

# **Aguilar School District Re-6**

## **Performance Evaluation Handbook**

**Policies and Procedures for the  
Performance Evaluation of Aguilar  
School District Re-6 Employees**

**Adopted: October 2011**

## **EVALUATION OF INSTRUCTIONAL STAFF**

### **Aguilar School District Re-6**

The primary purpose of evaluation is to assist support personnel, teachers and administrators in developing and strengthening their professional abilities, improve instruction, enhance the implementation of programs in the curriculum, serve as the measurement of satisfactory performance for individual employees, serve as documentation for unsatisfactory performance proceedings, serve as a measurement of the professional growth and development, and to evaluate the level of performance of all employees within the district. It shall be used as the primary, but not sole, factor in determining the continuation of employment in the district.

The evaluation process will continue to be reviewed by the administration and the Board of Education. They will review, refine, and improve the system based on recommendations from both the evaluator and the evaluatee.

### **OBJECTIVES OF THE PERFORMANCE REVIEW PROCESS**

1. To help teachers achieve greater instructional effectiveness through emphasis upon continuous planned appraisal and self-appraisal.
2. To identify and build upon the positive strengths and characteristics of each employee.
3. To provide a uniform and systematic procedure for identifying areas in which an employee may need assistance.
4. To provide a continuing record of employee performance for purposes such as protecting employees from unwarranted criticism and providing letters of reference.
5. To assist in utilizing a teacher's instructional capabilities most effectively.
6. To promote a cooperative effort between the evaluator and the evaluated individual in improving instruction.

### **OBSERVATIONS**

Evaluations shall be based upon both formal and informal observations and a process of systematic data gathering. Invalidated, hearsay information is not an acceptable source of data. The evaluator will identify and document, to the extent possible, all relevant

sources of data to be used as the basis for evaluation judgments. No evaluation information will be gathered by electronic devices without the prior knowledge of the evaluated individual. All formal observations of the work performance of a teacher shall be conducted openly and with the full knowledge of the teacher. Informal observation of a teacher may be conducted without notice at any time and will include “Walk-through” visitations.

## **EVALUATION OF TEACHERS**

District policy requires three (3) formal evaluations of at least twenty (20) minutes in length each year for probationary teachers two of which will be conducted prior to December 1 of each school year. Each non-probationary teacher will be evaluated twice each year before May 1st of each calendar year. Prior to a formal evaluation a pre-observation conference may be requested by either the evaluator or the evaluated individual. Evaluators shall hold a post-observation conference with the teacher within ten (10) working days of a formal observation unless prevented from doing so by extenuating circumstances. Recommendations for dismissal, non-renewal, or remediation of a teacher shall be made by the building principal to the superintendent. The teacher improvement and evaluation process shall be based on evaluation criteria and guidelines set forth in this document.

An evaluation conference shall be held between the teacher and administrator following the completion of the data-gathering process. The final post-observation conference and the summative evaluation conference may be held simultaneously. The evaluator will prepare a written evaluation report that will include documentation identifying when a formal observation was made, identification of all data sources, and specific information about the strengths and weaknesses in the performance of the teacher. The evaluation report will be discussed with the teacher. Both the evaluator and the teacher will sign the report and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. The evaluated individual may attach any written comments to the evaluation report before the report is reviewed by the supervisor of the evaluator.

The evaluator will maintain a cumulative file of all pertinent data relating to each staff members evaluation, including the evaluation report. This file will be available for the staff member’s review and will include any written comments signed and submitted by the evaluator.

## **APPEAL**

The conclusions of the evaluator will not be subject to further review except as delineated in this document. The evaluated individual may appeal the application of the evaluation

procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.

Some flexibility is necessary for proper administration of the evaluation system. Minor deviations or variances in the procedures will be allowed so long as the variances do not result in significant hardship for, or malicious treatment of, the evaluated individual. Informal evaluations or observations may be made whenever appropriate.

The evaluation process is designed to encourage and assist teachers and administrators to perform at a level consistent with school district standards, and to help the school district measure the employee's performance against those standards. The evaluation policy and system adopted by the school district and any other evaluation, improvement plan, remediation plan, or action which results from implementing the policy and system, do not create a precondition for the Board of Education to take any action to change the contract status or assignment of an employee or to take any other personnel action. The evaluation policy and system do not create any property right, expectancy or entitlement in continued employment that is not otherwise provided by law. Any misapplication of a procedure, or failure to apply procedure, or to adhere to a prescribed time line, shall not impeded or prevent the Board of Education from changing an employee's contract status or assignment pursuant to the terms of an employee's contract or state law. The content of an evaluation, and any improvement or remediation plan may not be appealed or grieved under district policies and procedures.

## **PROFESSIONAL GROWTH PLAN**

If a teacher does not have an identified weakness, as judged by the evaluator, that requires specific resolution, the teacher and administrator(s) will annually develop a professional growth plan that will include professional goals. The professional growth plan may include plans for an advanced degree, additional training in some specific area, or implementation of a new technique(s). All professional growth plans will be aligned with the goals of the district's unified improvement plan and will state specific and measureable targets for increased student achievement.

## **IMPROVEMENT PLAN**

If a non-probationary teacher has an identified weakness that should be corrected, an improvement plan shall be prepared and implemented. The plan shall be developed within ten (10) working days of the evaluation conferences. The improvement plan shall be written by the building principal and approved by the superintendent. The plan shall be specific regarding improvements that are needed in the performance of the teacher and clearly set forth specific recommendations and suggestions for improvement. These suggestions may include recommendations for additional education and training during their licensure renewal process as applicable. The improvement plan shall include, but not limited to, improvement objectives that are measurable, processes to assist

improvement provided by the evaluator, reasonable time lines for the completion of improvement activities, provisions for monitoring progress, and provisions to determine whether the objective(s) was (were) achieved.

If the next evaluation shows that the teacher is now performing satisfactorily, no further action shall be taken concerning the original evaluation. If such evaluation shows the teacher is still not performing satisfactorily, the evaluator shall either make additional recommendations and continue the improvement plan or may recommend the non-renewal of the non-probationary in accordance with Colorado school law.

Probationary teachers are not entitled to the improvement plan process by law and may be non-renewed at any time during their probationary period. Probationary teachers may be given a reason for the non-renewal either verbally or in writing by the chief administrative officer of the district.

## **EVALUATION OF ADMINISTRATIVE STAFF**

The Board shall institute and maintain a comprehensive program for the evaluation of all administrative personnel.

The purpose of administrator evaluations shall be to assist administrators in developing and strengthening their professional abilities, improve the instructional program, enhance the implementation of curricular programs, and measure professional growth and development and level of performance of administrators. The evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance.

The evaluation process shall provide for:

1. Cooperative planning of job performance objectives by administrator and evaluator.
2. Evaluation in relation to job description and objective accomplishments.
3. Means for self evaluation.

The Board shall consult with district administrators, parents and the advisory school district personnel performance evaluation council when developing the process for evaluation of administrators.

All certificated or licensed administrators or principals that administer, direct or supervise the instructional program (“instructional administrators”) shall be evaluated consistent with state law. The only exception is the superintendent who will be evaluated by the members of the Board of Education in accordance with board policy.

The basic requirements of the evaluation system as it pertains to instructional administrators shall be:

1. All instructional administrators shall be regularly evaluated by properly certified supervisors who have an administrative certificate or a principal or administrator license and education and training in evaluation skills which will enable them to make fair, professional and credible evaluations of the personnel whom they are responsible for evaluating.
2. Evaluations shall be conducted in a fair and friendly manner and shall be based on predetermined written criteria which pertain to the administrator’s position.
3. Standards for satisfactory performance of administrators and criteria which can be used to determine whether performance meets such standards shall be developed. The district personnel performance evaluation council shall be an active participant in the development of standards of performance.

4. All evaluation standards and criteria shall be given in writing to all instructional administrators and shall be communicated and discussed by the person being evaluated and the evaluator prior and during the course of the evaluation.
5. The system shall identify the various methods which will be used for information collection during the evaluation process such as direct and informal observation and peer, parent or student input obtained from standardized surveys. All data on which an evaluation judgment is based will be documented to the extent possible and available for the administrator's review.
6. The evaluation system shall specify the frequency and duration of the evaluation process which shall be on a regular basis to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. In any event, instructional administrators shall receive at least one documented observation each year and at least one evaluation that results in a written report every three years.
7. All written evaluation reports shall be specific as to performance strengths and weaknesses, specifically identify when a direct observation was made, identify data sources, and contain a written improvement plan. The written improvement plan shall be specific as to what performance improvements, if any, are needed.

The administrator concerned shall have an opportunity to review the document with the supervisor who makes the evaluation, and both shall sign it. The evaluation document shall be reviewed by a supervisor of the evaluator whose signature also shall appear on it.

If the evaluated individual disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

8. The system shall contain a process to be followed when an administrator's performance is deemed unsatisfactory. In accordance with state law, this process shall provide for a notice of deficiencies, a remediation plan and an opportunity to correct the deficiencies.

The school district shall conduct all evaluations so as to observe the legal and constitutional rights of certificated personnel. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

The superintendent shall make regular reports to the Board concerning the outcome of administrator evaluations.

Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy or contract. Neither shall this policy and/or the evaluation be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contact status or assignment under the terms of the employment contract and state law. The content of the evaluation, the ratings given and any improvement or remediation plan shall not be grievable under the district's formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board of Education, subject only to the conditions and limitations prescribed by Colorado law.

### **CRITERIA FOR IMPROVEMENT AND EVALUATION OF ADMINISTRATORS**

- A. Provides for leadership for all staff and students within the building.**
  - 1. Provides a positive role model for staff and students
  - 2. Promotes staff creativity and innovation
  - 3. Does not accept the status quo
  - 4. Promotes curriculum changes that impact standardized test results
  - 5. Sets high expectations for student and staff achievement
  
- B. Identifies instructional needs and establishes goals for program maintenance and improvement.**
  - 1. Uses assessment data as a part of developing building goals for student achievement.
  - 2. Promotes the interaction of academic and vocational courses in curriculum development
  - 3. Identifies new curriculum ideas that could have a positive impact on student achievement.
  - 4. Examines enrollment figures to determine the number of staff needed in curriculum departments.
  
- C. Initiates, encourages, and supports the professional development of all building staff.**
  - 1. Identifies staff whose professional development would benefit the district.
  - 2. Identifies staff members which have the potential for educational leadership.
  - 3. Incorporates professional development into professional growth and remediation plans.

4. Participates in the development of staff development programs within the district.
5. Identifies staff development programs that would benefit the district and its personnel.

**D. Provides a good learning-teaching climate within the building.**

1. Establishes a schedule that focuses on time on task.
2. Focuses on the development of self-discipline as part of the student code of conduct.
3. Allows for freedom of expression from both staff and students.
4. Communicates openly and honestly with staff and students.
5. Establishes high expectations for both staff and students.

**E. Communicates effectively with staff.**

1. Schedules meetings when appropriate.
2. Communicates openly and honestly with staff.
3. Uses various means of communication with staff; i.e., verbal, e-mail, formal written direction, etc.
4. Listens and responds to staff concerns in a timely manner.
5. Communicates goals for student achievement to staff.

**F. Communicates effectively with students.**

1. Communicates goals for student achievement and discipline expectations to students in an understandable manner.
2. Uses various forms of communication with students; i.e., verbal, written, etc.
3. Listens and responds to student concerns in a timely manner.
4. Demonstrates a sense of humor, empathy, and understanding when communicating with students.
5. Communicates openly and honestly with students.

**G. Communicates effectively with the community.**

1. Community understands the school district's goals for student achievement and self-discipline.
2. Community understands the use of the chain of command in solving problems.
3. The achievements of the students and staff are communicated to the community through various media sources.
4. Listens and responds to community concerns in a timely manner.
5. Actively seeks and initiates community involvement and community partnerships which will facilitate progress toward goal attainment in the school district.

**H. Evaluates and supervises all building personnel in accordance with district policies and guidelines.**

1. Personnel evaluations are done within the prescribed timelines.

2. Personnel evaluations address both positive performance as well as performance that are in need of improvement.
3. Makes the tough personnel decisions.
4. Is fair and complete with personnel evaluations.
5. Does not allow personal feelings to interfere with personnel decisions.
6. Expresses high expectation for staff performance in job duties and responsibilities.

**I. Manages the monitoring and reporting of student attendance, academic progress, and other record documentation.**

1. Meets district and state guidelines for state reporting.
2. Meets district guidelines for quarterly, semester, and end-of-the-year reporting.

