



**TEACHER PERFORMANCE  
AND  
EVALUATION SYSTEM**

**(Revised July 2018)**



Fern Ridge Schools

Teacher Performance Review and Evaluation System

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### Timeline of Teacher Evaluation and Observations

The primary objective of an evaluation system is to improve instruction and to facilitate a positive learning environment where students experience success, growth, and achievement.

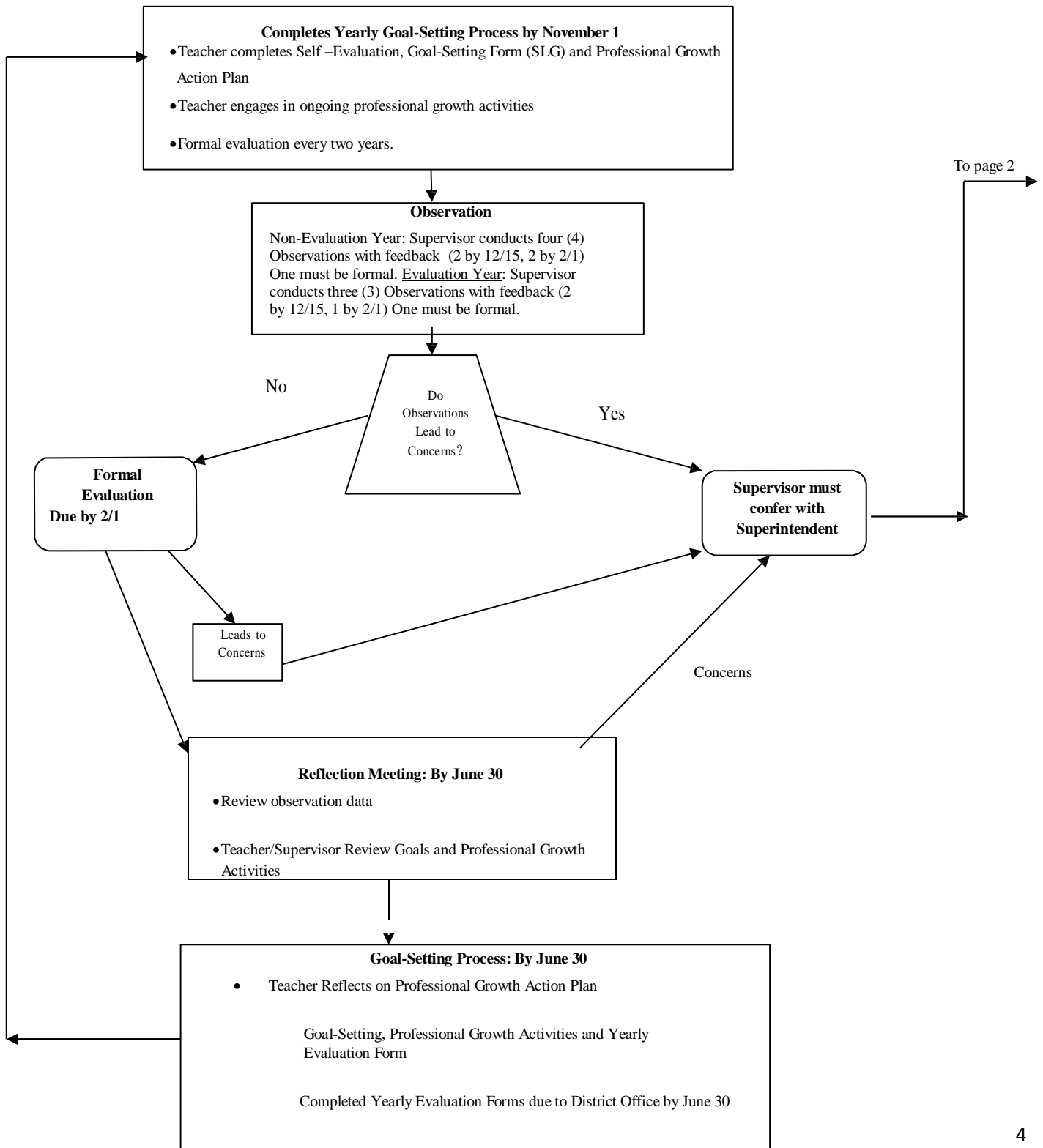
Evaluation is a collaborative, continual improvement process based on clear expectations and objective data, in which competence is verified, strengths are assessed, and excellence is acknowledged. Emphasis of the evaluation system should be professional growth where employees are empowered to be self-directed. Support and assistance are provided for individual teachers needing the opportunity to remedy specific weaknesses.

In addition to utilizing direct classroom observations, an evaluator may use a variety of student performance data, collaborative assignments, non-instructional duties, curricular responsibilities, and student input when formulating a final evaluation. Student feedback and/or performance data will not be used independently to formulate teacher evaluation.

