

**METROPOLITAN SCHOOL DISTRICT
OF WABASH COUNTY**

Teacher Evaluation Handbook

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INDIANA SCHOOL LAW

Development of this Appraisal and Improvement Plan meets the requirements of, IC 20-28-11-1-8, Staff Performance Evaluation.

PHILOSOPHY OF EDUCATION

The student is the focus of education in the Metropolitan School District of Wabash County (MSDWC). It is our responsibility to provide students a broad body of knowledge and skills enabling them to reach their individual potential.

Our goal is to build character and capacity - character to do the right thing and capacity to do things right. Our schools reinforce traditional values of our community and society. By teaching problem solving, decision making, and critical thinking skills, the student will be challenged to become a contributing and responsible citizen in our democratic society.

PHILOSOPHY OF EVALUATION

The primary purpose of evaluation is to improve student learning. Evaluation is an ongoing and collaborative effort which will help identify strengths and weaknesses as well as offer suggestions for improvement. Coaching and counseling are an integral part of the process. The evaluation will be performed by qualified personnel using valid criteria and will incorporate provisions for due process. Improved instruction and improved student learning will be the expected outcomes of the evaluation system.

PROFESSIONAL DEVELOPMENT MODELS

Two professional development models have been developed for the MSDWC teaching staff. Teachers within their first two years of teaching will use the Teacher Performance Evaluation (TPE). Teachers in years 3, 4, and 5 will use the Professional Evaluation Tool (PET) annually and every 5th year after that unless requested by their administrator to return to the TPE. The PET was mutually developed by MSDWC and the Center for Evaluation and Education Policy.

DUE PROCESS

The MSDWC evaluation system for teachers has the following provisions to guarantee due process protection:

1. All parties have had involvement and committee representation in the design, research, and development of the evaluation system and instruments.
2. Every teacher is given a handbook and provided an opportunity for orientation and training related to the system, its procedures, and its use.
3. Teachers are provided the right of rebuttal throughout the evaluation cycle.
4. All reports of unsatisfactory performance must be in writing and must enumerate deficits in specific terms.
5. Each teacher is provided access to the file of his/her evaluation reports located at the school site or central office.
6. In addition, it is understood that everyone involved in the evaluation process is to be provided substantive due process e.g., what is to be done in the evaluation process is fair, rational, and

reasonable. This means that the teacher who is not meeting job standards must be given the time, the support, and the opportunity to get better.

TEACHER PERFORMANCE EVALUATION

I. EVALUATION CYCLE

Teachers within their first two years of teaching will be formally evaluated with two formative evaluations (one before December 1, and the other before April 1 and one summative evaluation before April 15. A teacher may be evaluated more frequently at teacher request, or if the administrator deems it necessary.

II. SIGNATURES

All forms are to be signed and dated by the evaluator and the evaluatee. The signature indicates awareness of the content, but not necessarily agreement with the content.

III. COMPONENTS OF THE TEACHER PERFORMANCE EVALUATION

A. Staff In-service:

1. Before the fifth teacher day of school, the evaluator shall
 - a. review evaluation procedures and instruments;
 - b. tell the people who will be formally evaluated;
 - c. discuss formal observation and evaluation dates;
 - d. state reasons for evaluation; and
 - e. make a copy of entire process available to each faculty member.
2. Any teacher employed after the first teacher day of his/her school year shall have an orientation of the process not more than three weeks after their first teaching day to discuss items a - d above; all other timelines will be decided on a case-by-case basis.

B. Self-evaluation:

Self-evaluation is encouraged and valued -- as professionals, it is hoped this will be done.

C. Formative Evaluation:

1. Pre-observation:
 - a. Evaluator supplies Pre-observation Form and informs evaluatee of impending formal observation at least two school days in advance.
 - b. The pre-observation conference must be held either one day before the observation or on the day of the observation to discuss:
 - i) lesson plans,
 - ii) Pre-observation Form, and
 - iii) other substantive elements.

- c. The Pre-observation Form is to be completed by the evaluatee and given to the evaluator at least one day before the Conference.

2. Formal Observations:

- a. Teachers will have at least two formal evaluations per year.
- b. Formal observations must be a minimum of 30 minutes per scheduled observation.