**J. Plans and designs schedules, teacher assignments, and utilization of the building.**

1. Maintains focus on time-on-task.
2. Minimizes distractions that could negatively impact student achievement.
3. Provides adequate time for standardized testing (CSAP and NWEA) to maximize results
4. Reduces conflicts between various school functions and activities to the greatest extent possible.
5. Does not allow personal feelings to interfere with the assignment of teaching assignments.
6. Arranges calendar so there are limited conflicts with standardized testing dates.

**K. Develops a comprehensive building budget after gathering appropriate input.**

1. Identifies curriculum areas that are in need of funds for textbooks, materials and supplies.
2. Develops and adheres to a textbook adoption timeline for the building.
3. Uses data from standardized assessments in determining curriculum areas in need of additional funding.
4. Involves building staff in the building of the building budget to the greatest extent possible.

**L. Supports new programs and staff innovativeness and creativity.**

1. Encourages staff to “think outside the box” in developing activities and program to improve student achievement.
2. Encourages student enrollment in and development of curriculum programs that involve vocational training and skills development in the music and arts as well as college prep classes.
3. Listens and responds in a timely manner to staff suggestions for curriculum changes.
4. Encourages the development of school reformation programs.

## Aguilar School District RE-6

### Principal's Summative Evaluation Report

School Year \_\_\_\_\_

Name: \_\_\_\_\_ Evaluator: \_\_\_\_\_

**CRITERIA #1 – The Principal is responsible for day-to-day administration and supervision of the school.**

**Performance Evaluation:**

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators:

- 1.1 Major responsibility is the improvement of the teacher-learning situation: his/her goal is to provide for the continued improvement of the total education process so that the students may succeed.
- 1.2 Responsible for the supervision and management of the safety and administration of the school (*faculty / facility*).
- 1.3 Prepares reports and participates in meetings as may be required or appropriate.
- 1.4 Supervises and manages extra-curricular activities.

**Comments:**

**CRITERIA #2 – The principal demonstrates appropriate administrative leadership.**

**Performance Evaluation:**

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators:

- 2.1 Exercises decisive leadership in crisis situations.
- 2.2 Provides leadership to ensure understanding of and promotion of the educational objectives of the district, and plans and administers programs of in-service educational activities for instructional personnel.
- 2.3 Plays a significant leadership role in fostering professional growth and building of staff morale throughout the building.
- 2.4 Delegates authority and responsibility appropriately.

**Comments:**

**CRITERIA #3 – The principal is responsible for developing and maintaining community/school relations.**

**Performance Evaluation:**

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators:

- 3.1 Establishes and maintains favorable relationships with local community groups and individuals.
- 3.2 Encourages parent and community involvement and support.
- 3.3 Shares on an ongoing basis with the community and provides information as to whether the instructional goals of the school are being met.

**Comments:**

**CRITERIA #4 – The principal shall direct building personnel.**

**Performance Evaluation:**

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators:

- 4.1 Orients newly assigned staff members and assists in their development as appropriate.
- 4.2 Interprets, administers and assists in the development of personnel policies.
- 4.3 Organizes the school program and assigns teachers to their various duties within the limits of the written policies of the Board.

**Comments:**

**CRITERIA #5 – The principal is responsible for the supervision/evaluation of building personnel.**

**Performance Evaluation:**

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators:

- 5.1 Assists in acquiring new staff.
- 5.2 Performs formative and summative evaluation of school personnel.
- 5.3 Supervises school personnel.

**Comments**

**CRITERIA #6 – The principal maintains a positive student climate.**

**Performance Evaluation:**

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators:

- 6.1 Establishes guides for proper student conduct and maintains student discipline program in accordance with School Board policy, acknowledging due process rights of students.
- 6.2 Holds conferences with students, parents and/or appropriate staff members as need arises.
- 6.3 Responsible for the classification (placement), promotion, and retention of students within the school.

**Comments:**

**CRITERIA # 7 – The principal is the building curriculum supervisor.**

**Performance Evaluation:**

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators:

- 7.1 Studies the educational needs of the school and develops plans for meeting them.
- 7.2 Establishes and maintains an effective learning climate in the school.
- 7.3 Encourages experimental and innovative programs that will improve instruction.
- 7.4 Works cooperatively with district committees to improve instruction.
- 7.5 Supervises preparation of the master schedule and individual student schedules.

**Comments:**

**CRITERIA # 8 – The principal is responsible for the management/financial matters of his/her building.**

**Performance Evaluation:**

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators:

- 8.1 Reports to the Superintendent regarding the needs of the school with respect to personnel, equipment, supplies and curriculum.
- 8.2 Assists the Superintendent and professional staff in planning the wise utilization of funds available to the schools through the various programs.
- 8.3 Provides the Superintendent with information needed in preparation of budget.

**Comments:**

**Summary comments:**

I acknowledge that this evaluation has been discussed with me and that I have been given a copy of the evaluation. My signature does not necessarily indicate that I agree with the evaluation. My comments, if any, are included as an attachment to this evaluation.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

## School Counselor Performance Standards

School counselor performance standards align with the ASCA National Model and contain basic standards of practice expected from counselors. Personnel delivering the school counseling program are evaluated in the areas of program implementation, program evaluation and professionalism. All too often, school counselors are evaluated using an instrument designed for teachers or resource professionals. These school counselor standards accurately reflect the unique training of school counselors and their responsibilities within the school system. Although used for performance evaluation, the standards are also an important tool in the school counselor's own self-evaluation and advocacy, and will help focus personal and professional development plans. It is suggested that school counselors and administrators work within their individual systems to design appropriate evaluation and/or appraisal tools that meet their district governing board and bargaining unit policies. It is recommended that administrators evaluate school counselors every year. An evaluation should include individual comments as well as a rating system for how well the school counselor is meeting required performance standards.

School counselor performance standards (as established by ASCA) are:

- **Standard 1:** Program organization
- **Standard 2:** School guidance curriculum delivered to all students
- **Standard 3:** Individual student planning
- **Standard 4:** Responsive services
- **Standard 5:** Systems support
- **Standard 6:** School counselor and administrator agreement
- **Standard 7:** Advisory council
- **Standard 8:** Use of data
- **Standard 9:** Student monitoring
- **Standard 10:** Use of time and calendar
- **Standard 11:** Results evaluation
- **Standard 12:** Program audit
- **Standard 13:** Infusing themes

**Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.**

- 1.1 A program is designed to meet the needs of the school.
- 1.2 The professional school counselor demonstrates interpersonal relationships with students.
- 1.3 The professional school counselor demonstrates positive interpersonal relationships with educational staff.
- 1.4 The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

**Standard 2: The professional school counselor implements the school guidance curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.**

- 2.1 The professional school counselor teaches school guidance units effectively.
- 2.2 The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
- 2.3 The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

**Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.**

- 3.1 The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
- 3.2 The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

**Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.**

- 4.1 The professional school counselor counsels individual students and small groups of students with identified needs and concerns.
- 4.2 The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.
- 4.3 The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

**Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.**

- 5.1 The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
- 5.2 The professional school counselor provides support for other school programs.

**Standard 6: The professional school counselor discusses the counseling department management system and the program action plans with the school administrator.**

- 6.1 The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.
- 6.2 The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

**Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.**

- 7.1 The professional school counselor meets with the advisory committee.
- 7.2 The professional school counselor reviews the school counseling program audit with the council.
- 7.3 The professional school counselor records meeting information.

**Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.**

8.1 The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.

8.2 The professional school counselor uses data from the counseling program to make decisions regarding program revisions.

8.3 The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.

8.4 The professional school counselor understands and uses data to establish goals and activities to close the gap.

**Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.**

9.1 The professional school counselor is accountable for monitoring every student's progress.

9.2 The professional school counselor implements monitoring systems appropriate to the individual school.

9.3 The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

**Standard 10: The professional school counselor uses time and calendars to implement an efficient program.**

10.1 The professional school counselor uses a master calendar to plan activities throughout the year.

10.2 The professional school counselor distributes the master calendar to parents or guardians, staff and students.

10.3 The professional school counselor posts a weekly or monthly calendar.

10.4 The professional school counselor analyzes time spent providing direct service to students.

**Standard 11: The professional school counselor develops a results evaluation for the program.**

11.1 The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.

11.2 The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.

11.3 The professional school counselor knows how to collect process, perception and results data.

**Standard 12: The professional school counselor conducts a yearly program audit.**

12.1 The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.

12.2 The professional school counselor shares the results of the program audit with the advisory council.

12.3 The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

**Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.**

13.1 The professional school counselor promotes academic success of every student.

13.2 The professional school counselor promotes equity and access for every student.

13.3 The professional school counselor takes a leadership role within the counseling department, the school setting and the community.

13.4 The professional school counselor understands reform issues and works to close the achievement gap.

13.5 The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.

13.6 The professional school counselor builds effective teams by encouraging collaboration among all school staff.

13.7 The professional school counselor uses data to recommend systemic change in policy and procedures that limit or inhibit academic achievement.

**Aguilar School District Re-6**  
**SUMMATIVE EVALUATION REPORT**  
Certificated Evaluation Process  
**Counselor Form**

Faculty Member \_\_\_\_\_ Building \_\_\_\_\_

Date Summative Evaluation \_\_\_\_\_ Observation Dates, Times, Duration \_\_\_\_\_

Remediation Plan Implemented: Yes [ ], No [ ]. Date, if Yes \_\_\_\_\_

The Summative Evaluation Report is completed and signed after a minimum of two conferences have been held by the evaluator. If the evaluation process has been successful at Level 1, the Professional Growth Plan will be used to set goals for the teacher to be achieved during the interim between evaluations. If the Counselor is currently working on a Remediation Plan prior to the Summative Evaluation, the recommendations at the end shall govern the next step. Predicated on board Policy a rating of "Below Standard" or "Unacceptable" is considered an unsatisfactory rating.

**1. Planning:**

- 1.1 Works with administration and staff to create a master schedule based on the needs of students, curricular offerings, and time constraints.

\_\_\_\_\_ *ABOVE STANDARD*

In addition to meeting the standard the counselor demonstrates a thorough knowledge of alternative scheduling strategies.

\_\_\_\_\_ *STANDARD*

Displays a thorough knowledge of scheduling.

\_\_\_\_\_ *BELOW STANDARD*

Inconsistently displays a thorough knowledge of scheduling

\_\_\_\_\_ *UNACCEPTABLE*

Does not display a thorough knowledge of scheduling

Comments:

- 1.2 Is visionary and creative in implementing ideas for scheduling the student day.

\_\_\_\_\_ *ABOVE STANDARD*

In addition to meeting the standard, the counselor demonstrates creativity in balancing student needs and teacher needs.

\_\_\_\_\_ *STANDARD*

Demonstrates the ability to identify the students by academic need for scheduling purposes.

\_\_\_\_\_ *BELOW STANDARD*

Inconsistently identifies students' academic needs for scheduling purposes.

\_\_\_\_\_ *UNACCEPTABLE*

Does not identify students' academic needs for scheduling purposes.

Comments:

- 1.3 The counselor coordinates crisis intervention efforts.

\_\_\_\_\_ *ABOVE STANDARD*

In addition to the standard, Is proactive in planning crisis intervention efforts.

\_\_\_\_\_ *STANDARD*

Demonstrates the ability to plan intervention efforts in response to a crisis in the school or community.

\_\_\_\_\_ *BELOW STANDARD*

Inconsistently demonstrates the ability to plan intervention efforts in response to a crisis in the school or community.

\_\_\_\_\_ *UNACCEPTABLE*

Does not demonstrate the ability to plan intervention efforts in response to a crisis in the school or community.

Comments:

## **2. Management of Student Support Services:**

2.1 The counselor obtains and uses information about students.

\_\_\_\_\_ *ABOVE STANDARD*

In addition to meeting the standard, information is obtained to maximize academic programming for all students.

\_\_\_\_\_ *STANDARD*

Obtains and uses information about students to effectively plan academic program.

\_\_\_\_\_ *BELOW STANDARD*

Inconsistently uses inadequate information about students.

\_\_\_\_\_ *UNACCEPTABLE*

Does not obtain or use information about students.

Comments:

2.2 The counselor utilizes a variety of assessments to monitor and project academic programming.

\_\_\_\_\_ *ABOVE STANDARD*

In addition to meeting the standard, provides specialized activities to monitor and enhance student learning

\_\_\_\_\_ *STANDARD*

Consistently provides assessment that meets the variety of student needs

\_\_\_\_\_ *BELOW STANDARD*

Occasionally provides assessment that meets the variety of student needs

\_\_\_\_\_ *UNACCEPTABLE*

Does not assess individual student needs

Comments:

2.3 Registers new students and orients them to school procedures and learning opportunities.

\_\_\_\_\_ *ABOVE STANDARD*

In addition to meeting the standard consistently plans for registration and orientation activities that provide for easier transition.