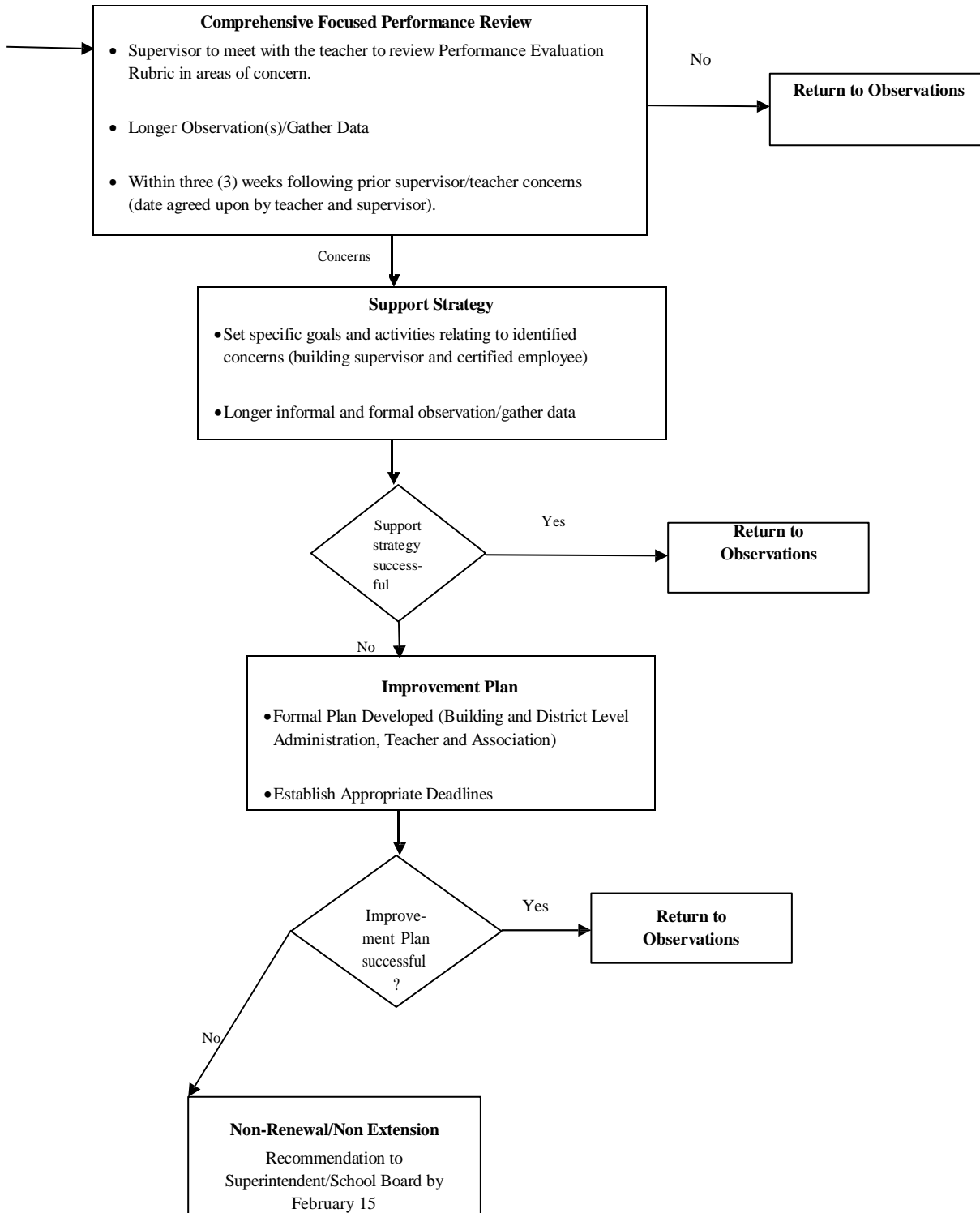
Probationary Teacher Timeline			
By November 1st	By December 15 <sup>th</sup>	By February 1st	By June 30 <sup>th</sup>
<b>Google Docs:</b>  <b>Yearly Self-Evaluation Form</b> <b>Professional Growth Action Plan</b> <b>Goal-Setting Action Plan (SLG form)</b> due to supervisor.	First <b>Observation</b> (pg. 25-26) and first <b>Formal Evaluation (Google Docs)</b> with discussions.  <b>Formal Evaluation Form</b> filed with the district office.	Second <b>Observation</b> (pg. 25-26) and second <b>Formal Evaluation (Google Docs)</b> with discussions.  <b>Formal Evaluations Form</b> filed with the district office.	<b>Yearly Reflection Meeting, Professional Growth Action Plan and Goal-Setting Form (Google Docs).</b>
Contract Teacher Timeline			
By November 1st	By December 15 <sup>th</sup>	By February 1st	By June 30 <sup>th</sup>
<b>Google Docs:</b>  <b>Yearly Self-Evaluation Form</b> <b>Professional Growth Action Plan</b> <b>Goal-Setting Action Plan (SLG form)</b> due to supervisor.	<u>Non-Evaluation year and Evaluation year:</u> Two <b>Observations</b> (pg. 25-26) with discussions.	<u>Non-Evaluation Year:</u> <b>Two Observations</b> (pg. 25-26) with discussions.  <u>Evaluation Year:</u> <b>One observation</b> (pg. 25-26) and one Formal Evaluation Form <b>(Google docs)</b>  <b>Formal Evaluations Form</b> filed with the district office.	<b>Yearly Reflection Meeting, Professional Growth Action Plan and Goal-Setting Form (Google Docs)</b>