3. Post-observation:

- a. The Post-observation Form must be given to the evaluatee no later than one working day before the conference. The completed form should be based on data gathered in the formal observation; however, extraneous complementary data may be included in the areas of Interpersonal Relations and Professional Responsibilities.
- b. The conference will take place within five school days after the observation.
- c. In the event of absence (evaluatee or evaluator), all timelines will be extended by an equal number of days.
- d. The conference should cover instructional strategies, classroom management, interpersonal relations, and professional responsibilities. Discussion should be in terms of strengths, areas needing improvement, and review and/or revision of goals and objectives.

D. Informal Observations:

1. Informal observations may take place an unlimited number of times.
2. Written correspondence or conferences on informal observation data must occur within five school days after data is gathered if input is to be used in either the formative evaluation or summative evaluation.

E. Summative Evaluation:

1. The summative evaluation is a written analysis by the evaluator of all data gathered.
2. All data used in the summative evaluation must come from formal or informal observations.
3. The summative report will be given to the evaluatee one working day before the conference.
4. Discussion at the conference should include a review of all pertinent evaluative data, short and long-range goals to be addressed in the next performance appraisal, and discuss job targets, if applicable.
5. A copy of the summative evaluation will go to the evaluatee, evaluator, and superintendent's office.
6. An evaluatee has five working days to file a written response (clarification, information, opinion) if desired. The response will be attached to the evaluation and placed in the permanent personnel file at the superintendent's office.
7. The data is confidential and is available only to the Board of Education, the administration, and the evaluatee unless the evaluatee gives written permission to share the data with other parties.

F. Job Targets:

1. The purpose is to improve individual performance.
2. It will be developed cooperatively by the evaluator and evaluatee, but written by the evaluatee and approved by the evaluator.
3. Evaluatees who fall below district standards will be required to write one to three job targets per cycle.
4. Targets can be short and/or long-range and must be written on the Job Improvement Target Form.
5. Targets should specify:
 - a. Objectives or expected outcomes;
 - b. Plan of action;
 - c. Resources needed (people, materials, in-service); and
 - d. Evaluation/monitoring method.

TEACHER PERFORMANCE EVALUATION

	Form	Completed & discussed 1 day before observation or day of observation	1 day before conference	Conference	At least 30 minutes	Within 5 days after observation	Signed/ Dated
Pre-Observation	X	X		X			X
Formal Observation					X		
Post Observation	X		X	X		X	X
Summative Evaluation	X		X	X			X
Job Targets	X			X			X
Informal Observation	Unlimited use. Used to supplement the above areas.						

**METROPOLITAN SCHOOL DISTRICT OF WABASH COUNTY
TEACHER PERFORMANCE EVALUATION
PRE-OBSERVATION SHEET**

This form should be completed by your teacher at least one day prior to the actual observation. A meeting will be held to clarify information between the teacher and building principal.

The information contained here will give the building principal a point of focus for observing the actual lesson.

Person being observed: _____

Date: _____

Class: _____

Observer: _____

Evaluatee=s Plan	Evaluator=s Comments
<p>1) Is there anything special that should be known about this group of students?</p> <p>2) What is (are) the goal(s) of the lesson to be observed?</p> <p>3) What instructional strategies will be used to accomplish this goal? (i.e., cooperative learning, multi-media presentations, or lecture etc.)</p>	
<p>4) How will you differentiate instruction?</p>	
<p>5) How will you know students have learned the material?</p>	

6) List the Indiana standard (narrative) that is being addressed in this lesson.	
7) Describe what reading strategies have been used with this class and if possible include the use of a reading strategy during the upcoming observation.	

Evaluator/Date_____

Evaluatee/Date_____

METROPOLITAN SCHOOL DISTRICT OF WABASH COUNTY FORMATIVE OBSERVATION FORM

Indicate teacher performance by placing a check mark in the appropriate box by using the following rating scale.

Meets Expectations 3
Needs Improvement 2

Improvement Required 1
Not applicable or observed NA/NO

Teacher: _____

Subject/Grade: _____

Building: _____

Date of Observation: _____

Evaluator: _____

Type of Observation: Formal Informal

Major Competency/Teaching Traits	Performance of Competency			
	3	2	1	NA/NO
1. The teacher communicates accurately and effectively in the subject area.	3	2	1	NA/NO
A. Exhibits accurate and up-to-date knowledge of subject/grade being taught through the use of current materials.				
B. Provides accurate oral and written communications in the classroom at the appropriate level of instruction.				
C. Communicates to the student the instructional intent or plan at the beginning of each lesson.				
2. The teacher creates an atmosphere conducive to learning and self-discipline.	3	2	1	NA/NO
A. Exhibits a positive attitude and encourages positive behavior among all the students.				
B. Allows opportunities for the students to express ideas, needs, and interests				
C. Is sensitive to the needs and feelings of each student.				
D. Recognizes and responds positively to the students= efforts.				