\_\_\_\_\_ *STANDARD*

Provides for registration and orientation.

\_\_\_\_\_ *BELOW STANDARD*

Occasionally provides for registration and orientation.

\_\_\_\_\_ *UNACCEPTABLE*

Does not provide for registration and orientation.

Comments:

2.4 The counselor works with students on an individual basis in the solution of personal problems, related home and family relations, health, and emotional adjustment.

\_\_\_\_\_ *ABOVE STANDARD*

Is proactive in identifying and communicating with students who may have personal issues.

\_\_\_\_\_ *STANDARD*

Provides interpersonal counseling for students who may have personal issues.

\_\_\_\_\_ *BELOW STANDARD*  
Inconsistently counsels students who may have personal issues.

\_\_\_\_\_ *UNACCEPTABLE*  
Does not engage in interpersonal counseling

Comments:

2.5 The counselor cooperates with outside agencies regarding student needs and benefits.

\_\_\_\_\_ *ABOVE STANDARD*  
Is proactive and assertive in seeking assistance from outside agencies when appropriate.

\_\_\_\_\_ *STANDARD*  
Seeks assistance from outside agencies when appropriate.

\_\_\_\_\_ *BELOW STANDARD*  
Inconsistently seeks assistance or seeks assistance when inappropriate.

\_\_\_\_\_ *UNACCEPTABLE*  
Does not cooperate with outside agencies.

Comments:

2.6 Proactively assists students in obtaining and preparing college scholarships and other financial-aid applications.

\_\_\_\_\_ *ABOVE STANDARD*  
Proactively identifies and communicates with all secondary students, about post secondary interests, scholarships and financial aid.

\_\_\_\_\_ *STANDARD*  
Proactively communicates with all secondary students about the potential for post secondary interest, scholarships, and financial aid.

\_\_\_\_\_ *BELOW STANDARD*  
Inconsistently communicates with all secondary students about post secondary interests, scholarships and financial aid.

\_\_\_\_\_ *UNACCEPTABLE*  
Does not communicate with all secondary students about post secondary interests, scholarships and financial aid.

Comments:

2.7 Organizes and conducts college/career days.

\_\_\_\_\_ *ABOVE STANDARD*  
Is creative in design and orientation of college/career days.

\_\_\_\_\_ *STANDARD*  
Plans and conducts college/career days

\_\_\_\_\_ *BELOW STANDARD*  
In consistently plans and conducts college/career days

\_\_\_\_\_ *UNACCEPTABLE*  
Does not plan or conduct college/career days.

Comments:

2.8 The counselor is actively involved with the special education procedures to ensure appropriate academic placement of students.

\_\_\_\_\_ *ABOVE STANDARD*  
Actively participates in the staffing procedure to ensure the appropriate placement of students.

\_\_\_\_\_ *STANDARD*  
Monitors the staffing procedures to ensure the appropriate placement of students.

\_\_\_\_\_ *BELOW STANDARD*  
Monitors staffing procedures inconsistently.

\_\_\_ UNACCEPTABLE

Does not monitor staffing procedures.

Comments:

- 2.9 The counselor monitors the progress of all students on a regular basis through the implementation of a monitoring system (CST/SIT) appropriate to the individual school and the development of appropriate interventions for students as needed.

\_\_\_ *ABOVE STANDARD*

In addition to the standard, the counselor proactively meets with students to discuss academic progress and potential intervention strategies.

\_\_\_ *STANDARD*

The academic progress of all students is monitored through active participation on the CST/SIT committee process and proactively engaging teachers and administrators in discussions of the success of intervention strategies when needed.

\_\_\_ *BELOW STANDARD*

The academic progress of all students is not consistently monitored through active participation on the CST/SIT committee process and teachers and administrators are not engaged in discussions of the success of intervention strategies when needed.

\_\_\_ UNACCEPTABLE

The academic progress of students is not monitored.

Comments:

### 3. Interpersonal Relations:

- 3.1. Maintains a productive relationship with others by maintaining confidentiality and respecting the rights, feelings and differences among individuals.

\_\_\_ *ABOVE STANDARD*

In addition to the standard, proactively creates an environment conducive to mutual trust and respect.

\_\_\_ *STANDARD*

Consistently demonstrates respect for differences among individuals.

\_\_\_ *BELOW STANDARD*

Occasionally demonstrates respect for differences among individuals.

\_\_\_ *UNACCEPTABLE*

Does not demonstrate respect for differences among individuals.

Comments:

- 3.2 Demonstrates a willingness to communicate with parents and teachers in a positive and constructive manner.

\_\_\_ *ABOVE STANDARD*

In addition to the standard, proactively seeks different means for parent and staff communication.

\_\_\_ *STANDARD*

Consistently communicates with staff and parents.

\_\_\_ *BELOW STANDARD*

Inconsistently communicates with staff and parents.

\_\_\_ *UNACCEPTABLE*

Does not communicate with staff and parents.

Comments:

- 3.3 Demonstrates effective group-counseling techniques and individual counseling techniques.

\_\_\_ *ABOVE STANDARD*

In addition to meeting the standard proactively seeks out issues which require a group setting or an individual counseling technique.

\_\_\_\_\_ **STANDARD**

Is consistent in utilizing group and individual techniques when issues arise.

\_\_\_\_\_ **BELOW STANDARD**

Is inconsistent in utilizing group and individual techniques when issues arise.

\_\_\_\_\_ **UNACCEPTABLE**

Does not utilizing group or individual techniques when issues arise.

Comments:

#### **4. ASSESSMENT**

4.1 Coordinates the district testing/assessment programs.

\_\_\_\_\_ **ABOVE STANDARD**

In addition to meeting the standard, proactively participates in the evaluation of new materials and activities for assessment.

\_\_\_\_\_ **STANDARD**

Coordinates a variety of evaluation activities which are related to identifying student strength and aptitudes

\_\_\_\_\_ **BELOW STANDARD**

Prepares evaluation activities which are marginally related to identifying student strength and aptitudes

\_\_\_\_\_ **UNACCEPTABLE**

Prepares evaluation activities which are irrelevant to identifying student strength and aptitudes

Comments:

4.2 Provides all students with specific evaluative feedback.

\_\_\_\_\_ **ABOVE STANDARD**

In addition to meeting the standard, systematically informs students as to what they are doing well, indicates what needs to be improved, and gives specific direction on how to improve.

\_\_\_\_\_ **STANDARD**

Consistently provides specific evaluative feedback concerning assessment instruments completed.

\_\_\_\_\_ **BELOW STANDARD**

Provides inconsistent evaluative feedback concerning assessment instruments completed.

\_\_\_\_\_ **UNACCEPTABLE**

Provides no formative feedback

Comments:

4.3 Assists all students in evaluating their aptitudes and abilities through the interpretation of individual assessment scores.

\_\_\_\_\_ **ABOVE STANDARD**

In addition to meeting the standard, provides opportunities to evaluate individual performance to understand future opportunities based on areas of strength and interest.

\_\_\_\_\_ **STANDARD**

Monitors individual performance to understand future opportunities based on areas of strength and interest.

\_\_\_\_\_ **BELOW STANDARD**

Occasionally monitors individual performance to understand future opportunities based on areas of strength and interest

\_\_\_\_\_ *UNACCEPTABLE*

Does not monitor individual performance to understand future opportunities based on areas of strength and interest.

Comments:

4.4 Collects and analyzes data to guide program direction and emphasis for individual students.

\_\_\_\_\_ *ABOVE STANDARD*

In addition to the standard utilizes school data to help students make decisions regarding choice of classes, special programs' participation, and other activities to close the achievement gap.

\_\_\_\_\_ **STANDARD**

Consistently utilizes school data to help students make decisions concerning choice of classes and academic program direction.

\_\_\_\_\_ *BELOW STANDARD*

Inconsistently utilizes school data to help students make decisions concerning choice of classes and academic program direction.

\_\_\_\_\_ *UNACCEPTABLE*

Does not use school data to help students make decisions.

Comments:

## 5. PROFESSIONAL RELATIONS AND RESPONSIBILITIES

5.1 Demonstrates consistent, positive communication skills when interacting with colleagues.

\_\_\_\_\_ *ABOVE STANDARD*

In addition to meeting the standard, encourages other staff members to interact with colleagues.

\_\_\_\_\_ **STANDARD**

Demonstrates effective interaction with fellow staff members.

\_\_\_\_\_ *BELOW STANDARD*

Intermittently interacts with fellow staff members.

\_\_\_\_\_ *UNACCEPTABLE*

Avoids interaction with fellow staff members

Comments:

5.2 Collaborates as appropriate with colleagues as requested and on own initiative.

\_\_\_\_\_ *ABOVE STANDARD*

In addition to meeting the standard promotes attitudes of team work and, cooperation within the building or district.

\_\_\_\_\_ **STANDARD**

Initiates as well as responds to communication with colleagues.

\_\_\_\_\_ *BELOW STANDARD*

Responds to communication from colleagues but fails to initiate professional communication with colleagues.

\_\_\_\_\_ *UNACCEPTABLE*

Fails to initiate or respond to communication with or from colleagues.

Comments:

5.3 Shows evidence of professional growth year to year.

\_\_\_\_\_ *ABOVE STANDARD*

In addition to meeting the standard, provides technical support and assistance to fellow staff members

\_\_\_\_\_ **STANDARD**

Voluntarily participates in district sponsored professional development activities or professional associations, conferences, etc.

\_\_\_\_\_ **BELOW STANDARD**

Participates only at the recertification level for professional development activities

\_\_\_\_\_ **UNACCEPTABLE**

Fails to participate in professional growth activities

Comments:

5.4 Complies with relevant state, district, and building policies and procedures.

\_\_\_\_\_ **ABOVE STANDARD**

In addition to meeting the standard, participates in development and review of regulations and policies

\_\_\_\_\_ **STANDARD**

Supports state laws, school policies and procedures

\_\_\_\_\_ **BELOW STANDARD**

Intermittently supports school policies and procedures

\_\_\_\_\_ **UNACCEPTABLE**

Does not support school policies and procedures

Comments:

5.5 Performs other duties as may be assigned by the supervisor, consistent with policies, procedures, job description and teacher contract.

\_\_\_\_\_ **ABOVE STANDARD**

In addition to meeting standard, avails themselves of extra duties to contribute to the effectiveness of the school unselfishly.

\_\_\_\_\_ **STANDARD**

Completes additional assigned duties.

\_\_\_\_\_ **BELOW STANDARD**

Reluctantly completes assigned duties.

\_\_\_\_\_ **UNACCEPTABLE**

Refuses to cooperate on additional duties.

Comment:

5.6 Promotes a positive professional image of La Veta School District Re-2 by action, communication, and appearance.

\_\_\_\_\_ **ABOVE STANDARD**

In addition to meeting the standard, promotes general responsibilities in other staff members.

\_\_\_\_\_ **STANDARD**

Fulfills general responsibilities

\_\_\_\_\_ **BELOW STANDARD**

Habitually needs to be reminded to fulfill general responsibilities

\_\_\_\_\_ **UNACCEPTABLE**

Does not fulfill general responsibilities.

Comments:

**EVALUATOR NARRATIVE COMMENTS**

**DATA SOURCES USED IN EVALUATION**

Professional Growth Plan  
Informal Observations  
Pre-conference Data  
Observation Record Conferences  
Documents sent to teachers and to parents

***RECOMMENDATIONS OF EVALUATOR***

- \_\_\_\_\_ Faculty member has successfully completed the Level 1 evaluation and the Professional Growth Plan has been developed for the interim cycle between evaluations.
  
- \_\_\_\_\_ Faculty member is currently on remediation with a Remediation Plan in effect. The commendation is to continue the Remediation Cycle for one additional semester to \_\_\_\_\_.
  
- \_\_\_\_\_ Faculty member has successfully completed a Remediation Plan and is placed back to a Level 1 evaluation with the Professional Growth Plan completed.
  
- \_\_\_\_\_ Faculty member is recommended to be placed on Level 2.
  
- \_\_\_\_\_ Faculty member is recommended to be reevaluated during the next academic school year.
  
- \_\_\_\_\_ Recommendation that the teacher is to be placed on remediation.