**Contract Teacher: Performance Evaluation Flowchart (page 1)**

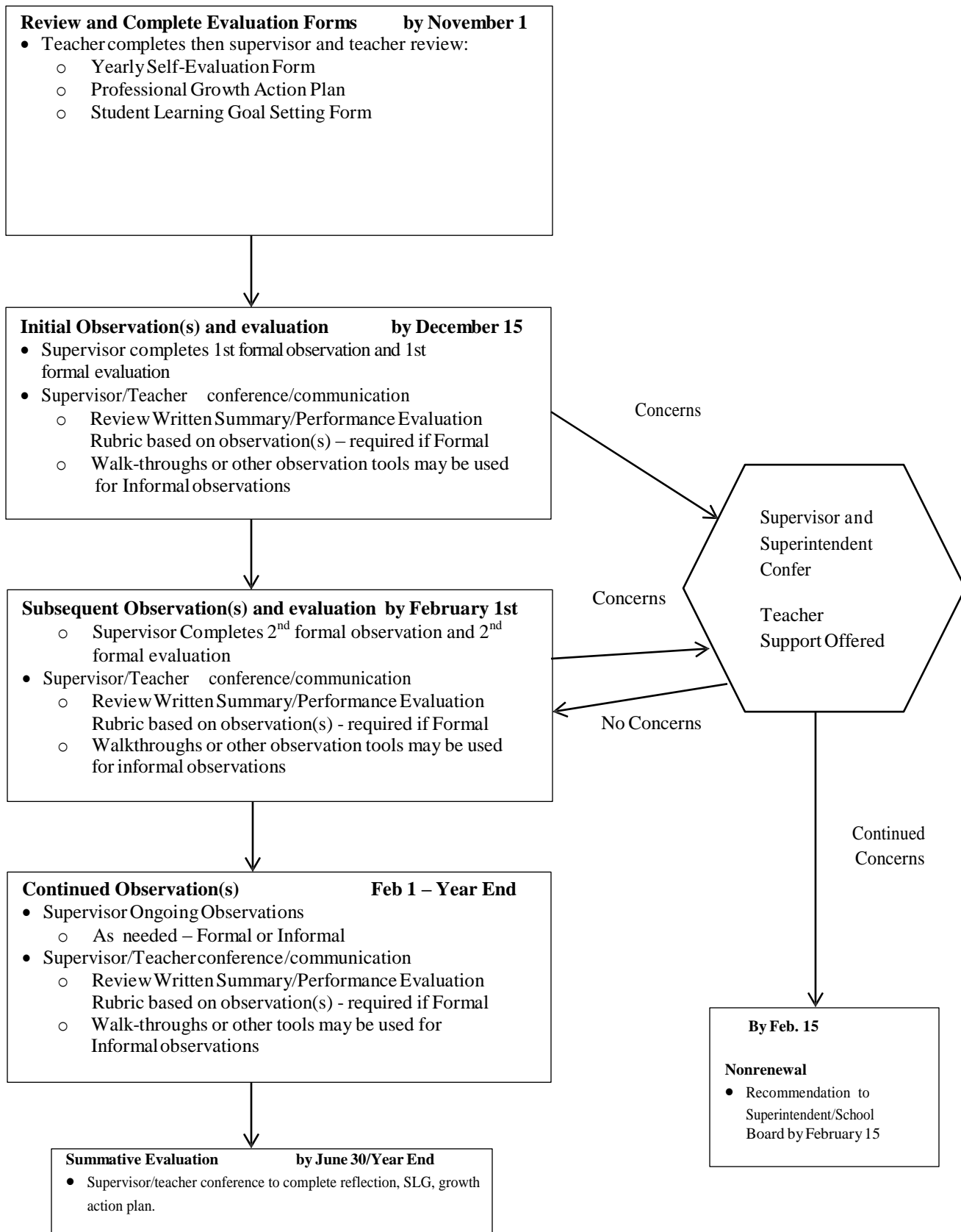


**Contract Teacher: Performance Evaluation Flowchart (page 2)**





### Probationary Teachers Evaluation Flowchart





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**Domain 1: Planning and Preparation for Learning Standard 1.1: Plans, Alignment, and Lessons**

**Guiding Questions:**

- Is the content being taught connected to the previous or next lesson?
- Can the teacher state his/her student learning goals? Are these goals measurable? Are they stated in terms of student learning?

Highly Effective	Effective	Area for Growth	Does Not Meet
Has a specific plan for the year that is tightly aligned with state standards and assessments.	Plans the year so students will meet state standards and be ready for external assessments.	Has completed minima planning about how to cover standards and test requirements.	Plans lesson by lesson and has little familiarity with state standards and assessments.

**Possible evidence to look for:**

- Year-long, unit, and weekly lesson plans have been developed that include learning goals and learning objectives.
- Students can tell how and why the lesson is connected to previous learning because lesson and unit objectives are posted for students to know and understand and are connected to long-term learning goals.
- Teacher anticipates misunderstandings students might have and plans strategies for eliminating them.
- Students demonstrate success on external assessments.

**Domain 1: Planning and Preparation for Learning Standard 1.2: Standards and Units**

**Guiding Questions:**

- Is the content being taught connected to common core state standards?
- Is the content being taught the district-approved curriculum?

Highly Effective	Effective	Area for Growth	Does Not Meet
Plans units backwards and designs unit lessons with clear measurable goals closely aligned with standards and outcomes with most of Bloom's levels included guided by district-approved curriculum.	Plans most units backwards and designs lessons focused on measurable outcomes aligned with unit goals and state standards, with some of Bloom's levels included guided by district-approved curriculum.	Plans lessons with some alignment to larger goals and objectives and plans lessons with unit goals in mind. District-approved curriculum may or may not be used.	Teachers on an ad hoc basis with little or no consideration for long-range curriculum goals and lessons are planned primarily for entertaining students or covering textbook chapters.

**Possible evidence to look for:**

- Teacher develops standards-based units with PLC team.
- District-approved curriculum is used when planning units.
- Students demonstrate a variety of activities based upon Bloom's Taxonomy.



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**Domain 1: Planning and Preparation for Learning Standard 1.3: Assessment**

**Guiding Questions:**

- Is the teacher familiar with the wide variety of assessment options that are available, and is he/she able to explain how to use those assessments effectively?
- Does the teacher connect classroom and district assessments with learning goals?
- In what way does the teacher use formative and summative assessments to inform planning, guide instruction, and provide meaningful feedback?

Highly Effective	Effective	Area for Growth	Does Not Meet
Prepares and designs diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans unit and on-the-spot assessments to measure student learning.	Drafts unit tests as instruction proceeds. Little or no evidence of assessment planning is evident.	Writes final tests shortly before they are given. Prior planning is not evident.