Major Competency/Teaching Traits	Performance of Competency			
<p>3. The teacher plans his/her instruction to achieve selected objectives.</p> <p>A. Identifies and selects appropriate learner objectives.</p> <p>B. Selects appropriate teaching procedures and techniques.</p> <p>C. Is well prepared as evidenced by comprehensive lesson plans through the use of state standards, district curriculum, and textbook materials.</p>	3	2	1	NA/NO
<p>4. The teacher manages the classroom to assure the best use of instructional time.</p> <p>A. Routine paperwork and clerical requirements are handled promptly and efficiently.</p> <p>B. Direction for transitions between activities are clear and concise.</p> <p>C. Materials for student distribution are organized and available when needed.</p> <p>D. Appropriate student-to-teacher and student-to-student interaction is evident.</p> <p>E. The teacher makes good use of instructional time.</p>	3	2	1	NA/NO
<p>5. The teacher organizes instruction to account for individual and cultural differences among students.</p>	3	2	1	NA/NO
<p>A. Instruction is provided to take into account differences among learners.</p>				
<p>B. Allows opportunities for the students to express ideas, needs, and interests.</p>				
<p>6. The teacher uses a variety of instructional strategies, media, and materials related to the objectives of the lesson.</p>	3	2	1	NA/NO
<p>A. A variety of instructional strategies, media, and materials appropriate to the instruction are used.</p>				
<p>B. Opportunities are provided for students to practice and apply knowledge and skills</p>				
<p>7. The teacher provides opportunities for students to practice and apply knowledge and skills.</p>				
<p>A. Clearly communicates the assignment and expectations.</p>				
<p>B. Individual student needs are taken into account and appropriate support is provided to assist students in completing assignments.</p>				
<p>C. Assignments are varied to accomplish the instructional objective and to accommodate learner differences.</p>				

8. Teacher continually monitors time allocation and behavior of the students during instructional activity to ensure effective use of instructional time.	3	2	1	NA/NO
A. Classroom distractions are kept to a minimum.				
B. The classroom environment is conducive to learning and to teaching.				
C. Students are appropriately reinforced and guided to achieve the desired behaviors.				

Evaluator=s Comments:

The signature of the teacher indicates that the report has been read and discussed. It does not necessarily indicate agreement with the evaluation or recommendation.

Teacher=s Signature Date

Evaluator=s/Principal=s Signature Date

**METROPOLITAN SCHOOL DISTRICT OF WABASH COUNTY
TEACHER PERFORMANCE EVALUATION
JOB IMPROVEMENT TARGET**

Name: _____ Date: _____

Grade, Class, and/or Subject: _____ Bldg: _____

PERFORMANCE AREA: (check one)

Criterion upon which TARGET is based:

_____ Productive Teaching Techniques

_____ Classroom Management

_____ Interpersonal Relations

_____ Professional Responsibilities

I. GENERAL INTENT OF TARGET:

II. SPECIFIC STATEMENT OF TARGET:

III. SPECIFIC MEASURABLE BEHAVIOR (What will be done?)

IV. PLAN OF ACTION (How will it be done?) TIME FRAME: (When will each step be completed?)

Steps:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

V. RESOURCES NEEDED (people, materials, in-service)

VI. PROGRESS CHECKS/DATES: (How is it going?)

A. EVALUATEE'S COMMENTS:

B. EVALUATOR'S COMMENTS:

VII. DOCUMENTATION/APPRaisal METHOD FOR FINAL ACCOMPLISHMENT OF TARGET:
(How do you know it was done?)

A. Written evidence

B. Appraisal method

To Be Completed by Evaluator:

To what extent was job target accomplished?:

EVALUATEE'S COMMENTS:

Not accomplished

Partially accomplished

Fully accomplished

EVALUATOR'S COMMENTS:

Evaluator's Signature

Date of Conference

Evaluatee's Signature

Date of Conference

**METROPOLITAN SCHOOL DISTRICT OF WABASH COUNTY
TEACHER PERFORMANCE EVALUATION
SUMMATIVE EVALUATION CONTENT**

The summative evaluation will be based on the following:

I. TEACHING TECHNIQUES

- A. Demonstrates effective planning skills
- B. Demonstrates effective teaching skills
- C. Communicates effectively with students
- D. Evaluates effectively

II. CLASSROOM MANAGEMENT

- A. Manages time effectively and efficiently
- B. Sets high standards for student behavior
- C. Organizes students for effective instruction

III. INTERPERSONAL RELATIONS

- A. Demonstrates effective interpersonal relationships with students, staff, parents, and community

IV. PROFESSIONAL RESPONSIBILITIES

- A. Demonstrates employee responsibilities
- B. Displays a thorough knowledge of curriculum and subject matter

METROPOLITAN SCHOOL DISTRICT OF WABASH COUNTY
TEACHER PERFORMANCE EVALUATION
SUMMATIVE EVALUATION DESCRIPTORS

These suggested descriptors are to assist the evaluator and evaluatee.

I. TEACHING TECHNIQUES

A. Demonstrates Effective Planning Skills

- Selects appropriate long-range goals
- Selects objectives at the correct level of difficulty to assure successful learning experiences for each student
- Includes teaching methods and procedures relevant to objective
- Includes relevant student activities
- Plans appropriate time allotment
- Selects a variety of teaching strategies & procedures, along with a variety of student activities
- Provides adequate plans & procedures for substitute teachers
- Uses school & community resources

B. Demonstrates Effective Teaching Skills

- Engage students in the learning process
- Provides review of relevant past learning
- Provides a statement of the lesson's objective (state standard being addressed)
- Models or demonstrates the concept to be learned
- Provides prompted practice to build proficiency
- Provides unprompted practice to check for understanding
- Provides closure of the lesson
- Elicits frequent & varied responses from all learners
- Maintains an appropriate pace of instruction
- Monitors student responses throughout instruction
- Adjusts instruction appropriately based upon student responses
- Integrates technology into the instructional process
- Uses formative assessment to guide instruction

C. Communicates Effectively with Students

- Communicates expectations
- Responds positively to students without regard to socio-economic status or cultural background
- Speaks clearly; uses correct grammar
- Presents ideas logically
- Uses a variety of verbal and non-verbal techniques
- Responds to student questions before proceeding
- Gives clear, explicit directions
- Provides extra help & enrichment activities

D. Evaluates Effectively

- Gives written comments as well as points or scores
- Returns test results as quickly as possible
- Makes opportunities for one-to-one conferences
- Interprets test results to students & parents
- Provides students with specific evaluative feedback

- Makes methods of evaluation clear & purposeful
- Uses pre-tests & post-tests
- Prepares tests which reflect Indiana standards
- Utilizes a variety of evaluation techniques

II. CLASSROOM MANAGEMENT

A. Manages Time Effectively and Efficiently

- Begins class work promptly
- Minimizes in-class management time
- Minimizes transition time

B. Sets High Standards for Student Behavior

- Handles discipline problems positively & in accordance with building policies, school board policies, & legal requirements
- Establishes & clearly communicates parameters for student classroom behavior
- Promotes self-discipline
- Demonstrates fairness & consistency in the handling of student behavior
- Recognizes & rewards positive student behavior

C. Organizes Students for Effective Instruction

- Groups students according to their instructional needs
- Varies size of group according to instructional objective
- Creates a set of guidelines for students to follow when doing small group work
- Provides orientation for new students

III. INTERPERSONAL RELATIONS

A. Demonstrates Effective Interpersonal Relationships with students, staff, parents, and community.

- Shares ideas, materials, & methods with other teachers
- Informs appropriate personnel of school related matters
- Supports & participates in parent-teacher activities
- Works well with other teachers & the administration
- Provides for open communication & cooperation between the teacher & the parent
- Shows sensitivity to physical, social, & emotional development of students
- Is aware of special health needs of students
- Deals appropriately with parent/child abuse & substance abuse
- Provides opportunities for individual differences
- Acknowledges the rights of others to hold differing views or values
- Uses discretion in handling confidential information & difficult situations
- Promotes positive self-concept
- Communicates with students empathetically, accurately & with understanding

IV. PROFESSIONAL RESPONSIBILITIES

A. Demonstrates Employee Responsibilities

- Is punctual
- Provides accurate data to the school & district as requested for management purposes
- Completes duties accurately & promptly
- Adheres to & supports school regulations & policies
- Selects appropriate channels for resolving concerns/problems
- Assumes responsibilities outside the classroom as they relate to school
- Acts as an appropriate role model in the educational setting

- B. _____ Displays a thorough knowledge of curriculum and subject matter.
_____ Participates in curriculum review, revision, and/or development activities
_____ Demonstrates a willingness to keep curriculum & instructional practices current
_____ Aligns the functional classroom curriculum taught with the district's curriculum guide & the Indiana State Standards

METROPOLITAN SCHOOL DISTRICT OF WABASH COUNTY

**TEACHER PERFORMANCE EVALUATION
SUMMATIVE EVALUATION FORM**

This summative evaluation form is to be completed after the formative cycle is complete, and the content of the evaluator's responses should reflect an analysis of all data gathered.