Professional Growth Plan

A Professional Growth Plan including goals, activities and time lines must accompany this evaluation. The plan serves to continually renew the effectiveness of the faculty member by concentrating energy on growth activities. The Professional Growth Plan must be completed during the interim between evaluations.

Counselor Response

The evaluated faculty member shall have the right to attach a response to this evaluation to become part of the permanent record.

_____ Faculty Member	_____ Evaluator
_____ Date	_____ Date
_____ Superintendent	
_____ Date	

**NOTE: Copies must be made for evaluator, evaluatee, and district file.**

**CRITERIA FOR IMPROVEMENT AND EVALUATION  
OF CLASSROOM INSTRUCTION:**

**A. Displays a thorough knowledge of district prescribed curriculum**

1. Has familiarized himself/herself with the curriculum guide for the assigned area.
2. Has developed learning objectives that are measurable.
3. Relates the curriculum to everyday learning situations.
4. Review and updates the curriculum yearly.
5. Has incorporated classroom activities that address district and state standards.

**B. Displays a thorough knowledge of the subject matter.**

1. Has developed more than one instructional technique to present material.
2. Can relate the subject matter to everyday living situations.
3. Is able to answer student questions in a timely manner.
4. Can be used as a resource by other teachers in other curriculum areas.

**C. Plans instruction consistent with district curriculum for assigned subject area(s).**

1. Curriculum goals are identified and reviewed yearly for changes.
2. Prepares lesson plans, unit plans, substitute plans, ample student activities, short and long term goals, and assessment activities.
3. Student outcomes are identified in writing.

**D. Plans for student differences.**

1. Uses instructional methods that address the learning styles of all students.
2. Develops activities that address different learning styles.
3. Uses questions at all levels of Bloom's Taxonomy.
4. Uses cooperative learning and/or individual projects to stimulate student interest.
5. Uses a variety of instructional methods (lecture, demonstrations, inquiry, research, differentiated instruction, etc.)

**E. Applies principles of teaching/learning to ensure student achievement.**

1. Demonstrates a patterned approach to teaching that includes individual and guided practice.
2. Provides students with goals and objectives of the learning experience.
3. Develops evaluation methods that are consistent with the goals and objectives of the learning experience.
4. Incorporates review periodically.
5. Moves from the concrete to abstract experiences.

**F. Utilizes teaching methods appropriate for the objectives and learners.**

1. Incorporates "hands on" activities where possible.

2. Demonstrates attention to the age of the learners and uses methods appropriate.
3. Adapts techniques to student needs
4. Incorporates activities, which allow for active student participation.

**G. Communicates effectively with learners.**

1. Students understand written and oral directions.
2. Students understand the grading system and determining factors.
3. Students demonstrate a responsibility for their learning.
4. Students are given verbal and written notice of substandard work and potential failure.
5. Communication with students occurs both in and outside the classroom.

**H. Maximizes time-on-task for all students.**

1. Develops materials to enhance the learning process for the above average student.
2. Develops materials for remediation and review where necessary.
3. Sets and reinforces consistent standards of behavior.
4. Starts class promptly; is punctual.
5. Has appropriate materials available when needed.
6. Minimizes the amount of “free time” available at the end of class.

**I. Provides students with specific evaluative feedback.**

1. Evaluation tools are described in advance as well as requirements for evaluation procedures.
2. Evaluation tools are returned to the student in a prompt manner.
3. Evaluation tools are designed so that specific items of remediation are noted.
4. Maintains satisfactory student records.
5. Uses subjective and objective data.
6. States student progress according to district and state procedures.

**J. Establishes and communicates an effective system for classroom discipline.**

1. Disciplinary rules and expectations are given to the students and parents in writing.
2. Discipline is consistent and timely.
3. Time-on-task is maximized.
4. Avoids the use of threats.
5. Avoids group discipline stemming from individual behavior.

**K. Plans for and makes effective use of time, materials, and resources.**

1. Enriches the program with efficient use of many school and community resources (i.e., speakers, field trips, municipal agencies, commercial institutions, etc.)
2. Uses exhibits, models, audio-visual materials, reference materials, and other outside materials as resources.
3. Materials are available when needed.

**L. Creates a classroom environment, which promotes instruction.**

1. Utilizes physical facilities effectively.
2. Adjust the seating arrangement as needed.
3. Organizes instructional materials and equipment.
4. Keeps room appropriately neat and interesting.

**M. Organizes students for effective instruction.**

1. Students are grouped according to activity/instructional unit.
2. Cooperative learning activities are developed.
3. Organizations are developed to maximize time on task and less class disruptions.
4. Differentiated instruction is used where appropriate.

**N. Demonstrates effective interpersonal skills with students.**

1. Encourages expression of views.
2. Dignifies student responses.
3. Provides verbal and non-verbal reinforcement.
4. Is approachable and available to students both in and out of class.
5. Encourages trust and respect among students.
6. Demonstrates empathy with students.

**O. Adheres to district and building policies, regulations, and procedures.**

1. Is on time.
2. Recognizes that the total school program is part of the learning experiences of pupils.
3. Demonstrates responsibility for the security, appropriate use, and referral for maintenance of equipment, materials, etc.
4. Accepts responsibility for fulfilling district and school assignments.
5. Works constructively with administration.
6. Follows the IEP's and modifications that are developed for special education students.
7. Assumes responsibilities for school activities and school supervision.

**P. Communicates effectively with parents and community.**

1. Gives clear and specific information to parents in a positive manner.
2. Establishes and maintains positive, personal communication with parents (e.g., written notes, telephone calls, conferences, etc.)
3. Utilizes parental assistance as needed (e.g., field trips, classroom resources, etc.)
4. Welcomes parent visits to the classroom.
5. Informs parents of the student's individual program.
6. Assists lay groups in understanding education.
7. Demonstrates an interest in, understanding of, and respect for the local community, its values, needs, and special problems.

**Q. Shares special skills with fellow teachers and staff.**

1. Maintains a cooperative and effective relationship with staff.
2. Respects the opinions of others.
3. Works with others to maintain a unified instructional program (e.g., shares materials and ideas with fellow staff members, actively participates in appropriate departmental and team meetings, etc.)
4. Helps solve school-wide problems.
5. Displays ability to keep personal problems separate from professional responsibilities and duties.
6. Mentors younger staff members in a positive way to aid their professional growth.

**R. Demonstrates professional growth and is concerned with improving skills.**

1. Attends in-service trainings and conferences to improve teaching skills.
2. Is working toward an advanced degree.
3. Is taking classes to maintain certification.
4. Is working toward certification in another area.
5. Develops a professional growth plan, which addresses professional goals and district needs.

**S. Uses questions and activities that promote critical thinking and problem solving.**

1. Asks questions at all levels of Bloom's Taxonomy.
2. Uses activities that incorporate synthesis and evaluation levels of thinking.
3. Encourages questions from the student.
4. Designs activities, which incorporate all learning styles and encourage all students to be involved in the learning process.

**T. Student achievement and growth is demonstrated through longitudinal growth on student assessments.**

1. Student growth is documented by growth on the NWEA MAPs assessment.
2. Alpine Achievement shows growth on the CSAP assessment.
3. CSAP assessment frameworks are used to design instructional activities in the classroom.
4. Data from standardized assessments is used to improve, modify, or adjust instruction.
5. Assessment data is used in the development of students who have ILPs, IEPs, or other educational modifications.

## Aguilar School District RE-6, Indicators for District Teacher Performance Standards

**Standard One: The school professional consistently demonstrates the basic components of effective instruction and/or uses other instructional models as appropriate.**

	<b>Above Standard</b>	<b>Standard</b>	<b>Below Standard</b>	<b>Unacceptable</b>
<b>A. Develops plans to support instructional or training objectives.</b>	<ul style="list-style-type: none"> <li>• Plans include strategies to help student transfer higher thinking to new and/or unpredictable situations.</li> <li>• Uses data to create customized plans for diverse learners.</li> <li>• Instructional activities foster in-depth learning congruent with the standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Plans regularly include strategies to promote higher level thinking.</li> <li>• Uses previous assessment data to plan whole group instruction.</li> <li>• Includes instructional strategies to meet needs of diverse learners.</li> <li>• Instructional activities are congruent with the standard(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Plans include some strategies to promote higher level thinking.</li> <li>• Attempts are made to match instructional strategies to assessment results.</li> <li>• Includes grouping, organizational, and/or time management strategies to meet needs of diverse learners.</li> <li>• Attempts made to match instructional strategies with standard(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Plans focus on low level skills, drill/practice, or following textbook.</li> <li>• Assessment results are not used to plan instruction.</li> <li>• Strategies used to attempt to meet needs of diverse learners are reactive rather than preplanned.</li> <li>• Lesson plans are activity driven.</li> </ul>
<b>B. Demonstrates instruction or training that includes initial focus, appropriate delivery, guided and independent practice, monitoring of instruction, and a closing and/or uses other instructional models as appropriate.</b>	<ul style="list-style-type: none"> <li>• Consistently and effectively uses a variety of instructional models depending on learner needs, such as elements of effective instruction, grouping models, constructivism, multiple intelligences, inquiry, Socratic method, reciprocal teaching, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently and effectively uses the elements of effective instruction.</li> <li>• Can adjust instruction using other models such as cooperative learning, varied questioning techniques, and direct instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses elements of effective instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no evidence of consistent use of the elements of effective instruction.</li> </ul>
<b>C. Provides a variety of formative and summative assessments that measure student progress toward objectives.</b>	<ul style="list-style-type: none"> <li>• Uses multiple formative and summative assessments to continually adjust instruction.</li> <li>• Has a clear and understandable performance criterion which is shared with students in advance.</li> <li>• Involves students in a collaborative mode with the teacher in making judgments about performance and progress.</li> <li>• Gives students timely feedback and the opportunity for self-assessment and goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal transition time between activities varies.</li> <li>• Management system gets all students to focus on the task/lesson.</li> <li>• Students understand the expectation and consequences.</li> <li>• Consistent, proactive response to class disruptions and interruptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition time between activities varies.</li> <li>• Prompts are frequently used to get student to refocus on task or lesson.</li> <li>• Students do not always understand expectations and/or consequences.</li> <li>• Reactive response to class disruptions and interruptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition time between activities varies and/or is disruptive.</li> <li>• Management system is inconsistently used to focus student learning.</li> <li>• Students do not always understand expectations and/or consequences.</li> <li>• Inconsistent or lack of response to class disruptions and interruptions.</li> </ul>
<b>D. Designs and implements management processes that are conducive to student learning.</b>	<ul style="list-style-type: none"> <li>• Minimal transition time between activities.</li> <li>• Management system promotes student self-monitoring and responsibility taking for focus and time on task.</li> <li>• Expectations and consequences developed collaboratively with students.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal transition time between activities.</li> <li>• Management system gets all students to focus on the task/lesson.</li> <li>• Students understand the expectation and consequences.</li> <li>• Consistent, proactive response to class disruptions and</li> </ul>	<ul style="list-style-type: none"> <li>• Transition time between activities varies.</li> <li>• Prompts are frequently used to get student to refocus on task or lesson.</li> <li>• Students do not always understand expectations and/or consequences.</li> <li>• Reactive response to class</li> </ul>	<ul style="list-style-type: none"> <li>• Transition time between activities varies and/or is disruptive.</li> <li>• Management system is inconsistently used to focus student learning.</li> <li>• Students do not always understand expectations and/or consequences.</li> <li>• Inconsistent or lack of response to</li> </ul>

	<ul style="list-style-type: none"> <li>Consistent, proactive response to class disruptions and interruptions.</li> </ul>	interruptions.	disruptions and interruptions.	class disruptions and interruptions.
--	--	----------------	--------------------------------	--------------------------------------

**Standard Two: The School professional provides a program of instruction or training in accordance with the adopted curriculum and consistent with state standards and federal and state regulations.**