**Possible evidence to look for:**

- A variety of formative and summative assessments are in use.
- The teacher has an organized assessment system that can be easily explained and understood.
- The teacher keeps detailed records of assessments and uses those records to develop relevant and rigorous unit, weekly and daily lesson plans.
- The teacher knows the levels and needs of the students based on formative and summative assessments and uses that information to intervene and re-teach where needed.
- Students are aware of their assessment results and know how they are progressing toward the learning goals.

**Domain 1: Planning and Preparation for Learning Standard 1.4: Environment**

**Guiding Questions:**

- Is the physical classroom conducive to maximize learning?
- Do classroom displays create a positive learning environment?
- Does the classroom arrangement enhance classroom and learning goals?

Highly Effective	Effective	Area for Growth	Does Not Meet
Uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

**Possible evidence to look for:**

- Student work is attractively displayed.
- Classroom appears to be orderly.
- Classroom materials and displays support unit learning goals.





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**Domain 2: Classroom Management Standard 2.5: Expectations**

**Guiding Questions:**

- Can the teacher clearly articulate classroom and school expectations?
- Does the teacher enforce classroom and school expectations?
- Do students have ownership of classroom and school expectations?

Highly Effective	Effective	Area for Growth	Does Not Meet
Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with <i>ad hoc</i> rules and consequences as events unfold during the year.

**Possible evidence to look for:**

- Classroom expectations are posted, taught, reinforced, and re-taught.
- Students are aware of classroom and school expectations.
- Students demonstrate ownership of classroom and school expectations.

**Domain 2: Classroom Management Standard 2.6: Repertoire**

**Guiding Questions:**

- Does the teacher employ a variety of strategies to promote positive student behavior?
- Does the teacher employ a variety of strategies to motivate and capture student attention?

Highly Effective	Effective	Area for Growth	Does Not Meet
Has highly effective management strategies and can capture and hold students' attention any time.	Has a variety of strategies that can capture and maintain students' attention.	Has a limited strategies and students are not paying attention. Frequently attentive.	Has few effective strategies skills and constantly struggles to get student attention.

**Possible evidence to look for:**

- There are few distractions and off tasks behaviors.
- Teacher employs strategies that result in student in interests and engagement in the lesson.



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**Domain 2: Classroom Management Standard 2.7: Relationships/Respect**

**Guiding Questions:**

- Do students feel safe, respected and valued?
- How does the teacher respond to students' treatment of each other in the classroom?
- Is the teacher familiar with behavior systems that promote climates of respect and learning?

Highly Effective	Effective	Area for Growth	Does Not Meet
Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns most students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and appropriately.	Is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning classroom.	Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom.	Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.

**Possible evidence to look for:**

- Teacher successfully develops students' self-discipline, self-confidence, and a sense of responsibility.
- Teacher is poised and dynamic and nips virtually all discipline problems in the bud.
- Students are respectfully engaged in classroom learning and activities.

**Domain 2: Classroom Management Standard 2.8: Socio-emotional**

**Guiding Questions:**

- Does the teacher understand the critical elements of teaching, positive reinforcement, and logical consequences via the school's behavior support system?
- Is the teacher aware of strategies that reinforce positive behavior and can help prevent negative behavior?
- Is the teacher aware of the importance of prevention versus reaction in dealing with negative behavior?

Highly Effective	Effective	Area for Growth	Does Not Meet
Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of students with inappropriate behavior.	Publicly berates students, blaming them for their poor behavior.

**Possible evidence to look for:**

- The teacher is familiar with and uses effective behavior strategies to maintain positive behavior in the classroom.
- The teacher is involved with the behavior support system or culture team at the school.
- Students are well behaved, treat one another with respect, and follow directions.



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**Domain 2: Classroom Management Standard 2.9: Routines and Efficiency**

**Guiding Questions:**

- Does the teacher have a coherent and comprehensive system for managing classroom procedures?
- Do students have ownership during transitions and know what is expected of them so that instructional time is not lost?
- Do students have access to the instructional materials they need to be successful?
- Is the room set-up and classroom environment safe, accessible, and conducive to high levels of learning?

Highly Effective	Effective	Area for Growth	Does Not Meet
Successfully instills class routines so that students maintain them throughout the year. Uses coherence, lesson momentum and smooth transitions to get the most out of every minute.	Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Tries to train students in class routines, but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.

**Possible evidence to look for:**

- Classroom is organized, attractive, and welcoming.
- Instructional time is not lost during transitions.
- The teacher has a very clear and articulated system for managing all classroom procedures.
- Students know, understand, and can explain the classroom management system to others.

**Domain 3: Delivery of Instruction Standard 3.10: Knowledge of Content and Students**

**Guiding Questions:**

- Does the teacher have a sufficient (quantity) and proficient (quality) knowledge of the subject matter being taught?
- Is the content appropriate for the age and development of students?
- Does the teacher tailor content to students' developmental needs?

Highly Effective	Effective	Area for Growth	Does Not Meet
Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas of how to teach it and how students learn.

**Possible evidence to look for:**

- Goals and learning objectives include content material and are age-appropriate.
- Teacher is able to supplement information provided by textbooks with own learned knowledge.
- Teacher is comfortable answering questions and providing in-depth learning opportunities.
- Teacher is learning new things about his/her content and incorporating this new knowledge into the classroom.



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**Domain 3: Delivery of Instruction Standard 3.11: Mindset**

**Guiding Questions:**

- Is lesson delivery clear and easy to understand?
- Does the teacher use a variety of instructional strategies?
- In what ways does the teacher activate students' prior knowledge?
- How is instruction differentiated to meet the needs of all learners?

Highly Effective	Effective	Area for Growth	Does Not Meet
Teaches students how to be risk-takers, learn from mistakes and to be problem solvers.	Tells students it is okay to make mistakes; effective effort is the key.	Tells students that making mistakes doesn't mean they're stupid; they can learn from errors.	Communicates a "fixed" mindset about ability: some students have it, some don't.