Summative evaluation of: _____ Date: _____

Position: _____ Building: _____

Years in current position (include current year):

Total years in education (include current year):

Non-permanent ____ Semi-permanent ____ Permanent ____

Instructions for Completion

- A. Respond to each of the items. The response will define "how" the evaluatee has performed in regard to each item.
- B. The evaluator's subjective judgment will be based on all data gathered per the TPE procedures.
- C. A comment space is provided at the end of each section. Use of this space is required; however, the comments may be general in nature if the supporting data exists in other documentation.
- D. The suggested descriptors are to assist the evaluator and evaluatee.
- E. For each item, please check the blank next to the term that best describes performance according to these responses:

Meets Expectations-Job performance meets or exceeds what is reasonably expected of a well-trained individual.

Improvement Needed-Job performance does not consistently meet what is reasonably expected of a well-trained individual. Performance improvement is necessary. The completion of a Job Improvement Target(s) is suggested.
Target(s) is suggested.

Improvement Required-Job performance is significantly below what is reasonably expected of a well-trained individual. Significant performance improvement is necessary. The completion of a Job Improvement Target(s) is necessary.

I. TEACHING TECHNIQUES

A. Demonstrates Effective Planning Skills:
 Meets expectations COMMENTS:
 Improvement needed
 Improvement required

B. Demonstrates Effective Teaching Skills:
 Meets expectations COMMENTS:
 Improvement needed
 Improvement required

C. Communicates Effectively With Students:
 Meets expectations COMMENTS:
 Improvement needed
 Improvement required

D. Evaluates Effectively:
 Meets expectations COMMENTS:
 Improvement needed
 Improvement required

II. CLASSROOM MANAGEMENT

A. Manages Time Effectively & Efficiently:
 Meets expectations COMMENTS:
 Improvement needed
 Improvement required

B. Sets High Standards for Student Behavior:
 Meets expectations COMMENTS:
 Improvement needed
 Improvement required

C. Organizes Students for Effective Instruction:
 Meets expectations COMMENTS:
 Improvement needed
 Improvement required

III. INTERPERSONAL RELATIONS

A. Demonstrates Effective Interpersonal Relationships with students, staff, parents, and community:
 Meets expectations COMMENTS:
 Improvement needed
 Improvement required

IV. PROFESSIONAL RESPONSIBILITIES

A. Demonstrates Employee Responsibilities:

- Meets expectations
- Improvement needed
- Improvement required

COMMENTS:

B. Displays a Thorough Knowledge of Curriculum and Subject Matter:

- Meets expectations
- Improvement needed
- Improvement required

COMMENTS:

(Attach additional pages if necessary.)

Evaluator's Signature

Date of Conference

Evaluatee's Signature

Date of Conference

ADDITIONAL COMMENTS

PROFESSIONAL EVALUATION TOOL (PET)

The Professional Evaluation Tool (PET) is for:

1. Teachers in years 3, 4, and 5, who will use this process annually.
2. Experienced teachers, new to MSD of Wabash County, who will use it annually for their first five years in the district.
3. All tenured MSD educators, who will use it on a 5 year cycle, unless requested by administrator to return to the Teacher Performance Evaluation (TPE) system.

This is an on-line process. Teacher login page: <http://ceep.indiana.edu/wabash/login.php>

Timeline:

- All principals will add teachers to the system and provide them their log in and password by August 30.
- By September 15, each participating teacher completes his or her professional growth plan, indicating 1-3 behaviors on which they will focus.
- By October 1, the principal or other administrative designee reviews the plan and provides feedback. The principal has the final determination of any or all of the indicators. During the evaluation period, the teacher will add evidence of progress toward meeting professional goals to the plan document. The teacher and principal collaborate online and add notes to the plan to document progress.
- By April 15, a summative evaluation meeting will occur.