	<b>Above Standard</b>	<b>Standard</b>	<b>Below Standard</b>	<b>Unacceptable</b>
<b>A. Uses district curriculum guidelines in planning and implementing instruction.</b>	<ul style="list-style-type: none"> <li>Develops integrated and detailed grade level appropriate maps, organizers and plans correlated to the district standards and curriculum based on student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Develops grade level appropriate maps, organizers and plans correlated to the district standards and curriculum based on student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Develops grade level plans correlated to district curriculum and plans may be based on activities.</li> </ul>	<ul style="list-style-type: none"> <li>Has a difficulty developing grade level plan that is correlated to district curriculum.</li> <li>Uses text book as the primary source to decide what needs to be taught instead of district curriculum standards.</li> </ul>
<b>B. Demonstrates a connection between teacher-prepared lessons/units and district curriculum standards.</b>	<ul style="list-style-type: none"> <li>Uses both oral and written tools to consistently communicate connection between the content and the activities in the lesson/unit with district standards.</li> <li>Students can articulate the connection of activities and content with standards, and the relevancy of the application to their daily lives or future career.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently communicates connection between the content and the activities in the lesson/unit with district standards.</li> <li>Students understand the connection of activities and content with standards, and the relevancy of the application to their daily lives or future career.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates lesson objectives and/or standards and sometimes explains the connection to activities and/or content.</li> <li>Students can explain the purpose of the activity they are involved in, but not necessarily the connection to the standard or the relevancy.</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty with communicating lesson objectives or standard and/or explaining the connection to activities or content.</li> <li>Students may not be able to explain the purpose of the activity.</li> </ul>
<b>C. Is knowledgeable about scope and sequence of the district curriculum standards as applicable.</b>	<ul style="list-style-type: none"> <li>Knows the general scope and sequence of the proficiencies and standards of level (elementary, secondary).</li> <li>Knows the proficiencies needed to achieve standards in the course of grade.</li> <li>Knows the connection of grade level and/or course standards to graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Knows scope and sequence for the grade level or course.</li> <li>Knows the proficiencies needed to achieve standards in this course or grade.</li> <li>Knows the proficiencies for the previous and succeeding course or grade level.</li> <li>Knows the connection of grade level and/or course standards to graduation requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Learning and beginning to use the proficiencies and standards related to the course or grade level taught.</li> <li>Knows the general expectations for graduation.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of the proficiencies and standards related to the course or grade level taught, but is confused about the use.</li> <li>Unaware of how the expectations for graduation relate to course or grade level taught.</li> </ul>

**Standard Three: The School professional is responsible for increasing the probability of advancing student achievement.**

	<b>Above Standard</b>	<b>Standard</b>	<b>Below Standard</b>	<b>Unacceptable</b>
<b>A. Collects and analyzes student data to drive instruction</b>	<ul style="list-style-type: none"> <li>Collects a variety of student data prior to instruction.</li> <li>Analyzes and interprets data based on individual performance.</li> <li>Customizes instruction based on analysis of individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Collects student data on student learning prior to instruction.</li> <li>Analyzes and interprets data based on group performance.</li> <li>Selects instructional strategies and content based on group needs.</li> </ul>	<ul style="list-style-type: none"> <li>Collects summative data and some informal data prior to instruction.</li> <li>Reviews and records the assessment information.</li> <li>Selects instructional strategies based on scope and sequence.</li> </ul>	<ul style="list-style-type: none"> <li>Collects summative data or data is too limited to make effective judgments.</li> <li>Records test results for accountability or audit purposes only.</li> <li>Selects next content pieces based on textbook or informal sequence.</li> </ul>
<b>B. Uses multiple measures to document student growth.</b>	<ul style="list-style-type: none"> <li>Uses a variety of selected, constructed response,</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of selected, constructed response,</li> </ul>	<ul style="list-style-type: none"> <li>Uses a limited variety of assessment types.</li> </ul>	<ul style="list-style-type: none"> <li>Uses only post tests.</li> <li>Types of assessments used often</li> </ul>

	<ul style="list-style-type: none"> <li>performance tasks, or personal communication strategies.</li> <li>Selects the assessments based on how efficient and effective the technique measures the standard proficiencies.</li> <li>Develops a body of evidence about a student's growth that provides valid, credible information from which generalizations about student growth can be made.</li> </ul>	<ul style="list-style-type: none"> <li>performance tasks, or personal communication strategies.</li> <li>Types of assessments used are aligned with the standard(s)/proficiencies.</li> <li>Develops a sufficient body of evidence about students that provides valid, credible information.</li> </ul>	<ul style="list-style-type: none"> <li>Types of assessments used may not be the best match with the standard.</li> <li>The body of evidence about student is not sufficient for the decision being made.</li> </ul>	<ul style="list-style-type: none"> <li>do not match the standard(s)/proficiencies.</li> <li>Limited body of evidence about students is collected.</li> </ul>
<b>C. Implement strategies based on various types of student achievement data to improve student performance.</b>	<ul style="list-style-type: none"> <li>Utilizes a comprehensive assessment plan that includes formal and informal data collections.</li> </ul>	<ul style="list-style-type: none"> <li>Implements strategies based on a direct connection to at least one formal plus multiple informal data collections.</li> </ul>	<ul style="list-style-type: none"> <li>Collects assessment data that tends to be of a single type or end of unit data.</li> </ul>	<ul style="list-style-type: none"> <li>Does not collect sufficient variety or number of data about student progress; little or no data analysis is evident; connection of analysis to instruction is not evident.</li> </ul>
<b>D. Analyzes the results of instruction and modifies instruction accordingly.</b>	<ul style="list-style-type: none"> <li>Instruction is modified for all students based on thorough on-going analysis of the data.</li> </ul>	<ul style="list-style-type: none"> <li>Instruction is modified for remedial or advanced groups based on periodic data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional pace and repetition are modified based on analysis of whole group data.</li> </ul>	<ul style="list-style-type: none"> <li>Little or no analysis or modification evident.</li> </ul>
<b>E. Organizes a learning environment to maximize the potential for student time on task.</b>	<ul style="list-style-type: none"> <li>High level of student time on task due to differentiating learning options for individuals and a clear classroom management plan that students can articulate.</li> </ul>	<ul style="list-style-type: none"> <li>High level of student time on task due to differentiating learning options for groups of students and a clear classroom management plan.</li> </ul>	<ul style="list-style-type: none"> <li>The learning environment is organized but actual student time on task is inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>Time on task is varied and teacher response is inconsistent. Learning environment is disruptive to some students.</li> </ul>

**Standard Four: The school professional designs and implements instruction to meet the unique needs of students.**

	<b>Above Standard</b>	<b>Standard</b>	<b>Below Standard</b>	<b>Unacceptable</b>
<b>A. Makes decisions about and provides instruction to meet the unique needs of students.</b>	<ul style="list-style-type: none"> <li>Analysis of student performance allows proactive planning for unique needs of learners on a daily basis.</li> </ul>	<ul style="list-style-type: none"> <li>Can modify and adjust in daily lessons to meet unique needs of learners as they arise.</li> </ul>	<ul style="list-style-type: none"> <li>Provides re-teaching and lesson adjustments after student fails to meet expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Plans instructional activities without thought of the unique needs of students.</li> </ul>
<b>B. Describes the students' current performance levels and future instructional needs.</b>	<ul style="list-style-type: none"> <li>Clearly articulates a student's strengths, weaknesses, and future instructional needs based on in-depth analysis of multiple sources of data.</li> </ul>	<ul style="list-style-type: none"> <li>Collects and communicates analysis of assessments to describe a student's current and future needs.</li> </ul>	<ul style="list-style-type: none"> <li>Is developing an awareness of how to use data to identify performance levels and future instructional needs.</li> </ul>	<ul style="list-style-type: none"> <li>Is not able to describe or has limited information about students' current performance levels and future instructional needs.</li> </ul>
<b>C. Designs and provides a variety of performance opportunities which demonstrate student learning.</b>	<ul style="list-style-type: none"> <li>Customizes learning opportunities and ways for students to demonstrate learning according to the unique needs and learning styles of the individual.</li> </ul>	<ul style="list-style-type: none"> <li>Provides more than one instructional/assessment opportunity or one instructional/assessment mode for students with unique needs to learn and demonstrate their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates willingness to try suggested instructional strategies or assessment techniques for unique learners.</li> </ul>	<ul style="list-style-type: none"> <li>Does not use alternative instructional strategies or assessments and/or rarely accommodates needs of unique learners.</li> </ul>
<b>D. Uses prescribed modifications for special populations.</b>	<ul style="list-style-type: none"> <li>Consistently uses modifications for individuals as prescribed in plans.</li> </ul>	<ul style="list-style-type: none"> <li>Uses modifications for individuals as prescribed in plans.</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use modifications provided for individuals as prescribed in plans.</li> </ul>	<ul style="list-style-type: none"> <li>Does not use prescribed modifications for special populations.</li> </ul>

**Standard Five: The school professional recognizes, develops and maintains an environment conducive to student well being.**

	<b>Above Standard</b>	<b>Standard</b>	<b>Below Standard</b>	<b>Unacceptable</b>
<b>A. Encourages and models respect for all students.</b>	<ul style="list-style-type: none"> <li>Implements an intentional plan in/out of the classroom to encourage student development of respectful behavior.</li> <li>Interactions with students are consistently positive and respectful. Teacher/staff behavior consistently serves as a model for others.</li> </ul>	<ul style="list-style-type: none"> <li>Implements an intentional plan to encourage students to develop respectful behavior towards others.</li> <li>Interactions with students are consistently positive and respectful.</li> </ul>	<ul style="list-style-type: none"> <li>Reacts to incidents as opportunities to teach students to develop respectful behavior towards others.</li> <li>Interactions with students are generally positive and respectful.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching students about respectful behavior rarely/never occurs.</li> <li>Teacher talk with students may include put downs, excessive/public criticism, or disrespect.</li> </ul>
<b>B. Create a learning environment in which students can feel safe taking the risks necessary for learning.</b>	<ul style="list-style-type: none"> <li>Trains students to self-select the physical environment which best fits their learning styles and needs.</li> <li>Challenges students to extend their risk taking beyond classroom requirements.</li> <li>Jointly develops behavioral standards with students and a mutually agreed upon system for enforcement.</li> </ul>	<ul style="list-style-type: none"> <li>Most students are eager to participate in the learning process.</li> <li>Risk-taking is recognized and rewarded regularly.</li> </ul>	<ul style="list-style-type: none"> <li>Is developing a management plan that encourages student participation. Level of student participation varies.</li> <li>Acknowledges risk taking by students and designs some activities to encourage it.</li> </ul>	<ul style="list-style-type: none"> <li>Behavioral expectations are not clearly defined.</li> <li>Makes little effort to promote/encourage risk taking.</li> </ul>
<b>C. Encourages student interactions which promote personal growth and self-worth.</b>	<ul style="list-style-type: none"> <li>Holds high expectations for all students and helps students to set goals.</li> <li>Helps students to capitalize on their strengths and develop skills to compensate for their weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for students generally are high.</li> <li>Helps students to capitalize on their strengths and sometimes develop skills to compensate for their weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Expectations for students are sometimes high.</li> <li>Helps some students capitalize on strengths.</li> <li>Helps some students learn to compensate for weaknesses.</li> </ul>	<ul style="list-style-type: none"> <li>Even after coaching, student expectations are rarely high.</li> <li>Rarely helps students capitalize on their strengths and rarely helps students compensate for their weaknesses.</li> </ul>
<b>D. Respects the cultural and learning diversity of students.</b>	<ul style="list-style-type: none"> <li>Plans lessons based on diversity of the class.</li> <li>Teaches students to self-advocate based on their individual learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>Structures activities that make students aware of cultural contributions and influences.</li> <li>Consistently identifies and accommodates for learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>Does some activities that promote cultural awareness through recognition of events.</li> <li>Demonstrates an awareness of student learning styles and attempts to accommodate them.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely makes an effort to recognize cultural diversity.</li> <li>Does not utilize learning styles information to plan instruction.</li> </ul>

**Standard Six: The school professional communicates with students, families, colleagues, and community members concerning student academic and behavioral progress.**

	<b>Above Standard</b>	<b>Standard</b>	<b>Below Standard</b>	<b>Unacceptable</b>
<b>A. Listens with intent to understand</b>	<ul style="list-style-type: none"> <li>Always gives attention and works to thoroughly understand others points of view.</li> <li>Consistently restates and clarifies problems and concerns.</li> <li>Consistently uses open and</li> </ul>	<ul style="list-style-type: none"> <li>Remains open to other's points of view.</li> <li>Restates and clarified problems and concerns.</li> <li>Seeks common ground using language that validates.</li> </ul>	<ul style="list-style-type: none"> <li>Listens, but focuses on persuading others to accept their point of view.</li> <li>Usually restates concerns and/or problems.</li> <li>Sometimes unaware of message</li> </ul>	<ul style="list-style-type: none"> <li>Does not allow others to fully present their points of view; interrupts, inserts personal point of view.</li> <li>Rarely restates concerns and problems.</li> </ul>