**Possible evidence to look for:**

- The teacher is organized, knows the required learning goals, and is effectively able to communicate those goals and their learning objectives to students in a way that they understand and learn what is delivered.
- The teacher exudes high expectations and determination, and convinces all students they will master the material. Conveys: this is important, you can do it, and I'm not giving up on you.

**Domain 3: Delivery of Instruction Standard 3.12: Engagement**

**Guiding Questions:**

- Does the instructional lesson elicit higher-level thinking and problem-solving?
- How does the teacher create high levels of engagement?
- Does the teacher use a variety of strategies to engage students?

Highly Effective	Effective	Area for Growth	Does Not Meet
Teacher deliberately facilitates cognitively demanding tasks in which students are actively involved.	Has students think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some are disengaged.	Mostly lectures to passive students or has them work through textbooks and worksheets.

**Possible evidence to look for:**

- Students are actively engaged in learning.
- The teacher orchestrates highly-effective strategies, materials, and groupings to involve and motivate students.



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**Domain 3: Delivery of Instruction Standard 3.13: Learning Goals**

**Guiding Questions:**

- Does the teacher post learning goals and/or learning objectives in the classroom?
- Are students aware of and reference learning goals and learning objectives?

Highly Effective	Effective	Area for Growth	Does Not Meet
Evidence of the learning objective is observable because the teacher has communicated and evaluated essential questions. The students know and demonstrate exactly what's expected.	Gives students a clear sense of purpose by using the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.

**Possible evidence to look for:**

- The teacher knows required learning goals and is effectively able to communicate those goals and their objectives to students in a way that they understand and learn what is delivered.
- Essential questions, goals, rubrics and/or anchor papers (exemplars) are posted in class.
- Posted learning goals and/or learning objectives in the classroom include content material.
- Students identify and clearly communicate learning goals.

**Domain 3: Delivery of Instruction Standard 3.14: Connections and Application**

**Guiding Questions:**

- In what way does the teacher activate prior knowledge?
- Do students connect prior learning to new concepts and material?
- Are lessons and concepts being compared to real world situations and experiences?

Highly Effective	Effective	Area for Growth	Does Not Meet
Grabs students' interest and makes connections to prior knowledge, experience, and reading. Consistently has students summarize and internalize what they learn and apply it to multiple situations and contexts.	Activates students' prior knowledge and hooks their interest in each unit and lesson. Has students sum up what they have learned and apply it in a different context.	Is only sometimes successful in making the subject interesting and relating it to things students already know. Sometimes brings closure to lessons and asks students to think about applications.	Rarely hooks students' interest or makes connections to their lives. Moves on at the end of each lesson without closure or application.

**Possible evidence to look for:**

- Teacher and students close lessons or assignments routinely by connecting to prior and future learning.
- Real life objects/materials that connect to lesson concepts are used in the classroom.
- Teacher designs real world learning opportunities (e.g., science fairs, field trips, guest speakers, etc.).
- Teacher capitalizes on teachable moments.
- Students are empowered to make connections to deeper understanding.



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**Domain 3: Delivery of Instruction Standard 3.15: Clarity**

**Guiding Questions:**

- Is lesson delivery clear and easy to understand?
- Does the teacher use a variety of instructional techniques?
- How does the teacher use frequent formative (on-going) assessment techniques to monitor and adjust instruction?

Highly Effective	Effective	Area for Growth	Does Not Meet
Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language for student age and stages of development.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate for student age and stages of development.	Often presents material in a confusing way, using language that is inappropriate.

**Possible evidence to look for:**

- Students are actively engaged in learning.
- The teacher is effectively able to communicate learning goals and objectives to students in a way that they understand and learn what is delivered.
- Learning goals and objectives are clear to students.
- The teacher has an organized method of lesson delivery.



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**Domain 3: Delivery of Instruction Standard 3.16: Repertoire (variety of instruction)**

**Guiding Questions:**

- Does the teacher create high levels of engagement?
- Does the instructional lesson elicit higher-order thinking and problem-solving?
- Does the teacher use a variety of questioning techniques to engage students?
- Does the teacher have a variety of scaffolding techniques?
- How does the teacher group students for the planned lesson?
- Does the teacher use a variety of tools and strategies to engage and motivate students?

Highly Effective	Effective	Area for Growth	Does Not Meet
Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and groupings to foster student learning.	Uses a limited range of strategies, materials, and groupings.	Uses only one or two strategies and types of materials and fails to reach most students.

**Possible evidence to look for:**

- The teacher uses multiple learning strategies to engage students (e.g., technology, music, art, hands-on learning opportunities, high-level questioning, integration of other subjects, student grouping, etc.).
- Teaching strategies lead to active student engagement in learning (e.g., writing, discussion, learning through reading, or other active participation).
- Student learning is supplemented by a variety of scaffolding techniques (e.g., KWL, adapted text, cloze notes, etc.).
- Multiple learning strategies and student protocols are implemented.
- Student discourse is evident (e.g., think-pair-share, reflection, etc.).



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**Domain 3: Delivery of Instruction Standard 3.17: Differentiation (adapting to individual learning needs)**

**Guiding Questions:**

- How is instruction differentiated to meet the needs of all learners?
- Does the teacher have competent knowledge of individual student learning needs?
- Does the teacher effectively apply and use information gathered about individual student learning/cultural needs to lesson delivery methods?
- Does the teacher use a variety of instructional strategies?

Highly Effective	Effective	Area for Growth	Does Not Meet
Successfully reaches virtually all students by skillfully differentiating and scaffolding rate and level of learning.	Differentiates and scaffolds instruction to accommodate most students' rate and level of learning.	Attempts to differentiate and to accommodate students' rate and level of learning with mixed success.	Fails to differentiate instruction for students' rate and level of learning.

