward the total school program both within the profession and community			
Assumes his/her share of responsibility			

Teacher Performance Standard	Meets	Needs Improvement	Does Not Meet
Treats confidential information with Respect			
Utilizes multiple forms of data to guide instruction, monitor student progress, and provide meaningful feedback to each student			
Demonstrates teacher use and students use of technology in the classroom			

**Part II
Administrative Comments:**

The teacher is recommended for:

_____ Contract renewal:

_____ Contract not renewed

_____ Probationary Teacher Track I

_____ Tenured: Professional Development Track II

_____ Tenured: Assistance Plan Track III

Signature of the Teacher _____ Date _____

Signature of the Administrator _____ Date _____

The teacher's signature below verifies receipt of a copy of this document. It does not necessarily imply agreement with the contents thereof. A written response to this document may be attached and will remain in the teacher's personnel file. The written response must be presented within five days.

**Central City Public Schools
Professional Growth Plan**

Teacher: _____
Position: _____
School: _____

Goal:

This aligns with (circle one): *Instructional Process* *Classroom Management* *Professional Responsibilities*

Action Plan: (Activities, Strategies, and Timelines to Attain Goal)

Anticipated Outcomes:

Approval of Goal and Action Plan (Due by the end of September)

Teacher's Initials: _____ Date: _____ Supervisor's Initials: _____ Date: _____

Year 1 2 3

**Central City Public Schools
Interim Goal Evaluation Form**

Teacher: _____
Position: _____
School: _____

First Semester Teacher’s Reflection (progress and growth, obstacles and needs):

Teacher’s Signature: _____ Date: _____ Supervisor’s Signature: _____ Date: _____

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

Second Semester Teacher’s Reflection (progress and growth, obstacles and needs):

Supervisor’s Evaluation:

- ___ Fully Accomplished – Goal has been carried out and achieved as written.
- ___ Partially Accomplished – Goal has been carried out and achieved only in part.
- ___ Not Accomplished – Goal has not been carried out and achieved at all.

Teacher’s Signature: _____ Date: _____

Supervisor’s Signature: _____ Date: _____

The teacher will provide the supervisor with a copy of the second reflection by April 1.
The supervisor and teacher will conference together to review the teacher’s achievement of the goal by May 15.
The teacher’s signature indicates the review and receipt of, not necessarily agreement with, this evaluation. The teacher may write additional comments or attach a written response within five days of this conference.

**Central City Public Schools
Professional Growth Plan Final Summary**

Name: _____ School: _____ Years: _____

Provide a descriptive summary of the process used in the Professional Growth Plan.

List the results/outcomes of the Professional Growth Plan.

Staff member's comments:

Administrator's comments:

Teacher's signature: _____

Date: _____

Administrator's signature: _____

Date: _____

**Central City Public Schools
Intensive Assistance Plan**

Name: _____ School: _____ Year: _____

Criteria Needing Improvement:

Goals:

Strategies/Interventions for Resolution of Concern:

Timeline of Action:

Indicators of Progress:

Resources and Support Needed:

Teacher's signature: _____

Date: _____

Administrator's signature: _____

Date: _____

The teacher's signature verifies receipt of a copy of this document. It does not necessarily imply agreement with the contents thereof. A written response to this document may be attached and will remain in the teacher's personnel file. The written response must be presented within **five** days.