	<ul style="list-style-type: none"> <li>positive body language.</li> <li>Listening behaviors encourage collaboration and openness to varied points of view.</li> </ul>	<ul style="list-style-type: none"> <li>Body language shows respect and interest.</li> <li>Listens with empathy and withholds judgment.</li> </ul>	<ul style="list-style-type: none"> <li>conveyed with body language (positive or negative).</li> <li>Listens to and acknowledges information or opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Unaware of messages conveyed with body language.</li> <li>Rarely listens to and/or acknowledges other points of view, information.</li> </ul>
<b>B. Clearly defines and communicates expectations to students and families.</b>	<ul style="list-style-type: none"> <li>Clearly communicates short and long term expectations and relevancy of what students are to know and be able to do.</li> <li>Students and families are shown samples of levels of performance.</li> </ul>	<ul style="list-style-type: none"> <li>Clearly communicates expectations and relevancy of what students are to know and be able to do.</li> <li>Students and families are shown samples of levels of performance.</li> </ul>	<ul style="list-style-type: none"> <li>Provide outlines or explains what will be covered in this class/course.</li> <li>Provides feedback to student about performance but does not provide models in advance of assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Generally follows the outline of the textbook.</li> <li>Provides parents with summative information. No descriptors of performance levels provided.</li> </ul>
<b>C. Works to establish partnerships and maintains communication with students, families, colleagues and community members with respect to student strengths, needs and progress.</b>	<ul style="list-style-type: none"> <li>Actively seeks and organizes parent and community resources for involvement in relevant tasks that address students' strengths, needs and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Welcomes and seeks parent and community resources for involvement in relevant tasks that address students' strengths, needs and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Accepts parent and community resources for limited involvement in relevant tasks that address students' strengths, needs and progress.</li> </ul>	<ul style="list-style-type: none"> <li>Refuses or discourages parent and community resources for involvement in relevant tasks that address student's strengths, needs, and progress.</li> </ul>
<b>D. Communicates individual student needs in a confidential manner where appropriate.</b>	<ul style="list-style-type: none"> <li>Acts in a leadership role to protect the integrity of students by proactively deterring inappropriate sharing of confidential information.</li> </ul>	<ul style="list-style-type: none"> <li>Manages own conversation appropriately when dealing with confidential student information.</li> </ul>	<ul style="list-style-type: none"> <li>Is knowledgeable about appropriate behavior but doesn't always follow through.</li> <li>Uncertain about how to handle confidential information about students, however, seeks guidance as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes shares confidential information inappropriately and accepts or participates when other staff members do the same.</li> </ul>
<b>E. Are articulate, selecting words with clarity and precision.</b>	<ul style="list-style-type: none"> <li>Consistently uses precise and accurate language appropriate to the situation and audience.</li> <li>Consistently checks for understanding and paraphrases as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Usually uses precise and accurate language.</li> <li>Checks to see if the message is understood.</li> </ul>	<ul style="list-style-type: none"> <li>Language sometimes includes educational jargon and general descriptions.</li> <li>Assumes message is understood.</li> </ul>	<ul style="list-style-type: none"> <li>Does not express ideas clearly and sometimes seems oblivious to the needs and level of understanding of the listener.</li> </ul>

**Standard Seven: The school professional assists in upholding and enforcing school rules, Board of Education policies, federal and state rules and regulations, and adheres to licensure standards.**

	<b>Above Standard</b>	<b>Standard</b>	<b>Below Standard</b>	<b>Unacceptable</b>
<b>A. Can access copies of and comply with school rules, Board of Education policies, federal and state rules and regulations, and licensure standards.</b>	<ul style="list-style-type: none"> <li>Serves as a resource to other teachers, either as individuals or in groups in imparting knowledge and direction in the access of Board of Education policy, state and federal rules and regulations and licensure standards.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates knowledge of Board of Education policies, federal and state rules and regulations, and licensure standards through compliance.</li> </ul>	<ul style="list-style-type: none"> <li>Accesses appropriate resources to gain direction of Board of Education policies, federal and state rules and regulations and licensure standards with assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Little awareness of Board of Education policies, state and federal rules and regulations and licensure standards.</li> <li>Little or no knowledge of the appropriate resources to access and fails to comply.</li> </ul>
<b>B. Monitors student behavior in accordance with building, District, federal and state policies, and takes appropriate action.</b>	<ul style="list-style-type: none"> <li>Knows and enforces building, district, state and federal rules, regulations, laws and policies.</li> <li>Follows appropriate discipline code and serves as a "significant adult" role model for students.</li> </ul>	<ul style="list-style-type: none"> <li>Knows and enforces building, federal, state, district discipline codes.</li> <li>Clearly and proactively explains behavior expectations to students.</li> <li>Takes appropriate action as needed, consistent with district</li> </ul>	<ul style="list-style-type: none"> <li>Is aware of the existence of building, federal, state, and district discipline codes. May misinterpret process or rules due to lack of knowledge or experience.</li> <li>Explains expectations when</li> </ul>	<ul style="list-style-type: none"> <li>Limited awareness of the building, federal, state, district discipline codes.</li> <li>Does not take or inconsistently takes required disciplinary action with students.</li> </ul>

		and building rules and policies.	<ul style="list-style-type: none"> <li>student violates codes.</li> <li>Consistency is using appropriate actions to deal with student behavior.</li> </ul>	
--	--	----------------------------------	--	--

**Standard Eight: The school professional maintains records as required by law, district policy, and administrative regulations in a timely and confidential manner.**

	<b>Above Standard</b>	<b>Standard</b>	<b>Below Standard</b>	<b>Unacceptable</b>
<b>A. Completes required forms, reports, and plans according to district policies.</b>	<ul style="list-style-type: none"> <li>Produces forms, reports, and plans used as an example or model with other district employees.</li> <li>Follows district policies and guidelines without assistance.</li> <li>Completes forms, reports and plans in accordance with district policies and requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Product meets districts expectations</li> <li>Follows district policies and guidelines with minimal assistance.</li> <li>Completes forms, reports and plans in accordance with district policies and requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Product is acceptable once minor modifications are made.</li> <li>Follows district policies and guidelines with assistance.</li> <li>Minor revisions to comply with policy or requirements may be needed.</li> </ul>	<ul style="list-style-type: none"> <li>Does not meet district expectations. Numerous errors are apparent.</li> <li>Consistent supervision required to comply with district policies or requirements.</li> <li>Fails to follow policies or major revisions needed on a regular basis.</li> </ul>
<b>B. Documents student behavior and academic progress for appropriate placement or referral.</b>	<ul style="list-style-type: none"> <li>Easy to interpret student records to ascertain how judgments were made.</li> <li>System of record keeping serves as a model for others.</li> </ul>	<ul style="list-style-type: none"> <li>Student records are accurate, current, and available as needed for staffings, conferences, report cards, or planning meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Student records are usually accurate or can be brought up to date with minimal assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Student records are incomplete and may not be accurate. May require substantial assistance to bring records up to date.</li> </ul>

**Standard Nine: The school professional demonstrates professional cooperative relationships with others.**

	<b>Above Standard</b>	<b>Standard</b>	<b>Below Standard</b>	<b>Unacceptable</b>
<b>A. Asks for assistance or provides colleagues and families with assistance and collaborates on meeting individual student needs.</b>	<ul style="list-style-type: none"> <li>Initiates communication and collaborates to address and create process to meet individual student needs.</li> <li>Utilizes internal and external resources to help meet student needs.</li> <li>Asks for feedback from others to judge how well student needs are being met.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates with families and/or colleagues in meeting individual student needs.</li> <li>Seeks information from building experts about student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborates to meet individual student needs when asked or prompted.</li> <li>Typically needs direction or suggestions on where to get additional information to meet student needs. Does not always recognize the need for additional information or resources.</li> </ul>	<ul style="list-style-type: none"> <li>Refuses to respond to individual needs or is passive about meeting individual needs. Limited or ineffective collaboration with others.</li> <li>Must be provided with information and must be directed to use this information to meet individual needs.</li> </ul>
<b>B. Uses conflict resolution and decision making processes to solve problems in the work place.</b>	<ul style="list-style-type: none"> <li>Regularly models and/or facilitates resolution of problems.</li> <li>Leads or directs a group in using conflict resolution techniques.</li> <li>Has a system of resolving problems and methods of communication to anticipate and prevent conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in and contributions to decision making process. Participates in use of conflict resolution techniques.</li> <li>Works toward solving conflict at the lowest possible level.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in the decision making process. Contributions are limited due to lack of experience or information.</li> <li>Learning appropriate conflict resolution techniques and benefits from coaching or prompts.</li> </ul>	<ul style="list-style-type: none"> <li>Refuses to discuss or participate in collegial decision making process or may sabotage the process.</li> <li>Makes little or no attempt to learn or to use conflict resolution techniques.</li> <li>Polarizes individuals, groups, or others.</li> </ul>
<b>C. Shares information, materials, and expertise with colleagues.</b>	<ul style="list-style-type: none"> <li>Is considered a trusted and respected resource in the building for materials or expertise and is sought out by others.</li> </ul>	<ul style="list-style-type: none"> <li>Shares information, materials, and expertise with colleagues willingly.</li> </ul>	<ul style="list-style-type: none"> <li>Minimal or inconsistent sharing of expertise, information and materials with others.</li> </ul>	<ul style="list-style-type: none"> <li>Rarely shares information, materials or expertise with colleagues.</li> </ul>

**Standard Ten: The school professional exhibits professional employment characteristics.**

	<b>Above Standard</b>	<b>Standard</b>	<b>Below Standard</b>	<b>Unacceptable</b>
<b>A. Meets and instructs students in the locations at the time designated according to job.</b>		<ul style="list-style-type: none"> <li>At the proper place ready to instruct/work at the times scheduled.</li> </ul>	<ul style="list-style-type: none"> <li>At the proper place ready to instruct/work at the times scheduled after minimal administrative intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Multiple instances of not being in the proper place ready to instruct/work at the scheduled times. Administrative interventions have occurred, including written documentation shared with the teacher, have occurred.</li> </ul>
<b>B. Performs related duties as assigned by the administration in accordance with district policies and practices.</b>	<ul style="list-style-type: none"> <li>Willingly and appropriately performs assigned duties and accepts unassigned, but necessary duties.</li> <li>Frequently volunteers to assist in solving school related problems.</li> </ul>	<ul style="list-style-type: none"> <li>Willingly and appropriately performs assigned duties, occasionally volunteers for unassigned but necessary duties.</li> </ul>	<ul style="list-style-type: none"> <li>Performs assigned duties appropriately with minimal direction.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently neglects assigned duties.</li> </ul>
<b>C. Attends and participates in required meetings.</b>	<ul style="list-style-type: none"> <li>On time, prepared, and participates in required meetings.</li> <li>Makes prior arrangements for absences when possible.</li> <li>Contributes viable solutions to intended outcomes of meetings.</li> </ul>	<ul style="list-style-type: none"> <li>On time, prepared, and participates in required meetings.</li> <li>Makes prior arrangements for absences when possible.</li> <li>Contributes to intended outcomes of meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Required minimal direction regarding attendance, punctuality, participation, and preparation for required meetings.</li> <li>Contributions at meetings are becoming more focused as the teacher gains experience and/or information.</li> <li>Teacher actively participates</li> </ul>	<ul style="list-style-type: none"> <li>Develops a pattern of being late, unprepared or misses meetings frequently. Administrative interventions are required. Interventions are documented and shared with the teacher.</li> <li>Rarely contributes to the intended outcomes of meetings; is disruptive; and/or unwilling to support mutual solutions.</li> </ul>
<b>D. Models appropriate behavior in the school setting according to district policy.</b>	<ul style="list-style-type: none"> <li>Follows Board policies, MOU and statutory requirements.</li> <li>Personal and professional behavior and ethics are used as a model by others.</li> </ul>	<ul style="list-style-type: none"> <li>Follows Board policies, MOU and statutory requirements.</li> <li>Personal and professional conduct is respected by students, staff, and community.</li> </ul>	<ul style="list-style-type: none"> <li>Frequently follows Board policies, MOU, and statutory requirements.</li> <li>Willing to evaluate and modify personal and professional behavior to meet/exceed acceptable indicators.</li> </ul>	<ul style="list-style-type: none"> <li>Negligent in following Board policies, MOU and statutory requirements.</li> <li>Unwilling to evaluate and modify personal and professional behavior to meet/exceed acceptable indicators.</li> </ul>

**Aguilar School District RE-6  
Teacher Summative Evaluation Instrument**

**Name of Teacher:** \_\_\_\_\_

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

**Evaluator:** \_\_\_\_\_

**Purposes:**

- a. Guarantee to community that all teachers meet a certain level of performance.
- b. Improve instruction.
- c. Promote professional growth of licensed personnel.
- d. Establish standards for satisfactory performance of licensed personnel.
- e. Measure level of performance of licensed personnel.
- f. Make determinations related to contract renewal.