**Possible evidence to look for:**

- Instructional delivery is differentiated to meet the learning needs of all learners.
- Lesson materials are tailored to student needs (e.g., leveled questions, pre-reading and pre-teaching, cloze notes, graphic organizers, etc.).
- The planned instruction is relevant to student learning styles and needs and to cultural differences.





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**Domain 4: Monitoring, Assessment, and Follow-Up Standard 4.18: Criteria and Recognition**

**Guiding Questions:**

- Are students aware of criteria that will be used to assess their work?
- Can students explain these criteria to another student or teacher?
- Do students have access to rubrics or criteria before they are used?
- Are criteria used to review work with students to help guide future learning and effort?

Highly Effective	Effective	Area for Growth	Does Not Meet
Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. Frequently posts students' work with commentary and uses it to motivate and direct effort.	Posts clear criteria for proficiency, including rubrics and exemplars of student work. Regularly posts students' work to make visible and celebrate their progress with respect to standards.	Tells students some of the qualities that their finished work should exhibit. Posts some 'A' student work as an example to others.	Expects students to know (or figure out) what it takes to get good grades. Posts only a few samples of student work or none at all.

**Possible evidence to look for:**

- Student work is seen in the classroom and is used to motivate and guide student learning.
- Assessment rubrics and guidelines are accessible or posted in the room.
- Criteria for work have been reviewed with students and are revisited before being used to assess assignments.
- Clear criteria are provided (i.e., verbal and written directions) for work on smaller assignments.
- Teacher feedback/commentary with +/delta is provided to students on larger projects.
- Both teacher and students exchange feedback (i.e., +/delta) on larger projects.



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**Domain 4: Monitoring, Assessment, and Follow-Up Standard 4.19: Diagnostic Assessment**

**Guiding Questions:**

- Is the teacher familiar with the distinction between assessment for learning (formative) and assessment of learning (summative)?
- What kind of assessment data does the teacher use to inform instruction?
- How does the teacher use formative and summative assessment data?

Highly Effective	Effective	Area for Growth	Does Not Meet
Gives students a well- constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnosis students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.

**Possible evidence to look for:**

- The teacher can describe how he/she uses assessment prior to instruction.
- The teacher has detailed assessment data and records on student performance.
- Appropriate diagnostic assessments are developed based on the learning goals of the unit.
- Lesson plans incorporate data from pre-assessments (i.e., diagnostics) and are revised accordingly.

**Domain 4: Monitoring, Assessment, and Follow-Up Standard 4.20: Formative Assessment**

**Guiding Questions:**

- Is the teacher frequently checking for any student misunderstandings or weak areas of learning?
- Is the learning objective of the lesson clear to both students and teacher so that misunderstandings can be identified?
- Does the teacher relate interim and on-the-spot (i.e., formative) assessments to diagnostic assessments?

Highly Effective	Effective	Area for Growth	Does Not Meet
Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students. Frequently checks for understanding and gives students helpful information if they seem confused.	Looks over students' tests to see if there is anything that needs to be re-taught. Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Gives tests and moves on without analyzing them and following up with students. Uses ineffective methods ("Is everyone with me?") to check for understanding.

**Possible evidence to look for:**

- The teacher moves around the room engaging in short, probing conversations with students.
- The teacher convenes small groups to check for clarity.
- Flexible ability groups are seen in the classroom to meet varying needs of students.
- Portfolios of data are used to track struggling students and their progress.



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**Domain 4: Monitoring, Assessment, and Follow-Up Standard 4.21: Self-Assessment**

**Guiding Questions:**

- Do students set goals for their learning and progress? Weekly? By unit? Yearly?
- What parts of students' learning are they responsible for and held accountable for?
- Are students being provided timely feedback about their progress in different areas?

Highly Effective	Effective	Area for Growth	Does Not Meet
Ensures students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Encourages students to set goals, self-assess, and know where they stand academically at all times.	Asks students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.

**Possible evidence to look for:**

- Students are aware of their current level of performance and areas in which they can improve.
- Students have set realistic and attainable goals for their learning and are given a chance to reflect and revise them.
- Students apply information learned in assessments to setting learning goals.

**Domain 4: Monitoring, Assessment, and Follow-Up Standard 4.22: Reflection and Analysis**

**Guiding Questions:**

- Are grade-level teams meeting regularly to review student/unit progress and to plan for future lessons?
- Does the teacher have in-depth knowledge of the subject area? Do they review any weak areas before teaching the subject?
- Is the teacher a self-directed learner when it comes to professional growth opportunities?

Highly Effective	Effective	Area for Growth	Does Not Meet
Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

**Possible evidence to look for:**

- The teacher participates in regularly scheduled meetings with the grade-level team to collaborate on curriculum planning and assessment data.
- The teacher can describe best practices when it comes to instruction, the content area, and research.
- The teacher is constantly pursuing professional growth opportunities and applies what he/she learns.
- The teacher has archival records of lesson plans with annotations denoting successes, possible revisions and/or need to revisit structure and objective of lessons.
- When appropriate, teacher utilizes student feedback.



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**Domain 5: Family and Community Outreach Standard 5.23: Belief**

**Guiding Questions:**

- Does the teacher communicate, both verbally and nonverbally, a belief all students can and should succeed?
- Does the teacher know their students?
- Does the teacher understand their students' needs?
- Does the teacher ask and seek out information about students' backgrounds?
- Does the teacher access school and district resources to support students?
- Does the teacher take into account not only the learning, but also the cultural needs of the students?

Highly Effective	Effective	Area for Growth	Does Not Meet
Conveys to each parent an in-depth knowledge (e.g., academic, cultural, values, beliefs) of his/her child and a strong belief he/she will succeed.	Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child's ability to succeed.	Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the child.	Is insensitive to family values or culture and does not communicate knowledge of the child or concern about his or her future.