**Goals:**

Goals of the Teacher Evaluation Instrument are to improve the quality of instruction and to motivate teachers to examine their own teaching and continue to raise their own level of performance as well as motivate evaluators to perform more systematic evaluations.

**Use of the Evaluation Instrument:**

A probationary teacher is defined by law as a teacher who has been teaching in the district three years or less. The evaluation process for the probationary teacher must include a minimum of three classroom observations, two during the first semester and one during the second semester of the school calendar.

The evaluation process centers on the evaluator's classroom observations. The classroom observation should include enough time to allow the evaluator to understand the context of the lesson being observed and will be a minimum of forty minutes per observation. The evaluator is expected to take written notes on the subject being observed and these notes are to be discussed with the teacher following the observation.

Other observations of the probationary teacher are to be informal. The informal observation is an unannounced visit to the classroom by the evaluator. No formal documentation of these informal observations is necessary, however, if something of note is observed, this information should be shared with the teacher.

A non-probationary teacher is a teacher with more than three years of continuous, full-time teaching experience with the district. Non-probationary teachers will receive a summative evaluation every year. This evaluation will include at least one formal observation. It will also include informal observations.

The data gathered during the observations and the conferences will be used along with other appropriate data sources for the summative evaluation.

**Teacher Evaluation Standards:**

**1. The school professional consistently demonstrates the basic components of effective instruction and/or uses other models as appropriate.**

- a) Develops plans to support instructional or training objectives.
- b) Demonstrates instruction or training that includes initial focus, appropriate delivery, guided and independent practice, monitoring or instruction, and a closing and/or uses other instructional models as appropriate.
- c) Provides a variety of formative and summative assessments that measure student progress toward objectives.
- d) Designs and implements management processes that are conducive to student learning.

**Rating:**

Above Standard	Standard	Below Standard	Unacceptable
----------------	----------	----------------	--------------

**Indicators:**

**2. The school professional provides a program of instruction or training in accordance with the adopted curriculum and consistent with state standards and federal and state regulations.**

- a) Uses district curriculum guidelines in planning and implementing instruction.
- b) Demonstrates a connection between teacher-prepared lessons/units and district curriculum standards.
- c) Is knowledgeable about scope and sequence of district curriculum standards as applicable.

**Rating:**

Above Standard	Standard	Below Standard	Unacceptable
----------------	----------	----------------	--------------

**Indicators:**

**3. The school professional is responsible for increasing the probability of advancing student achievement.**

- a) Collects and analyzes student data to drive instruction.
- b) Uses multiple measures to document student growth.
- c) Implements strategies based on various types of student achievement data to improve student performance.
- d) Analyzes the results of instruction and modifies instruction accordingly.
- e) Organizes a learning environment to maximize the potential for student time on task.

**Rating:**

Above Standard	Standard	Below Standard	Unacceptable
----------------	----------	----------------	--------------

**Indicators:**

**4. The school professional designs and implements instruction to meet the unique needs of students.**

- a) Makes decisions about and provides instruction to meet the unique needs of students.
- b) Describes the students' current performance levels and future instructional needs.
- c) Designs and provides a variety of performance opportunities which demonstrate student learning.
- d) Uses prescribed modifications for special populations.

**Rating:**

Above Standard	Standard	Below Standard	Unacceptable
----------------	----------	----------------	--------------

**Indicators:**

**5. The school professional recognizes, develops and maintains an environment conducive to student well-being.**

- a) Encourages and models respect for all students.
- b) Create a learning environment in which students can feel safe taking the risks necessary for learning.
- c) Encourages student interactions which promote personal growth and self-worth.
- d) Respects the cultural and learning diversity of students.

**Rating:**

Above Standard	Standard	Below Standard	Unacceptable
----------------	----------	----------------	--------------

**Indicators:**

**6. The school professional communicates with students, families, colleagues, and community members concerning student academic and behavioral progress.**

- a) Listens with intent to understand.
- b) Clearly defines and communicates expectations to students and families.
- c) Works to establish partnerships and maintains communication with students, families, colleagues and community members with respect to student strengths, needs and progress.
- d) Communicates individual student needs in a confidential manner where appropriate.
- e) Is articulate, selecting words with clarity and precision.

**Rating:**

Above Standard	Standard	Below Standard	Unacceptable
----------------	----------	----------------	--------------

**Indicators:**

**7. The school professional assists in upholding and enforcing school rules, Board of Education policies, federal and state rules and regulations, and adheres to licensure standards.**

- a) Can access copies of and comply with school rules, Board of Education policies, federal and state rules and regulations, and licensure standards.
- b) Monitors student behavior in accordance with building, District, federal and state policies, and takes appropriate action.

**Rating:**

Above Standard	Standard	Below Standard	Unacceptable
----------------	----------	----------------	--------------

**Indicators:**

**8. The school professional maintains records as required by law, district policy, and administrative regulations in a timely and confidential manner.**

- a) Completes required forms, reports, and plans according to district policies.
- b) Documents student behavior and academic progress for appropriate placement or referral.

**Rating:**

Above Standard	Standard	Below Standard	Unacceptable
----------------	----------	----------------	--------------

**Indicators:**

**9. The school professional demonstrates professional cooperative relationships with others.**

- a) Asks for assistance or provides colleagues and families with assistance and collaborates on meeting individual student needs.
- b) Uses conflict resolution and decision making processes to solve problems in the work place.
- c) Shares information, materials, and expertise with colleagues.

**Rating:**

Above Standard	Standard	Below Standard	Unacceptable
----------------	----------	----------------	--------------

**Indicators:**

**10. The school professional exhibits professional employment characteristics.**

- a) Meets and instructs students in the locations at the time designated according to job assignment, with as few absences as possible.
- b) Performs related duties as assigned by the administration in accordance with the district policies and practices.
- c) Attends and participates in required meetings.
- d) Models appropriate behavior in the school setting according to district policy.

**Rating:**

Above Standard	Standard	Below Standard	Unacceptable
----------------	----------	----------------	--------------

**Indicators:**

**Data Sources:** Indicate sources used in reaching the conclusion contained in this evaluation report:

**Observations:**

**Dates/Times**


**Evaluator's Recommendation:**

\_\_\_\_\_ I recommend this teacher for continuing contract.

\_\_\_\_\_ I recommend this teacher for continuing contract with remediation actions indicated.

\_\_\_\_\_ I do not recommend this teacher for continuing contract, for reasons that have been discussed with the teacher

**Suggestions/Plans for Improvement:**

I have reviewed this evaluation and discussed it with my evaluator. My signature indicates that I have been advised of my performance status, and does not necessarily imply that I agree with this evaluation.

\_\_\_\_\_  
Signature \_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator \_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Supervisor \_\_\_\_\_  
Date

Teacher's Comments: (Please attach a separate sheet if additional space is needed.)

## Activities Director Summative Evaluation

Activities Director: \_\_\_\_\_

Supervisor: \_\_\_\_\_

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

PERFORMANCE CRITERIA: Above Standard, Standard, Below Standard, Unacceptable

### I. ADMINISTRATIVE LEADERSHIP SKILLS

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators:

- a. Supports the policies, procedures, and philosophy of the Board of Education.
- b. Handles administrative details effectively and delegates appropriately.
- c. Demonstrates decision-making skills.
- d. Demonstrates effective oral and written communication skills.
- e. Is professional in conduct and appearance as appropriate for the situation.
- f. Is reliable, consistent, and dependable.
- g. Demonstrates emotional stability appropriate to the situation.
- h. Positively promotes the school and district.
- i. Appropriately sets and meets deadlines.
- j. Shows sustained effort and enthusiasm in the quality and quantity of work accomplished.

Comments:

### II. CURRICULAR AND EXTRA-CURRICULAR LEADERSHIP

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators:

- a. Holds and models high expectations of all staff and students.
- b. Demonstrates the ability to articulate clearly behavioral and academic expectations.
- c. Plans, implements, and evaluates co-curricular and extra-curricular programs.
- d. Encourages and supports reasonable changes in programs and methods.
- e. Coordinates and reviews co-curricular and extra-curricular materials and equipment.
- f. Meets with staff as directed by the principal.
- g. Performs such tasks and assumes other responsibilities as the principal may delegate
- h. Provides leadership as a coordinator/host for various school functions.
- i. Cooperates with relevant outside agencies regarding student needs and benefits.
- j. Directs and promotes school activity programs.
- k. Supervises documentation for participation in co-curricular and extra-curricular activities.

Comments:

### III. MANAGEMENT

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators:

- a. Assumes role of principal during his/her absence.
- b. Anticipates long-/short-term needs and expenses of co-curricular and extra-curricular programs in an unbiased fashion.
- c. Insures that proper records are kept and procedures are followed.
- d. Allocates appropriate budget funds in accordance with school needs and budget limitations.
- e. Maintains safety and security arrangements for people, site, and equipment.
- f. Assists principal in implementing procedures of upkeep of plant facilities and equipment.
- g. Works with principal to arrange use of shared equipment and facilities.
- h. Cooperates with principal and staff in maintaining discipline throughout the student body.
- i. Supervises the reporting and monitoring of student attendance.
- j. Establishes a record-keeping/communication system appropriate for attendance, discipline and activities.

Comments:

### IV. SUPERVISION AND EVALUATION

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators

- a. Is visible and pro-active in his/her building.
- b. Directs, supervises, and evaluates the work of the personnel assigned by the principal.
- c. Demonstrates fair and equitable treatment of all programs, staff and students.
- d. Incorporates opportunities for students with special needs into the total school program.
- e. Maintains sufficient documentation to provide feedback to substantiate decisions.
- F. Takes appropriate action to prevent and solve situations.

Comments:

### V. SCHOOL CLIMATE

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

Indicators

- a. Assists in promotion of a caring environment in which students feel safe, secure, and welcome.
- b. Assures that behavioral expectations of students and staff are clearly communicated and enforced.
- c. Assists in recognition of student and staff achievements, accomplishments, and successes.
- d. Creates a feeling of unity and enthusiasm among those in contact with him/her.
- e. Promotes multicultural and ethnic understanding and respect.
- f. Focuses on pro-active systems for reinforcing positive student behaviors.
- g. Advocates student participation in curricular and extra-curricular programs.

Comments:

## VI. SCHOOL AND COMMUNITY RELATIONS

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

### Indicators

- a. Demonstrates the ability to interact effectively with all appropriate school audiences.
- b. Encourages and guides parental involvement in the school's co-curricular and extra-curricular efforts.
- c. Communicates the school's mission and academic goals to staff, students, and parents.
- d. Promotes positive and effective communication within school and community.
- e. Promotes parent, community, and staff involvement in the school's accountability team process.
- f. Honestly relates the school's strengths/concerns to the community.

Comments:

## VII. PROFESSIONAL GROWTH AND DEVELOPMENT

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

### Indicators

- a. Sets goals for professional growth and works toward those goals.
- b. Models a belief in and commitment to professional development efforts through his/her own development efforts.
- c. Demonstrates and encourages initiative and innovation.
- d. Disseminates ideas and information to other professionals.
- e. Contributes to the profession by participating in professional organizations, attendance at appropriate conferences, and reading professional materials.
- f. Uses the evaluation process to systematically improve staff effectiveness.

Comments:

## VIII. INTERPERSONAL RELATIONSHIPS

\_\_\_\_\_ Above Standard, \_\_\_\_\_ Standard, \_\_\_\_\_ Below Standard, \_\_\_\_\_ Unacceptable

### Indicators

- a. Encourages each employee to realize the importance of his/her role, of his/her value to the organization, and of his/her responsibilities therein.
- b. Emphasizes the importance of productive relationships with people.
- c. Insists that staff and students reciprocate respect and dignity.
- d. Listens, researches, and interacts prior to making decisions.
- e. Is supportive of staff members who are responsible to him/her in the best interest of the students.
- f. Is flexible and adaptable to all school situations.
- g. Is trustworthy and conveys this to others.

Comments:

Comments and/or Suggestions:

Recommendations (made after the second or subsequent Observation Record Conferences)

After the second Observation Record has been conferenced, the evaluator will determine an appropriate recommendation. If the recommendation is other than continued Level 1 placement, the superintendent must be informed. If remediation is recommended, the Remediation Plan must be completed and a copy sent to the superintendent.