**Possible evidence to look for:**

- The teacher displays exemplar student work in the room or hallway outside the room.
- The teacher has developed and implemented a system of student recognition for meeting learning and behavioral expectations.
- The teacher has been trained in SIOP, assessment, curriculum design, understanding poverty, and/or other workshops that help him/her to understand and best teach to students' backgrounds, culture, and learning styles.
- The teacher can demonstrate how he/she has tailored the lesson based on the learning styles and cultural needs of students.
- The teacher builds upon students' prior knowledge and experiences and is aware of the cultural differences of all students.
- The teacher has home/school communication logs, emails, classroom visits, etc.



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**Domain 5: Family and Community Outreach Standard 5.24: Communication**

**Guiding Questions:**

- Does the teacher communicate effectively and respectfully with parents and community members?
- What methods are used by the teacher to communicate?
- Does the teacher communicate student progress in a timely manner to students and parents?
- Does the teacher communicate approaching learning goals to parents?

Highly Effective	Effective	Area for Growth	Does Not Meet
Gives parents clear, user-friendly and on-going curricular, learning and behavior expectations; focusing on the child's positive news first before communicating any red-flag issues.	Clearly communicates and updates parents regarding curriculum, learning, and behavioral expectations; describing both current issues and good news situations.	Sent home classroom rules and syllabus at the beginning of the class or year; communicates when an issue arises or to offer an occasional suggestion of how parents can support schoolwork.	Does not inform parents about learning or behavioral expectations; seldom communicates concerns, positive news, or ways in which parents can support their child's learning.

**Possible evidence to look for:**

- The teacher communicates in a respectful and positive manner with parents.
- The teacher communicates with parents from a "cup half full" rather than a "cup half empty" view.
- Grades are posted in a timely manner.
- Student work is returned and feedback given in a timely manner.
- The teacher has a system for communicating with parents.
- The teacher is available to meet during his/her workday and communicates this with parents.



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**Domain 5: Family and Community Outreach Standard 5.25: Responsiveness**

**Guiding Questions:**

- Does the teacher communicate respectfully, effectively and clearly with parents?
- Does the teacher respond to parent questions or concerns in a timely manner?
- Is the teacher proactive in working with parents in situations that have the potential to turn negative?

Highly Effective	Effective	Area for Growth	Does Not Meet
Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome at school.	Is slow to respond to some parent concerns and gives off an unwelcome vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.

**Possible evidence to look for:**

- The teacher communicates with parents in a respectful and positive manner in all situations.
- The teacher responds to parent concerns within a day of receiving them.
- The teacher meets with a parent at school in a location that is conducive to the agenda of the conference.
- The teacher shows empathy to parent concerns.
- The teachers' non-verbal cues match what he/she is saying to the parent.

**Domain 6: Professional Responsibilities Standard 6.26: Professionalism**

**Guiding Questions:**

- Does the teacher respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
- What kind of recordkeeping and documentation system does the teacher use to keep track of communication with all stakeholders? How effective is that system?
- Does the teacher reliably perform required duties as assigned?

Highly Effective	Effective	Area for Growth	Does Not Meet
Presents self as a consummate professional and carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Demonstrates professional demeanor/behavior, is punctual and reliable with paperwork, duties, and assignments; keeps accurate records	Occasionally acts and/or presents self in an unprofessional manner, occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently acts and/or presents self in an unprofessional manner and frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.

**Possible evidence to look for:**

- The teacher communicates in a professional, respectful and positive manner to everyone.
- The teacher's recordkeeping system is clear, organized, up-to-date, and easy to understand.
- The teacher can be counted on to complete all required duties, reports and paperwork.
- The qualities of a consummate professional may include regular attendance and punctuality, appropriateness of dress, ethical and honest judgment, respect of boundaries and confidentiality, and among other qualities applicable to the position and school expectations.



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**Domain 6: Professional Responsibilities Standard 6.27: Leadership and Contribution to Learning**

**Guiding Questions:**

- Is the teacher aware of building and district activities/initiatives?
- How does the teacher contribute to these activities/initiatives?

Highly Effective	Effective	Area for Growth	Does Not Meet
Is an important member of teacher teams and committees and frequently contributes to school activities/initiatives.	Shares responsibilities and takes part in grade-level and school-wide activities/initiatives.	When asked, will serve on a committee and attend school-wide activities.	Declines invitations to serve on committees and attends few school-wide activities.

**Possible evidence to look for:**

- The teacher is able to inspire others to adopt, support, and participate in building and/or district activities/ initiatives.

**Domain 6: Professional Responsibilities Standard 6.28: Leadership and Contribution to Learning**

**Guiding Questions:**

- How does the teacher support the mission of the school and/or district?
- What strategies or actions does the teacher apply to facilitate the implementation of the school's mission?
- What leadership roles has the teacher pursued at the school and/or district level?
- Does the teacher positively contribute to the school's mission?

Highly Effective	Effective	Area for Growth	Does Not Meet
Provides leadership, valuable ideas and expertise that furthers school/district mission.	Is a positive team player and contributes ideas, expertise to school/district mission.	Occasionally suggests an idea aimed at improving the school.	Rarely, if ever, contributes ideas that might help improve the school.

**Possible evidence to look for:**

- The teacher positively contributes to the school's mission.
- The teacher is frequently involved in building and/or district improvement projects/task forces.
- The teacher takes on a leadership role at the building and/or district level.



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**Domain 6: Professional Responsibilities Standard 6.29: Working with Teams**

**Guiding Questions:**

- Is the teacher involved with colleagues?
- To what extent is teacher involved with collaboration?
- Does the teacher have a respectful relationship with colleagues?

Highly Effective	Effective	Area for Growth	Does Not Meet
Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to change instruction.	Collaborates with colleagues to plan units, share teaching ideas and look at student work.	Meets regularly with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues and is not open to collaboration.