\_\_\_\_\_ Continue on Level 1 of the Evaluation Cycle.

\_\_\_\_\_ Proceed to the remediation process (Remediation Plan must be completed).

Activities

Director \_\_\_\_\_ Date \_\_\_\_\_

Principal \_\_\_\_\_ Date \_\_\_\_\_

Superintendent \_\_\_\_\_ Date \_\_\_\_\_

**Note: Copies must be made for evaluator and evaluatee.**

Aguilar School District RE-6

**Aguilar Middle/High School  
Coaches Evaluation Form**

Name: \_\_\_\_\_ Sport: \_\_\_\_\_

Evaluator(s): \_\_\_\_\_ Date: \_\_\_\_\_

*Rating Scale: 1-Unacceptable, 2-Below Standard, 3-Standard, 4-Above Standard*

**Area I: Personal and Professional Qualities:**

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Appearance  | 1 | 2 | 3 | 4 |
| 2. Role model for athletes                                     | 1 | 2 | 3 | 4 |
| 3. Works well with administration                              | 1 | 2 | 3 | 4 |
| 4. Works well with the faculty                                 | 1 | 2 | 3 | 4 |
| 5. Works well with fellow coaches                              | 1 | 2 | 3 | 4 |
| 6. Works well with parents                                     | 1 | 2 | 3 | 4 |
| 7. Works well with the media                                   | 1 | 2 | 3 | 4 |
| 8. Supports and cooperates with other athletic programs        | 1 | 2 | 3 | 4 |
| 9. Displays proper conduct during contests                     | 1 | 2 | 3 | 4 |
| 10. Attention to administrative and financial responsibilities | 1 | 2 | 3 | 4 |

**Comments:**

**Area II: Coaching Performance:**

- |  |   |   |   |   |
|--|---|---|---|---|
| 1. Adequate discipline                                       | 1 | 2 | 3 | 4 |
| 2. Care of equipment   | 1 | 2 | 3 | 4 |
| 3. Care of facilities  | 1 | 2 | 3 | 4 |
| 4. Organizational responsibilities                           | 1 | 2 | 3 | 4 |
| 5. Knowledge of the sport                                    | 1 | 2 | 3 | 4 |
| 6. Ability to motivate athletes                              | 1 | 2 | 3 | 4 |
| 7. Handling of athletic injuries                             | 1 | 2 | 3 | 4 |
| 8. Pre-season planning                                       | 1 | 2 | 3 | 4 |
| 9. Loyalty to school   | 1 | 2 | 3 | 4 |
| 10. Caliber and quality of instruction                       | 1 | 2 | 3 | 4 |
| 11. Supervision of athletes                                  | 1 | 2 | 3 | 4 |
| 12. Willingness to devote time and energy to coaching duties | 1 | 2 | 3 | 4 |
| 13. Inventory control and maintenance                        | 1 | 2 | 3 | 4 |
| 14. Equitable treatment of athletes                          | 1 | 2 | 3 | 4 |
| 15. Application of state, league, and schools rules          | 1 | 2 | 3 | 4 |
| 16. Success factor: Win loss record both long and short term | 1 | 2 | 3 | 4 |

**Comments:**

**III. Related Information:**

**1. Areas of Strength:**

**2. Areas for Improvement:**

**Administrative Overview:**

**Coach Response**

The evaluated faculty member shall have the right to attach a response to this evaluation to become part of the permanent record.

**Date of Conference:** \_\_\_\_\_

**Coaches Signature:** \_\_\_\_\_

**Activities Director Signature:** \_\_\_\_\_

**Principal's Signature:** \_\_\_\_\_

**AGUILAR SCHOOL DISTRICT  
PROFESSIONAL GOAL STATEMENTS**

**NAME:** \_\_\_\_\_

**POSITION:** \_\_\_\_\_

**A. *INSTRUCTIONAL GOALS—Measurable--Tied to CSAP, NWEA, and District Student Achievement Performance***

**B. CLASSROOM MANAGEMENT GOALS**

**C. COMMUNICATION SKILL GOALS**

**D. ORGANIZATIONAL & MANAGEMENT GOALS**

**E. OTHER PROFESSIONAL GOALS**

**PROFESSIONAL:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ADMINISTRATOR:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Evaluation of Support Staff**

The district has adopted an evaluation system designed to appraise the performance of all classified employees in the district. This system shall assist supervisors and classified employees in understanding the evaluation process and shall be reviewed with affected staff members on an ongoing basis.

The goal of the classified employee performance evaluation system is to ensure the highest quality of services for the district's students, staff and community.

The evaluation system is designed to:

1. Improve or support teaching and learning
2. Enhance implementation of curricular programs
3. Measure professional growth, development and performance
4. Promote and improve communications between the employee and supervisor
5. Provide insight and feedback regarding the employee's performance, including areas of strength, opportunities for growth, and need for improvement
6. Provide recognition for outstanding performance
7. Ensure that consistent procedures and uniform performance standards are used for the evaluation of all employees who hold the same position
8. Explain the rights and responsibilities of the employee and employer in the evaluation process
9. Provide information to substantiate personnel decisions, including promotions, transfers and terminations

## **Evaluation of Support Staff**

### **Designation of evaluators**

Classified employees' performance evaluations will be completed by the immediate supervisor. Input may be secured from other administrators/supervisors as needed to complete the evaluation.

### **Schedule of evaluations**

During an employee's first year in the position he or she will be evaluated after two months, after six months, and during the last month of the employment year.

Other employees, beginning with the second year of employment, will be evaluated a minimum of one time annually, according to the schedule developed by the immediate supervisor. Any employee who assumes a different position will be evaluated after six months and one year in the new job.

Employees whose performance has been rated as less than effective will be placed on probation and evaluated more frequently as indicated in the procedures which follow. Additional evaluations may also be completed at the discretion of the supervisor.

### **Evaluation criteria**

Each classified employee will be evaluated on the performance of the responsibilities listed in his or her position description. The effectiveness of the employee in carrying out duties is assessed on the basis of the performance factors included on the evaluation report. Performance indicators will be established in each of the performance areas to define the district's standard of expected performance.

### **Review of the evaluation process**

The evaluation process will be reviewed with classified employees on an annual basis. This review may be conducted in a group meeting or on an individual basis at the discretion of the evaluator.

### **Observation and ongoing performance feedback**

Over the course of the employment year, the supervisor will make observations of the employee's work. The supervisor will maintain a record and sufficient documentation of these observations in order to accurately rate the employee's work on each performance factor.

The supervisor will share observations of the employee's performance on an ongoing basis. When observations reveal performance concerns, the supervisor will communicate with the employee to identify needed improvements and provide assistance as required.

### **Evaluation report**

The supervisor will complete the performance evaluation report for each classified staff member according to a specific time schedule. The supervisor will review records, secure additional input as necessary and fill out the appropriate evaluation forms.

### **Evaluation conference**

The supervisor will schedule a conference with the employee to review the evaluation report. The conference will focus on a review of the employee's performance ratings, any relevant documentation, and recommendations.

At the conclusion of the conference, the supervisor and the employee will sign the evaluation report. The employee's signature on the form indicates only that the evaluation report has been reviewed and explained. Signing the form does not indicate that the employee agrees with the content of the evaluation.

The original of the signed report will be directed to the building administrator for review and inclusion in the employee's personnel file. The supervisor will retain a copy of the report and provide a copy to the employee.

The employee may respond to the report in writing within seven working days of the conference. Two copies of the written report are required; one copy is provided to the supervisor and the other copy to the building administrator.

### **Improvement plan**

When an employee's overall performance has been rated as "unsatisfactory" or "needs improvement," the employee will be placed on probation and re-evaluated on a schedule determined by the supervisor.

A written improvement plan will be developed and implemented. The supervisor will prepare this plan to include identification of the skill deficiency and/or behavior(s) needing improvement, steps to be taken in achieving improvements, and a time line for review of progress and re-evaluation(s). Employee input into the plan may be secured at the discretion of the supervisor.

Prior to the implementation of the plan, it will be reviewed with the employee, and signed by the employee and the supervisor. The employee's signature indicates that the plan has been reviewed with and explained by the supervisor. Signing the plan does not indicate agreement with the content of the plan.

A copy of the assigned plan will be forwarded to the building administrator. A copy will be retained by the supervisor and a copy will be provided to the employee.

Re-evaluations which document insufficient progress toward improvement will result in a recommendation for termination of employment.

File: GDB-E

**NOTICE OF AT-WILL ASSIGNMENT  
CLASSIFIED STAFF EMPLOYEE**

DATE:

TO:

Social Security Number:

The purpose of this Notice is to provide you with information relating to your employment. Nothing in this notice alters your at-will employment status. Your employment is always governed by the express policies of the Aguilar School District Re-6 Board of Education. Pursuant to your monthly/hourly employment with the Aguilar School District RE-6, you are hereby notified that your assignment(s) shall be as follows:

Position:

Location:

Number of days per year:

Number of hours per day:

Amount of overtime permitted per week during the school year:

Amount of overtime permitted per week during the summer:

Paid Holidays:  Yes  No

Number of paid Vacation days: \_\_\_\_\_

Number of Personal/Sick Leave days a year: \_\_\_\_\_

The assignment (or assignments) may be changed and/or modified from time to time as the needs of the school district require in accordance with applicable policies, regulations, procedures and directives of the Aguilar School District RE-6.

Your salary placement is on Step \_\_\_\_\_ and the rate will be \$\_\_\_\_\_ per hour. You will be paid on or near the 15th of each month.

It is recognized that in order to insure continuity and uniformity in payment of salaries, certain portions of your salary may be paid to you prior to the time the salary is earned. In the event you cease to be employed by Aguilar School District RE-6 for any reason whatsoever, you shall promptly repay to the district any amounts which have not been earned as of the date of such separation. You shall receive benefits and vacation in accordance with district policies and procedures.

This document is to provide you with written notice of actions taken pursuant to your employment. Employment shall at all times be subject to applicable policies, regulations, procedures and directives of Aguilar School District RE-6 through its appropriate supervisory personnel and all applicable state and federal statutes.

Other pay information may be attached and considered to be an integral part of this document if initiated by the Superintendent.

All employment actions are subject to ratification and approval by the Board of Education of the Aguilar School District RE-6. Classified staff employees serve at the pleasure of the Board and have only those employment rights expressly established by Board policy.

Although your compensation may be stated as an annual total, you are employed on an at-will basis. You or the school district may terminate your employment at any time, without cause and without liability for any unearned compensation. No action taken or statements made other than formal action by the Board of Education alters the at-will nature of this employment or creates an expectation of continued employment.

Aguilar School District RE-6

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

I understand and accept employment on the above terms.

\_\_\_\_\_  
Employee

\_\_\_\_\_  
Date

Note: Any questions regarding this Notice of Assignment must be submitted to the Superintendent within two weeks of the notice issue date.

**Aguilar School District RE-6  
Classified Personnel Evaluation**

Name \_\_\_\_\_

Date \_\_\_\_\_

RATING SCALES:

Commendable: means the school employee consistently exceeded the described standard to the degree that it could be a model for other employees.

Proficient: means the school employee usually demonstrated the standard during the evaluation cycle.

In Progress: means the school employee progressively demonstrated the standard during the evaluation cycle.

Unacceptable: means the school employee rarely demonstrated the standard during the evaluation cycle.

**Standard One: The employee will maintain positive working relationships.**

\_\_\_\_\_ Commendable    \_\_\_\_\_ Proficient    \_\_\_\_\_ In Progress    \_\_\_\_\_ Unacceptable

1. Supervisory

- Arrives and leaves work at scheduled times,
- Respects time limits on breaks and lunch periods.
- Notifies supervisor and/or other designated person of absence from work according to established procedures.
- Accepts and follows through on directions or suggestions seeks clarification from supervisor as necessary.
- Accepts praise and criticism in an appropriate manner.
- Keeps supervisor informed of work progress and unusual problems/delays in completion of assigned work.
- Requires only routine supervision and direction

2. Personal

- Displays courteous, helpful and pleasant manners in dealing with other employees and students.
- Expresses support for the efforts and accomplishments of other employees and students.
- Upholds standards for student behavior in a manner which is fair, consistent, and caring; deals with discipline according to established procedures.
- Deals effectively with minor interruptions or temporary changes in work routine.
- Displays a willingness to support changes when provided with an explanation of the rationale.

3. Public

- Displays support for district programs and employees.
- Represents the district in a positive manner through courteous behavior and appropriate appearance.
- Maintains confidentiality of privileged information.