**Possible evidence to look for:**

- The teacher highly values collaboration and positive relationships.
- The teacher meets frequently with collaboration teams, such as PLCs.
- The teacher is receptive to input from colleagues.
- The teacher encourages colleagues to share professional ideas, thoughts, and comments regarding learning.

**Domain 6: Professional Responsibilities Standard 6.30: Self-Improvement**

**Guiding Questions:**

- Is the teacher a self-directed learner when it comes to professional growth opportunities?
- Does the teacher seek involvement in activities that will further his/her professional growth and promote student learning?

Highly Effective	Effective	Area for Growth	Does Not Meet Standards
Seeks out best-practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve teaching and learning.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve teaching and learning, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.

**Possible evidence to look for:**

- The teacher can describe best practices when it comes to instruction, content area, and research.
- The teacher is constantly seeking to improve his/her performance through professional growth opportunities as a life-long learner by reading, writing, reflecting and sharing with others.
- The teacher is involved in professional activities that address possible areas for growth.





**Informal Observation Form A**

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

Observer: \_\_\_\_\_ Time of Observation: \_\_\_\_\_

	Highly Effective	Effective	Concern	Comments
<u><b>Planning and Preparation</b></u> •lesson planning •standards •assessment •environment				
<u><b>Classroom Management</b></u> •expectations •strategies •relationships •routines				
<u><b>Delivery of Instruction</b></u> •subject knowledge •engagement •clear objectives •makes connections •multiple strategies •differentiation				



**Informal Observation Form B**

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

Observer: \_\_\_\_\_ Time of Observation: \_\_\_\_\_

<b>I noticed:</b>	<b>I wondered about:</b>
<b>Support/Resources Needed:</b>	<b>Next Steps:</b>



## FERN RIDGE SCHOOL DISTRICT 28J

<p><b>(A) Professional Practice</b>  <i>Measures of the quality of a teacher's planning, delivery of instruction, and assessment of student learning.</i></p>	<p><b>a. Classroom Observation of Instructional Practice</b></p> <p>Evaluator's observation, documentation and feedback on teachers' professional practices; both formal and informal observations</p>
<p><b>(B) Professional Responsibilities</b>  <i>Measures of the teacher's progress toward his or her own professional goals and contribution to school wide goals.</i></p>	<p><b>b. Examination of Artifacts</b></p> <p>Examples: lesson plans, curriculum design, scope and sequence, student assignments, student work</p>
<p><b>(C) Student Learning and Growth</b>  <i>Quantitative measures of the teacher's impact on a student (or sets of students) as measured by multiple sources of student data over time.</i></p>	<p><i>Examples: teacher self-evaluation, professional growth action plan, goal-setting form, peer collaboration, teamwork, attends meetings, etc.</i></p> <p>Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They will also specify what evidence will be provided to document progress on each goal:</p> <p>a) Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.</p> <p>b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on the most appropriate for the curriculum and students taught.</p> <p>Category 1: State or national standardized tests          Category 2: Common national, international, regional, district-developed measures          Category 3: Classroom-based or school-wide measures</p> <p>c) The teacher will choose two assessments (must include a statewide measure if mandated) to measure student learning and growth. The percentage of students that improved will be noted in the summative evaluation, along with average cohort improvement.</p>



**Performance Levels:** Levels used to rate teachers on the standards are based on the following scale: *Highly Effective, Effective, Areas for Growth* and *Does Not Meet*. It is important to realize that although this system defines how to evaluate teachers according to standards, determinations about teacher performance can also be made according to state law, and there are instances when state law would supersede this evaluation system.

- **Highly Effective:** The teacher's skills in this content area are in the top of their field and can serve as a model and example to other teachers. There must be significant evidence for a teacher to be ranked highly effective on the evaluation rubric.
- **Effective:** The performance is strong, and there are no apparent weaknesses.
- **Basic:** The performance is satisfactory, but there are specific areas that can be improved.
- **Unsatisfactory:** The performance is unacceptable and must improve significantly.

**Performance Evaluation:** A conference to review mini and formal observation data in the context of the Fern Ridge Schools performance evaluation rubric.

**Possible Evidence:** Verification or proof of the teaching standards in action.

**Probationary Teacher:** Any teacher in their first three (3) years of teaching in any Fern Ridge school.

**Professional Development:** Ongoing, yearly training and collaborative opportunities designed to foster professional growth in order to improve student learning and teaching effectiveness.

**Professional Growth Action Plan:** Activities selected to improve teaching effectiveness and student learning. This plan includes one (1) to three (3) goals and will be designed yearly between a certified employee and building administrator. Each plan shall include measurable outcomes that are evidenced through data collection. This plan is reviewed at the Yearly Reflection Meeting.

**Repertoire:** A variety of instructional techniques or methods.

**Standard:** Performance criteria used by teachers to set goals and used by supervisors to evaluate or review teacher effectiveness. These 30 standards represent Fern Ridge Schools' criteria of effective teaching.

**Support Strategy:** Offered when a supervisor determines a teacher is not performing satisfactorily. These strategies are building based, informal and include building administrator and teacher.

**Yearly Reflection Meeting:** A meeting between a teacher and supervisor, held by June 1 for the purpose of reflecting on and evaluating the teacher's progress. Prior to this meeting, the teacher completes the Yearly Evaluation Form and submits to their supervisor. At the meeting:

- The supervisor and teacher review the Yearly Evaluation Form; the supervisor highlights a performance level for each standard,
- The supervisor and teacher discuss progress towards goals as detailed on the teacher's Goal-Setting Form,
- The supervisor and teacher discuss progress toward meeting the teacher's Professional Growth Action Plan, and
- The supervisor makes a written recommendation regarding continued employment.